**EnGlish**

**How are students supported in English Language and Literature and what can parents do to help?**

Sometimes students find that they are not making the kind of progress they are expecting in English Language and Literature. The list below is a guide to the things students should be doing and the support they should be accessing to make the best of their studies.

**English Language and Literature**

1. **The Text.** This is should be the first port of call. When students are struggling in English Language and Literature, it is often because they have not read the text. We recommend that students read all set texts **four times** in total before the summer in which you sit your exam. Before anything else takes place, students must be able to say that they have read the texts right through, from cover to cover, at least twice.
   1. First reading: this is for enjoyment, ideally, and for novels will be done prior to starting to study the text. For plays and poems we will often read them in class and there are often opportunities to see or watch the play in performance. We organise a trip to the theatre archive at the V&A museum every year to watch a screening of Jez Butterworth’s play *Jerusalem* and there is an online resource called *Jerusalem*: a walk-through, created by the department, that allows students to listen and watch a teacher go through the text and annotate so that they really understand the language. We do the same thing for some of the Blake poems.
   2. Second reading: for novels, this should be done both in and out of class as we study the text. It is the point at which the first level of annotation is made and where students start to see patterns across the text.
   3. Third reading: for consolidation, where you take all the notes you have made, any supporting material (handouts, booklets) and see patterns in the text that you might not have had time to discuss in class. It is where you take control of the text yourself.
   4. Fourth reading: for revision, and often very quick, where you are collecting key sequences from the text (some of these will have been suggested by the teacher, but some may be chosen by you, as a student), key quotations etc and using them to plan and write practice answers ready for the exam.
2. **Handouts and booklets.** We have a range of handouts that we give students to support their study and these are increasing, including a new study and revise guide on *Jerusalem*. Many of our presentations are also on Godalming Online.
3. **Audio-Visual Tutorials.** The department now has a substantial number of these, produced by the team. Many of them are revision tutorials, to be found in the ‘Exam Revision’ section of the Godalming Online English Language and Literature page. Increasingly, however, there are study support materials, such as our commentaries on Blake’s poetry where, if students are struggling with the language, they can go back through the entire play and annotate it with the help of a teacher’s recorded commentary.
4. **Revision Guides.** The library is well stocked with these, such as the English and Media Centre course textbook and York Notes Advanced (on *The Great Gatsby* and *The Songs of Innocence and of Experience*).
5. **Practice Papers.** We have past papers online which students can complete and submit for feedback, having marked them against the assessment criteria.
6. **Ask a Teacher.** We are a supportive department. If all the above steps have been taken and students are still struggling, then the message is come and talk to someone. All English teachers teach and work on the top floor of the 400s and we have space outside for students to study and it is easy to catch a teacher to ask for clarification or explanation if you are having difficulty with an aspect of the subject. Teachers are usually happy to mark extra essays if students attempt them and we will go through essays with students if, after feedback work in class, they are still struggling to understand the feedback they have been given.