



# English Meeting Year 2



# Aim:

## To share with you...

- how we teach English, including reading, spelling and comprehension
- ideas of how you can help your child with these skills at home.



# Phonics

In Reception and Year One children are taught phonics which is the method which we use to teach children to read and spell.

By the time that children reach Year 2 we expect them to have mastered the basic phonic code, and we begin to focus on more complex words and spellings.



# Phonics/Spelling lessons – Year 2

Children have one daily half hour phonics/spelling lesson.

These lessons include reading and spelling words which follow the spelling rules in the Year Two curriculum.

We also teach the reading and spelling of the tricky words for Year Two.



# Phonics lessons – Year 2

- Children who take longer to grasp their phonic knowledge, have **daily one-to-one** intervention in order to help them master the sounds.
- Any children who did not achieve the pass mark for the Year One Phonic Screening Check will take the screening again in June.



# What next...

We learn the reading and spelling rules as identified in the National Curriculum.

For example ...

‘soft c’ as in city

‘soft g’ as in magic

‘tion’, ‘sion’ ‘sure’ as in celebration, tension, treasure

Please see the list  
of all the rules in  
your handout.



# Spelling

We focus on one or two spelling rules a week.

In these lessons we ...

- read words which follow these patterns
- practise handwriting these patterns
- practise spelling words with these patterns – both as individual words and within sentences



# Tricky Words

Some words cannot be read or spelt using phonics – we call these ‘tricky words’.

One of the phonics/spelling lessons each week is devoted to tricky words and children are given two opportunities a week to practice these during morning work.

- Examples of tricky words:

because, would, should, Mr, Mrs



We assess the children on reading and spelling both Year One and Two words every term.





# Writing

When children complete written tasks, we expect them to apply the spelling rules that they have been taught in spelling lessons.

We encourage children to make the correct phonic choices when they are spelling phonic words.

liet lite light

rayn rane rain



# Sounds to Spelling Chart

SoundStart  
Phonics  
for children and teachers

|  |                         |                         |               |                                     |   |
|--|-------------------------|-------------------------|---------------|-------------------------------------|---|
| /s/  | /a/                     | /t/                     | /p/           | /i/                                 | /n/   |
| sad cats<br>kiss<br>princess<br>house<br>fence<br>whistle<br>scientist | and                     | tap<br>button<br>jumped | pan<br>puppet | in<br>buses<br>waited<br>myth       | net<br>tennis<br>knee<br>gnome  |
| /m/  | /d/                     | /g/                     | /o/           | /k/                                 | /e/   |
| man<br>hammer<br>thumb<br>autumn                                       | dog<br>hidden<br>rained | gas<br>nugget           | hot<br>was    | cat kit<br>duck<br>jacket<br>school | bed<br>feather  |
| /u/  | /r/                     | /h/                     | /b/           | /f/                                 | /l/ and /u-l/   |
| up<br>love<br>river<br><br>/u-s/<br>jealous                            | red<br>carrot<br>wrong  | hat                     | big<br>rabbit | fun<br>off<br>alphabet              | lid<br>doll bullet<br><br>little<br>travel<br>pencil<br>hospital        |
| /j/  | /v/                     | /w/                     | /x/           | /y/                                 | /z/   |
| jam<br>magic<br>bridge<br>large  | van<br>have             | will<br>when            | fox           | yes                                 | zip<br>buzz buzzer<br>is runs<br>please<br>sneeze<br><br>/i-z/<br>foxes |

|  |   |                                    |  |   |                      |
|--|---|------------------------------------|--|---|----------------------|
| /qu/   | /ng/  | /nk/                               | /ch/   | /sh/  | /th/ and /th/        |
| quiz   | king  | think                              | chin<br>match<br><br>/ch-u/<br>picture             | shop<br>chef<br>action<br>mansion<br>mission<br>sugar   | this moth            |
| /ai/   | /oa/  | /igh/                              | /ee/   | /or/  | /ar/                 |
| rain<br>play<br>brave<br>they<br>lady<br>eight<br>straight | boat<br>toe<br>home<br>throw<br>go<br>shoulder        | night<br>tie<br>like<br>kind<br>my | see<br>leaf<br>very<br>key<br>these<br>field<br>he | corn<br>yawn<br>haunt<br>all<br>more<br>your<br>roar<br>door<br>warm<br>dinosaur<br>caught<br>thought | car<br>drama*        |
| /oo/   | /oo/  | /oi/                               | /ur/   | /ow/  | /air/                |
| look   | moon<br>blue<br>fruit<br>June<br>grew<br>you<br>truth | coin<br>boy                        | burn<br>girl<br>her<br>work<br>learn               | down<br>out   | hair<br>care<br>bear |
| /ear/  | /ure/   | /zh/ and /zh-u/                    |  | /y-oo/  |                      |
| fear<br>cheer  | pure  | treasure<br>television             | collage<br>unusual                                 | unicorn<br>rescue   | new<br>cute          |

\* regional accents may vary



# Reading

- Children have daily guided reading lessons – 5 over the whole week.
  - Reading focus with a teacher
  - Reading focus with a TA
  - Re-reading previous books to build fluency
  - Non-fiction fact finding
  - Reading for enjoyment



# Reading

- Children will have one reading book a week which they will read twice in school.
- The children will also visit the school library once a week and chose a reading for pleasure text to take home.

In Year Two the texts become longer and the vocabulary becomes increasingly complex.



# What next...

Children will begin to read longer, more complex words ...

**exceptional**

We encourage children to track the letters and words with their finger as they read.



# Reading

**First read** – focus on word reading and understanding new vocabulary.

As the texts become longer, children may not read the whole book in the lesson.

Teachers will record in the reading record book the focus from the lesson.





## Before reading



### Practising phonics: Phase 5

- Your child is learning that phonemes (letter sounds) can be written in different ways.
- Point and say each phoneme (letter sound) together.

|                         |                      |                |
|-------------------------|----------------------|----------------|
| /ai/ ay, ey, a-e        | /ool/ ew, u-e, ou, u | /ur/ or        |
| /eel/ ea                | /ool/ oul            | /ar/ a         |
| /igh/ i-e, i            | /ow/ ou              | /air/ ere, are |
| /oa/ ow, o, oe, ou, o-e | /u/ o, o-e           | /ol/ a         |
|                         | /or/ our, al         |                |

- Read the words together.

play makes shine violin golden shoulder tune chew  
music would about wonderful pour work grasshopper  
share

Common exception words:

to the are into my of said have little we me  
were she our what be

### Check understanding

- Ask your child:
  - What do these words mean?

sowing violin wonderful munched harvest tune hoe

### Talk about it

- This story is a fable. Look at the cover together. Ask your child:
  - Do you know what a fable is? (*a story with a moral or lesson*)
  - What do you know about grasshoppers? (*they jump high, they make a sound with their back legs*)
  - What do you know about ants? (*they work very hard in a group*)
- Now read the book. Enjoy looking at the pictures and talking about them.

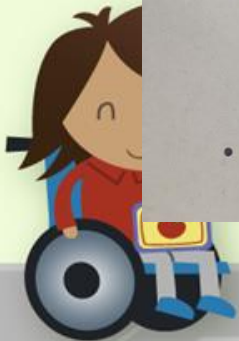
# The Grasshopper and the Ants

BOLDMERE INFANT AND  
NURSERY SCHOOL



Written by Pippa Goodhart  
Illustrated by Juanbjuan Oliver

Collins



# Reading

- After this lesson your child will take the reading book home to finish or re-read to build fluency.
- They should be able to read the book that they take home, but will need to develop fluency, comprehension and understand any new vocabulary.
- Reading fluently means they are not stopping at words to 'sound them out' or blend them.





# Reading

At home ...

- Read the book again together.
- Track the text with finger
- Encourage your child to read with fluency – re-read sentences if needed
- Encourage your child to read with expression – model to your child
- Discuss any new vocabulary that is in the book



# Reading

At home ...

- After you have read, please write in your child's blue reading record.
- Eg ...
  - We practised reading with fluency;
  - We practised reading with expression
  - We talked about some of the new words ...
  - ...(Name)... *did really well at reading* ...



# Reading

**Second read** – focus on fluency, expression and comprehension.

In this second reading lesson, we expect children to have increased in fluency since the first lesson. **This is why the practice at home is so important!**

During the lesson, we practice reading with fluency and expression so that children have a greater understanding of the text.

Once children have gained fluency and expression, we can focus on comprehension skills.



# Whole-class reading lessons

As the children become competent at word reading we begin whole class reading lessons which focus primarily on developing vocabulary and comprehension skills.



# Comprehension

- At a basic level we encourage children to retell the story and sequence the key events. However, comprehension is much more than this.
- When developing comprehension skills we ...

**make connections,**  
**clarify,**  
**predict,**  
**evaluate,**  
**infer** and  
**locate information.**



## Make connections

Can you think of any other stories with a giant in. How was this giant the same/different to the Smartest Giant?

## Clarify

Can you explain why George has to hop back to the shop at the end of the story?

## Predict

Where do you think the Giraffe has come from?  
After the book finishes do you think George will keep his old clothes and sandals or try to find some more new clothes?

## Evaluate

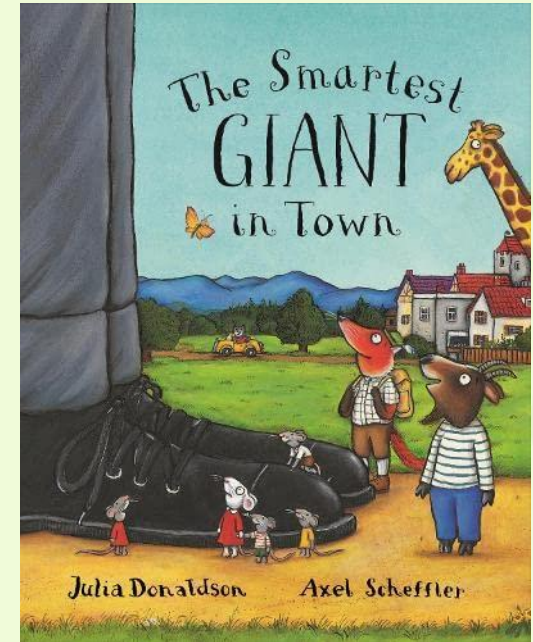
What did you like about the story?  
Can you think of an alternative title for the story?

## Infer

Describe how George is feeling when he puts his old clothes back on?  
Why do you think George might be singing to himself when he has put on all his new clothes?

## Locate information

What does George always wear?  
What gifts do the animals give to George at the end of the story?



# Reading

- Re-reading texts is important for building children's confidence, fluency, vocabulary and understanding.
- Children re-read previous reading books in one reading lesson each week.
- Re-reading books at home supports this.
- Please send your child's reading book and record into school EVERY day!



# Reading for enjoyment

We aim for our children to enjoy reading and we build this culture in school with lots of opportunities for reading.

- Weekly visits to the school library
- Daily story time with class teacher or Teaching Assistant.
- Book corners in every classroom
- Books which are carefully matched so that children achieve success quickly.
- Opportunities for reading in all areas of the curriculum





# Reading for enjoyment at home

- Make the most of other books from the library or home.
- Bedtime reading with your child.
- Text around us e.g. signs, iPads, food labels...
- School library. - Please keep book in book bag and then children are able to swap every week.
- Birmingham library
- Reading doesn't just involve books!



# Reading diaries

- Although your child will take home a reading book, you can record **ANY READING** in the reading diary – it does not need to be a reading book.
- Comments do not always need to be focused on a skill in reading. Enjoyment and opinions are as important.
- Please send these into school with your child's reading book **EVERY DAY!**



# HINTS AND TIPS

In an ideal world ...

- Find a comfortable place.
- Reduce distractions (eg turn off the TV/tablets and try to find a quiet place in the house!)
- Try to read at a time when neither of you are too tired!
- Little and often works best.
- Most importantly ... enjoy!



**Maths at  
Boldmere Infant and Nursery  
School  
Year 2  
Parent Information PowerPoint**



The aim of this presentation is to share with you how we teach maths in Year 2 so that you can support your child with their maths learning at home.



# How do we teach Maths in Year 2?

We teach Maths in a series of 'small steps' taken from '**White Rose Maths**' which have been carefully, sequentially planned so that children are constantly building on their knowledge and skills.

In Year One, children will have developed a secure understanding of number and place value to 99 and we build on this in Year Two.

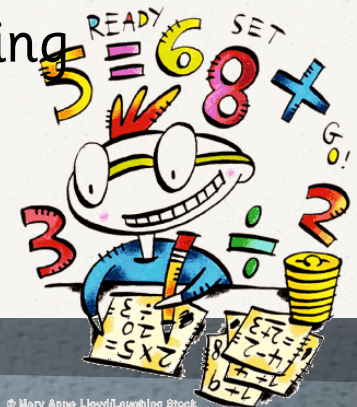


# How do we teach Maths in Year 2?

We expect all of our children to achieve the expected standard in Maths. Therefore, all children are taught to the expected standard and given the opportunity to achieve this.

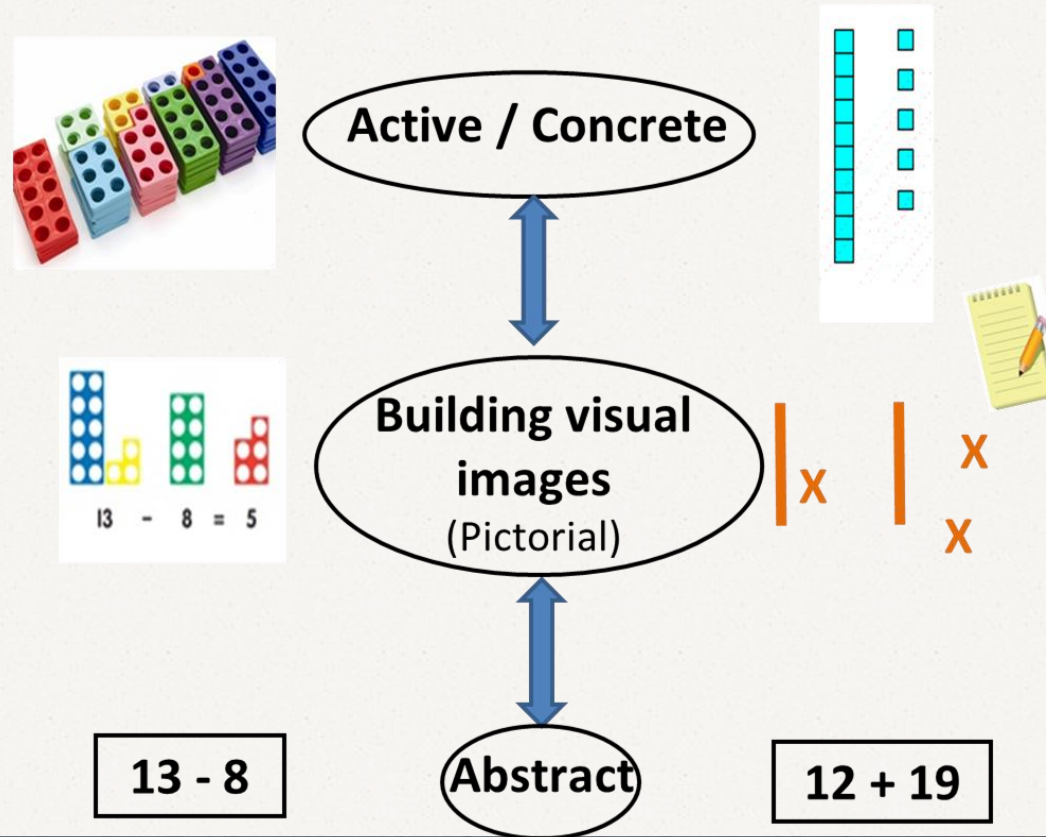
ALL children have access to the same challenges/ activities during lessons, including higher attainer challenges.

This means that children are not ability grouped – this could lead to the achievement of some children being capped. Support is given to children as and when needed during lessons.



# Structuring Learning

All lessons include a concrete, pictorial and abstract element.  
We expect the children to demonstrate the skills being taught in all 3 ways.

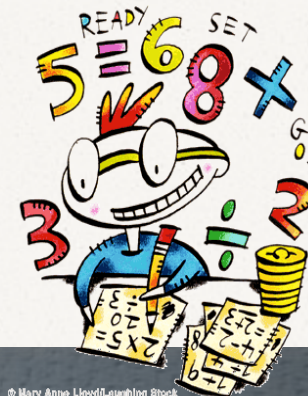




# How do we teach Maths in Year 2?

Our Maths lessons are split across the day –

- Guided Maths – guided/modelled session using jotters for 30 minutes before break time
- Independent Maths – applying the method taught in maths books for 30 minutes after break time





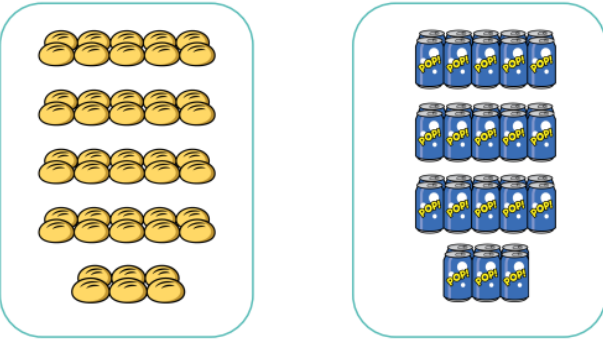
# Guided Maths

# Anchor Task

All lessons start with an anchor task and are used to 'draw out' the maths at the beginning of the lesson.

True or False ? Compare objects

There are the same number of bread rolls as cans of pop.

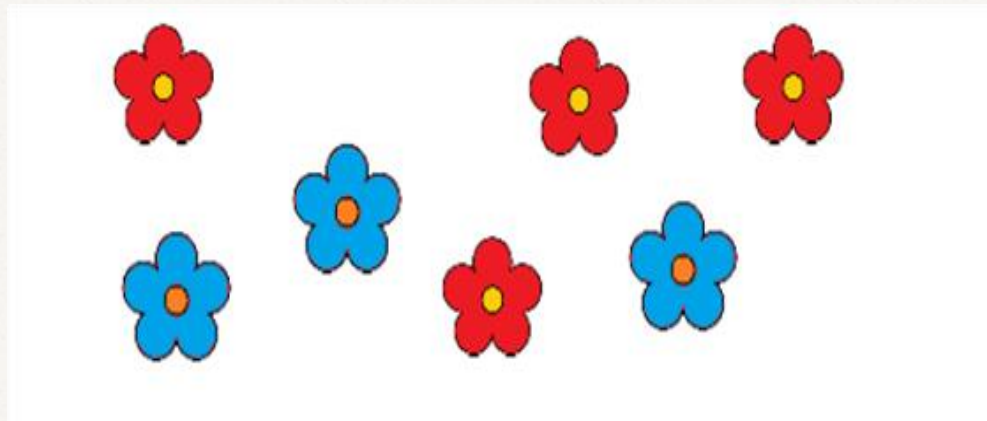


The image shows two groups of objects. On the left, there are 20 yellow bread rolls arranged in five rows of four. On the right, there are 20 blue cans of pop arranged in four rows of five. The text above asks if there are the same number of bread rolls as cans of pop.

White Rose Maths

# Concrete

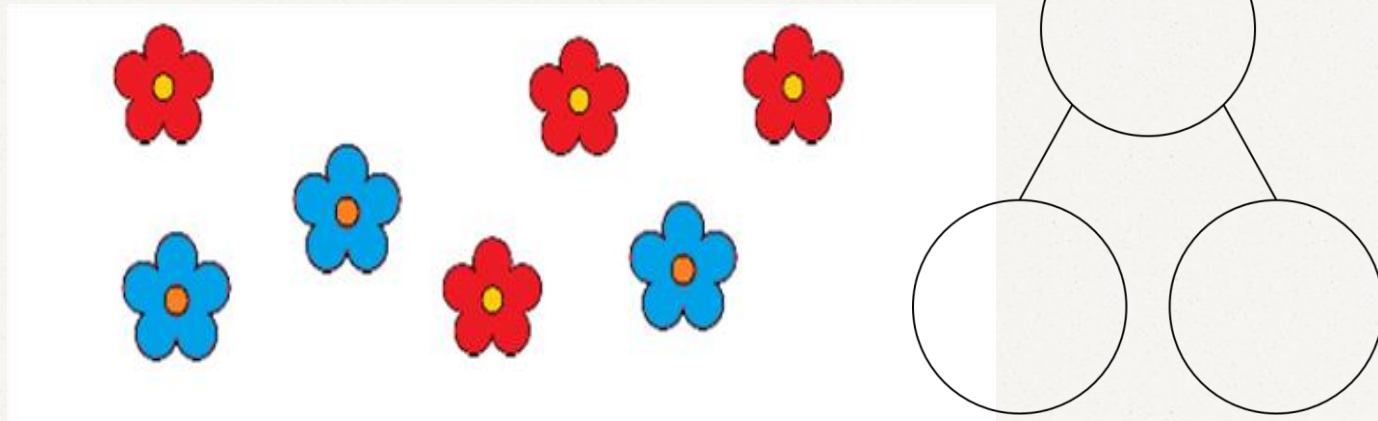
Represent the flowers using objects from your toolkit box.



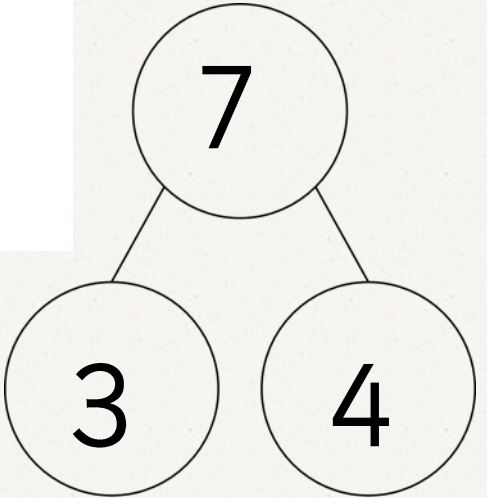
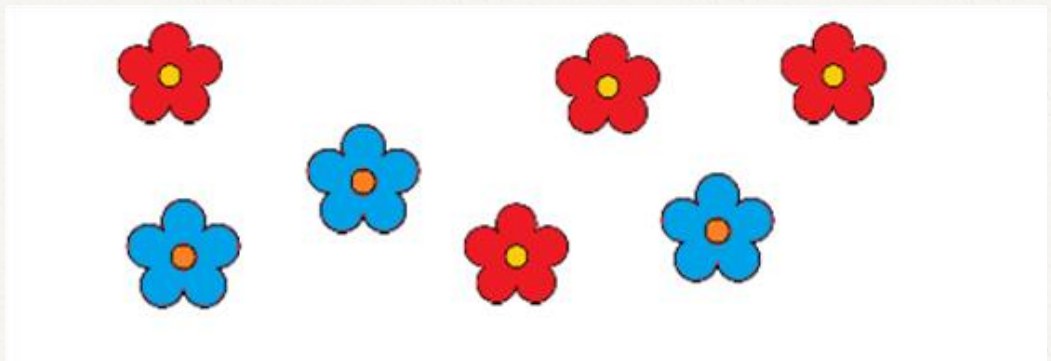
Children can choose which concrete objects they wish to use – double sided counters, cubes, ones.

# Pictorial

Draw the part-part-whole diagram to match these flowers.

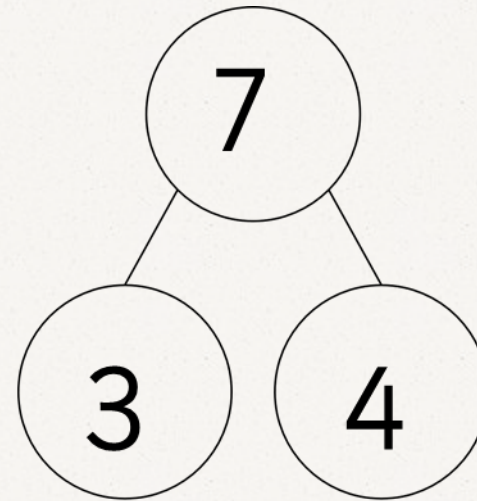
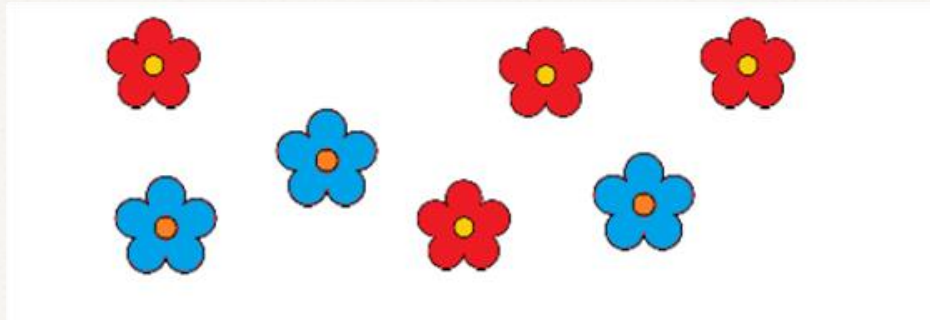


(Revisit and discuss what a part-part whole is, which is the whole, which are the parts) How do we know which numbers will go in the parts and whole?)

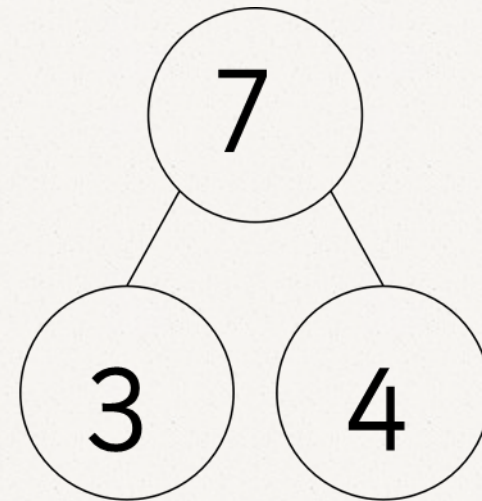
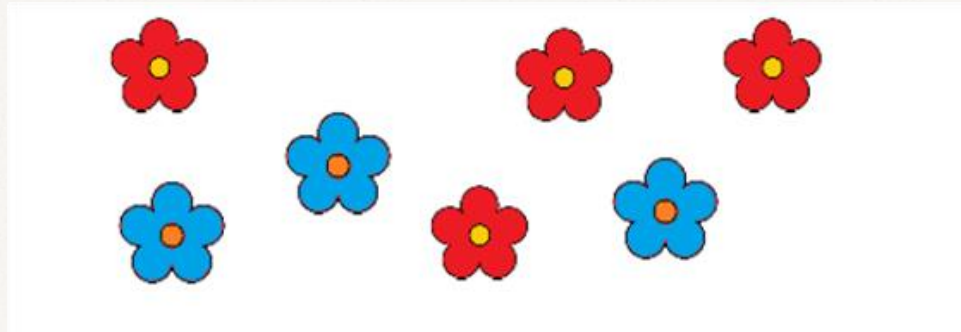


# Abstract

What number fact sentences can you make from this part-part whole diagram?



What number fact sentences can you make from this part-part whole diagram?



$3+4=7$

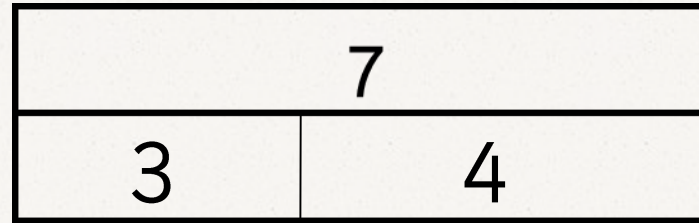
$4+3=7$

$7-3=4$

$7-4=3$

To challenge the children further we might ask them to write 4 additional number sentences with the 'answer' first - for example  $7 = 3 + 4$



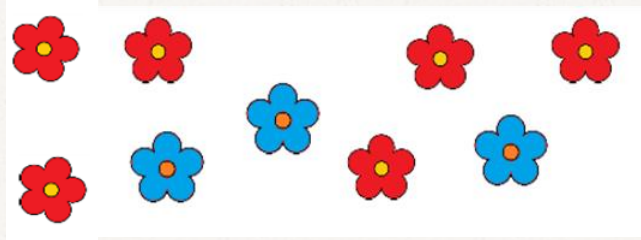


Can you represent the picture of the flowers using a bar model?

How are you going to split the bar for the parts? Why?

(Children would discuss how big/ small the bars need to be depending on the value of the numbers)

# Problem solving



I have used the part-part whole to write my numbers facts.

$$6 + 3 = 9$$

$$3 + 6 = 9$$

$$6 = 9 + 3$$

$$6 = 3 + 9$$

(The children would then have the opportunity to have a go independently – e.g. by adding a few more flowers)  
Can they follow the CPA approach again independently without guidance?

$$6 - 9 = 3$$

$$9 - 3 = 6$$

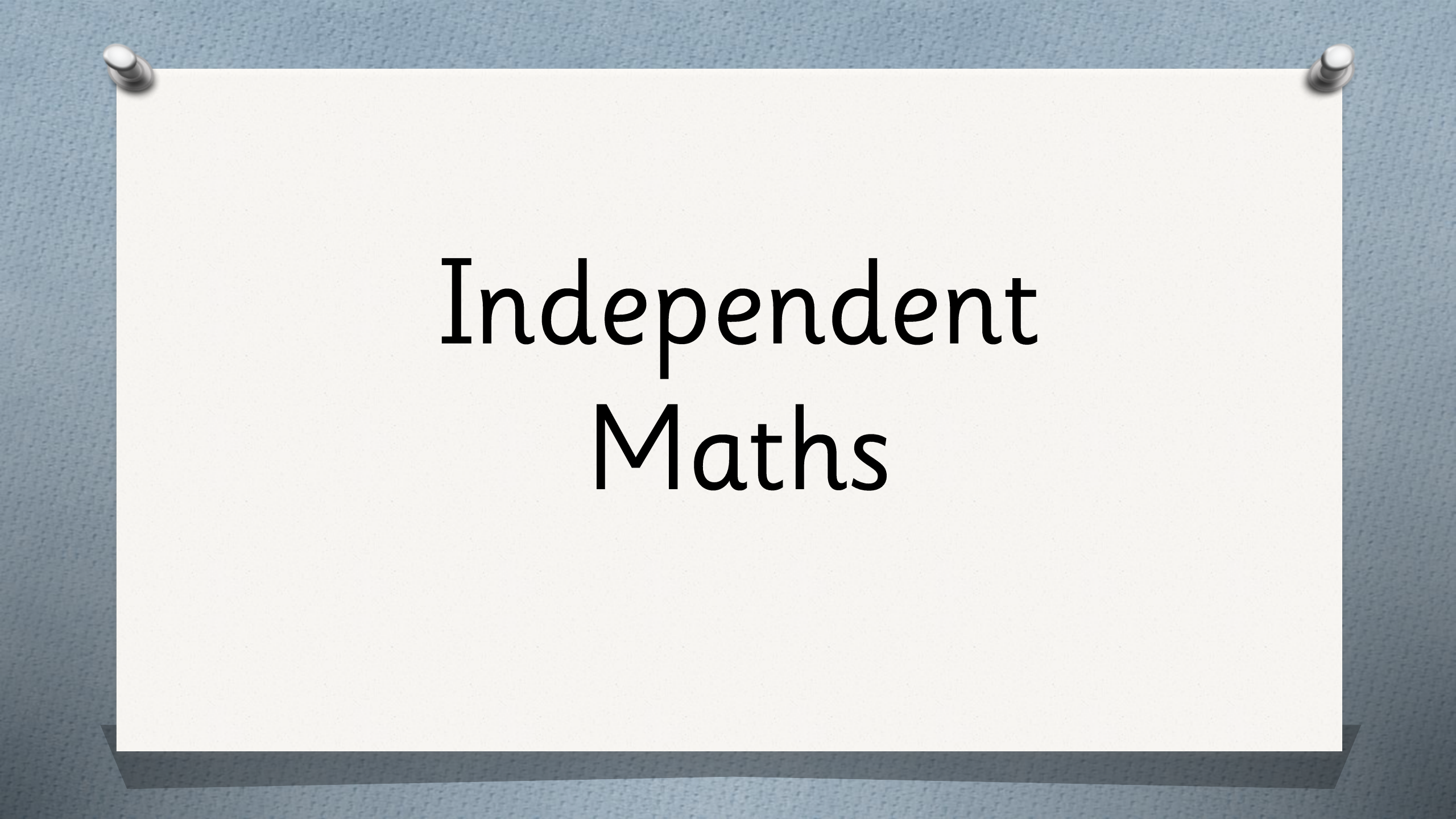
$$6 = 3 + 9$$

$$3 = 9 - 6$$

Do you agree with Tom?  
Why/why not? Convince me.

Can the children identify Tom's mistakes and explain why he is incorrect?





# Independent Maths

# Independent Maths

During the independent lesson, children have access to a variety of tasks in which they apply new and previous learning.

Children work in their maths books.

Teachers and TAs support children as required.

Children are required to apply their skills to reasoning and problem solving.

# Addition

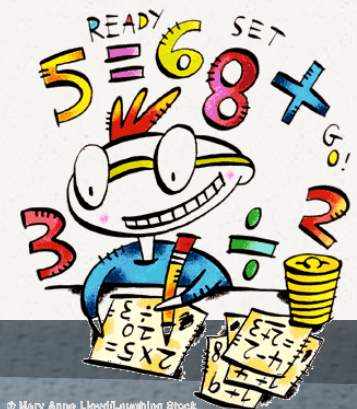
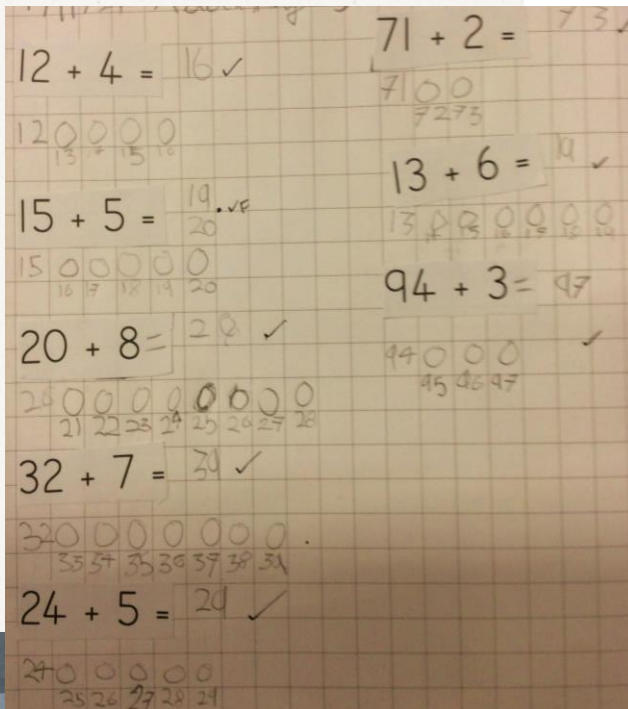
Add 1s

Kay has these stickers.



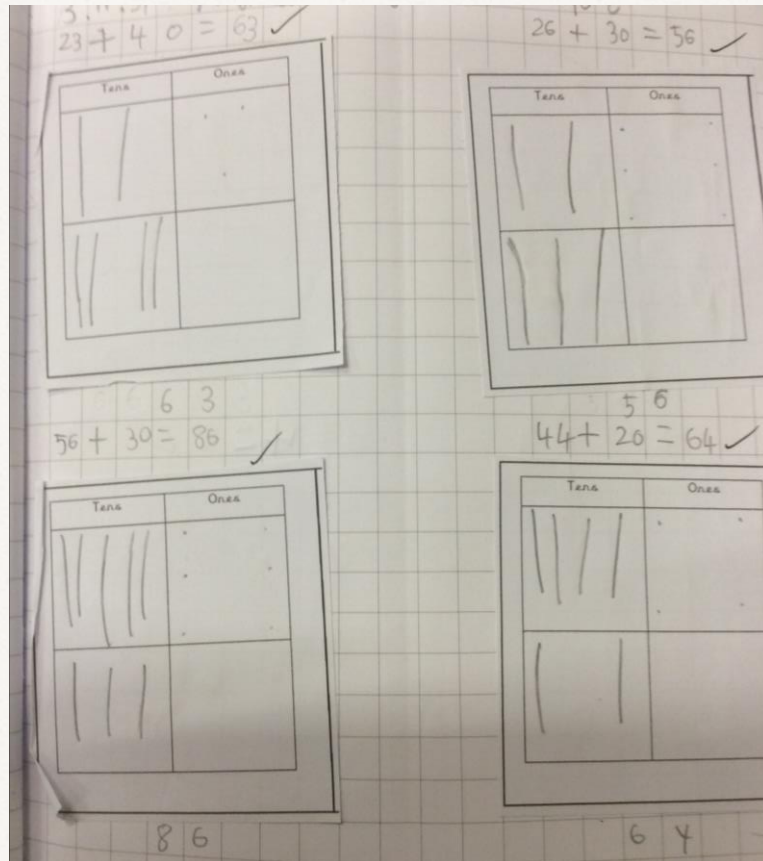
Her teacher gives her five more stickers.

How many stickers does she have now?



# Addition

## Add 10s

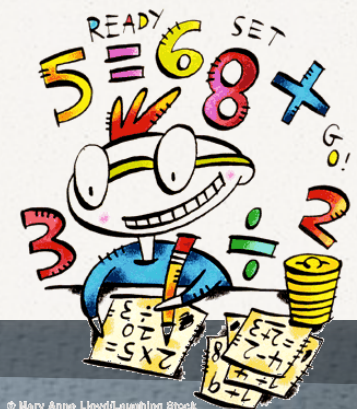


Class 2 has 26 crayons.

They are given 10 more crayons every day for 5 days.

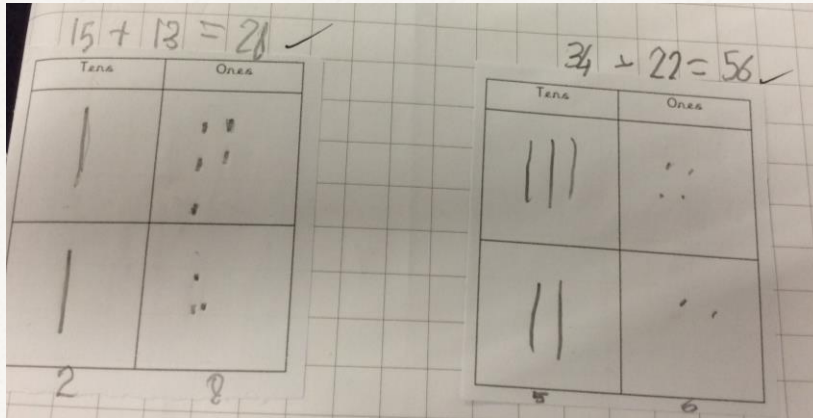
How many crayons do they have after 5 days?

How did you work this out?



# Addition

Add 10s and 1s (not crossing 10)



Sam and Max have some marbles.



I have 12 marbles.

Sam

I have 13 more marbles than Sam.



Max

How many marbles do they have altogether?



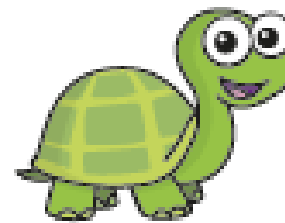
# Addition

## Add 10s and 1s (crossing 10)

Handwritten student work on grid paper showing four addition problems using ten-ones blocks. Each problem is written at the top, followed by a ten-ones grid. The first problem is  $26 + 45 = 31$ , with a circled 10 in the ones column and a 1 written below. The second is  $24 + 17 = 41$ , with a circled 10 and a 1 below. The third is  $26 + 18 = 44$ , with a circled 10 and a 4 below. The fourth is  $29 + 15 = 44$ , with a circled 10 and a 4 below.

Tiny is working out  $57 + 26$

7 ones + 6 ones = 13 ones  
5 tens + 2 tens = 7 tens



The answer  
is 713

Do you agree with Tiny?





# Maths Intervention

Some children may not grasp new concepts straight away and may need extra practise.

Children who need extra support after a lesson will receive same-day intervention to give them extra practice in a small group.

# Helping at home

Skills that can be practiced at home:

Learn the 2, 5 and 10 times table

Counting in 3s

Telling the time at o'clock,  $\frac{1}{2}$  past,  $\frac{1}{4}$  to/past

Measuring – e.g. when cooking

Money – recognising coins and notes

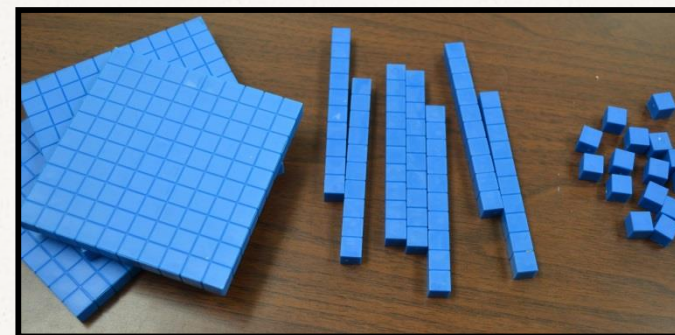
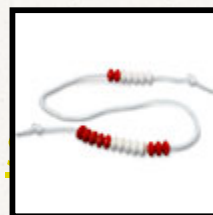
Adding amounts of money/finding change and making the same amount in different ways

# Resources we use

- Number line
- Number (hundred) square
- Place value cards
- Numicon
- Counters
- Bead Strings
- Base ten
- Online games
- Everyday objects

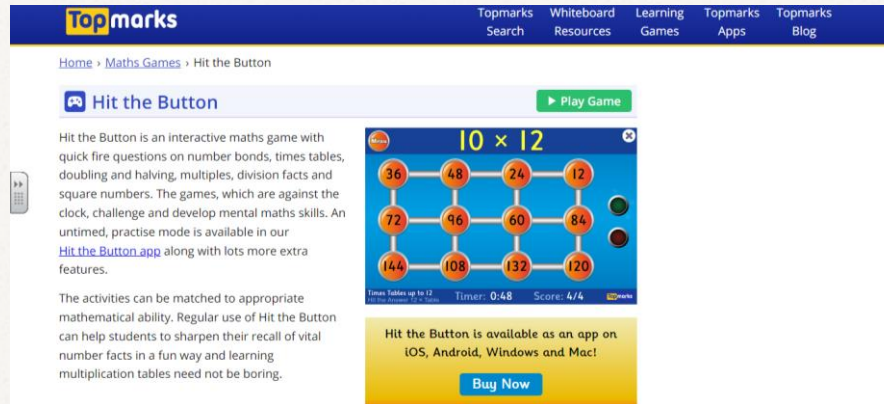


|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |



# Online games

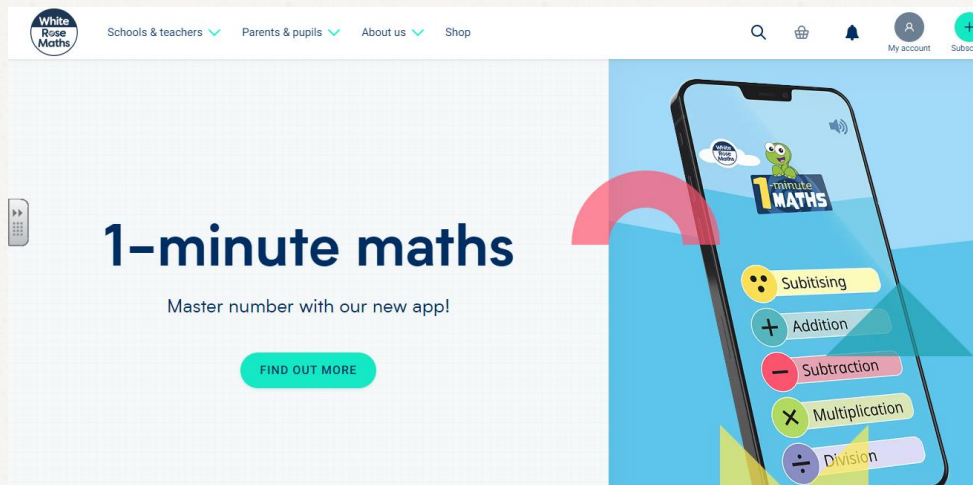
Children love games to engage their learning.



The screenshot shows the Topmarks website interface. At the top, there is a navigation bar with 'Topmarks Search', 'Whiteboard Resources', 'Learning Games', 'Topmarks Apps', and 'Topmarks Blog'. Below this, the page title is 'Home > Maths Games > Hit the Button'. The main content area features a 'Hit the Button' game description, a 'Play Game' button, and a preview of the game interface. The game interface shows a 3x3 grid of numbers: 36, 48, 24, 12 in the top row; 72, 96, 60, 84 in the middle row; and 144, 108, 132, 120 in the bottom row. The current problem is  $10 \times 12$ . A timer shows 0:48 and a score of 4/4. A 'Buy Now' button is visible at the bottom of the game preview.



<https://www.bbc.co.uk/bitesize/subjects/zjxhfg8>



The screenshot shows the White Rose Maths website. The navigation bar includes 'Schools & teachers', 'Parents & pupils', 'About us', and 'Shop'. The main content area features a large heading '1-minute maths' with the subtext 'Master number with our new app!' and a 'FIND OUT MORE' button. To the right, there is a graphic of a smartphone displaying the '1-minute MATHS' app interface, which includes buttons for 'Subitising', 'Addition', 'Subtraction', 'Multiplication', and 'Division'.

BBC Bitesize has a range of fun and interactive games that you can play with your child or they can play independently.