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# **Royal Shakespeare Company Rehearsal Room Techniques**

These techniques maximise the opportunities for children to develop their understanding of language. Children use Royal Shakespeare Company rehearsal room techniques to generate ideas and improve their comprehension.

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| Phase |  | The following strategies are introduced: |
| Early Years |  | Guided narration: children act out a passage of text that is read to them. |
| Years One and Two |  | Freeze-frames: children are asked to act out a section of text and freeze at a certain moment. In their frozen pose, they are asked to show the emotions or actions of a character, helping to improve their inference skills.  Word carpet: the children are given (or help to create) a carpet of words and phrases. The children then walk around the carpet of words and phrases with a partner, orally rehearsing sentences that include the words and phrases. This technique helps to encourage the use of new or adventurous vocabulary, whilst practising the oral rehearsal of sentences. |
|  |  | Mapping the setting: before writing a setting description, the class/group works together to create a visual map of where the character has gone. As the map is drawn, new vocabulary is introduced and orally rehearsed. |
| Years Three and Four |  | Whoosh: children orally rehearse the parts of different speakers from a play script. |
| Years Five and Six |  | Reading to the punctuation: children are asked to read an extract of text, with the speaker changing at each punctuation change.  Text scraps: extracts of text are written in isolation, and then used by children in their own speech and writing. |

# Discussion Phrases

The following sentence starters and phrases are introduced to encourage respectful discussion, where children can discuss their ideas and explain their reasoning.

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| Phase | The following discussion phrases are introduced: |
| Early Years | * “I think that…” * “My partner and I think that…” * “…and…” * “Would you (name) like to speak?” |
| Years One and Two | * “I agree…” * “I disagree…” * “…so…” * “I’m not sure because…” * “In my opinion…” |
| Years Three and Four | * “I like (name’s) idea because...” * “I'd like to change my mind because…” * “Perhaps…” * “What if…” * “My evidence for … is ...” |
| Years Five and Six | Giving opinions:   * “Considering your ideas…” * “Going back to what (name) said…” * “I would like to add...” * “That's a good point and I'm also wondering...” * “I'd like to build on what you have said...” * “My view is...” * “When you said that, it made me think about...” Disagreeing: * “I would like you to consider…” * “That's an interesting point, but I think that...” - “On the other hand…”   Reasoning:   * “The evidence to support my view is…”   Clarifying and finding out more information:   * “Can you expand on…” * “I'd really like to hear what you (name) think…” * “I'd like to ask (name) a question…” * “Can you tell us more about…” * “I'd like to refer back to what (name) said and ask...” * “What is your evidence for saying…” * “Are you saying…” |

# Sentence Structure Progression

The following sentence starters and phrases are introduced to encourage respectful discussion, where children can discuss their ideas and explain their reasoning.

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| Phase | The following sentence types are introduced: | Example |
| Early Years | 1 AD sentences. | The **big** dog ran away. |
| List sentences. | I need a jumper, a t-shirt and my trainers. |
| Short sentences. | I go to school. |
| B and A sentences. | I wanted to go to the park **but** it was raining. I have a brother **and** a sister. |
| Year One | \_\_\_\_\_ing sentences: | Look**ing** towards the ground, I saw a spider. |
| \_\_\_\_\_ed sentences: | I look**ed** for minibeasts. |
| Year Two | 2 AD sentences: | The \_\_\_\_\_\_, \_\_\_\_\_\_ ladybird scuttled quickly over the \_\_\_\_\_\_, \_\_\_\_\_\_ leaf. |
| Double +ly sentences: | The frightened mini-beast trotted away \_\_\_\_\_\_\_\_\_\_\_ly and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ly. |
| B.O.B.A. sentences: | Lots of people are scared of spiders **but** most of them are friendly creatures. |
| Caterpillars like to eat leaves off trees **or** they eat flowers. |
| Minibeasts can be hard to find **because** they like to stay hidden in their habitats. |
| Tophill Low is a nature reserve **and** there are lots of minibeasts there. |
| Year Three | List sentences. | It was a **dark, long** and **leafy** lane. |
| Verb, person sentences. | **Running, Sarah** almost tripped over her own feet. |
| Similes. | He was **as** quiet as a mouse. |
| Year Four | B. O. Y. S. sentences. | She was happily playing a game, **but** got upset when she lost. |
| The cookies could be double chocolate chip, **or** oat and raisin. |
| It was a warm day, **yet** storm clouds gathered over the horizon. |
| Miss Wright was hungry, **so** he ate all the chocolate biscuits. |
| 2 pairs sentences. | **Exhausted and worried**, **tired and hungry**, they had no idea how much further they had to go. |
| Emotion word sentences. | **Desperate,** she screamed for help. |
| Year Five | 3 \_\_\_\_ed sentences. | **Confused, shocked, scared**, the children ran from the burning building. |
| Noun, which, who, where sentences. | Snakes**, which** scare me, are not always poisonous. My pet dog**, who** only has three legs, loves to chase seagulls.  The deserted beach**, where** the shipwreck was found, can only be reached by sea. |
| 3 bad – (dash) question? | **Cold, dark, noisy –** where would he find safety? |
| Personification of the weather sentences. | The **wind stroked** the space shuttle gently. |
| Year Six | If, if, if, then sentences. | **If** I hadn’t found that watch, **if** the alarm hadn’t gone off, **if** it hadn’t scared those burglars, **then** I wouldn’t be sitting here today. |
| Some; others sentences. | **Some** evacuees had an awful time in World War Two**;** other evacuees enjoyed it. |
| Irony. | The **‘trip of our dreams’** was, in fact, our worst nightmare. |
| De:De sentences  (description: details) | Snails are slow: they take hours to move the shortest of distances. |
| O. (I.) (outside/inside) | He smiled and shook the man’s hand warmly. (Inside, however, he was more angry than he had ever been.) |