

Entry Level – 3.2 – Lesson Plan – Reading with Understanding and Using Pause Effectively

Lesson Objective and Assessment Criteria covered	<p>Lesson Objective: To practise reading aloud fluently, with meaning and variation in pace for effect.</p> <ul style="list-style-type: none"> • Use pause appropriately. • Make a choice appropriate to reading ability.
Delivery	<p><i>This lesson aims to help learners to practise strategies for reading aloud, finding meaning, and using effective pauses. The accompanying texts in 'EL – 3.2 – Activity – Reading with Understanding – Extracts' can be used for this activity, or you can choose your own texts to suit the abilities and interests of your learners.</i></p> <p><i>Reading with Understanding</i> To be able to read clearly, we need to understand what we are reading so listeners also understand it.</p> <ol style="list-style-type: none"> 1. Give each member of the group one of the text extracts. 2. Learners stand in a circle in a random order and read their section aloud. Everyone needs to read their section loudly and clearly enough so that everyone can listen easily and understand. 3. Listening carefully, everyone then moves around the circle next to the people reading the extracts that they think are before or after them. If the group are more confident, they could do this in silence. 4. Next, read the extracts again to check the sequence. Keep repeating the exercise until the whole passage is being read in the correct order. <p><i>Using Pause Effectively</i> Once the complete passage is correctly sequenced, learners can use it to practise using pauses to see what effect changing this can have.</p> <ol style="list-style-type: none"> 1. Start by choosing three or four random numbers (e.g., 2, 12, 22, and 32). Learners read their extract again but leaving a pause after the 2nd, 12th, 22nd and 32nd words. 2. Listen for how strange it sounds leaving pauses in random places rather than in the correct, more natural places. This forces the reader to think using pauses appropriately.

	<ol style="list-style-type: none"> 3. Each person then reads their extract to themselves and marks on where they think pauses should be left for effect. 4. As a group, read the whole passage again, thinking about where the pauses have been left and the effect this has. Learners can offer feedback to one another and work together to construct the best sounding reading. <p>Further Support: Model reading aloud for learners, explicitly showing (you could use a visualiser or whiteboard) where you would put pauses in a given extract and explaining why. Learners who need further support could work in small groups – those who need a challenge can act as an ‘expert’ to help other learners identify where pauses should be in their extracts.</p> <p>Extension Activity: For a challenge, learners can swap extracts, so they are reading something they are less familiar with.</p>
Additional Resources	<i>EL – 3.2 – Activity – Reading with Understanding - Extracts</i>