

KS2 Reading Workshop

Helping every child become a confident, thoughtful and joyful reader



Our reading pledge

What we want for every child

FLUENT

Read accurately, smoothly and with expression

THOUGHTFUL

Understand, question and discuss texts

CURIOUS

Meet new vocabulary, ideas and worlds

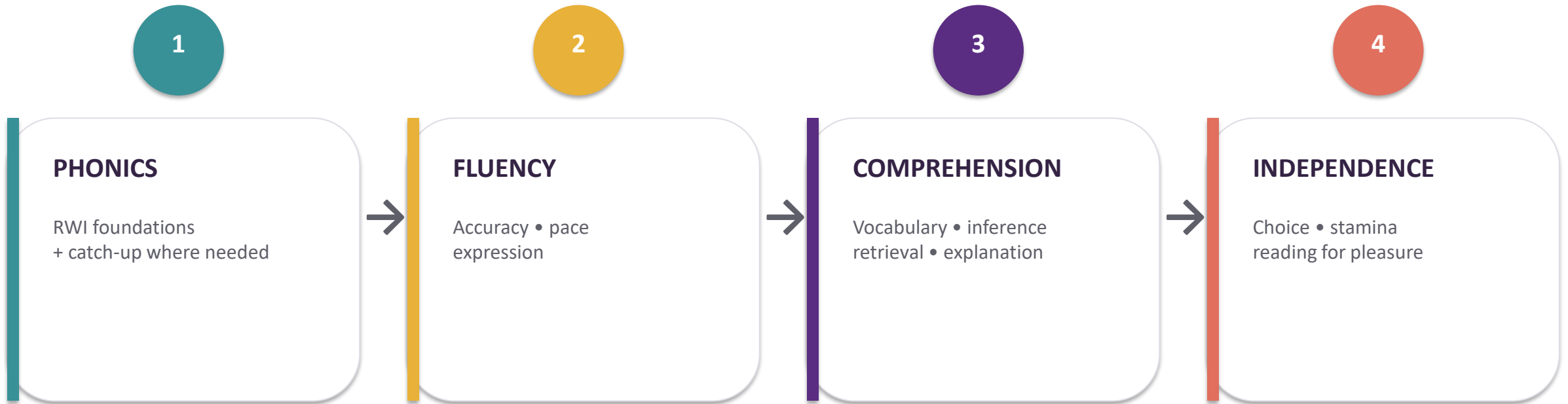
JOYFUL

Choose to read — not only because they have to

Reading success is both skill and enjoyment.

The reading journey

From decoding to independence



In KS2 the emphasis increasingly shifts from “Can I read the words?” to “What does this text mean — and what do I think about it?”

When children still need phonics support

We keep the support age-appropriate and targeted

Read Write Inc.

sounds → blending → fluency

Years 3–4
RWI 1:1 tutoring

Years 5–6
RWI Fresh Start

Why?

Secure decoding frees the brain to focus on meaning.

Matched support

Children work at the level they need — without lowering expectations.

The goal

Catch up, build confidence and move towards independent reading.

Fluency is the bridge to understanding



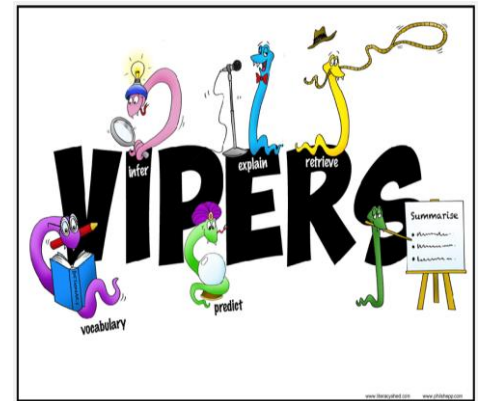
Fluent reading sounds...

- accurate
- smooth
- expressive
- appropriately paced

Fluency is not a race.

Comprehension: understanding what we read

VIPERS gives children a shared language for thinking about texts



★ KS2 VIPERS ★ READING COMPREHENSION CHECKLIST

Questions to ask when reading at home

VIPERS SKILL	QUESTION STEMS
V VOCABULARY Find and explain the meaning of words in context. 	- What does this word/phrase mean in this sentence? - Find a word that tells/shows you that... - What other word could the author have used here?
I INFERENCE Make and justify inferences using evidence from the text. 	- What can you infer from...? - How do you think...? - Why do you think the author said/did that? - What clues tell you that?
P PREDICT Predict what might happen from the details given and implied. 	- What do you think will happen next? - What makes you think that? - If ___ happened, what might the consequences be?
E EXPLAIN Explain how content is related and support with evidence. 	- How is this part similar to/different from...? - Why is this important? - How does the author feel about...? How do you know?
R RETRIEVE Retrieve and record information and identify key details. 	- Find and copy a word/phrase that... - Who? What? Where? When? - Which sentence tells you that? - Give one example of...
S SUMMARISE Summarise the main ideas from more than one paragraph. 	- What is the main point of the text? - Sum up what has happened so far. - Write a short summary in your own words.

V Vocabulary

What does this word mean?

I Inference

What clues tell you that?

P Prediction

What might happen next?

E Explain

Why do you think that?

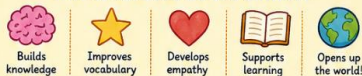
R Retrieve

Find the evidence.

S Summarise

What are the key ideas?

WHY IS READING SO IMPORTANT?



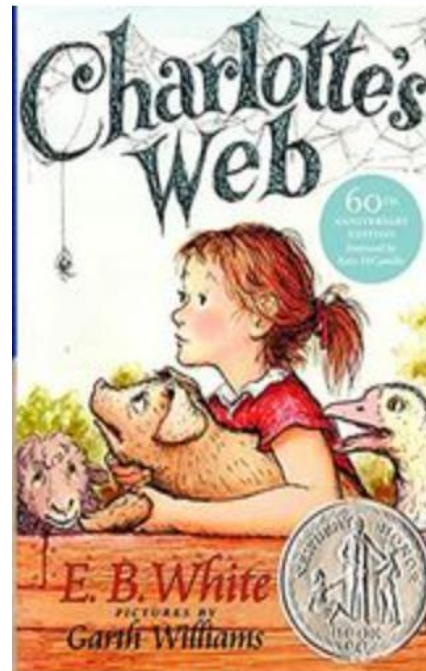
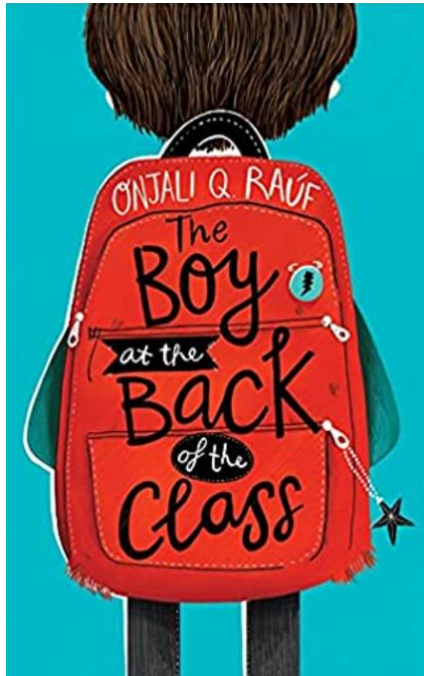
TOP TIP FOR PARENTS

Encourage your child to talk about what they read. Ask questions, listen, and enjoy reading together!

READ A LITTLE, THINK A LOT, LEARN A LOT!

High-quality texts in KS2

Children need breadth, challenge and choice



Stories • poetry • non-fiction • graphic novels • illustrated books • classics • contemporary voices

The “right” book is one a child can access and wants to keep reading.

What reading looks like in school

Explicit teaching

Whole-class and guided reading
Vocabulary • fluency • comprehension

Reading aloud

Teachers model fluent, expressive reading
and share rich texts every day

Independent reading

Children build stamina, choice
and ownership as readers

Targeted support

RWI tutoring / Fresh Start
matched books and focused practice

At home: keep it simple

Regular reading + good conversation makes a difference

READ

Make time to read regularly.
Independent reading counts.

LISTEN

Hear your child read sometimes —
especially if fluency is still developing.

TALK

Discuss characters, vocabulary,
ideas and opinions.

READ TO THEM

KS2 children are not too old
to enjoy being read to.

Aim for reading to feel like connection — not interrogation.

Try these instead of “What happened?”

Five prompts for richer book talk



Which word or phrase stood out to you?



What do you think the character is really feeling?



What makes you think that?



Did anything surprise you?



Would you recommend this book? Why?

Reading for pleasure

Choice matters



Help your child find their “way in”

- Follow interests, not trends
- Graphic novels and illustrated texts count
- Re-reading favourites counts
- Audiobooks can sit alongside print
- Visit libraries and swap recommendations

The aim: children who choose to read.

Home reading expectations

A manageable routine

YEARS 3 & 4

Read at least 3 times each week
Around 20 minutes
Record reading in the homework diary

YEARS 5 & 6

Read at least 3 times each week
Around 30 minutes
Record reading in the homework diary

Attendance matters too

Reading teaching happens throughout the school week. Being in school and on time protects continuity and progress.

The key messages

Fluency unlocks meaning

Comprehension needs conversation

Choice builds readers

Reading at home matters

We support every child



Thank you for working in partnership with us. Questions?