

# **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?”
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| Years One and Two  | * “I agree…”
* “I disagree…”
* “…so…”
* “I’m not sure because…”
* “In my opinion…”
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| 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 ...”
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| 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…”
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# 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.)  |