
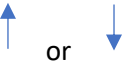



Reading Fluency Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	RT Step 1	RT Step 5	RT Step 7	RT Step 7	RT Step 8
5 mins	RT Step 2	RT Step 6	RT Step 7	RT Step 8	RT Step 9
5 mins	RT Step 2	O/ WC	O/ WC	O/ WC	O/ WC
5 mins	RT Step 3	O/ WC	O/ WC	O/ WC	O/ WC
5 mins	RT Step 4	O/ WC	O/ WC	O/ WC	O/ WC
5 mins	OC	O/ WC	O/ WC	O/ WC	O/ WC

A GUIDE to READERS THEATRE (RT)		
<p><u>Step 1: Adult as model</u> 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><u>Step 2: Echo reading</u> Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation etc.</p>	<p><u>Step 3: Text allocation</u> Children work in pairs or triads. Each group may: 1. all have the exact same short section of text, or 2. a longer section might be split into short parts, so that each group has a different piece.</p>
<p><u>Step 4: Repeated choral reading</u> In their groups children read their section aloud. Echoing the initial reading by the adult.</p>	<p><u>Step 5: Close reading</u> 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 characterisation etc.</p>	<p><u>Step 6: Text marking</u> 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><u>Step 7: Practise</u> 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><u>Step 8: Perform</u> Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).</p>	<p><u>Step 9: Reflect</u> 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>

	Pace	Pitch	Pauses	Punctuation	Personality	Power
<i>Text Mark</i>		 or	*	<i>Circle the punctuation</i>		!

Weekly Lesson Structure

Day 1

Step 1 (adult to model): Teacher selects a section/chapter of the text. Students all have the same short section or a longer section might be split into short parts, so that each group has a different piece.

Teacher will read aloud the same section of text modelling fluency, intonation, movement, volume and expression whilst pupils follow the text with their own copy.

Step 2: Echo reading: Teacher then reads aloud but, in this instance, after each sentence, students 'echo' back copying intonation, movement, volume and expression.

Step 3: Text allocation (very brief): Teacher then explains to the class that you are going to adapt this section for readers theatre, where groups will take the same text and perform it for the class. In each group of 2/3, there will be both characters and narrators - children may need to take on multiple roles.

Step 4: Repeated choral reading: As a small group, pupils are encouraged to reread aloud their section of their text (step 4) to give them time and opportunities to think carefully about the text and the language used by the writer.

Day 2

Step 5: Close reading: Then in their groups children will make a close reading of their section of text and think about meaning. This requires children to look closely at the writer's use of language and consider characterisations.

Step 6: Text marking: Provide a copy of the text for children to annotate, making notes (text marking) to inform their performance. This should be discussed and agreed as a group. Teacher to give the students prompts to direct their reading.

Day 3

Step 7: Practise: 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. Provide time for groups to rehearse their reading and to discuss. They may decide to change or add to their performance slightly as a result of their rehearsal

Day 4

Step 7: Practise: Provide more time for groups to rehearse their reading and to discuss.

Step 8: Perform: Then encourage each group to perform their rehearsed piece. If possible, take digital images of children in role or video QR codes (optional). (Step 8)

Day 5

Step 8: Perform: Continue to encourage each group to perform their rehearsed piece

Step 9: Reflect: Encourage the children to evaluate performances and give feedback to peers. Use an assigned success criteria grid and use prompts to support articulation of evaluations: 'I liked it when... because...' Model this for the class