

How will this book be effective?

Exam specifications

The major exam boards (AQA, Edexcel and OCR) all look for very similar things when judging a student's performance. Here are the key skills a student should demonstrate to score highly; alongside are the pages in the book most relevant to that skill:

Skill	Pages
Understand and analyse words, phrases and sentences in context.	60–65, 70
Explore plot, characterisation, settings and events.	6–36, 41–49, 55–59, 63–64
Talk about different themes.	50–54
Generate opinions on the text.	38–40, 66, 68–70
Support their point of view using quotes and knowledge about context.	37–53, 60–65
Show how language, form and structure of the text shapes its meaning.	6–36, 60–61, 70

SEN

These resources are suitable for any level of study, but are specifically tailored to GCSE study. They are tailored to be accessible to students with special educational needs (SEN). To do this, the book uses the following criteria:

- * A heavy focus on **visuals**: using visual aids to learn is an educational recommendation for the vast majority of SEN students. It helps students to remember, understand, get interested in, and create associations to the text.
- * **Simple language** for greater accessibility.
- * A focus on **vocabulary**: explaining and rephrasing tricky words.
- * A focus on **plot comprehension**: one of the biggest unaddressed stumbling blocks for SEN students. Chapter summaries are condensed to include key events, and are image-based to help students remember what happened and consolidate a full picture of the plot.
- * A focus on **key quotes** that all students are more likely to be able to comprehend and remember more easily.

Although the book has been created in order to be accessible for SEN students generally, here is how the book can benefit some different types of SEN specifically:

- * Provides a large amount of visual aids (LDD, ASD, SLCN, PNI, ADD, Dyslexia).
- * Uses clear language (ASD, SLCN).
- * Uses vocabulary lists and aims to develop vocabulary (LDD, ASD, SLCN).
- * Breaks things down into small steps – particularly plot (LDD, ASD, ADD).
- * Uses a range of activities (LDD, ADD).
- * Encourages forming an opinion on, and empathising with, characters (ASD, SLCN).
- * Repeats specific images and quotes (SLCN, ASD, Dyslexia).

Key:

ADD – Attention Deficit Disorder

ASD – Autistic Spectrum Disorder

LDD – Learning Difficulties and Disabilities

PNI – Physical and Neurological Impairments

SLCN – Speech, Language and Communication Needs