# Reading aloud: more expression, not just more speed

PUPIL ACTIVITY • Name: _____ Date: _____

### The paper boat

Amina stopped beside the classroom door. A small paper boat sat in a puddle. “Who left this here?” she asked. Ben looked up from his book. “I made it at break. Does it still float?” Amina touched the edge of the boat. It tipped, then stood upright again. “For now,” she said. “But the paper is getting soft.” Ben put down his book and fetched a tray. Together, they lifted the boat out of the water. “Next time,” Amina said, “let's test it before the rain.”

### 1. Listen and notice

Listen to your teacher read a short section. What helped you understand who was speaking?

### 2. Read, choose, reread

Read a section to a partner. Choose one goal: read a word accurately, group words clearly, or let your voice show meaning. Read the same section again.
My goal: _____

### 3. Talk about the story

Why does Ben fetch a tray? How would you read “For now”? Explain your choice.

_____

### 4. Give useful feedback

One thing that helped me understand was _____

_____

# Teacher notes

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## Preparation

Give pupils page 1. Check that they can decode most of the passage; explain puddle, upright and tray if needed. Model a sentence, invite an echo, then organise supportive pairs. No timing or ranking is needed.

## Suggested responses

Ben fetches a tray to help lift the boat out of the puddle after Amina notices that the paper is getting soft. The tray supports it. “For now” may sound cautious because the boat is still floating but may not continue to do so. Accept different expressive choices when pupils explain them using the text.

## A useful reading model

Pause at sentence boundaries, group words into meaningful phrases and distinguish the speakers without exaggeration. Read the question as a question. Discuss why these choices help the listener rather than asking pupils to copy an accent.

## If a word is difficult

An adult can help the pupil decode it using their taught knowledge and reread the sentence. Offer an easier text if decoding is repeatedly difficult. Context helps understanding, but it should not replace reading the letters in an unfamiliar word.

## Feedback and next steps

Use a specific observation, not “read faster”. For example: “Your pause after the question helped me follow Ben's speech.” Offer private practice before paired or group reading. On another day, try the routine with a different accessible text and check understanding again.

Further reading: https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy

Original activity and notes prepared by SkillFlex. Share the article link with colleagues. No login or pupil-data upload is needed.