

Readers Theatre

Objectives:

Children can make inferences about characters and story events

Children understand how language contributes to meaning





Children will be able to evaluate their own and others' performances

Children will read accurately and fluently using appropriate rate, prosody, stress, phrasing, pausing and intonation

A GUIDE to READERS THEATRE		
<p>Step 1: Adult as model</p> <p>The adult reads the selected passage of the class text aloud as that expert model of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.</p>	<p>Step 2: Echo reading</p> <p>Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation etc.</p>	<p>Step 3: Text allocation</p> <p>Children work in pairs or triads. Each group may:</p> <ol style="list-style-type: none">1. all have the exact same short section of text, or2. a longer section might be split into short parts, so that each group has a different piece.
<p>Step 4: Repeated choral reading</p> <p>In their groups children read their section aloud. Echoing the initial reading by the adult.</p>	<p>Step 5: Close reading</p> <p>In their pairs/triads children make a close reading of their section of text and think about meaning, audience and purpose. This requires children to look closely at the writer's use of language and consider characterisations etc.</p>	<p>Step 6: Text marking</p> <p>Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.</p>
<p>Step 7: Practise</p> <p>Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.</p>	<p>Step 8: Perform</p> <p>Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).</p>	<p>Step 9: Reflect</p> <p>Children evaluate their own and/or others' performances and give feedback. They may use the a fluency rubric or the prompts as success criteria to support articulation of evaluations.</p>







PHRASING: I can read with fluency. I put my words together so my reading sounds right and makes sense. This means that I am paying attention to my phrasing.

1	2	3	4
<p>I read word-by-word, or one word at a time, like a robot.</p> 	<p>Sometimes I read 2 or 3 words at a time. Sometimes I read word by word, like a robot.</p> 	<p>I am really close to reading the words the way the author wrote them. I usually read in 3 or 4 word groups.</p> 	<p>I put the words together the way the author wrote them. I put the words together so that it makes sense.</p> 



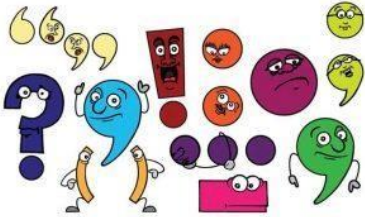
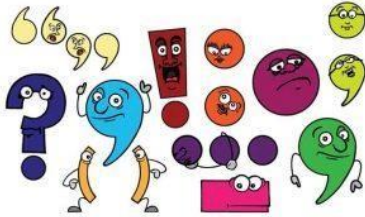


RATE: I can read with fluency. I read at the correct rate. Not too quickly, and not too slowly. My reading sounds right and makes sense.

1	2	3	4
<p>I am really slow and have to figure out each word on the page. I read so slowly that it really does not make sense.</p> 	<p>I can be slow because I have to read word-by-word when I don't know the words. I take breaks, pause too much, and repeat words when I read.</p> 	<p>I try to read like I talk. Sometimes I go too fast, or too slow. I might slow down when I am trying to figure out a tricky word. Sometimes I pause or stop when it doesn't make sense.</p> 	<p>I read like I talk. I only slow down, stop, or repeat words when it make sense and sounds right.</p> 






PUNCTUATION: I can read fluently. I use the punctuation to help me know how to read the story, so that it sounds right and makes sense.

1	2	3	4
<p>I don't pay attention to periods, commas, exclamation points, question marks, and quotation marks when I read. My reading doesn't sound right or make sense.</p> 	<p>Sometimes I use the punctuation, but I might use it the wrong way.</p> 	<p>I usually pay attention to the punctuation. I may make a mistake every once in a while.</p> 	<p>I always pay attention to the punctuation. My reading sounds right and makes sense.</p> 



EXPRESSION: I can read fluently. I read with expression so that it sounds interesting and makes sense.

1	2	3	4
<p>My reading sounds boring and doesn't really make sense because I don't read with expression.</p> 	<p>I am trying to read with expression, but I may read it the wrong way sometimes.</p> 	<p>I read with expression most of the time. My reading sounds interesting most of the time.</p> 	<p>I always read with expression so it always sounds interesting and exciting.</p> 