



# A Spotlight on Readers Theatre

## What is the aim of this training?

Join Town End Research School to learn more about readers theatre.

Readers theatre is a performance reading strategy that:

- Develops fluency
- Increases comprehension
- Grows background knowledge
- Develops oral language
- Improves classroom climate
- Grows confidence
- Increases vocabulary
- Enables success
- Motivates
- Nurtures collaborative learning capabilities

We will take an in depth look at the steps of readers theatre (as found in the EEF KS2 literacy guidance report and created by us) and how they can be actioned in the classroom. We will also share practical ideas, resources and insights into how to give poems, stories and non-fiction texts a sprinkle of drama! Come and see what is possible when research meets the classroom!

## Date

Tuesday 30th January 2024: 15:45 – 17:00.  
This session is priced at £5 per person.

## Location

Online (Zoom)

For more information, email: [info@townendresearch.school](mailto:info@townendresearch.school)

Scan the QR code to book your place



**IMPROVING LITERACY IN KEY STAGE 2**  
Reader's Theatre

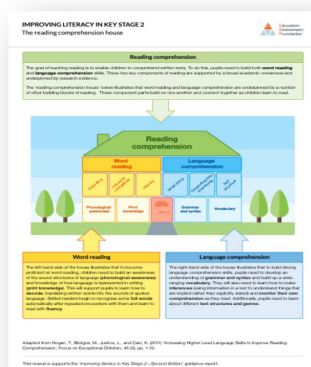
The WISE Multi-Academy Trust uses Reader's Theatre to support pupils to develop their reading fluency. Reader's Theatre is a widely used teaching strategy that describes how guided oral reading instruction and responsiveness of texts can be used to support pupils to develop reading fluency. The Trust has 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 text aloud as an expert model of fluency and intonation before the learners read their own copy. This may be repeated multiple times as necessary.	Children echo back the section read by the adult, imitating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.	Children work in pairs or triads. Each group may: 1. go back the exact same short section of text, or 2. a longer section might be split into parts, so that a typical text is without parts.
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 groups, 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 grammatical use.	Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed in groups. Prompts are provided to direct their reading.
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. (Adult may monitor that children can articulate their own performance.)	Children evaluate their own and/or other performances and give feedback. They may use reading fluency notes or the prompts as success criteria to support articulation of evaluation.

1. Young, E. and Rowley, J. (2016) Reader's Theatre (Story or Word Recognition) Accessibility and Reading (Reading). *Journal of Research in Reading*, 41 (1), 45-66.  
Dewey, T. G. and O'Donnell, C. (2015) Reader's Theatre: "Hold on, let's search again!" *Reading Empowered Children*, 45 (1), 6-13.  
Young, E. and Rowley, J. (2017) Reader's Theatre Plus: Complements and Words (Story). *The Reader Theatre*, 1 (2), pp. 381-385.

This resource supports the 'Improving Literacy in Key Stage 2—Second Edition' guidance report.



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