

# BARLBY HIGH SCHOOL

## Study Skills Booklet



Name \_\_\_\_\_

Form \_\_\_\_\_

“The secret of getting ahead is getting started”

Mark Twain

Dear Student,

The aim of this booklet is to provide you with some tools to help you prepare for exams you are going to be doing over the next 2 months. Everybody learns and revises differently and so contained within this booklet is a range of strategies that can be used by you in a way that suits you and your way.

Revising isn't always about working harder but more about working smarter and using better techniques to help you learn the information and the skills needed to show how good you are. The strategies within this booklet and this evening can be used any time to revise topics or to review what you've learnt in lessons earlier in the day. Simply this booklet is for you to use to review what you have learnt and to help plan for your exams.

Included within this booklet is also some general advice for you as students, but also your parents, on practical ways to support you through both exams and the preparation for them.

We hope both the advice and these techniques help you to reinforce your learning and that you find it useful; any feedback on how we could improve it would be much appreciated.

And remember, all we want is for you to do your best. That's all. No-one can ask more than that of you.

Good luck!

Daily Reflection

Lesson	Subject	Rating ✓ / ? / X	Reason / Difficulty	How to Rectify (What can I do to sort out the problem?)
1				
2				
3				
4				
5				

## What can Parents do?

1. Provide a suitable learning environment
  - No clutter
  - Good ventilation
  - No interruptions
  - Quiet, comfortable, warm room
  - Books and files to hand
  - Comfortable chair
  - Spacious desk/table
  - Well lit
2. Remove distractions – TV, Phone, email, music, social media
3. Encourage your child to attend support sessions at lunchtime/after school regularly
4. Ensure they are asking teachers for help if they have identified things they are unclear about
5. Make sure they have the correct equipment for both their lessons and the exams (see planners)
6. Check exercise books for targets set and comments on how to improve
7. Encourage the use of revision guides, workbooks and any other relevant revision material e.g. CD's, websites (MyMaths for example) at home when they get stuck
8. Encourage a regular routine – sleep times, eating etc
9. Agree a timescale together – revision timetable (Find time for fun!)
10. Encourage physical activity

## Revision Strategies/Techniques

Your own notes are best. Whilst revision guides can be useful, the more you personalize your revision the more effective it will be, so the notes you make are best. The process of making the notes is part of your revision and once you “own” the work it is easier to remember.

### Traditional – By Rote

Learning by rote is simply reading the text over and over until you remember it. It is the most basic kind of revision, but without the help of other techniques may not be very effective and it can be very boring. There are a few students with excellent auditory memories, who can learn effectively this way.

### Highlighting

As you read through your notes use different coloured highlighters to pick out key words /themes/ideas/ points etc. You could try a different colour for each theme or topic.

There are revision websites where you can read revision notes and highlight as you go. You can use very small post-its to highlight things as you go along.

### Underlining

As you read through the work in your exercise book underline key words.

You could come up with a predicted list before you start or you could make a list of the key words at the end.

You could underline in different colours, patterns or lines like wiggly, thick etc

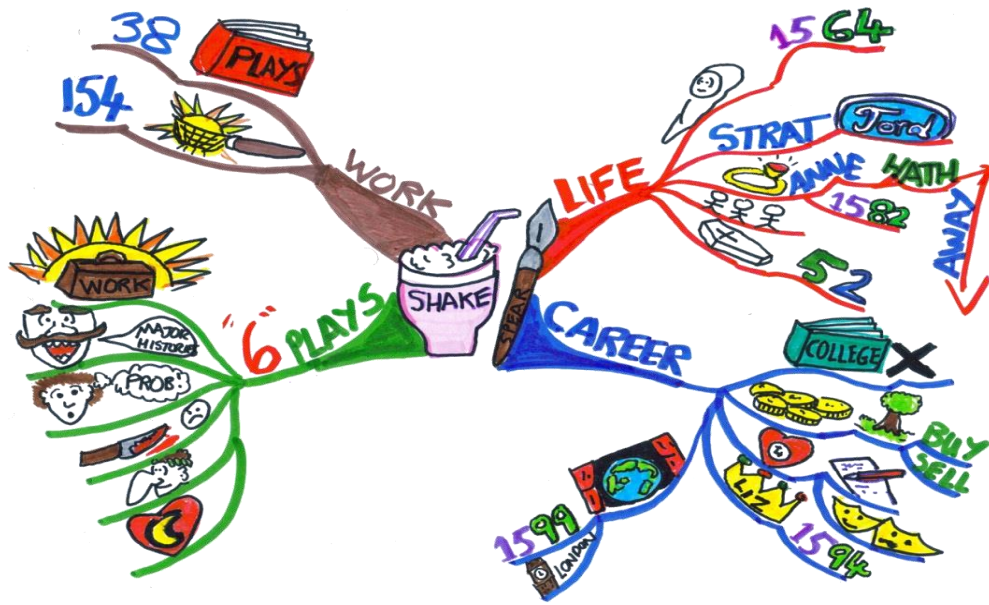
### 30:5:1

In the 30:5:1 Reduce the Key Words exercise you should identify a topic and then write down the 30 Key Words for the chosen topic. Then you Decide which are the top 5 Key Words from the original 30, and then, finally, from the 5 Key Words, the one Key Word for the topic. (Blank copies of proforma at the end of the booklet)

### Mind maps/Spider diagrams

A Spider Diagram is like a giant Spider’s Web with all the ideas around it. The spider (or main idea) is in the middle and everything is around it. The most important ideas are in the middle and the sub-topics go out further and further.

For example this one on Shakespeare’s Life



### Flash Cards

Highlight the most important information. Write short, concise notes on small cards. Cards can be white or different colours for different subjects or topics. Write in bright colours and try to use codes for key words, like "Reaction Time" could turn into "RT", to make it easier to remember. Make sure your writing is large, clear and well-spaced. Put diagrams on the cards. These can be very useful to flick through just before an exam.

## Chunking

Chunking is breaking up a big piece of information into smaller chunks. It can be used for numbers and words.

Use Bullet points to break up information. An example would be:

This.....

The average person can take in four numbers or words at a time, can concentrate on revision for a maximum of 45 minutes at a time and remembers information best shortly before bedtime.

To this.....

- Remember 4 words/numbers at a time
- Revision max 45 mins
- Remember best before bedtime

This information could then be transferred to flash cards.

## Card Cover

There are 2 ways to use card cover, both of which are useful ways of checking that you know key facts. The first is to put questions on one side of the card and answers on the back and to simply test yourself. The second method would be to have a written list or set of questions and move the card down to slowly reveal the answers, again testing whether or not you know the answer before it is revealed.

## Revision Clock

This method allows you to really focus your time.

It can be difficult to maintain focus and you can easily become bored when revising for long periods of time – or sometimes you just spend too long on one thing! Try segmenting your time and breaks switching topics every 5 or 10 mins and putting the notes etc in the timed slots.

## Mnemonics

Mnemonics help you to remember lists by using short words and rhymes that stand for something to help you. For example for Trigonometry in Maths SOHCAHTOA – **S**illy **O**ld **H**arry **C**ought **A** **H**erring **T**rawling **O**ff **A**merica. There are lots out there already but if you can think of them yourself they are more likely to stay with you.

## Post-Its

This is similar to using flash cards but with the ability to move them around and leave them stuck in various places around the house. Write information on post-it notes and place them on the wall, door, large sheets of paper etc. You can then rearrange them according to a variety of ideas:

- Group various things together
- Organise them into what you know and don't know – rearrange as you learn more
- Follow trends or themes

## Study Buddies

Working with other people and teaching them what you know can be a very powerful learning tool - Devise questions and answers about a topic for other people and quiz each other. You could think of doing a “Who wants to be a millionaire” game where the questions are graded according to the difficulty you choose.

## The Forty Sentence Essay Plan

In the Forty Sentence Essay Plan you write an essay title in the centre box and then you identify 8 sections or paragraphs of the essay and write those along the thick branches connected to the title box. You then identify in note form 5 sentences for each section/paragraph. The whole plan takes you five minutes, after which you write a sentence per minute for 40 minutes, sticking to your plan, to complete your essay without wasting a second!



Daily Reflection

Lesson	Subject	Rating ✓ / ? / X	Reason / Difficulty	How to Rectify (What can I do to sort out the problem?)
1				
2				
3				
4				
5				

Daily Reflection

Lesson	Subject	Rating ✓ / ? / X	Reason / Difficulty	How to Rectify (What can I do to sort out the problem?)
1				
2				
3				
4				
5				

Daily Reflection

Lesson	Subject	Rating ✓ / ? / X	Reason / Difficulty	How to Rectify (What can I do to sort out the problem?)
1				
2				
3				
4				
5				

Daily Reflection

Lesson	Subject	Rating ✓ / ? / X	Reason / Difficulty	How to Rectify (What can I do to sort out the problem?)
1				
2				
3				
4				
5				

30:5:1

Topic: \_\_\_\_\_

30 words only


5 words only

--	--	--	--	--

1 word only

--

30:5:1

Topic: \_\_\_\_\_

30 words only


5 words only

--	--	--	--	--

1 word only

--

30:5:1

Topic: \_\_\_\_\_

30 words only


5 words only

--	--	--	--	--

1 word only

--

30:5:1

Topic: \_\_\_\_\_

30 words only

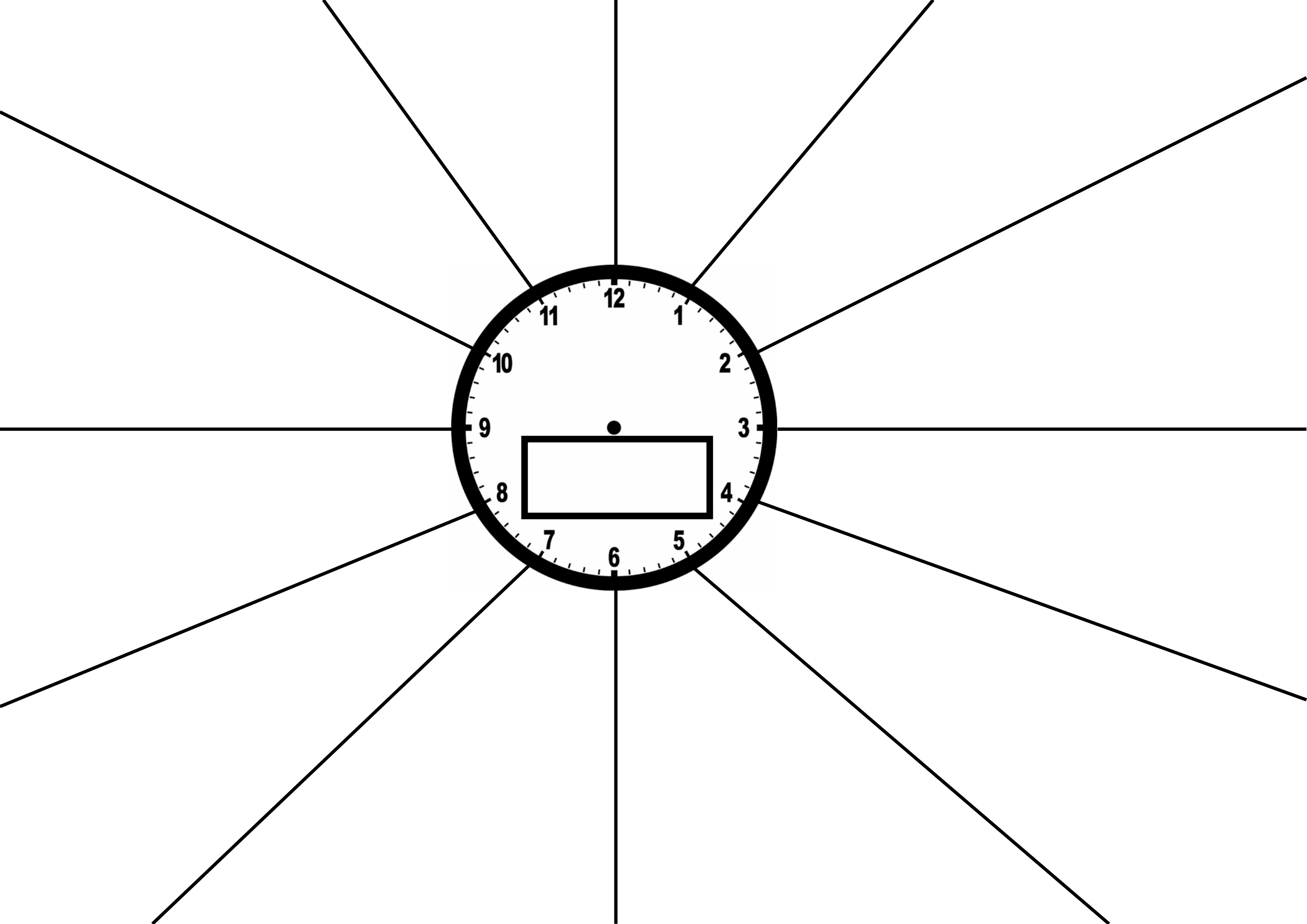

5 words only

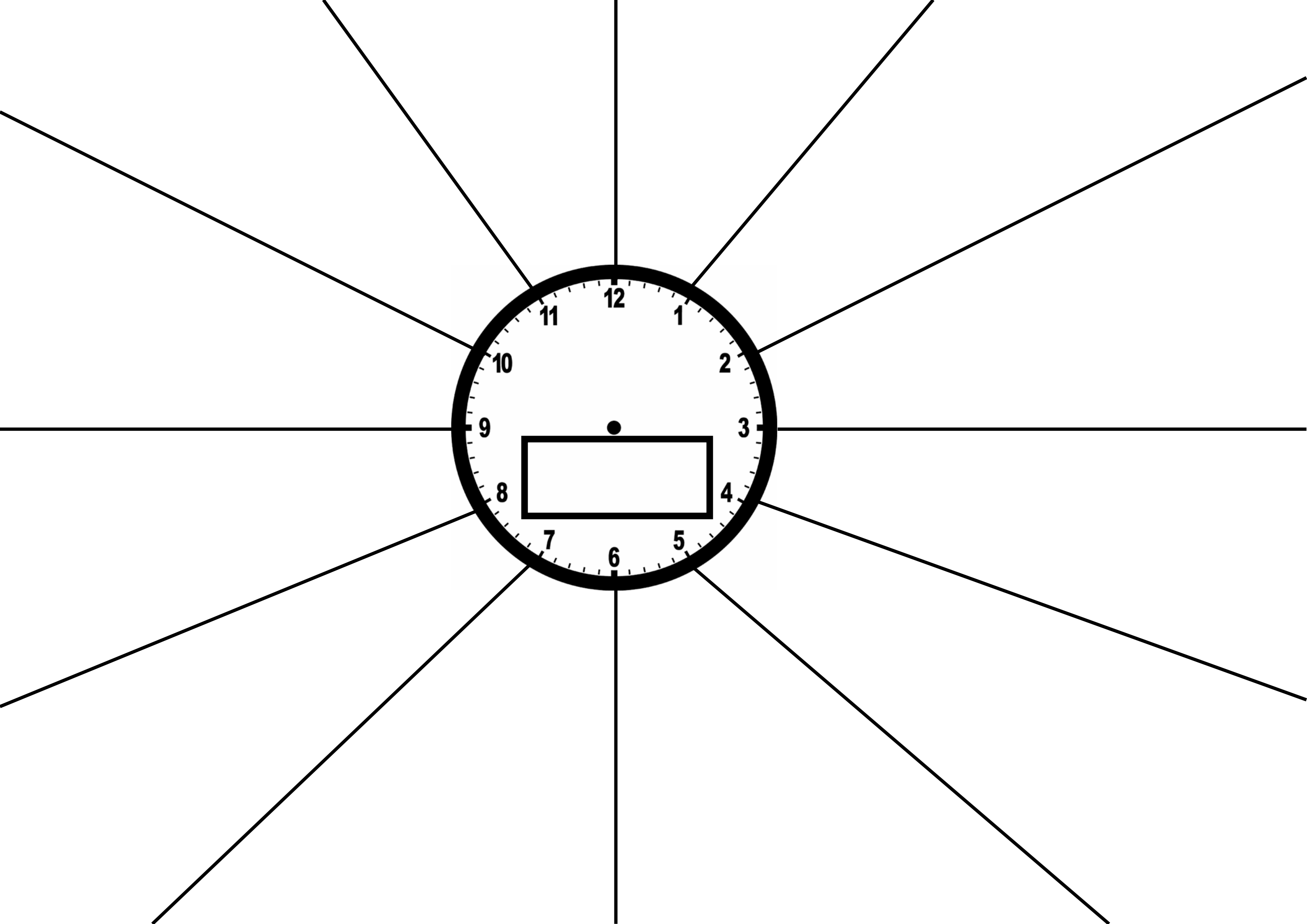
--	--	--	--	--

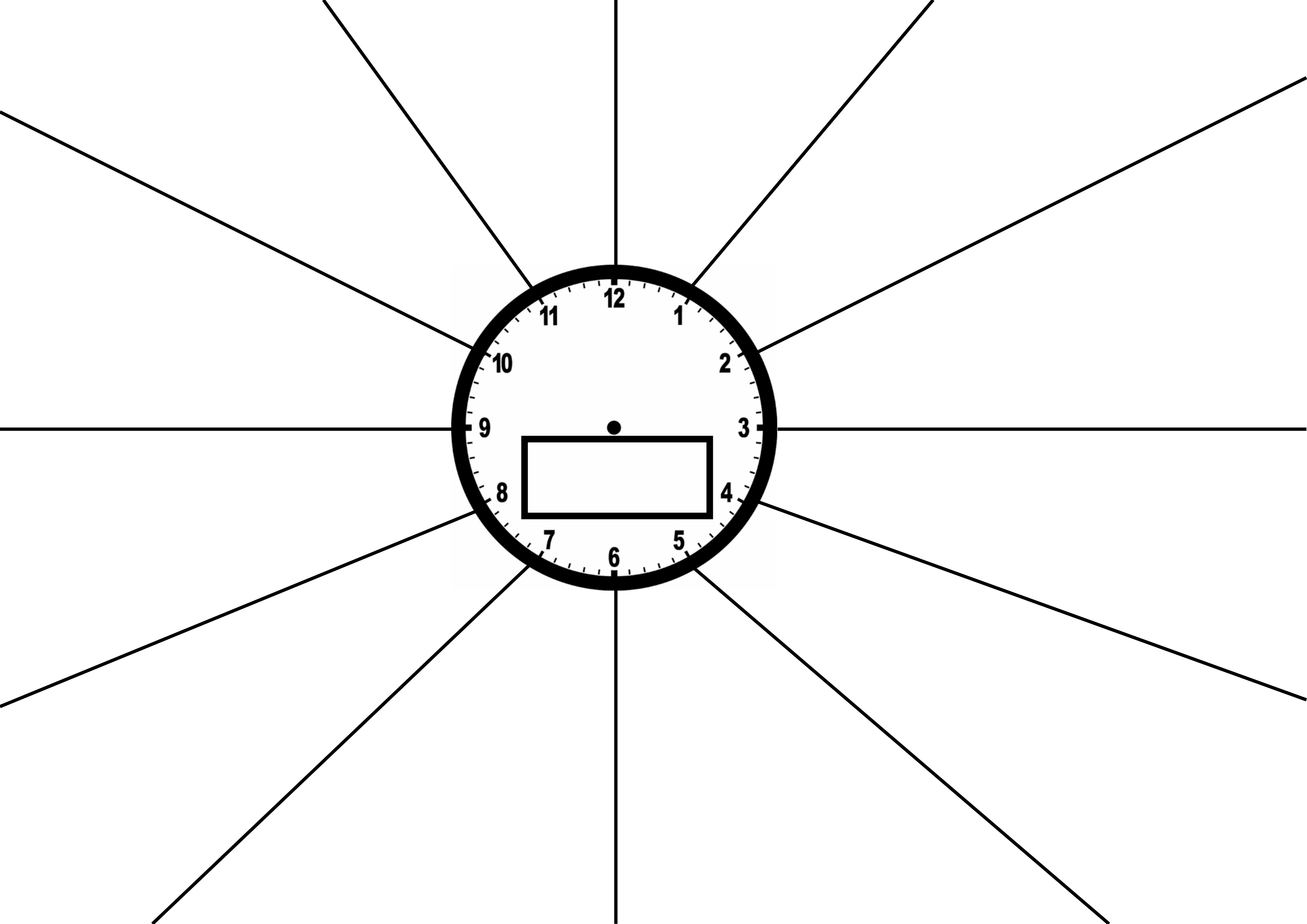
1 word only

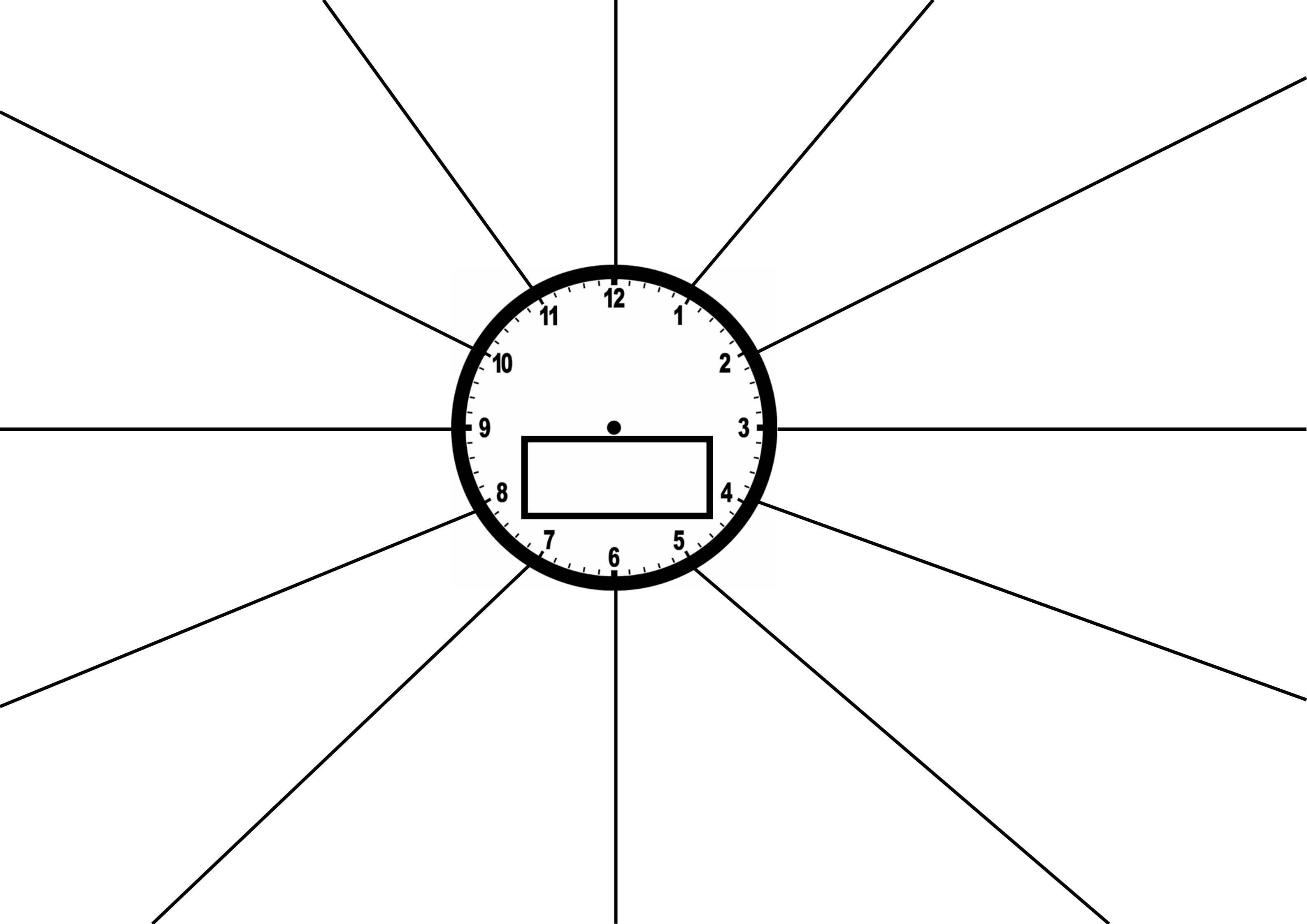
--











Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Lesson 1							
Lesson 2							
Lesson 3							
Lunchtime							
Lesson 4							
Lesson 5							
3.30							
4.00							
4.30							
5.00							
5.30							
6.00							
6.30							
7.00							
7.30							
8.00							
8.30							
9.00							
9.30							

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Lesson 1							
Lesson 2							
Lesson 3							
Lunchtime							
Lesson 4							
Lesson 5							
3.30							
4.00							
4.30							
5.00							
5.30							
6.00							
6.30							
7.00							
7.30							
8.00							
8.30							
9.00							
9.30							

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Lesson 1							
Lesson 2							
Lesson 3							
Lunchtime							
Lesson 4							
Lesson 5							
3.30							
4.00							
4.30							
5.00							
5.30							
6.00							
6.30							
7.00							
7.30							
8.00							
8.30							
9.00							
9.30							