



# Reading Curriculum 25-26



# FAPS Reading Curriculum 25-26

## Storytelling – Principles/ Method

Principle	Method
<b>Reading should be at a fluent pace.</b>	<ul style="list-style-type: none"> <li>• Read at own pace.</li> <li>• Adjust speed for effect: slower for dramatic or emotional passages, faster for action.</li> <li>• Pre-read is compulsory – text marking is advisable.</li> </ul>
<b>Interruptions to the flow of reading should be kept to a minimum.</b>	<ul style="list-style-type: none"> <li>• Set behaviour expectation of children tracking text as you read (finger/ruler).</li> <li>• Replace incidental new vocabulary with a synonym – no further explanation/definition needed.</li> </ul>
<b>Check for listening/understanding.</b>	<ul style="list-style-type: none"> <li>• Predictive/pre-focusing rhetorical questions – I wonder what is going to happen to...? There is an amazing metaphor coming up...Listen for the simile...</li> <li>• Minimal, planned, quick-fire retrieval questions.</li> </ul>
<b>Use expression and intonation.</b>	<ul style="list-style-type: none"> <li>• Match the tone to the meaning: excitement, sadness, curiosity, suspense, etc.</li> <li>• Use rising intonation for questions and falling intonation for statements.</li> <li>• Vary pitch to avoid sounding flat.</li> </ul>
<b>Stress and add emphasis.</b>	<ul style="list-style-type: none"> <li>• Emphasize important words (nouns, verbs, adjectives) more than function words.</li> <li>• Stress can shift meaning: “<i>I didn’t say he stole the money</i>” changes depending on which word is stressed.</li> <li>• Vary volume for emphasis (e.g., softer for suspense, louder for excitement).</li> </ul>
<b>Use pauses for effect.</b>	<ul style="list-style-type: none"> <li>• Pause at punctuation marks and where natural speech would pause.</li> <li>• Use longer pauses for periods and paragraph breaks, shorter pauses for commas.</li> </ul>
<b>Maintain volume and clarity.</b>	<ul style="list-style-type: none"> <li>• Project the voice enough to be heard.</li> <li>• Enunciate words clearly without over-articulating.</li> </ul>

Example of adding stress/emphasis (changing the meaning based on which word in a sentence is stressed):

**“She didn’t eat the cake.”**

**She** didn’t eat the cake → Someone else ate it.

She **didn’t** eat the cake → She definitely didn’t.

She didn’t **eat** the cake → Maybe she threw it away or saved it.

She didn’t eat **the** cake → She ate something, but not *the* cake.

She didn’t eat the **cake** → She ate something else, but not cake.

*By shifting the stress, the same words take on completely different shades of meaning.*

Example of using expression and intonation (matching the tone to the meaning):

**“It’s just a toy.”**

**Neutral reading:** *“It’s just a toy.”* → Sounds factual, maybe dismissive.

Read aloud with a **sad expression** (voice soft, dropping at the end, maybe trembling):

*“It’s... just a toy.”* → Suggests **disappointment or heartbreak**, maybe the speaker lost something important to them and is trying to hide how much it mattered.

*The sad expression changes the meaning from a casual remark to a statement of **loss or emotional significance**, showing the toy represents something much deeper.*

Example of how pausing for effect can change impact:

**“I thought I could trust you.”**

**Without pausing:** “*I thought I could trust you.*” → Comes out smoothly, like simple disappointment.

**With pausing for effect:** “*I thought... I could trust you.*” → The pause adds tension and weight, making the hurt and betrayal much stronger.

**“One day... you’ll understand.”**

The pause after “*One day*” makes the listener lean in, creating suspense and anticipation.