

PROGRESS ROAD MAP OVERVIEW: Reading aloud



YEAR 5

I always read aloud fluently, audibly and with appropriate expression and intonation
I can enhance what I am reading with a range of gestures, actions and facial expressions
I can maintain the interest of the listener when I am reading aloud
I can retell a range of poetry by heart, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
I can read unfamiliar words, paying attention to all the letters in a word in order to read accurately
I can read all the common words for the Primary Phase fluently



YEAR 5

YEAR 6

YEAR 6

I always read aloud fluently, audibly and with appropriate expression and intonation
I can enhance what I am reading with a range of gestures, actions and facial expressions
I can maintain the interest of the listener when I am reading aloud
I can retell a range of poetry by heart, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
I can read unfamiliar words, paying attention to all the letters in a word in order to read accurately
I can read unfamiliar words, paying attention to all the letters in order to read accurately
I can read all the common words for the Primary Phase fluently



YEAR 4

YEAR 4

I always read aloud fluently, audibly and with appropriate expression and intonation
I can enhance what I am reading with a range of gestures, actions and facial expressions
I can remember a range of stories and poems including fairy stories, myths and legends and retell these clearly and with expression
I can use phonics knowledge to read words speedily
I can read the Year Four common words speedily, noting unusual correspondences between spelling and sound



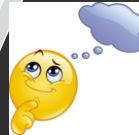
YEAR 3

YEAR 4



YEAR 3

I can read aloud audibly, fluently and with varied expression when reading aloud to an audience
I can enhance what I am reading with appropriate gestures, actions and facial expressions
I can remember a range of stories and poems including fairy stories, myths and legends and retell these clearly and with expression
I can apply my growing knowledge of root words, prefixes and suffixes to read such words fluently
I can read the Year Three common words speedily, noting unusual correspondences between spelling and sound



YEAR 2

YEAR 2

I can read aloud audibly and fluently to an audience
I can use expression and intonation when reading aloud
I can use gestures and actions to illustrate what I am reading when I am reading aloud
I can read words of two or more syllables fluently
I can read words containing common suffixes fluently
I can read the Year One common exception words speedily
I can use phonics knowledge to read words without overtly sounding or blending



YEAR 1

YEAR 1

I can read aloud to an audience
I read slowly and clearly
I can change my voice when reading aloud, for example for the voice of a character
I can retell a growing number of poems and stories accurately to an audience
I can read words of more than one syllable fluently
I can read words with contractions fluently
I can read the Year One words speedily
I can use phonics knowledge to read words speedily



EYFS

EYFS

I can speak aloud in front of a group
I can retell a growing number of nursery rhymes with increasing accuracy to a group of peers
I can use my growing phonics knowledge to decode words with increasing confidence and speed
I can read the YR common words speedily