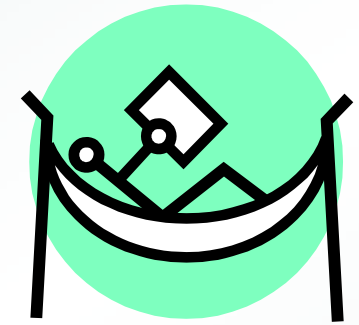


REFLECTING ON READING AT TEXT LEVEL



HOW TO USE THIS MAT

1. Read the text your teacher has given you.
2. Look at each of the statements in bold 1 - 14.
3. Decide which statements are relevant to the text you have read.
4. For each statement, decide the bullet point explanation which is most appropriate.
5. Even better - you could come up with your own explanations!

TIP

Sometimes you'll use more than one explanation for the same statement. Don't worry: not all statements will be relevant to the text your teacher has given you.

Statement 1:

This writer is aware of their audience and has created a:

- carefully chosen tone to suit the audience
- carefully chosen style to suit the audience
- carefully chosen vocabulary choice to suit the audience
- carefully chosen language style to suit the audience
- carefully chosen form to suit the audience

Statement 3:

This writer uses a dramatic opening to great effect because it:

- seizes the reader's attention
- prompts the reader to read on
- shocks the reader
- establishes the situation
- creates the mood / atmosphere
- opens up a controversial issue

Statement 5:

This writer has made decisions over the sequence of ideas in order to create an effect of:

- provoking interest by the most controversial/important/shocking point being placed at the beginning of the text
- leaving the reader with an indelible memory or impression of the most controversial/important/shocking point by placing it at the end
- attempting a balanced viewpoint by presenting one side of the argument followed by the other
- attempting a 'debate' style of discussion by presenting each argument followed immediately by a counter argument
- puzzlement / slight confusion by presenting the information in a non-sequential or selective way.
- holding interest by keeping the main points until the end
- losing the reader if not sequenced correctly - causing confusion
- constructing a strong argument or case
- reaching a climax
- creating a particular atmosphere
- appealing to the reader
- allowing the reader to reach decisions

Statement 6:

This writer gives subtle clues to create an effect that:

- keeps the reader interested/guessing
- follows a theme through a text - in an underlying and subtle way!
- intrigues / provokes curiosity
- adds mystery
- extends ideas
- hooks in the reader
- builds up anticipation in the text
- builds tension
- establishes mood and atmosphere

Statement 2:

Presentational devices are used to great effect, by this writer, in order to:

- signpost the reader through the text
- provide a clear point of reference for the development of ideas and content
- organise information into memorable chunks/points
- provide information in diagrammatic form in order to be concise
- evoke a particular emotion in the reader or provide support or clarity especially where images are juxtaposed with text
- highlight important points
- make facts more manageable
- have visual appeal
- make the text eye-catching and attractive
- make key points stand out
- separate ideas
- engage the reader

Statement 4:

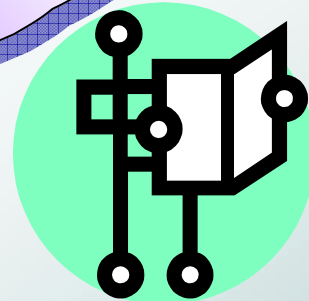
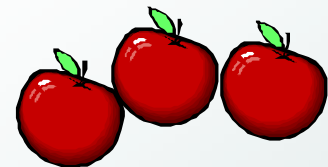
This writer uses general ideas which become more specific in order to:

- add credibility
- show that a logical order adds helps with clarity of understanding complex ideas
- explore the idea that weight can be added to general ideas when they are supported by extra detail or exemplification
- clarify a point / idea
- to build upon ideas
- to make a text more real
- gradually draw the reader into the story
- engage the reader

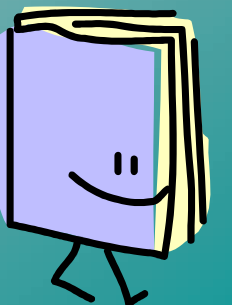
Statement 7:

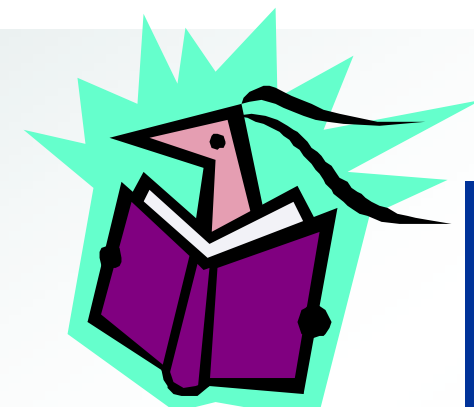
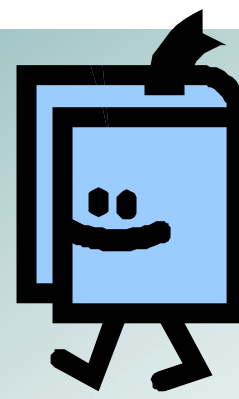
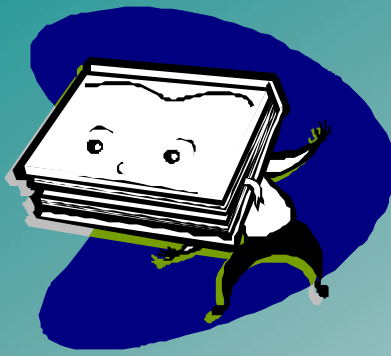
The writer has deliberately set the pace of writing to create an effect of:

- making the reader understand the urgency or calmness of a situation through the use of, or lack of, punctuation
- sustaining interest through variety of pace
- the reader becoming emotionally involved due to the purposeful use of simple, compound and complex sentences
- keeping the reader on their toes when varied and exciting
- creating atmosphere
- making the reader read on
- suggesting different moods



Can you explain the effects of the techniques a writer uses?





Statement 8:

Revealing the facts/description gradually in this text creates an effect of:

- holding the reader's attention
- building up the tension and anticipation
- inviting the reader to become immersed in the world of the text
- gradual revelation produces a feeling of delayed gratification when the information is finally revealed
- building in a fuller, clearer picture to be expanded upon later
- progressing logically through a factual text
- involving the reader
- wonder
- encouraging the reader to predict events
- creating an element of surprise

Statement 9:

Withholding information in this text creates an effect of:

- keeping the reader in suspense
- deliberately building up mystery or intrigue or tension
- encouraging the reader to read on
- making the reader attempt to fill in the gaps
- inviting the reader to predict what might occur next

Statement 10:

Cliffhangers are used to great effect by:

- leaving the reader wanting to know more
- tantalising the reader into a discussion
- provoking the reader to draw their own conclusions
- encouraging the reader to make their own predictions to gain the satisfaction of being right
- allowing the reader to provide their own ending
- prompting thought on a subject
- making the reader want to read the next chapter/buy the next book
- allowing the reader to form their own judgements
- creating a powerful ending

Statement 11:

There is/are a/some often key moment(s) in this text where the writer changes tack/direction in order to:

- show the reader a different perspective
- introduce a new idea/theme/character
- add weight to an argument by adding extra detail
- change mood / feel
- change the tone or pace
- provoke the reader into re-thinking his / her perspective
- invite the reader to make their own response

Statement 12:

This writer links the opening and the ending and it is effective because:

- there is a reinforcement of the key reasons for writing the text
- reiteration or repetition in the ending adds weight to the points made in the opening
- there can be clever links or new meanings drawn from the opening information and the ending
- there can be closure within a text if the ending 'wraps up' all the ideas from the beginning
- this gives a sense of balance to the ideas
- there is a clear resolution to issues raised
- the narrative is closed
- there is a cyclical effect where the reader is brought back to the beginning
- it shows creativity
- it shows the writer has stayed on task
- reminds the reader of where the story/ reason for writing started
- it can emphasise the writer's creation of setting
- reinforces the mood and atmosphere of the story

Statement 13:

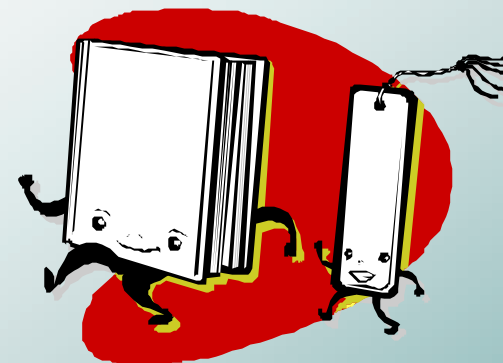
The effect this writer wants to have on the reader is mainly to:

- provoke a reaction
- make the reader have some kind of an emotional response whether it is outrage, sadness, happiness, sympathy etc.
- potentially make the reader change their mind
- potentially have control over the reader - language is power
- direct the reader's sympathy for an individual character
- encourage reader to consider an issue
- make the reader respond to the intended purpose
- involve the reader in the story
- help the reader to imagine events/ settings/character
- ensure the reader can empathise/ sympathise with a situation and/or character
- make the reader think about what they have read
- get the reader involved in the text

Statement 14:

This writer uses dramatic ending to great effect to:

- leave the reader with an indelible memory of the text
- provoke the reader to ask questions beyond the context of the text
- leave the reader with questions to be discussed further



HOW TO IMPROVE ON YOUR EXPLANATIONS

1. This mat has helped you make sophisticated statements or POINTS about the text you have read.
2. It has also helped you to EXPLAIN the effect of these statements.
3. To progress from here you'd need to add in some EVIDENCE from the text to support your point.
4. Doing these three things is called PEE - Point, Evidence, Explanation.
5. Now write paragraphs about the text your teacher has given you using Point, Evidence, Explanation (This mat will help you!)
6. Swap your paragraphs with a partner and get them to underline each PEE.

IMPROVING WRITING ALERT!

This mat is designed for improving reading responses but these statements make an excellent checklist to use when you've done a piece of writing, too!