



Shotton Hall  
Research School



**TOWN END**  
**ASSOCIATE**  
RESEARCH SCHOOL

# A GUIDE TO READERS THEATRE: Non-Fiction Texts (Primary)



## A guide to readers theatre – non-fiction

**Audience** - the person or persons who will hear the piece. Who is it aimed at?

**Tone** - the general mood, atmosphere or attitude being conveyed.

**Purpose** - the reason why this piece has been created - what does the writer/reader want the listener to feel or do? What are the motives behind it? (E.G., Inform, persuade, entertain, discuss)

### Consider the type of performance:

Public service announcement, speech, news broadcast, interview, letter, email, journal, blog, eulogy, commentary, trial, party political broadcast, tour guide, panel discussion etc.

### Consider the real-life audience and level of formality:

MPs, fellow pupils, adults, families, business conference, studio audience etc.

#### **Step 1: Adult as model**

The adult reads the selected passage of the class text aloud to model fluent reading whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.

#### **Step 2: Echo reading**

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

#### **Step 3: Text allocation**

Pupils work in pairs or triads. Each group may:

- > all have the exact same short section of text; or
- > a longer section might be split into short parts, so that each group has a different piece.

#### **Step 4: Repeated choral reading**

In their groups, pupils read their section aloud echoing the initial reading by the adult.

#### **Step 5: Close reading**

In their groups, pupils make a close reading of their section of text and think about **meaning, audience, tone** and **purpose**. This requires pupils to look closely at the writer's choice of language and consider characterisations etc.

#### **Step 6: Text marking**

Each pupil has a copy of the text to annotate to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct or scaffold.

#### **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. The teacher helicopters to listen in and offer feedback.

#### **Step 8: Perform**

Each group performs their rehearsed piece. An adult may record sound so that pupils can appraise their own performance.

#### **Step 9: Reflect**

Pupils evaluate their own and/or others' performances and give feedback. They may use a fluency rubric or the prompts as success criteria to support articulation of evaluations.

### **Pupil may wish to think of an expert in the field of the text that they may wish to emulate**

(e.g. David Attenborough, Prof. Brian Cox, George Alagiah, Prof. Alice Roberts, Anita Rani, Terry Deary, Fiona Bruce, Gabby Logan).