Explicit teaching of prosodic features such as phrasing, intonation, punctuation and pace, for emerging and early readers, will develop prosodic sensitivity in text reading.

**KEY INSTRUCTIONAL STRATEGY FOR THIS INVESTIGATION**

*The “P.I.P.P Strategy*

‘P.I.P.P.’ is an acronym for the key instructional strategy used in this intervention. The letters signify the main prosodic features explicitly taught to students, and provide mnemonic support for emerging and early readers to read ‘like storytellers.’

**P** = **phrasing** (three, four or five words that make sense when read together smoothly)

**I** = **intonation** (making your voice go ‘up and down’ and ‘louder and softer’ as you read)

**P** = **punctuation** (the pause and intonation you put into your voice for each punctuation mark)

**P** = **pace** (the speed at which we read: not too fast & not too slow, though sometimes a bit faster or a bit faster to make the story interesting!)

(The acronym can also be presented in ‘acrostic’ format)

**Punctuation List:**
- **Full stop:** voices drop right down and completely stop (like cars do at a ‘stop’ sign)
- **Comma:** voices stay even –and stop for a second – before reading on.
- **Question Mark:** voices usually go up, and must come to a complete stop.
- **Exclamation Mark:** voices usually go up, and must come to a complete stop.
- **Talking Marks:** use ‘character’ voices to make dialogue interesting.
- **Elipsis:** ‘stretch’ your voices along the words, and pause dramatically before reading on.
- **Italics:** add ‘stress’ to your voices for these words – power and maybe volume.

NB: children are taught that there may be variations to some of these conventions, eg. commas for adjective lists.

**Self-Management Strategies:**

To promote metacognitive learning, the children are explicitly taught two self-management strategies to monitor and restore break-downs in the use of prosody when reading.

1. **Listen to Your Own Voice** to make sure it sounds smooth, that the phrases make sense, that you drop down and stop for full stops, that you are reading at the right pace, etc.
2. **Reread** any part that doesn’t sound like ‘storytelling’, and fix it up.
3. **Self-Talk** used to identify personal goal prior to reading.

Much time is spent during instruction discussing ‘trickier’ parts of the strategy such as identifying meaningful phrases, and scanning on to the next line. Children are encouraged to specify the prosodic feature they are going to ‘practise’ prior to reading connected texts; they are also encouraged to read texts at least twice, to provide additional time to attend more to prosody than decoding.
Teaching Sequence for Explicit Instruction in Prosodic Reading

(NB: ‘exploration’ aspect not included in this strategy at this point in time; it is intended that it would be introduced later in the teaching sequence, when children are more independent users of P.I.P.P)

**All texts mentioned in whole group lessons are in ‘big book’ format.

**Lesson One: Modelling

1. Brainstorm things we need to do with our voices if we want to read like ‘storytellers.’
2. Record list on butcher paper/interactive whiteboard for future reference.
3. Introduce ‘P.I.P.P’ strategy and record alongside ‘brainstorm’ list. Briefly explain components (phrasing, intonation, punctuation and pace), and link to suggestions on the ‘brainstorm’ list.
4. Identify one component to practise today, eg. intonation (making your voice go up and down.)
5. Shared Reading Text: “The Wizard and The Rainbow” (discuss title & vocabulary/predict possible events/note rhyming words.) Read first few pages (however many time permits.) Focus strongly on use of intonation with some key sentences/verses.
6. Ensure that the P.I.P.P strategy is displayed prominently.
7. 

**Lesson Two: Modelling

1. Use brainstorm list to recall ‘storytelling’ skills.
3. Discuss what some component really means, eg. small groups of words within a sentence that we read smoothly together, making voices go up and down, not too fast and not too slow!
4. Use ‘The Wizard and the Rainbow’ to explicitly model some of the key prosodic features, eg. intonation & pace.
5. Shared reading: read on from yesterday’s finishing point; emphasise intonation and pace; reread key sentences/verses to fine-tune use of intonation and pace.
6. If possible, finish the text.

**Lesson Three: Modelling

1. Ask children to recall/articulate the P.I.P.P strategy. Discuss what each component means.
2. Focus on punctuation: brainstorm main punctuation marks and then articulate what to do with voices for each (see Appendix 2).
3. Point out & model intonation and pausing for key punctuation marks in the shared text, particularly final declination for full stops.
4. Shared reading: reread ‘The Wizard and The Rainbow’ from cover to cover, providing coaching and feedback for intonation and pace.
5. Discuss & model variations in pace and volume as a ‘storytelling’ device at different points within the text.
Lesson Four: Articulation/Modelling

1. Children recall and articulate current understandings of the P.I.P.P strategy (note gaps.)
2. Focus attention on ‘Phrasing’, explaining that most of the longer sentences have small groups of words that we can say smoothly together to make our reading sound more like the way we speak.
3. Explicitly model syntactically meaningful phrases and clauses in a longer sentence selected from today’s shared reading text. Practise together.
4. Shared reading: ‘The Red Rose’ (use fingers to frame phrases and clauses.)
5. 2nd reading: reread, focusing on identifying and ‘smoothly’ reading phrases.

Lesson Five: Articulation/Modelling

1. Children recall and articulate current understandings of the P.I.P.P strategy (starting to fill in the gaps.)
2. Discuss the idea of self-management strategies: ‘How do good readers know if they are reading like robots??’ ‘What do good readers do to fix robot reading??’ Explicitly introduce two self-management strategies: *Listening to your own voice when reading; *Rereading to restore smooth reading (or prosody.)
3. Before shared reading, remind children to ‘practise’ listening to their own voice (not the voices around them.)
5. After reading, survey children about who remembered to listen to own voices; who forgot?? (Praise honesty & explain that it takes practise!)

Lesson Six: Articulation/Modelling

2. Survey group about perceptions of strengths and weaknesses with prosody, eg. ‘think about which parts of the ‘P.I.P.P’ strategy you use really well; what parts do you still need to practise? What part are you going to practise today?’
3. Invite some children to share which part of the strategy they are going to work on in shared or guided reading. Remind everyone to ‘listen to your own voice.’
4. Shared reading: ‘One Dark and Scary Night’: note the use of exclamation marks and what this means for our voices!! Read this short text together.
5. Reread, focusing on variations in volume to add power and interest to the ‘storytelling.’
6. Invite some children to reflect on what they noticed about their own voices when they were reading this text.

Lesson Seven: Articulation/Modelling/Reflection

2. Explicitly introduce the concept of ‘self-talk’ as a way of ‘reminding ourselves’ what we need to practise or learn or focus on next.
3. Ask children to use ‘self-talk’ in their minds to decide what to practise in reading today: ‘Today I’m going to focus on …….. so that I sound more like a ‘storyteller’.
4. Encourage children to turn to their neighbour and share their ‘self-talk’.
5. Briefly recall understandings of ‘phrasing’ and model using a sentence from today’s text.
6. Shared reading: ‘In the Middle of the Night’: remind children of their self-selected focus; frame phrases during this first reading.
7. Invite some children to reflect on own performance: what did they choose to practise, how did they get on, how could they improve???

Lesson Eight: Modelling/Articulation/Reflection

1. Children articulate P.I.P.P strategy, explaining key components in some detail, including the concept of ‘self-talk’.
2. Model some obvious problems with prosody, eg. too fast, too slow, robotic/monotonic, poor phrasing, long pausing, over-running fool stops, etc, and have children suggest solutions.
3. Model ‘self-talk’ sentence starter; give children time to formulate own ‘self-talk’ goal and share this with neighbour. Remind them to ‘listen to your own voice’ when reading today.
4. Shared reading: reread ‘In the Middle of the Night’, focusing again of syntactically meaningful phrasing, with variations in volume and pace.
5. Ask children to reflect on which parts of the P.I.P.P strategy they are using really well, and share this with the group (sharing circle.) Invite anyone to articulate which parts are still a bit tricky.

Lesson Nine: Articulation/Reflection

1. Ask children to reflect on the parts of the ‘P.I.P.P’ strategy we still need to practise if we are to be brilliant ‘storytellers’.
2. List suggestions on paper/interactive whiteboard for future reference.
3. Together, decide some priorities, and articulate the key understandings for these.
4. Formulate a ‘group-talk’ sentence to articulate and record today’s shared goal in prosodic reading.
5. Shared reading: ‘Night Noises’ (discuss title & concepts/predict events)
6. Read together, as far as time permits, with reminders about our ‘group-talk goal’.
7. Together, reflect on how well we achieved our goal; articulate and record agreed upon results in a statement.

Lesson Ten: Articulation/Reflection

1. Construct a chant for ‘P.I.P.P’ strategy, together with appropriate hand gestures, eg. clap, click, knee slaps, etc.
2. Refer back to list of priorities for improving prosodic reading; articulate and record ‘group-talk’ goal for today’s reading.
3. Shared reading: ‘Night Noises’: read on from yesterday’s finishing point, rereading occasionally to fine-tune today’s focus feature, eg. phrasing, scanning onto new line, etc.
4. Reflect on the success of today’s focus, and articulate/record in a statement.
5. If time permits, allow a second reading to practise ‘listening to your own voice’ on a familiar text.

***Follow up shared reading sessions with learning centre tasks such as selecting/practising/presenting a familiar text in ‘brilliant’ storytelling fashion to the whole group during ‘sharing time’.