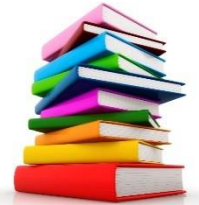


# Key Stage Four English at Isca Academy

How to support and challenge your child at home.

The English team at Isca have designed a curriculum to **inspire**, **challenge** and **engage** your child. Here are some possible strategies you could use with your son or daughter to support and challenge their learning at home and help them towards exam success.



## Literature:

Your child's set texts are 'Macbeth', 'A Christmas Carol', 'An Inspector Calls' and Power & Conflict Poetry. The exams are closed-book exams, which means your child will not have any of the texts in front of them. This means it is very important that they know the texts well and can pin-point significant moments.

The following high level vocabulary will help your child analyse the texts, the characters and the themes precisely, accurately and at a deep level:

**Ambition**  
**Tyrant**  
**Machiavellian**  
**Corrupt**  
**Regicide**  
**Usurper**  
**Capitalist**  
**Socialist**  
**Redemption**  
**Misanthropist**  
**Benevolent**  
**Enlightenment**  
**Patriotic**  
**Cyclical**  
**Social responsibility**  
**Conscience**  
**Omniscient**  
**Microcosm**  
**Patriarchy**  
**Supernatural**  
**Prophecy**



### You could try:

- Having a word of the week;
- Spelling tests;
- Drawing the words;
- Finding synonyms for the words;
- Using them in your conversations at home.



## Reading Recommendations:

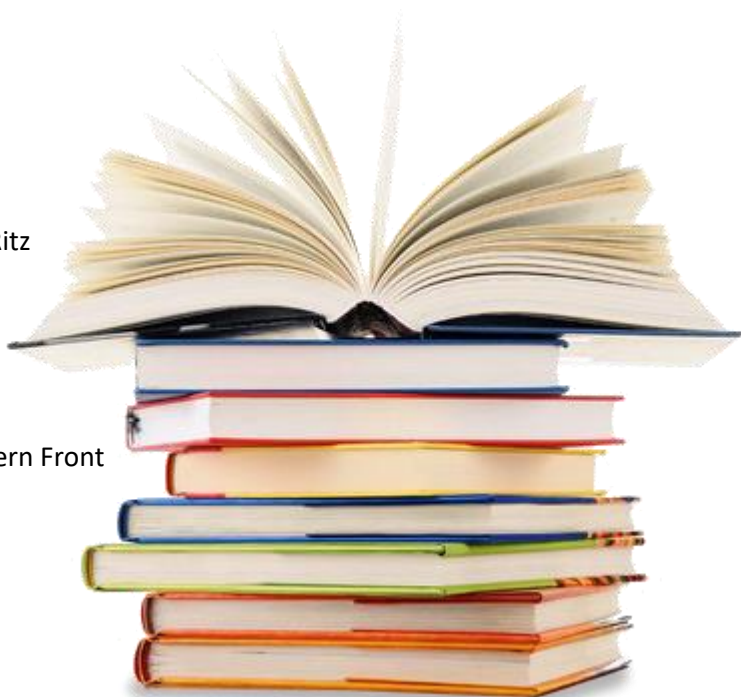
+ means an easy read; \* means a challenge; \*\* means really challenging

### **MODERN FICTION**

Margaret Atwood – Cat’s Eye  
Kate Atkinson – Behind the scenes at the Museum  
J D Ballard – Empire of the Sun  
Aiden Chambers – Postcards from No Man’s Land +  
Roddy Doyle – Paddy Clarke Ha Ha Ha!  
Jane Gardam – Bilgewater +  
Phillipa Gregory – The Other Boleyn Girl  
Mark Haddon – The Curious Incident of the Dog in the Night-time +  
Charlie Higson – The Enemy series +  
Nick Hornby – About a Boy +  
Kasuo Ishiguro – Never Let Me Go  
Joan Lindsay – Picnic at Hanging Rock  
Yann Martel – The Life of Pi  
Alexander McCall Smith – The Number One Ladies’ Detective Agency +  
Mark Mills – The Savage Garden  
David Nicolls – One Day +  
Ann Patchett – Bel Canto  
Mal Peet – Life – An Unexploded Diagram +  
Stef Penney – The Tenderness of Wolves  
Meg Rosoff – How I Live Now + ;Just in Case; The Bride’s Farewell  
Bernard Schlink – The Reader  
Diane Setterfield – The Thirteenth Tale  
Dodie Smith – I Capture the Castle +  
Muriel Spark – The Prime of Miss Jean Brody  
Donna Tartt – The Secret History  
Sarah Waters – The Little Stranger  
John Wyndham – The Chrysalids

### **CLASSICS**

Jane Austen – Pride and Prejudice  
Jane Austen – Persuasion \*  
Anne Bronte – The Tenant of Wildfell Hall \*  
Emily Bronte – Wuthering Heights \*  
Charles Dickens – A Tale of Two Cities \*  
Daphne Du Maurier – Rebecca  
F Scott Fitzgerald – The Great Gatsby \*  
F. Scott Fitzgerald – A Diamond as Big as The Ritz  
Stella Gibbons – Cold Comfort Farm  
Graham Greene – The End of the Affair  
Thomas Hardy – Tess of the D’Urbervilles \*  
Harper Lee – To Kill a Mockingbird  
George Orwell – Nineteen Eighty-Four  
Erich Maria Remarque – All Quiet on the Western Front  
J D Salinger – The Catcher in the Rye  
Leo Tolstoy – Anna Karenina \*\*  
Evelyn Waugh – Brideshead Revisited \*  
Edith Wharton – The Age of Innocence \*



## **AUTOBIOGRAPHY**

Maya Angelou – I Know Why the Caged Bird Sings

Andrea Ashworth – Once in a House on fire

Vera Brittain – Testament of Youth

Jung Chang – Wild Swans

Frank McCourt – Angela's Ashes

Lorna Sage – Bad Blood

Malala Yousafzai – I am Malala

## **Post-reading activities:**

### **Thinking Tasks**

1. Explain the title.
2. What category or genre do you think it fits into?
3. What do you think the author's purpose was?
4. Pin-point something you liked about it.
5. Pin-point something you disliked about it.
6. Describe the setting.
7. Which character did you like most?
8. Which character did you like least?
9. What changes does a main character go through? Can you pin-point a significant moment/event?
10. What techniques does the author use to tell the story?
11. How did reading it change you, or your views?
12. What would you say to persuade a friend to read it or not to read it?
13. What do you think of the ending?
14. What happens, or should happen, after the ending?
15. What would you want to read about in a sequel or prequel?



**Use the Knowledge Organisers overleaf to revise the set texts.**

## Literature:

To support your child's analytical skills, try using some of these 'umbrella' terms and the sentence starters – based on anything you've read:



### Connotation

- The connotations of the word “\_\_\_” are \_\_\_\_\_
- The word “\_\_\_” has conflicting connotations of \_\_\_\_\_ and \_\_\_\_\_
- The connotations of the word “\_\_\_” makes the reader think / feel / understand \_\_\_\_\_

### ... Imagery

- The \_\_\_\_\_ imagery creates a sense of \_\_\_\_\_
- \_\_\_\_\_ imagery suggests / implies / reveals \_\_\_\_\_
- The \_\_\_\_\_ imagery has connotations of \_\_\_\_\_

**(Dark > Light > Gentle > Hostile > Sinister > Motherly > etc)**

### ... Language

- The \_\_\_\_\_ language creates a sense of \_\_\_\_\_
- \_\_\_\_\_ language suggests / implies / reveals \_\_\_\_\_
- The \_\_\_\_\_ language has connotations of \_\_\_\_\_

**(Dark > Light > Gentle > Hostile > Sinister > Motherly > etc)**

### ... Tone

- The \_\_\_\_\_ tone implies / suggests / reveals \_\_\_\_\_
- This \_\_\_\_\_ tone initially suggests \_\_\_\_\_
- The \_\_\_\_\_ tone symbolises \_\_\_\_\_

## Subject Terminology:

How well does your son/daughter know the following language techniques? You could spot this figurative language in your reading book – or have some fun creating your own.

- ✓ Simile = a comparison using like or as
- ✓ Metaphor = a comparison saying that one thing is another
- ✓ Onomatopoeia = a word that sounds like the thing it is describing
- ✓ Personification = giving an inanimate object human qualities
- ✓ Oxymoron = a phrase which appears to contradict itself
- ✓ Symbolism = when an object stands for something else