



Description of Reading Promotion Activity/ Action <u>“READER’S THEATRE”</u>	
Reaches disadvantaged pupils / families	<input type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> yes but not only
Multilingual activity	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Action especially for	<input type="checkbox"/> girls <input type="checkbox"/> boys <input checked="" type="checkbox"/> both
Involves parents	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Utilizes ICT	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> • To develop a reading culture, both on a personal and communal level. • Children to develop their storytelling, reading and book-talking skills. • To receive the message that reading is about enjoyment, reading is something that you can do anytime and anywhere, and that reading can be deeply personal and social at the same time.
Age level (s)	7 - 12
Preferable number of participants	Small groups of 5-6 children
Duration	A series of 40-minute sessions
Setting, materials, and preparation	<p>Setting: Library or classroom and school stage</p> <p>Materials Needed: Suitable script and corresponding big books</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Choose a script, suitable for Reader’s Theatre. This may be an extract from a novel with a number of character dialogues and narrator parts. Older children can really enjoy adapting favourite stories from the junior classes, e.g. <i>Farmer Duck</i> or <i>Owl Babies</i>. Free downloadable scripts are available on-line that can be adapted for classroom use, for example: www.aaronshep.com/rt/RTE.html .



Step -by-step description	<ul style="list-style-type: none">• Teacher introduces pupils to a piece of “reader’s theatre”• text (a piece of text divided into different parts).• Children can identify different parts using highlighters if this is not already done.• Teacher can model how to read one character’s part, with and without intonation, eye-contact and expression, demonstrating that these make reading more enjoyable.• Key focuses include:<ul style="list-style-type: none">a) Poise and Focus: The actor must stay “in character” at all times.b) Characterization and Acting: The actor should demonstrate understanding of his/her role through his/her vocal inflection, facial expressions etc.c) Eye Contact: The audience should always be able to see the actor’s eyes. This means that the actor must look down quickly to remind him of the line but must have eyes up when speaking the line.d) Projection and Diction: With practice every pupil is able to be heard clearly from the back of the classroom.e) Pace: While an actor is performing, the pace should never be too fast.f) Ensemble: All actors in a scene should be working together to create their performance.• The teacher can continue to model reading and the children can engage in choral reading for every second part of the text.• The teacher divides the class into four groups and the text is read with each group taking every fourth part.• Finally the teacher assigns each group a different part and the children can “become” this character, changing their voice/intonation accordingly.• Pupils can form small groups, each taking a separate part, and rehearse, read and perform a script.• Groups can perform for each other or for other classes. The emphasis is on quality of reading and not



	<p>on memorising or dramatising the text.</p> <ul style="list-style-type: none">• Pupils can give constructive positive feedback to each other in terms of expression, intonation, making eye contact etc. This feedback may refer to “What Went Well” (WWW) and “Even Better If” (EBI).• As pupils become familiar with Reader’s Theatre, the class/groups of pupils can find a piece of literature and adapt it into a Reader’s Theatre script.• Following rehearsal, pupils can perform their scripts for similar/ other class levels at assembly time.• Pupils can record their performances for inclusion on the school website.
Notes to reading promotion facilitator	<ul style="list-style-type: none">• Ensure that the children are very familiar with the story that you are attempting to do with regards to Readers’ Theatre, as they will be more fluent when trying to read the script, even the weak readers.• Allow for many scripts to be made available for each class level, as some of the titles may be for younger audiences but older classes would love this also.• Allow the children to practice the script often, in order for them to gain confidence when reading.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• The children can record themselves acting out the script and evaluate their own performance, exploring what they did really well or what they could have done better. They really enjoy self-evaluating and it can be a much more effective way for the children to be given feedback on their reading.
Acknowledgements	Adapted from an activity developed by staff and pupils of Scoil Bhride, Knockmay, Portlaoise, Co. Laois (Ireland).
Sources	Scoil Bhride, Knockmay, Portlaoise, Co. Laois, Ireland Phone 057 8620287