



# Responding to Reading in Key Stage 2



## Translator



The translator knows and can explain what individual words in a text mean. Focus: vocabulary

The word \_\_\_\_\_ suggests the character / setting is \_\_\_\_\_

The author could have used \_\_\_\_\_ (word or phrase)

The meaning of \_\_\_\_\_ is \_\_\_\_\_

\_\_\_\_\_ is a synonym for \_\_\_\_\_

The word / phrase \_\_\_\_\_ makes me think of / feel \_\_\_\_\_



## Reporter



The reporter finds the main facts in a text and writes them down. Focus: retrieving

The story took place \_\_\_\_\_

He / she / it looked (like) \_\_\_\_\_ He / she / it lived \_\_\_\_\_

The characters are \_\_\_\_\_

You would find \_\_\_\_\_ at the beginning / middle / end of the story / text.

\_\_\_\_\_ (what happened) in the story.

\_\_\_\_\_ interested me the most because \_\_\_\_\_



## Detective



The detective works things out (makes conclusions) based on clues in a text. Focus: inferring

I think \_\_\_\_\_ because \_\_\_\_\_

The word / phrase \_\_\_\_\_ makes me think \_\_\_\_\_

I can tell that \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_ suggests \_\_\_\_\_

\_\_\_\_\_ implies \_\_\_\_\_



## Weather Forecaster



The weather forecaster uses information from a text to say what will happen next. The weather forecaster uses information from the reporter and the detective. Focus: predicting

I predict \_\_\_\_\_ (what will happen).

This story is similar to \_\_\_\_\_ so \_\_\_\_\_ might happen.

The character is / has \_\_\_\_\_ so could \_\_\_\_\_

The opening to the story / front cover is \_\_\_\_\_ so \_\_\_\_\_

The character \_\_\_\_\_ is \_\_\_\_\_ so might \_\_\_\_\_

\_\_\_\_\_ suggests \_\_\_\_\_ could be \_\_\_\_\_



## Librarian



The librarian thinks about all the information in the text and finds similarities and differences. Focus: comparing

\_\_\_\_\_ is similar / different to \_\_\_\_\_

This story is as good as \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_ is better than \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_ are similar because \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_ are different because \_\_\_\_\_

\_\_\_\_\_ has been organised like this because \_\_\_\_\_



## Interpreter



The interpreter understands and can explain the meaning of words which have been put together to make phrases, sentences and paragraphs. Focus: authorial intent

The word / line / phrase \_\_\_\_\_ tells me \_\_\_\_\_

By writing \_\_\_\_\_ the author has created the effect of \_\_\_\_\_

\_\_\_\_\_ is mentioned a lot in the story because \_\_\_\_\_

The writer uses words like \_\_\_\_\_ to describe \_\_\_\_\_ because \_\_\_\_\_

The writer meant \_\_\_\_\_ by \_\_\_\_\_

\_\_\_\_\_ are the most important words because \_\_\_\_\_

I like \_\_\_\_\_ (words) the best because \_\_\_\_\_

The writer has made me feel happy / angry / frustrated / lonely / bitter etc by \_\_\_\_\_



## Author



The author explains why language and structural choices are made. Focus: explaining language and language structure choices

\_\_\_\_\_ (character) \_\_\_\_\_ (action) because \_\_\_\_\_

\_\_\_\_\_ (character) is liked/disliked/envied/feared/loved/hated etc. because \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_ are similar / different because \_\_\_\_\_

This character / setting / event is important in the story because \_\_\_\_\_

The moral / message in this story is \_\_\_\_\_

The author has organised the text in this way because \_\_\_\_\_

The illustrations support the text by \_\_\_\_\_



## Editor



The editor finds only the most important information in a text. Focus: summarising

The main point in this paragraph / page / chapter is \_\_\_\_\_

\_\_\_\_\_ (a summary in as few words as possible).

\_\_\_\_\_ links to \_\_\_\_\_ because \_\_\_\_\_

The most important point in this paragraph / chapter is \_\_\_\_\_

A good sub-heading / title for this chapter would be \_\_\_\_\_