

Choral/Paired/Dramatic Reading is a useful oral language strategy that involves students reading in small groups or as a class together. It helps to build the confidence of students to speak aloud and takes away some of the nervousness from those students who may feel self-conscious about speaking out. It helps build oral proficiency.

### Learning Outcomes

By choosing to engage in this activity, the following learning outcomes will naturally be encountered:

OL1, OL5, OL 13 R1, R2, R8

### Key Skills

Communicating  
Working Together  
Managing Information and Thinking  
Literacy

### Student Friendly Learning Intentions:

#### Students will...

Gain confidence in reading/speaking aloud to a class  
Learn the conventions of written texts by reading aloud  
Learn reading skills from supporting one another

### Preparation

Each student has a copy of the text to read or the text will be displayed on a screen and the classroom layout may be changed to facilitate the learning.

### Instructions

1. Choose a text that is suitable for the group.
2. Provide each student a copy of the text so he/she may follow along. You may display the text on a screen so that all students can follow.
3. Model fluent reading/dramatise reading for the group.
4. Start with short, interesting passages having the students read in unison.
5. The teacher can stand in front of the class to lead choral reading. Students may also lead if they are comfortable doing so.
6. If reading dialogues, plays or stories with dialogue, allow different groups to read different parts of the text as this will help students become more fluent and confident readers.
7. Get students to enact/dramatise parts that they read as this often removes nerves.
8. Paired Reading will allow two students or a small number of students to read in a less formal way. The students will take turns reading. They can decide themselves how they will divide the tasks. Some pairs may choose to alternate after every page, some to alternate after each paragraph, etc. One reads and the other follows along, supporting each other as necessary. They can decide to dramatically read the piece.
9. Generally, students of similar reading ability are paired together.
10. If deemed necessary, a more competent reader is paired with a less competent one, and the more able reader reads aloud and the less able follows along. This enables the less able reader to follow the text visually with little or no pressure.

### Assessment

Self-assessment; peer assessment; teacher observation; self-reflection.

### Extension Activities

This strategy could easily be adapted to creating/writing and performing various pieces of drama, poetry or fiction.