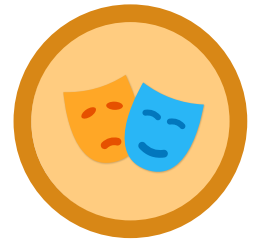


The Wise Multi-Academy Trust uses Reader's Theatre to support pupils to develop their reading fluency.

Reader's Theatre is a widely used teaching strategy that exemplifies how guided oral reading instruction and repeated reading of texts can be used to support pupils to develop reading fluency.¹ The Trust have developed their own guide to support the use of Reader's Theatre in the classroom.

The Wise Multi-Academy Trust is a family of schools in the North East of England.



Step 1: Adult as model	Step 2: Echo reading	Step 3: Text allocation
The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.	Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.	Children work in pairs or triads. Each group may: <ul style="list-style-type: none"> 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.
Step 4: Repeated choral reading	Step 5: Close reading	Step 6: Text marking
In their groups, children read their section aloud, echoing the initial reading by the adult.	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.	Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. <p>Prompts are provided to direct their reading.</p>
Step 7: Practise	Step 8: Perform	Step 9: Reflect
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.	Each group performs their rehearsed piece. <p>(Adult may record so that children can appraise their own performance).</p>	Children evaluate their own and/or others' performances and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.

¹ Young, C. and Rasinski, T. (2018) 'Readers Theatre: Effects on Word Recognition Automaticity and Reading Prosody', Journal of Research in Reading, 41, pp. 475-485.

Garrett, T. D., and O'Connor, D. (2010) 'Readers' Theater: "Hold on, let's read it again."', Teaching Exceptional Children, 43(1), pp. 6-13.

Young, C. Stokes, F. and Rasinski, T. (2017) 'Readers Theatre Plus Comprehension and Word Study', The Reader Teacher, 71(3), pp. 351-355.