

Analysis - A Guide to Teaching PEETSA

Step 1: The Basics

- Familiarise students with the basic PEETSA structure: constantly displaying sentence starters; providing them with exemplars; using whiteboards for quizzes to ingrain the six sentence starters in their memories; allowing them to use highlighters to build and subsequently identify each stage of PEETSA in their writing. (Feel free to use your own preferred wording of the below.)



[Writer] presents the idea of [theme] by.....

: "Quotation."

This suggests that....

The use of [technique] creates an image of.....

The word " " could imply that...

Alternatively/Additionally, the writer may have been trying to....

You can teach 'A' as an additional interpretation of the whole quotation, or as just something that hasn't been said yet – like a 2nd single word analysis. Beware: this 'A' inspires all kinds of random responses to begin with...

- It's so much better to start with PEETSA and then to say to the class: deduct the 'A' if you're struggling, **rather than to start with 'PEE' for the whole class and build up.** Yes - at this point, you're inevitably going to get rigid responses, clumsy written expression and the inevitable 'this gives a good effect' bugbear, BUT the likelihood that they are going to include something of value in a PEETSA – in comparison to a short 'PEE' – is much greater. Regardless of this, and bearing in mind that the new specification is so technique dependent, it's absolutely essential that we demand techniques from the very beginning... even if it takes a little while for them to explore these techniques properly.
- Inevitably, this will tie into our gradual teaching of language/structural terms (techniques), so students' freedom and confidence with 'T' will grow.

Step 2: The Explanation

- To begin with, you may well find (particularly if you were previously a 'PEE' teacher) that PEETSA – as it demands more – consequently takes away from a detailed explanation of their evidence, because instead they're so quick to

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rush through each of their six elements: which often all begin as six fairly underdeveloped sentences.

- So now that they're comfortable with PEETSA and more familiar with this longer mnemonic, begin to demand that their second 'E' (the explanation) is no shorter than 2-3 sentences – whilst obviously still demanding a 'TSA' afterwards!
- Insist on multiple adjectives here; request that they include a 'because' to ensure that they're explaining how they acquired their views/argument from their chosen quotation.
- Model lots of brilliant second 'E's and some not so brilliant ones for them to criticise. Plus, allow them to continue using their highlighters, so they can see how their explanations have developed since they started attempting basic PEETSA's.

Step 3: Techniques

- Students should be becoming increasingly familiar now with a range of language/structural techniques. Besides your general teaching of these terms, students will also have the same terminology booklet that we all have (with terms, definitions, examples and ways to discuss them). Set an easy revision task whenever you can, to get the students to go away and learn five of those techniques: what they mean; how to use them.
- As students' knowledge of these terms grow, begin to demand that they identify and discuss multiple techniques during their 'T' of PEETSA. Obviously, this will be dependent on ability, but there's no reason why students can't discuss both a metaphor and a phonetic sound; higher ability students should be pushed to make a comment on imagery, phonology and structure here i.e. a hyperbole, a plosive letter and the repetition of a definite article.
- Important: Do continue to remind students to focus on their theme/question/line of argument. It's often here that (while studying the connotation of some mushy metaphor) they seem to provide a wonderful inference, but forget to link it back to the question. So

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constantly push words/phrases like '**development**' and '**relate back to your argument**'.

Step 4: Weaving Elements Together: Adverbs and Synonyms

- Hopefully at this point, students' responses are becoming more confident, nicely extended and with some purposeful terminology mentions. It's here though that you'll begin to notice (particularly with multiple techniques/words being analysed) that the sentence starters are robotic and rigid.
- Demand that the students begin to weave their ideas together with adverbs like 'immediately', 'subsequently' and 'as a result'. Model this and potentially give weaker students a few easy ones like 'perhaps' and 'clearly' to begin with. You should find that paragraphs begin to feel a little less methodical and these adverbs actually help them to **build** their argument, rather than stringing multiple suggestions together.
- Whilst you're probably doing this already, it should also tie in nicely now to ensure that students aren't just using the same old essay words like 'shows' and 'suggests', but are instead using a variety of other exam words like 'intensifies', 'insinuates' and 'foreshadows' to continue to work on this idea of a crafted argument, rather than a boring formula.

Step 5: Adding '**IS**': Intentions/Structure

- Although students should be constantly assessing the writer's intentions for the reader throughout (when looking at terms/connotations etc.), it's sometimes a good idea once they've mastered a brilliant PEETSA to remind them that ultimately they're evaluating a writer's choices – whether these may have been to make the reader feel sympathy for a certain character or to have perhaps made the reader consider the realities of a certain time/context. With a high ability student in particular, it's good to draw them back to this concept of 'why' (in response to their

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question, of course), rather than ending a paragraph on 'A': an additional piece of language analysis. You might want to encourage them to now add a closing line: *'Clearly, Dickens was intending to highlight to the reader that....'*

- **STRUCTURE!** Students are required to discuss language AND structure in both their exams now. Just make sure that if they haven't already mentioned an element of structural analysis in their 'T' that they're adding a comment about the enjambment of the poem or discussing the importance of a closing exclamation mark.
- I use '**IS**' as more of a reminder at the end of a PEETSA task: just so students check that they have covered the writer's intentions and have made a structural comment, before they go on to proofread.

Step 6: Freedom – AT LAST 😊

- This is where you begin to allow free reign: allowing students to manipulate their phrasing; encouraging creativity with their paragraph order; requesting sub-quotes and that all-important holistic view of a text.
- Now this is something for later years of course. Even if your brainy Y8s are absolutely wonderful at PEETSA, they include a lengthy first explanation, multiple technique observations and cover the writer's intentions, don't drop the guard. We must be consistent until they are definitely ready.
- HOWEVER, our ultimate aim for those top grades (at the GCSE stage) is to have students write freely, with flair, but essentially with PEETSA in their 'past' - knowing **full well** that they need to tick an array of boxes to write a fantastic paragraph.

Good luck! 😊