

Tired and tested (revision) strategies for KS4?

Key Take Aways from TTLH's
Key Stage 4 Teach Meet
Wednesday 19th March 2025

1 What's your plan for the time you've got left with Year 11?

- What did the final round of mock exams tell me?
- Where can I make the biggest gains?
- How many lessons do you have left with year 11? Ask your line manager how many more lessons you'll have after Easter.
- Make a strategic plan. (Consider balance of skills, exam questions, accuracy of verbs, more complex structures, high leverage vocab)
- Make a student friendly version of the plan. Give them tasks to do in their planned revision sessions. Break it down and make it easy. Do my students know how to learn vocab and to test themselves?
- How can parents support? Have you communicated this with them?
- Will your students work at home? If not, build it into lessons.

2 Think strategically about what is going to make a difference.



**Less, done well,
is more. You can't do
everything and neither
can your students!**

3 What are the most important words for Year 11 to focus on learning now?

Ideas shared by Tracy Williams. TTLH co-lead

Now is the time to focus on high frequency words which might appear several times on a reading or listening paper regardless of topic. Frequency words, time indicators, prepositions and other non topic-specific words. At Arthur Terry we call these star words, because they turn your students into super star linguists. They are words like **same, other, late, until, too**. The words that don't fit neatly into topic vocab lists, but change the meaning of a sentence.

Download the star words lists from TTLH's website.

4 Ideas shared by Libby Franklin, TTLH Affiliate School Advocate

What are the most important verbs for Year 11 to focus on learning now?

Focus on a small number of key verbs which can be used in all topic areas. Make sure students are confident using these structures in the past, the present and the future tenses. Provide lots of practice opportunities moving from receptive to productive with mini whiteboard work and turn and talk opportunities.

Past	Present	Future
J'ai visité	Je visite	Je vais visiter
J'ai mangé	Je mange	Je vais manger
Je suis allé	Je vais	Je vais aller
J'ai fait	Je fais	Je vais faire
C'était	C'est	Ce sera
Il y avait	Il y a	Il y aura

Encourage your students to write down the verbs they know at the top of their writing paper. They should try to use these verbs regardless of the topic area.

5

How can we support our learners to increase the level of complexity of their work?

Ideas shared by Nathalie Charlery. Erdington Academy.

CROISSANT *Deliberate Practice*

Target 1 I can use a variety of connectives (*et, mais, cependant, pourtant, par ailleurs*)

Target 2 I extend with reasons (*parce que c'est, étant donné que, puisque, car...*)

Target 3 I am able to add opinions (*Je pense que c'est, c'était, ce sera / à mon avis/ il me semble que/ pour moi...*)

Target 4 My intensifiers are varied (*très/assez/ presque/vraiment/trop/un peu*)

Target 5 My synonyms are quality assured

Target 6 My T2 and 3 structures are golden (*idioms/subjunctive/ il faut que.../Jedois/ il est impératif de : inf/ Avant de/ Après avoir +past participle*)

Target 7 My adjectives are polished and accurate

Target 8 My negatives cannot be denied (*Je ...pas/ ne...jamais/ ne ...guère/ ne...que*)

Target 9 I have 2 to 3 reflexive verbs and or emphatic pronouns (*Je me réveillerais/ Je marcherai avec elle*)

There is a large croissant clearly displayed on the wall of Nathalie's classroom. She uses this display to encourage all her learners to increase the level of complexity in their work. When they share an opinion or complete a piece of writing, Nathalie asks them to think about target xxx. This consistent approach to feedback manages student cognitive load and creates a clear mental model for learners about what 'better' might look like. The large display in the classroom means that students can upgrade their spoken work in the moment as well as challenging themselves to be more ambitious during writing tasks.

6

Claire Bowker from Bishop Walsh shared the work she is doing to encourage spontaneous talk time in her year 10 classroom.


What are the barriers to spontaneous talk?

1. Understanding the question.
2. Knowing how to start your answer.
3. Including a verb
4. Knowing what you actually want to say.

1. Model how to use the question in your answer.


Use the question to help you start your answer

1. Switch the subject of the verb

Tu aimes le foot?
 *j'aime le foot.*

2. Possessive pronoun change

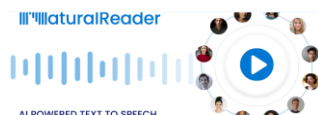
Ton/ta/tes turns to *mon/ma/mes*
Quelle est ta matière favorite?

 *Ma matière favorite est.....*

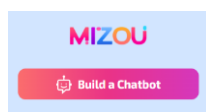
2. Use mini whiteboards or cold call to practise.
3. Give your students some input over the questions.
4. Let them choose their talk time partner.
5. Resist the urge to correct all their errors!
6. Provide repair strategies.

Tu as un influenceur/euse favori(te)?	<i>Oui, mon ...</i>
Tu préfères jouer au sport ou jouer aux jeux-videos ?	
Pourquoi?	
Qui est ton équipe de foot favorite ?	<i>Mon</i>
Tu préfères Snapchat ou TikTok ? Pourquoi?	<i>Je préfère</i>

Finally... Chris Parry from Painsley Catholic College shared some top tips on how AI could support you to develop spontaneous speakers.



Use [natural reader](#) to type in answers to speaking exam questions and hear an AI generated voice read them out.



Use [Mizou.com](#) to create chatbots which ask your students a set list of general conversation questions. The chatbot can also be programmed to offer feedback!



Use [marvely](#) for role play practice. Practise over 1000 role-play scenarios at your own pace, anytime, with a friendly AI speaking partner who listens and speaks back

7