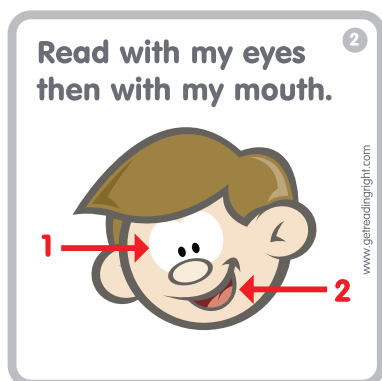


# How to introduce the Reading with Expression Cards.



## Card 1 – Sharing the learning intention.

Use card one to share with children that they are going to learn some strategies to read with expression.



## Card 2 - Read with my eyes and then with my mouth.

Tell children that if they are reading to an audience they should first practise reading silently and then practise for a performance. If they are reading alone and not for an audience: tell children that they should read some exciting sentences as if they were performing to an audience. In some ways they are their own audience!



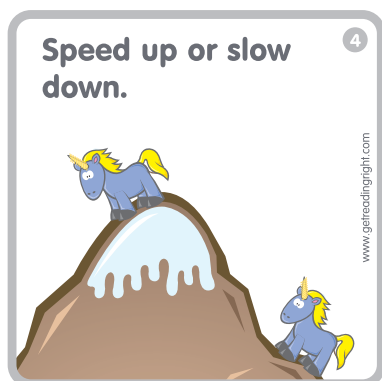
## Card 3 - Use a loud voice or a soft voice.

Tell children that we can make our voice louder or softer to add interest to a sentence. It is also more interesting for the audience too. Model reading the sentence below:

Sally crept along the tunnel. She felt scared!

Explain that when we use a soft voice, it makes the reader feel scared too! I want to read this sentence in a soft voice so that I make it feel creepy.

Have children practise reading the sentence using a soft voice and then another sentence using a loud voice.



## Card 4 - Speed up or slow down.

Tell children that they can also make reading sound more exciting if they think about how fast they read a text. Model reading the sentences below.

Sam trekked up the hill. Then he fell and slid all the way to the bottom!

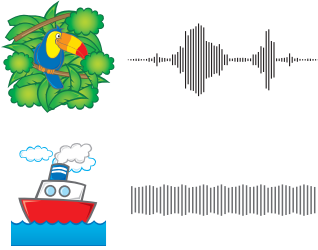
Point out to children that they can read the first sentence slowly because Sam is trekking up a hill. Then when he slides all the way down the hill, they should read this sentence faster to add suspense. What will happen to Sam...he is sliding down too fast!

Have children practise reading the two sentences.



# How to introduce the Reading with Expression Cards.

## Change the pitch. 5



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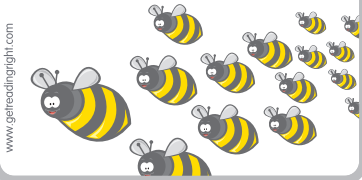
### Card 5 - Change the pitch.

Tell children that sometimes readers make their voices go up and down. They often make their voices go up at the beginning of a sentence and down at the end (or up if it is a question mark). They do this especially when they want to show the difference between the character and the narrator. Changes in pitch often help readers understand where new ideas begin. Model reading the sentences below, then have children practise reading them.

Jessie could see that mum was sad. She asked her brother, who told mum that she had been bad at school!

## Look for important words. 6

"Go!", the bees all buzzed.



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### Card 6 - Look for important words.

Explain to children that there are often words in the sentence that give a clue to the reader how it should be read. Words like, shouted, whispered, buzzed and screamed tell the reader to change her voice. Model using sentences containing different key words. Have children practise reading the sentence below.

"Go!" The bees all buzzed.

## Emphasise single words. 7

"You told a lie?  
Why did you lie?"  
shouted Molly.



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### Card 7 - Emphasise important words.

Explain to children that sometimes there are one or two words in a sentence that need special attention. Drawing attention to these key words enhances comprehension. Model reading sentences that have key words. Have children read the sentence below a few times.

"You told a lie? Why did you lie?" shouted Molly.

## Use punctuation clues. 8



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### Card 8 - Use punctuation clues.

Model to children how they should use the punctuation to help them decide how to read the text with expression.



# How to introduce the Reading with Expression Cards.

## Speak like the character.

9



## Card 9 - Speak like the character.

Explain to children that speaking like a character when reading makes reading and listening to stories great fun! Tell children that when they see speech marks they should think about how the character would sound. Ask questions like: How would a pirate speak? What about a tiger? Model how to read a simple sentence using different character voices. Remind children that the narration section of the text should not be read in character.

## Read with rhythm.

10



## Card 10 - Read with rhythm.

Explain to children that sometimes reading is like singing. If you add a little bit of rhythm then it is more exciting. Model reading this sentence, when it has repetition children should add a little bit of rhythm.

Who is that trip trapping, trip trapping on my bridge? "Not me!" said the little red hen!  
"Not me!" said the little fat duck!

## Change the tone.

11



## Card 11 - Change the tone.

Explain to children that changing tone can give the reader or listener a clue to how the character is feeling. It also helps us like or dislike a character. Read a sentence to children in an angry manner and then ask questions like: Do you like this person? Why? Then read the same sentence in a warm, friendly tone and ask the same questions. Ask children to practise varying their tone.

"Where is the dog?" said Dad.

## I can...

12

- ✓ Read with my eyes and then with my mouth.
- ✓ Use a loud voice or soft voice.
- ✓ Speed up or slow down.
- ✓ Change the pitch.
- ✓ Look for important words.
- ✓ Emphasise single words.
- ✓ Use punctuation clues.
- ✓ Speak like a character.
- ✓ Read with rhythm.
- ✓ Change the tone.

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## Card 12 - Success criteria.

Ask children if they can name some strategies that will help them to read with expression. For every strategy named, ask children to demonstrate for you using a simple sentence.

