

The Echo Reading Script

Four steps you can read aloud, one passage for each age with the phrase boundaries marked, and the six things that go wrong. Model a segment, take the echo, check one target, move on. Nobody reads alone unless they volunteer.

ECHO READING · ONE-PAGE SCRIPT

The four steps ANY ROUTINE, ANY AGE

1 Model

Read one segment aloud with expression. Learners track the words with their eyes, finger on the line if they need it.

"Listen. Watch the words."

2 Echo

Learners read the same segment back, matching the phrasing. You listen for one target only: the phrase boundary, the stressed word, or the pause.

"Your turn."

3 Check and fix

If the target was missed, model that segment once more and take one more echo. Never a third. Then move on.

"Listen again to the end of the line."

Your turn."

4 Fade

After four or five segments, hand it over: the class reads the next segment together first, then pairs read the next, then one volunteer reads the whole passage while a partner follows.

"This time you go first. I will join in if you need me."

Three passages, chunked for the echo ORIGINAL TEXT, READ THE MARKS

AGES 5 TO 7

The lost glove

worried, then relieved

1. Sam had one glove. /
2. The other glove | was gone. //
3. He looked under the bed. /
4. He looked in the bath. //
5. "Where is it?" ↗ he said. //
6. Then Mum came in. /
7. She was holding | one red glove. //
8. "It was in the fridge," ↘ she said. //
9. Sam laughed. //

Segment 3 to 6 words: a phrase, never a whole sentence. **Session** 4 to 6 minutes.

AGES 7 TO 11

The bridge that would not hold

tense, then steady

1. The rope bridge | swung over the gorge, /
2. and Priya stopped | at the first plank. //
3. Below her, | the river was a thin grey line. //
4. "Don't look down," | said her brother, /
5. which is exactly | what made her look down. //
6. She took one step. /
7. The bridge creaked | but it held. //
8. She took another, / then another, /
9. counting each plank | under her breath, /
10. until the far side | was close enough | to touch. //
11. Only then | did she realise | she had stopped breathing. //

Segment one clause or one sentence, 6 to 12 words. **Session** 6 to 8 minutes.

AGES 11 TO 14

A letter home, October 1916

weary, careful not to worry the reader

1. Dear Mother, //
2. You will have heard | that it has been quiet here, /
3. and for once | the newspapers are telling the truth. //
4. We have had three days | without rain, /
5. which means | the duckboards have dried | and a man can walk | without losing a boot. //
6. Do not believe | what Alfie Pearce's mother says | about the food. //
7. It is dull, / but there is enough of it, /
8. and last Tuesday | there was jam. //
9. I think of the kitchen | every evening | at about the time | you would be lighting the lamp. //
10. Tell Father | the allotment is his | until I am back. //
11. Your loving son, / Tom //

Segment one sentence up to 15 words, with the speaker's attitude named first. **Session** 5 to 7 minutes, inside the subject lesson.

Marks: | phrase boundary · / short pause · // sentence end · **bold** the stressed word · ↗ voice rises · ↘ voice falls. Read the whole passage to the class first, then echo it segment by segment.

What goes wrong, and the fix SIX WATCH-FORS

Parroting

Eyes on you, not the page. Point at the line and take the echo again with fingers on the words.

A third go

One re-model, one more echo, then move on. A third teaches them the first two did not count.

Speed

Never race a timer in front of the class. Words per minute is a teacher check for ages 9 and up, kept off the board.

The solo

Nobody reads alone unless they volunteer. Hear an anxious reader later, in a pair, away from the room.

Fluent already

If they read it fluently first time, echo reading is slowing them down. Give them the next text.

The fade

Class echo, then pair echo, then an invited solo with a partner following. Plan the hand-over before you start.

Six routines, one mechanism WHICH ONE, WHEN

ROUTINE	BEST WHEN THEY	GROUP · AGES	MIN	NOT WHEN
Echo reading US: Echo reading	flat, ignores punctuation, reads word by word, stumbles on words	class, group, pair · 5 to 7, 7 to 11, 11 to 14	6	The reader already reads the passage fluently. Echo reading practises what a learner cannot yet do alone; a fluent reader is being slowed down.
Choral reading US: Choral reading	will not read aloud, reads word by word	class, group · 5 to 7, 7 to 11, 11 to 14	5	Accuracy is the problem. Choral reading hides individual misreads; use echo or a pair instead.
Paired re-reading US: Partner reading	reads word by word, flat, ignores punctuation, stumbles on words, will not read aloud	pair, class · 7 to 11, 11 to 14	8	Both partners are non-fluent on the same text. Pair a stronger reader with a developing one, or read it as echo first.
Repeated reading with a job per read US: Repeated reading	reads word by word, flat, ignores punctuation	group, pair, class · 7 to 11, 11 to 14	8	The reader is still decoding most words. Fix decoding first; repetition of guesses practises guessing.
My turn, your turn US: I do, you do	stumbles on words, will not read aloud	class, group · 5 to 7	4	Ages 7 and up, unless the learner is at an early phonics stage. Older learners hear it as an infant routine.
Invited echo for anxious readers US: Same: no cold reads, no popcorn	will not read aloud	class, group, pair · 5 to 7, 7 to 11, 11 to 14	6	Never wrong, but it does not fix accuracy on its own. Pair it with echo on the target words.