

Reading Aloud

“Reading aloud is an advertisement for reading.”

Jim Trelease – Read-Aloud Handbook

Why read aloud?

Hearing stories read aloud strengthens speaking, listening, writing, reading and comprehension skills. It increases vocabulary, helps students appreciate the beauty and rhythm of language, enhances imagination and observation skills, improves critical and creative thinking skills, expands a student’s general knowledge and understanding, develops positive attitudes towards books as a source of pleasure and information and helps to create life-long readers.

Staff Protocols:

- Model good reading – read aloud with expression and enthusiasm.
- Before asking students to read, reinforce that they are in an environment where it is okay to make mistakes.
- Introduce new vocabulary that will be seen in the section being read - this should be displayed on the board.
- Number each line of the text to make it easy to refer to specifics.
- Ask all students to use a ruler to follow the text.
- **Request that all students read.** You could use register order or make your way around the class.
- Be persistent yet supportive. Confident readers should aim to read a paragraph. Build the confidence of weaker readers by asking them to read a sentence in week 1, two sentences in week 2 and so on.
- Help the student as needed.
- Sound out unfamiliar vocabulary – “I say, you say”.
- Encourage / model fix-it strategies.
- Be creative and have fun, where possible e.g. reading in character.
- Be patient and encouraging.
- Praise students for self-correcting.
- Be willing to answer any questions that students have whilst reading.
- Praise often – it will give students the confidence to read again.