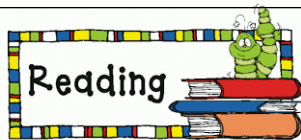


## Year Two Parents' Information

### Helping your child at home



Your child will take home one reading book and library book each week.

#### Reading together ...

Aim for little and often. Find a comfortable place without distractions.

Encourage your child to read fluently (reading without stopping to blend or sound out words) and with expression. Your child can track words as they read with their finger. Discuss any new vocabulary in the text.

#### After reading use some of these question starters to discuss the book ...

- What does this... word/phrase/sentence... tell you about... character/ setting/mood etc?
- How has the writer made you and/or character feel ...happy /sad/ angry/ frustrated/lonely/bitter etc? Can you find those words?
- Where/when does the story take place?
- What did s/he/it look like?
- How do you feel about...? What makes you think that?
- Can you explain why...? Which words give you that impression?
- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?

#### Reading Diaries

Staff will record in your child's reading record when they have read at school. They will inform you of the focus in the lesson.

- At home ... - Record when your child reads at home (including when you read to your child)
- Allow (**and encourage!**) your child to record their own home reading in their diary



Silent letters k, g and w (as in 'knock', 'gnat' and 'write')

Words ending le, el, al and il (as in 'meddle', 'tunnel', 'animal', 'pencil')

Verbs ending y which then changes to ies and ied (as in 'copy', 'copies' and 'copied')

Dropping the e off the end of a word when adding -ing, -ed, -er (as in 'hiking', 'hiked' and 'hiker')

Words which need a consonant to be doubled before adding -ing, -ed (as in 'pat', 'patting', 'patted')

Unusual uses of vowels, such as 'o' being used for the 'u' sound ('other') and 'a' being used for the 'o' sound ('warm')

Words containing suffixes (groups of letters added to the end of a word) including -ly, -ment, -ful, -ness and -less

Words where apostrophes are used to show contractions, such as: 'do not' changing to 'don't'

Words ending -tion such as ('fiction')

Homophones, which are pairs of words that sound the same, but are spelt differently (such as: 'hear' and 'here')



By the end of Year Two, we expect children to have developed simple methods for addition, subtraction, multiplication and division. Below are

Add 1s

$$21 + 4 = 25$$

t	o
11	0
2	5

Add 10s

$$14 + 20 = 34$$

t	o
1	0000
3	4

Add tens and ones (not crossing 10)

$$25 + 13 = 38$$

t	o
11	00000
3	8

Add tens and ones (crossing 10)

$$38 + 14 = 52$$

t	o
11	00000
5	2

(group 10 ones, add a 10)

Subtract (not crossing 10)

$$36 - 12 = 24$$

t	o
11	000000
2	4

(subtract the tens and ones, then count what's left)

Subtract (crossing 10 - exchanging)

$$43 - 9 = 34$$

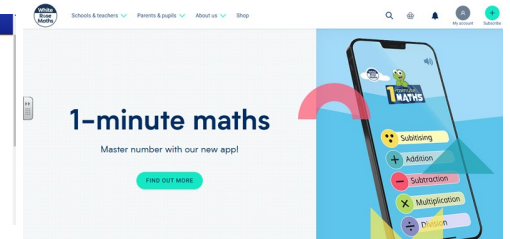
t	o
11	000
3	4

(exchange a ten for 10 ones, then subtract)

## Online games to support maths learning



Hit the Button



1-minute maths—White Rose



BBC Bitesize

## Top Tips

**Be positive about maths.**

Try not to say things like "I can't do maths" or "I hated maths at school" – your child may start to think like that themselves.

**Point out the maths in everyday life.**

Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.

**Praise your child for effort**

rather than for being "clever". This shows them that by working hard, they can always improve.

## Other Maths Skills to Practise at home ...

Learn the 2, 5 and 10 times table

Counting in 3s

Telling the time at o'clock, ½ past, ¼ to/past

Measuring – e.g. when cooking

Money – recognising coins and notes, helping to pay when shopping

Adding amounts of money/ finding change