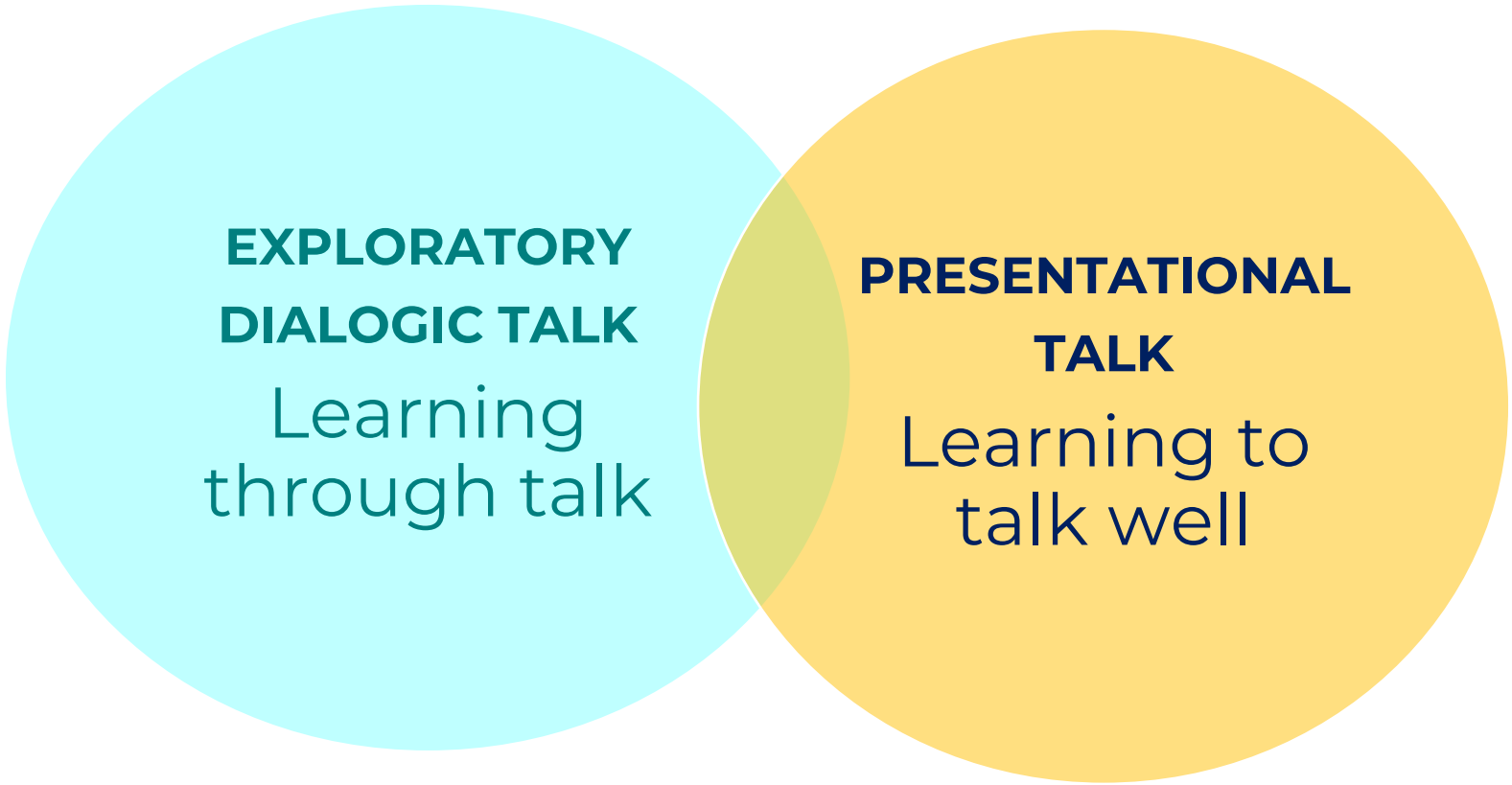
Unlocking oracy through shared choral reading and echo reading across the curriculum

Katy McWean
LPDS Secondary English & Literacy
Teaching & Learning Consultant
katy.mcwean@lancashire.gov.uk

Different types of purposeful talk



Lancashire County Council

Ofsted Report: Supporting Struggling Readers in Secondary School

‘Emerging research into the nature and role of fluency in secondary pupils, especially among pupils who struggle with reading, suggests that **reading accurately and fluently is an essential link between word reading and comprehension.** Once pupils have mastered decoding, and can recognise words automatically, this frees up their working memory so they can concentrate on comprehension’.

https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school

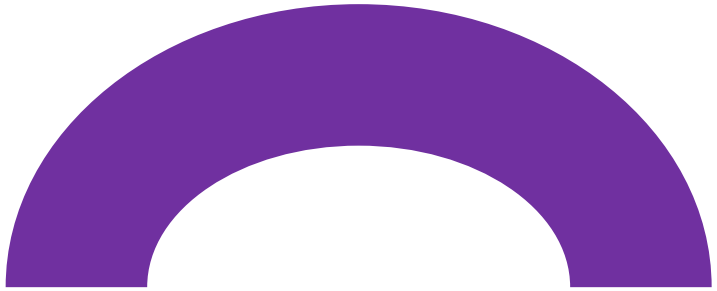
Lancashire County Council

Decoding

Word recognition: understanding what sounds the marks on the page represent and then blending those sounds to form words.

Language Comprehension

Extracting meaning from text



FLUENCY

Reading with accuracy, automaticity and prosody

Lancashire County Council

Ofsted English Research Review (July 22)

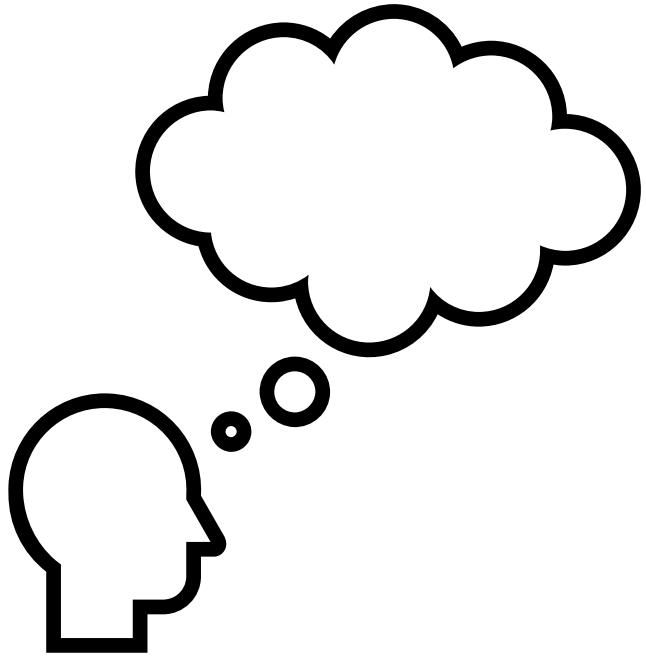
Key Messages on Fluency

- ‘Research found that simultaneously **listening to and reading along with texts** was a valuable strategy with struggling readers. The teacher’s reading shows how the text should sound …’
- ‘The curriculum should contain **opportunities for pupils to perform and read aloud’.**

Research review series: English - GOV.UK (www.gov.uk)

Lancashire County Council

How does explicit teaching of reading fluency develop effective presentational talk?



Lancashire County Council

What is fluency?

Accuracy

+

Automaticity

+

Prosody

Lancashire County Council



1. **Expression, tone and volume -** the varying of expression and volume to match the interpretation of the passage being read.

Lancashire County Council

Expression, tone and volume

I didn't take Louisa's biscuit.

I **didn't** take Louisa's biscuit.

I didn't take **Louisa's** biscuit.

I didn't take Louisa's **biscuit**.

Lancashire County Council



1. **Expression, tone and volume -** the varying of expression and volume to match the interpretation of the passage being read.
2. **Phrasing -** the reading of words and clauses with appropriate pauses, with an awareness of reading mostly in clauses and sentences over individual words.

Lancashire County Council

The European Space Agency will this week likely approve a three-year study to see if having huge solar farms in space could work and be cost effective.

Lancashire County Council



1. **Expression, tone and volume -** the varying of expression and volume to match the interpretation of the passage being read.
2. **Phrasing -** the reading of words and clauses with appropriate pauses, with an awareness of reading mostly in clauses and sentences over individual words.
3. **Smoothness –** any breaks or difficulty in reading are resolved with self-correction.
4. **Pace** – an even conversational reading rhythm.

Lancashire County Council

A hormone is a chemical substance, produced by a gland and carried by the blood, which alters the activity of specific target organs (and is then destroyed by the liver).

What are the different ways of reading texts aloud in the classroom?

- **Choral reading** – where everyone reads in unison guided by the teacher. Pupils should mimic the pace and prosody of the teacher.

- **Echo reading** – where the teacher reads sections of a text aloud modelling effective prosody which pupils then echo.

https://www.theconfidentteacher.com/2023/03/getting-reading-fluency-right/

Lancashire County Council

CHORAL READING

Lancashire County Council

Let’s give it a go…

Lancashire County Council

Remind students of presentational talk protocols

- Speak in a clear, audible voice at a smooth, steady pace.
- Project your voice so you speak a little louder than in normal conversation.
- Vary your expression to suit the meaning of the text.
- Pause in appropriate places to clarify meaning.

How is the UK's population distributed?

The UK is one of the most urbanised countries in the world, with 82 per cent of our population living in cities. This is typical of most high-income countries (HICs) that went through the process of urbanisation during the nineteenth and twentieth centuries. It is different in low- income countries (LICs), such as Nigeria, which are still rapidly urbanising today. If you live in London or another UK city, you might get the impression that we are an overcrowded country. But, when you look at a map of the UK's population distribution, you can see that people are unevenly distributed.

The Lamb – William Blake

Little lamb, who made thee?
    Dost thou know who made thee,

Gave thee life, and bid thee feed
By the stream and o'er the mead;
Gave thee clothing of delight,
Softest clothing, woolly, bright;
Gave thee such a tender voice,
Making all the vales rejoice?
    Little lamb, who made thee?
    Dost thou know who made thee?

Further repeated reading

- Students read to one another in pairs

Or

- Individual reading by students

Followed by…

- Teacher guided reading for meaning

Lancashire County Council

EEF Improving Literacy in KS2

Fluency documents May 2022

Reading Theatre

IMPROVING LITERACY IN KEY STAGE 2

Reader's Theatre

Education Endowment Foundation

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: 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. 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 record so that children can appraise their own performance).	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.

Lancashire County Council

Reading Theatre

Step 1: Adult as Model

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.

Step 2: Choral or Echo reading

Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.

Step 3: Text allocation

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.

Dependent → **Independent**

Lancashire County Council

The Lamb – William Blake

Little lamb, / who made thee?//
Dost thou know / who made thee, //
Gave thee life, / and bid thee feed //
By the stream / and **o'er** the mead; //
Gave thee clothing of delight, //
Softest clothing, **woolly**, **bright**; //
Gave thee such a **tender** voice, //
Making **all** the vales rejoice? //
Little lamb, / who made thee?//
Dost thou know who made thee?//

ECHO READING

Why might you echo read rather than read chorally?

Lancashire County Council

The cost of a flight on a low-cost airline is given by this formula: $C = N (O + R + 2T)$.

C is the overall cost.

N is the number of people travelling.

O is the price of the outgoing flight, per person.

R is the price of the return flight (the flight back), per person.

T is the price of airport taxes for one flight per person.

Susan and her two friends went to Paris. The return flight was £10 less than the outgoing flight, and the airport taxes were £21 for each flight for each person. The overall cost was £294. What was the price of the outgoing flight for each person?

‘Frankenstein’ Mary Shelley
Chapter 5

It was on a dreary night of November that I beheld the accomplishment of my toils. With an anxiety that almost amounted to agony, I collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs.

Lancashire County Council

Further repeated reading

- Reading to one another in pairs. Preparing the text by text marking copies to illustrate:
  - short pauses (/) and longer pauses (//)
  - which words/phrases to emphasise (highlight).

Lancashire County Council

‘Frankenstein’ Mary Shelley
Chapter 5

It was on a **dreary** night of November / that I beheld the accomplishment of my toils. / With an **anxiety** that almost amounted to **agony**, / I collected the instruments of life around me, / that I might infuse a spark of being / into the **lifeless thing** / that lay at my feet. / It was already one in the morning; / the rain pattered **dismally** against the panes, / and my candle was nearly burnt out, / when, / by the glimmer of the **half-extinguished light**, / I saw the **dull/ yellow / eye** / of the creature open; / it breathed hard, / and a convulsive motion agitated its limbs.

Lancashire County Council

What repeated reading techniques might best support a class of struggling readers with this text?

Frida Kahlo was a Mexican painter best known for her uncompromising and brilliantly coloured self-portraits that deal with such themes as identity, the human body, and death. Although she denied the connection, she is often identified as a Surrealist. In addition to her work, Kahlo was known for her tumultuous relationship with muralist Diego Rivera.

First Reading

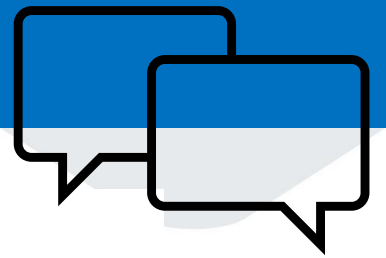
- Echo Reading?
- Choral reading?

Follow-up Reading

- Paired reading
- Individual reading

Lancashire County Council

QUESTIONS

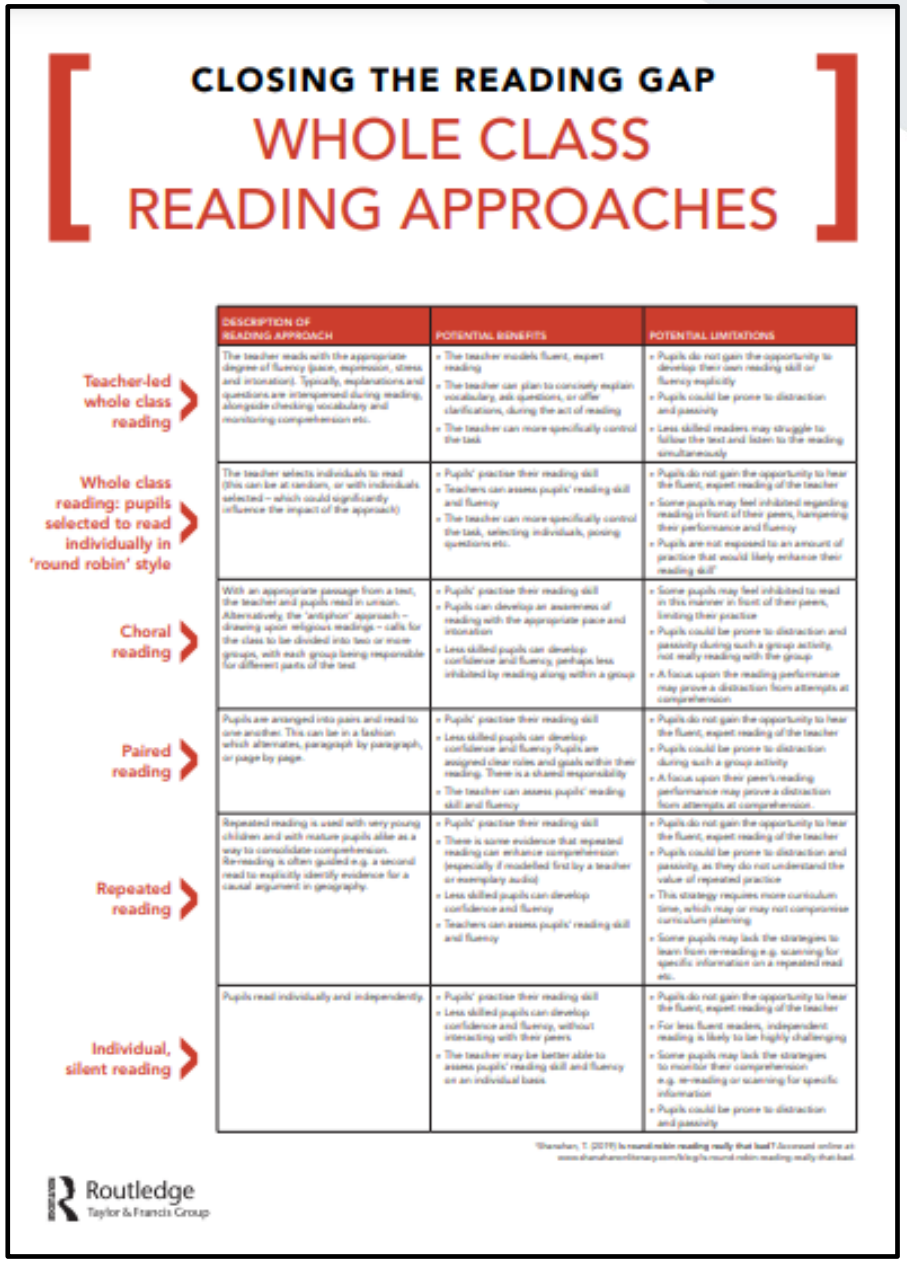


1. To what extent is regular reading aloud prioritised in all subjects across your school?
2. How are staff supported to echo read and choral read effectively with their classes?
3. How might reading aloud of texts across the curriculum be improved in your school?

Lancashire County Council

USEFUL RESOURCES

Lancashire County Council



Alex Quigley [Whole-class-reading-approaches]

Lancashire County Council

Education Endowment Foundation

Fluency

Support and resources to develop your pupils' reading fluency.



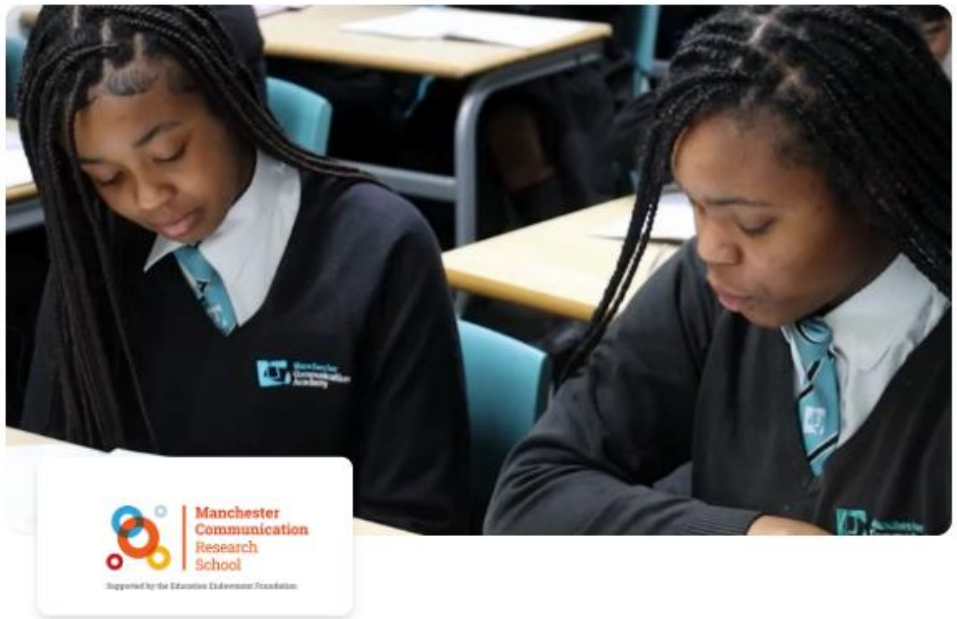
[Fluency | EEF]

Lancashire County Council

Research Schools Network

Supported by the Education Endowment Foundation

Clips from the Classroom



Building reading fluency in the secondary classroom



Reading Fluency in the Secondary Classroom

https://researchschool.org.uk/clips-from-the-classroom/literacy

Lancashire County Council