KS2 Reading and Writing Parent Workshop 2026



Aims

- How we teach reading and writing in KS2.
- How to increase engagement.
- How to help your child at home.

Reading in KS2

- 5 Reading lessons a week
  - VIPERS at the beginning of the week with whole class text
  - 3 whole class reading lessons
  - 1 group reading lesson

VIPERS

Vocabulary

Find and explain the meaning of words in context



Infer

Make and justify inferences using evidence from the text.



Predict

Predict what might happen from the details given and implied.



Explain

To make clear and give reasons for an answer.



Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.



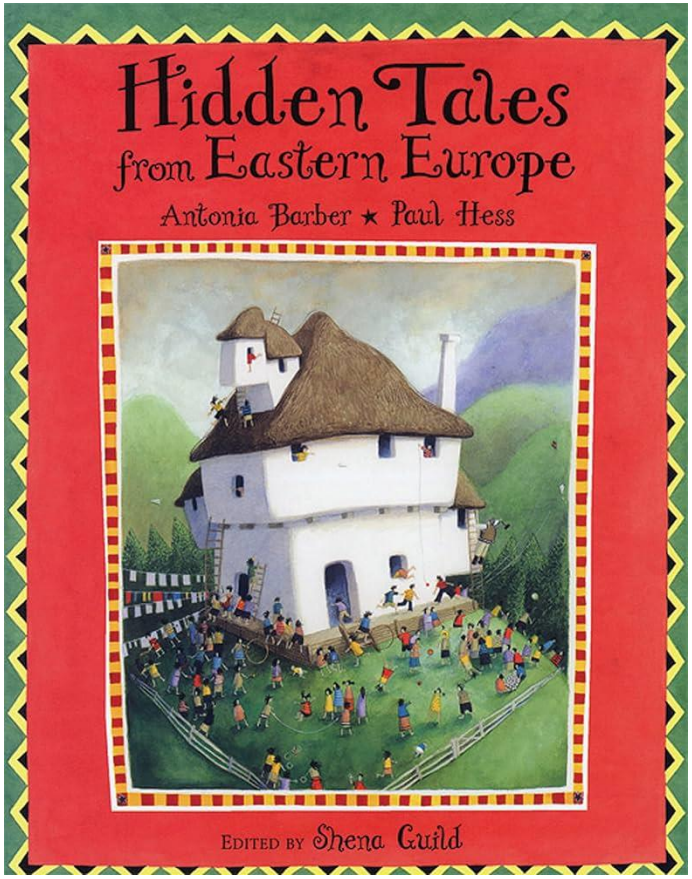
Summarise

Summarise the main ideas from more than one paragraph.



VIPERS Lessons

- Your turn!



Vocabulary

Find and explain the meaning of words in context



Poland
Misery
Emotions
Teamwork
Wedges
Flourished

Use a dictionary to find out the meaning of the word 'misery'.

Using the clues from the text, what does the word wretched mean in the third line?

Why does the word 'misery' have a capital letter?

Extend Page

Infer

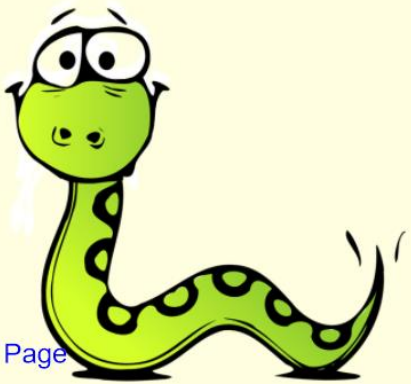
Make and justify inferences using evidence from the text.

Why does Misery live in the house?

What does it mean when it says 'Misery sat at the poor man's table and breathed upon his food?'

Do you think the man and woman had a happy marriage at the beginning of the story?

Find a line in the text that explains this and describe what it means.

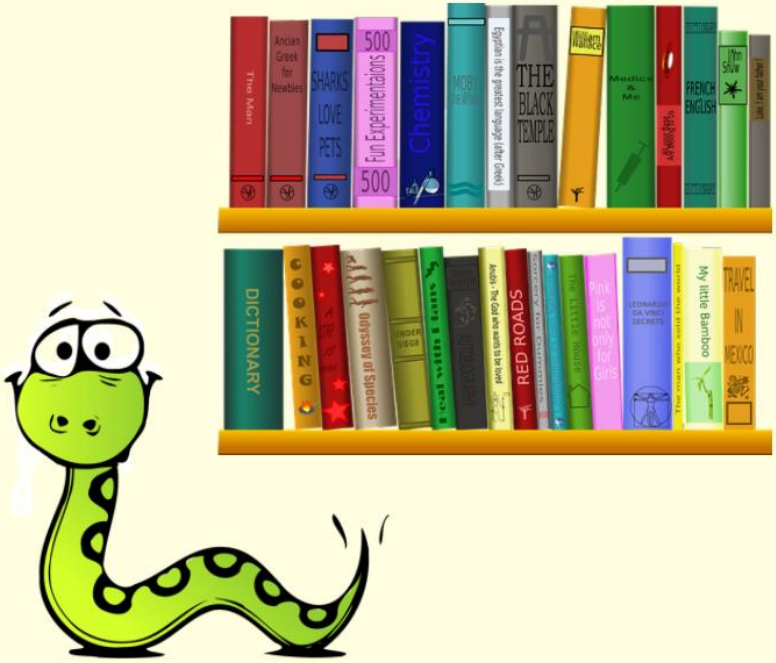




Predict

Predict what might happen from the details given and implied.

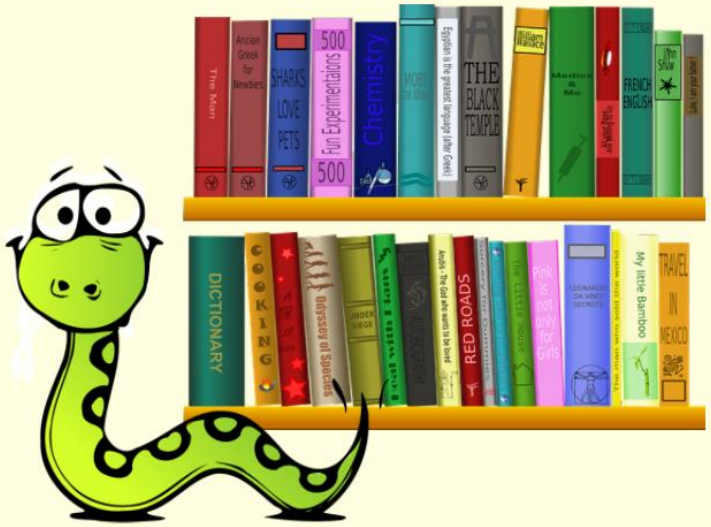
Predict what might happen to the rich man at the end of the story.



Extend Page

Explain

Explain how content is related and contributes to the meaning as a whole.
Explain how meaning is enhanced through choice of language.
Explain the themes and patterns that develop across the text.
Explain how information contributes to the overall experience.

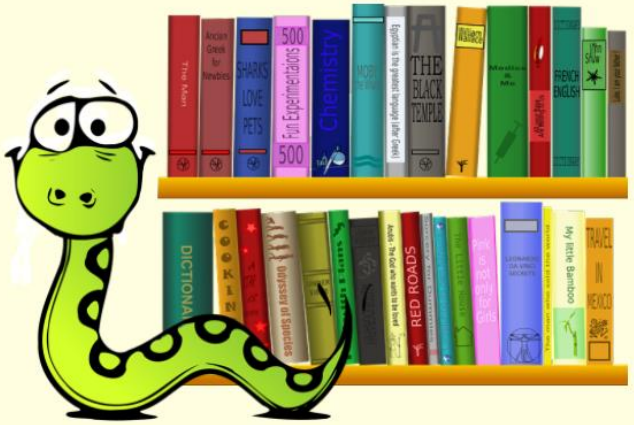


Explain how personification/metaphors are used in this story to describe emotions.

Explain how teamwork is demonstrated in this story

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.



What did the man and woman have to do to get Misery out?

Extend Page

Summarise

Summarise the main ideas from more than one paragraph



In one sentence describe the man's life with Misery
and in another sentence describe his life without Misery.

What is the same and what is different?

Extend Page

Whole Class vs Group Reading

- Used for different things
  - Whole class is to teach a reading skill
  - Group used for assessment opportunities and identifying any gaps in understanding
- Different texts
- Benefits to both, evidence from DfE

Whole Class Reading

Year 3

Predict



Predict what would happen if Om had entered the modern world. What would the boy show Om and how would his family react?

Explain



Explain the similarities and differences between life as we know it and life in the Stone Age. Give examples.

Year 5

Retrieve



Question 1 and 2 are in chapter 9. 3 is in chapter 10.

1. How did Zoe know which route Munchkin had taken?
2. What does Zoe find in the hideout?
3. What do the bells signify?

Summarise



Write a short book review to summarise the story. Include a picture, synopsis and your opinion.

Year 4

Vocabulary/Infer



V - What are the definitions of regret and blame? How are they used in this myth?

I - How did Daedalus feel when Icarus fell into the sea?

Predict/Explain



P - What do you think the King would have done with the Minotaur?

E - Can you explain/ describe the personality of Icarus in this myth?

Retrieve/Summarise



R - Find 2 parts of the myth where King Daedalus was considered wicked?

S - Summarise the attack of the seagulls? How did Icarus react?

Year 6

What is this saying? How does the vocabulary make the reader feel? What is the writers goal here?

Why do you lie with your legs ungainly huddled,

And one arm bent across your sullen, cold,

Exhausted face?

Group Reading

- Similar to how the structure was before
- Group reading texts that are levelled
  - Based on reading age, continuation of Big Cat Books from KS1

How to help at home

- Read **with** your children
- Reading different genres of writing
- Take turns reading – ask simple questions

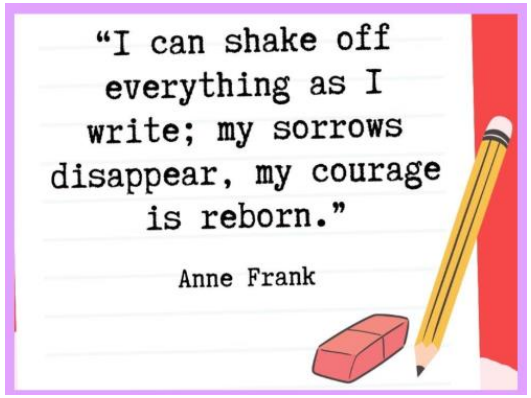
Continued..

- Continue to use phonics with difficult words
- Model yourself reading!
- Keep it positive!

Inference and Retrieval

- Two of the most important skills
- Focus on these at home!

Writing



"If you want to change the world, pick up your pen and write."

Martin Luther

"The best way to become acquainted with a subject is to write about it."

Benjamin Disraeli

"You can make anything by writing."

C.S. Lewis

Why writing still has a vital role in our lives.

Writing

Why writing is essential to success.

- It is a fundamental skill for success in school, life and employment.
- It is an engine for accessing subjects across the curriculum.
- It is a predictor for future academic achievement and earnings.
- Strong writing skills are vital for processing information and embedding learning into long-term memory.
- It supports well-being and self-expression.
- Writing enhances reading comprehension.
- Strong writing skills promote social mobility.

Writing

Aims

The national curriculum says that by the end of year 6:

> ... pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.

Writing

The reason why writing is such a complex skill is because it involves multiple elements.

Transcription: spelling and handwriting.

Pupils are taught to write fluently and legibly so that transcription becomes automatic, freeing up mental capacity for creative tasks.

Composition

This focuses on articulating and structuring ideas into speech and writing. It requires pupils to develop a wide knowledge of **vocabulary** and **grammar**, alongside an awareness of **audience, purpose, and context**.

Writing

Beyond the two main components of transcription and composition are:

Writing process skills

Pupils must be taught the essential stages of producing a text: **planning**, **drafting**, **evaluating**, and **editing** their work.

Spoken Language

Oral composition is viewed as a vital precursor to written work, especially in the early years. Pupils are encouraged to "say out loud" what they intend to write before putting pen to paper.

Sentence Mastery

A key component of the curriculum is the explicit teaching of **sentence construction**, which helps pupils control their writing and convey meaning effectively.

Writing

What writing looks like in KS2

- The week always begins with the VIPERS lesson around the key text.
- Children spend time exploring the text and looking at key examples of the genre they are studying eg. narrative (story), character description or report.
- Daily English lessons give children the opportunity to gather new vocabulary, learn and practise new grammar structures and plan out what they are going to write.
- At the end of the week, children will complete their 'Big Write' independently, making use of everything that they have learned and prepared in advance.
- In addition to this, children have frequent handwriting practice and a weekly spelling lesson and test.

Writing

Oral Composition

Oracy – the ability to communicate effectively through spoken language- is the essential bedrock of writing development.

Pupils must be able to express ideas through speech before they can effectively translate them into written form.

By discussing ideas, vocabulary, and sentence structures aloud, pupils reduce the mental "load" when they eventually sit down to write.

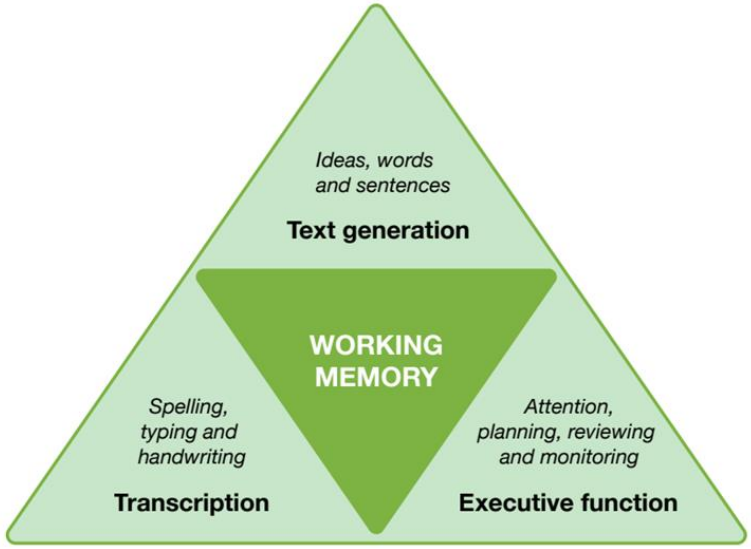
Pupils say their intended sentences out loud before committing them to paper. This helps them test ideas, experiment with language, and refine sentence structure in real-time.

Oracy allows pupils to acquire and practice the specific vocabulary and grammatical structures required for different subjects, which then informs the complexity of their written work.

Sentence Mastery

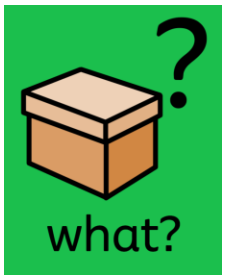
- Mastery of sentence structures will enable children to have a better understanding of where to use finger spaces and punctuation.
- Enabling them to become more fluent in the generation of ideas, words and sentences, will free-up working memory for executive function (attention, planning, reviewing and monitoring).

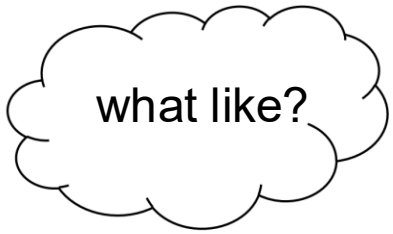
Figure 6: Based on 'The Simple View of Writing' developed by Berninger et al.[40]



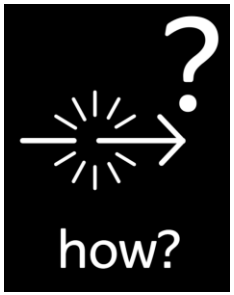
Writing

Oral Composition









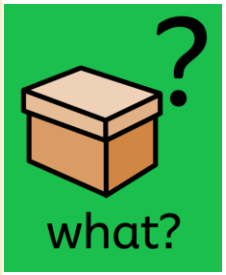


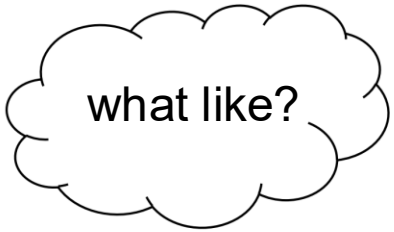




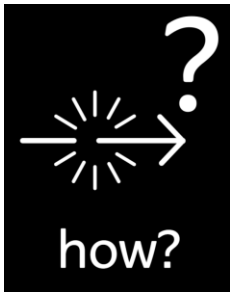
Writing

Oral Composition
Step 1: vocabulary gathering









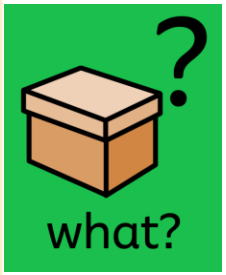


why?

whales they pod giants	graceful young blue	swimming gliding migrating			because so in order to

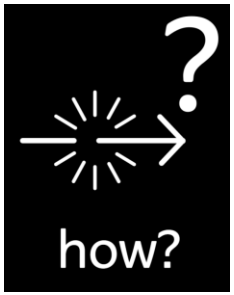
Writing

Oral Composition
Step 2: oral sentence composition
Step 3: sentence transcription



what like?







why?

pod of whales

young

swimming

gracefully

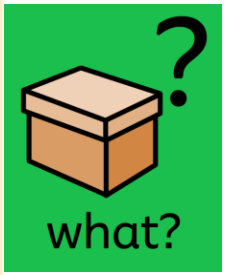
through the ocean

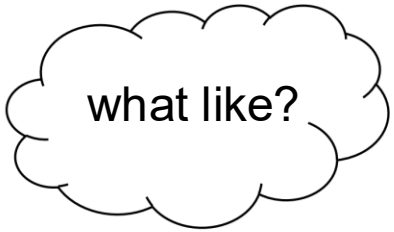
hunting food

A pod of young whales swam gracefully through the ocean, because they were hunting for krill.

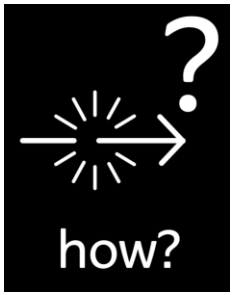
Writing

Oral Composition
Step 2: oral sentence composition
Step 3: sentence transcription











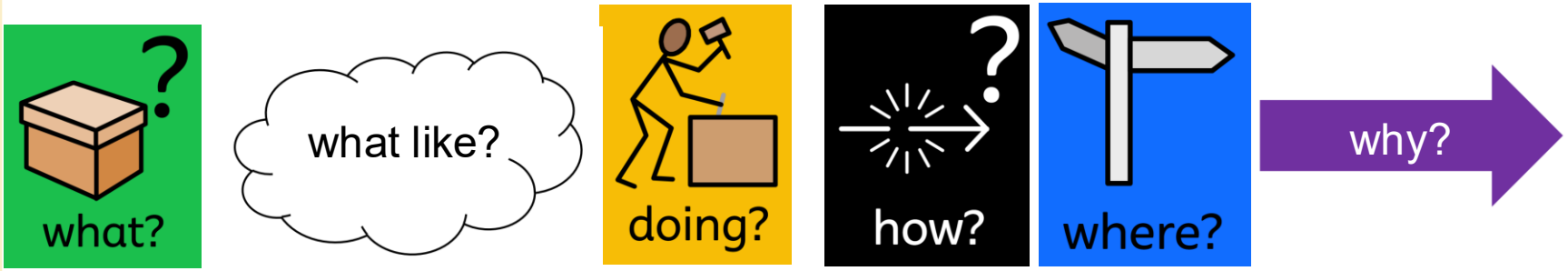


A pod of young whales swam gracefully through the ocean, because they were hunting for krill.

Now it's your turn! Compose and then write a sentence about the picture. Can you use a subordinate clause?

Writing

Oral Composition
Step 4. Proof-reading and editing/improving



A pod of young whales swam gracefully through the ocean, because they were hunting for krill.

How could we improve our sentence?

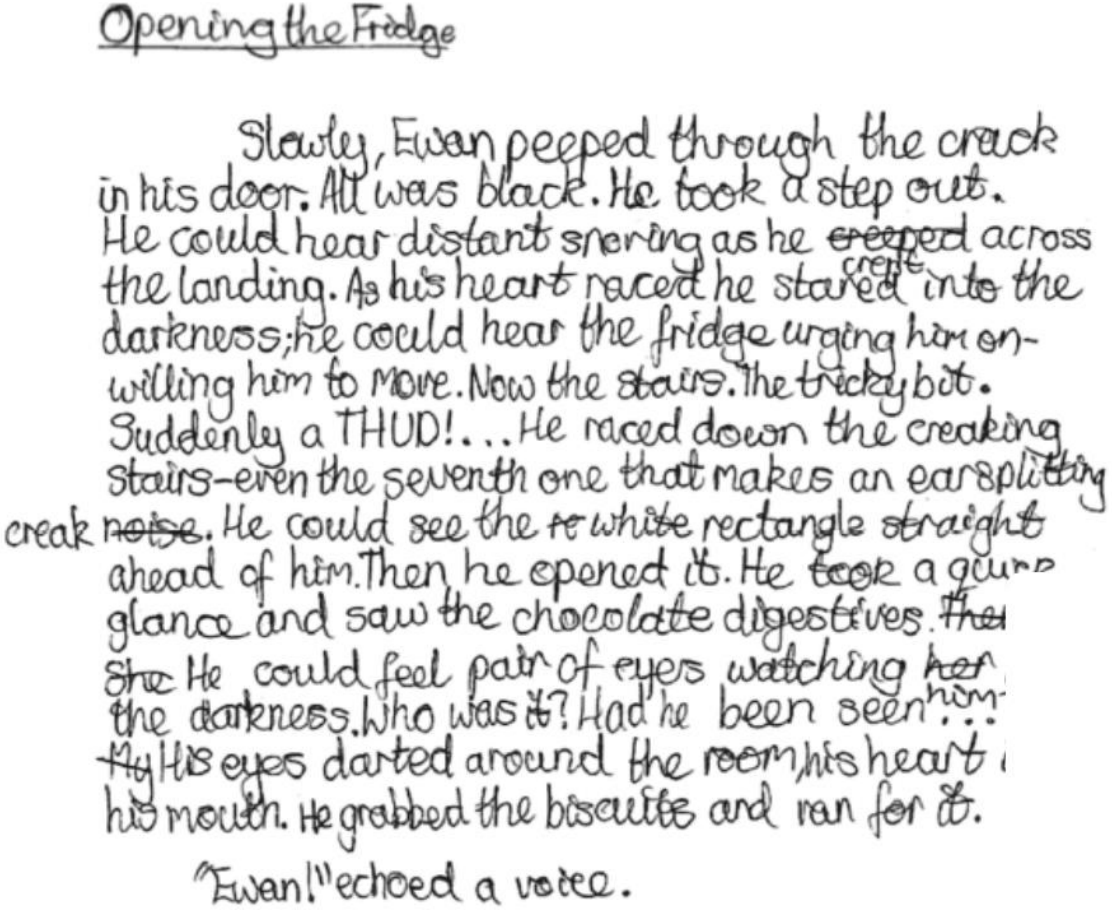
Examples of writing

This is an example of writing for a child working at the expected level at the end of Year 6.

"Happy 13th Birthday Ana!" Anabeth's mother exclaimed loudly, while handing Anabeth her birthday present.
"Thanks mum," she grimaced; "but you really didn't have to get me anything!"
"Ahh, come on, I didn't!"
Suddenly, Ana tore off the blue and pink polka dot wrapping paper, and laughed.
"Wow! Thankyou so much! It's just what I ~~wanted~~ needed!"
She smiled at the neon blue pumps.
"Ok... I'm going to go and try them on!" She got up and walked ~~out of the room~~ to the couch.
"Oh... Wait dear, there's another present!" The excited mother was holding a rectangular box wrapped in brown, crusty paper.

Examples of writing

This is an example of writing for a child working at greater depth within the expected level.



Opening the Fridge

Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he ~~creeped~~ crept across the landing. As his heart raced he stared into the darkness; he could hear the fridge urging him on- willing him to move. Now the stairs. The tricky bit. Suddenly a THUD!... He raced down the creaking stairs- even the seventh one that makes an earsplitting creak ~~noise~~. He could see the ~~a~~ white rectangle ~~straight~~ ahead of him. Then he opened it. He ~~took~~ a quick glance and saw the chocolate digestives. ~~The~~ ~~She~~ He could feel pair of eyes watching ~~her~~ him the darkness. Who was it? Had he been seen? ~~My~~ His eyes darted around the room, his heart in his mouth. He grabbed the biscuits and ran for it.

"Ewan!" echoed a voice.

Taking writing to the next level

Lesson 1: Understanding Excellence & Authorial Intent

Text A- expected

The storm was very bad. The rain fell heavily and the wind was strong. Trees moved side to side and people felt scared. It was dark and noisy. Everyone wanted to be inside where it was safe.

Text B- greater depth

Rain lashed against the windows, relentless and unforgiving. The wind did not simply blow; it hunted, wrenching branches from their stillness and hurling them across the road. Inside, people waited — silent, watchful — as darkness pressed itself against the glass.

Taking writing to the next level

Task 1: Highlight and answer these questions

Highlight **three differences** between these texts.

How is fear implied instead of stated in Text B?

Where does the writer slow or speed up the reader in Text B?

Taking writing to the next level

Task 2: Micro-rewrite ONE sentence

Re-write this sentence following the same structure as Text B. Add tension by implying fear and slowing the reader down.

The house was very quiet and everyone was scared.

Boosting engagement

- Learning in smaller chunks – focusing upon sentence level first.
- Ensure that children understand the purpose of writing.
- Writing about what they enjoy or know a lot about.
- Find a purpose for writing in everyday life.
- Mistakes are part of the learning process. Professional authors do not publish their first draft!

How to help at home

- Talking!
- Modelling – especially making mistakes and improving them.
- Encourage your child to read back what they write.
- READING