

# Reading Project

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Key Stage 4 English  
Extended Personal Reading 2015



# Extended Reading Project:

## Genre, Theme and Style

The London Nautical School Department of English 2014-15

*"In the case of good books, the point is not to see how many of them you can get through, but rather how many can get through to you."*

- Mortimer J. Adler

The task requires the student to: select and read an inclusive range of written, and visual texts and contrast elements of Genre, Theme and Style; maintain a log of the reading experience and make a final presentation.

### 1. Overview

During the year you will be asked to read a wide range of texts. Using texts you have selected you must complete a log of the reading process. Overall you will read **six** texts including at least **four** written texts and **two** visual text. You will complete log entries on each text, exploring and contrasting their style, theme and genre then present a report on your findings. The texts must have been read this year to be included for assessment. You will complete reading and log entries in this booklet or your online journal in class and at home. The final Comparative Study report will be presented to the class.

The selection of texts will include:

- Two Films
- Two non-fiction texts: Biography, Autobiography, Essays, Fact-based texts etc
- Two fiction texts: Novel, Poetry Anthology, etc
- At least two texts (or authors) with established critical reputations

### 2. Criteria

Films:

- **Must be of feature-length**

Non-Fiction Texts:

- **Must be extended non-fiction texts**

Fiction Texts:

- **Must represent at least two different genre (eg. horror, action, crime, magical realism, dystopian, science fiction...)**

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## Useful Information:

If you're struggling to find the right text, try the following avenues:

Check the London Nautical School reading pages on [edutronic.net](http://edutronic.net) to see what themes other students are exploring.

Speak to your teacher or the school librarian and ask them to help you find the right book.

Speak to your friends and ask them what they're reading at the moment.

Visit a bookstore and ask their advice.

Go online and search for books that expand on the theme you have selected.

## 3. Making Journal Entries

For each text:

- Explore aspects of style, theme and genre in your selected texts and contrast their effects:
  - What noticeable linguistic styles did you notice in the text?
  - How did the author use character, plot and setting to extend their themes?
  - What was the relationship between the style of a non-fiction text and the reliability of its content?
  - What was similar or different in key aspects of the treatment of these components, compared to other texts?

Support your explanation in every journal entry with at least five specific details from the text.

*You could give your reaction to the author's perspective, the events that occurred or the things you learned. To get thinking about the author's attitude, develop some statements which you think the author might agree or disagree with.*

## 5. Presentation based on one text

At the end of the year, you will be asked to make a presentation to your class where you introduce the class to how the texts you read allowed you to expand your understanding of the relevant themes, genres and styles. You must deliberately select elements from a range of the texts and expand on theme further, but you may select from Style, Theme and Genre. For example, if you have read a text that involves neologisms, you might wish to present to your class on how this language effect is typical of dystopian fiction.

Feel free to be creative about the methods you use to present your response to the text, and incorporate multi-media elements or involve the class in the process.

## 6. Achievements

Your final presentation for this project may be used as your presentation for your **20% IGCSE Speaking and Listening assessment**.











