

Welcome to Year 2

Year 2 is such an exciting year, where the children really flourish and get to show off all their amazing learning as they come to the end of the Key Stage. They can support the younger children and set an example, not only in behaviour, but also their high expectations of learning. They really Shine Brightly and Reach for the Stars!

Introductions –

Narwhal Class – Miss Taylor (M, T, W, T) and Mrs Banks (F)

Chameleon Class – Mr Simpson

On Tuesday Afternoons Year 2 staff have planning and management time. Classes are covered by Mrs Polovina and Mrs Walker.

End of Year Expectations

Your child will come home with a set of end of Key Stage 1 standards in Reading, Writing and Maths.

Unlike Year 1 which is a best fit teacher judgement. In Year 2 children must meet all the objectives in order to achieve either Working Towards, Expected or Greater Depth standard within each subject.

These are what we use to assess the children at the end of the year, even though the taught curriculum is much broader. This year hinges on the partnership between home and school, so your help is necessary for your child to succeed and make progress.

Reading

Reading is at the heart of everything we do, it is extremely important and unlocks all other subject areas. In class we will read every day in a wide range of situations, whether this is in a small group, as a whole class or on a 1:1 basis. We have story time every day, sharing picture books, chapter books and poetry.

School Books

Usually children will bring home two books; this will be either two colour band books for Reading for Pleasure, or one Reading for Pleasure book plus a phonics book that is matched with the phase of phonics your child is still working within. Please ensure you read with your child at least 3 times a week and record this on Class Dojo each time, in addition to sharing your own books together at home. Please ensure that all school books are in your child's bag every day so that we can hear them read in class.

Library

We will visit the library every fortnight. We are lucky to have a wonderful range of exciting and challenging texts, as well as familiar favourites. Please make sure the library book comes to school every day so that we can talk about them and use them in our learning.

Class Reading – In class we read together using the VIPERS scheme to build comprehension, understanding and inference. We will ask and answer question, both verbally and as a written comprehension task. These kinds of questions include; checking understanding of vocabulary, predicting what will happen, explaining what you think and making inferences about what is happening; are the kind of questions you could ask when reading at home.

Phonics

We teach phonics every day as a whole class. We will begin year 2 by revisiting Phase 5 sounds / phonemes the children have already covered in order to embed them in both reading and spelling. Early next week you will receive a pack of missing phonemes. It is imperative that these are practiced and learned at home as this was Year 1 content. The majority of Year 2 is spent teaching phase 6 and focusses on teaching spelling rules, including suffixes, and applying them in their writing.

Spellings

In the Autumn term we start with the Year 1 Common Exception Words already taught, again to embed them so that the children use them in all of their writing. Once these have been taught, we move on to the year 2 CEW. As you will see in the standards, spelling these words correctly is crucial. To support their learning in this, spelling sheets will be sent home on a Friday. The words are practised in class, in preparation for a spelling check on the following Friday morning. In class we focus on spelling each word using taught strategies, looking for patterns, using mnemonics, etc. Weekly spellings will be either common exception words or words relating to the spelling rules being covered in class that week. All children have access to Spelling Shed as a fun way to learn their spellings.

BugClub / Spelling Shed

The login details for Bug Club and Spelling Shed will remain the same as last year. Each week we will set a Bug Club reading book and phonics games to practise the graphemes, and a Spelling Shed assignment with the current week's spellings.

Writing

We write every day, across all the subjects. Sentences should be written using the spellings, phonic choices and handwriting that has been taught, along with correct punctuation. We write for many different purposes and cover different genres throughout the year.

Handwriting

We regularly practise the correct formation of letters. We group letters into families, thinking about starting points and exit strokes. Critically, letters must be of a similar size and correct orientation. This forms a big part of the expected writing standard.

Maths

We follow the White Rose scheme, which is broken into small steps of learning. The children have lots of opportunity to 'Show', 'Explain' and 'Draw' their learning and to build their problem solving and reasoning skills, with a focus on mathematical vocabulary. Maths homework is sent home on a Friday and includes tasks that revise the learning from that week. We also set a One Minute Maths challenge to be completed on the App and then posted on Dojo.

Homework

Each week we will set a Portfolio on ClassDojo for Reading, Spellings/Phonics and Maths. This term is called Far Far Away, which focusses on Australia. Each term we will send home a Homework Map, which features a variety of tasks related to different curriculum areas. These are designed to be fun and enhance the learning we will be doing in school. On the back of this map, you will find all the different objectives that we will be teaching that term.

P.E. Days

Mondays and Fridays are our P.E. Days. Children MUST come to school P.E. ready in our P.E. uniform. Please see the school website for more information.

Class Dojo

This is the first point of contact to speak to your class teacher. Messages will be monitored between 8:30am and 4:30pm. Friday blogs will be posted, giving you a snapshot of your child's week. Please check class story regularly as we do post information and requests on here. Don't forget to post any homework you do so we can reward the children!

Reading Vipers

Vocabulary

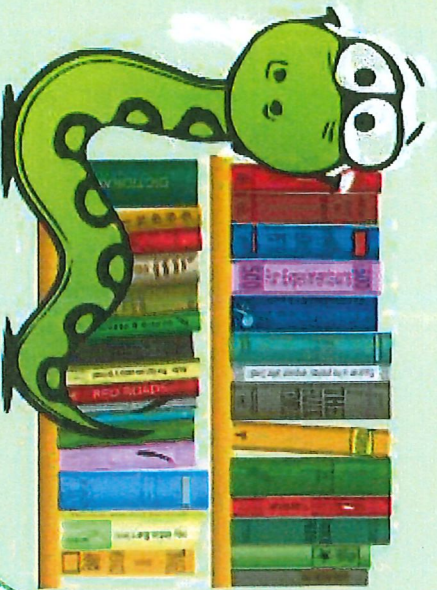
Infer

Predict

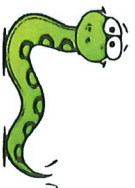
Explain

Retrieve

Sequence or Summarise



Vocabulary



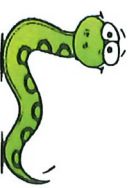
Draw upon knowledge of vocabulary in order to understand the text.

Infer



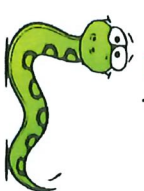
Make inferences from the text.

Predict



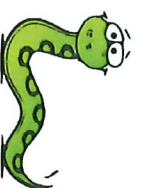
Predict what you think will happen, based on what you already know.

Explain



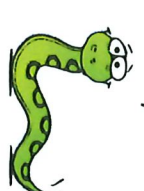
Explain your preferences, thoughts and opinions about the text.

Retrieve



Find information in the text.

Sequence



Sequence the key events in the text.

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

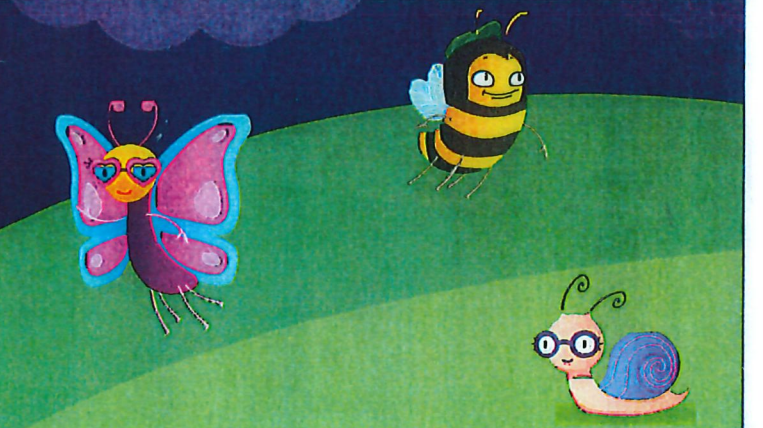
Grapheme Chart



s	a	t	p	i	n	m	d	g	o	c	e	u
ss					kn	mb			(w)a	k	ea	o
c(e)					gn					ck		
c(i)										ch		
c(y)												
sc												
st(l)	r	h	b	f	l	j	v	w	x	y	z	qu
se	wr			ff	ll	g(e)		wh			zz	
				ph	le	g(i)					se	
						g(y)						
						dge						

ch	sh	th	ng	ai	ee	igh	oa	oo	oo	ar	ur
tch	ch			ay	ea	ie	ow	ew	u	or	er
	c(ial)			a-e	e-e	i-e	o-e	ue	oul	aw	ir
	c(ian)			eigh	ie	y	o	u-e		al	ear
	t(ion)			ey	y	i	oe				
	ss(ion)			ei	ey						

ow	oi	ear	air	ure	zh
ou	oy	ere	are		s(ion)
		eer	ear		s(ual)
					s(ure)



Sun, Apple, Tap, Pan, Insect, Nest, Mat, Dog, Goat, Octopus, Cat, Elephant, Umbrella, Rat, Hat, Bag, Fan, Leg, Jam, Van, Web, Fox, Yell, Zip, Queen, Chips, Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book, Star, Fork, Surf, Owl, Coins, Ear, Chair, Manure, Treasure

Letter Formation

c a d g q e s f o

l i t i j y w

r o n h m k p

v w x z

End of KS1 English reading teacher assessment frameworks

Teachers should follow the guidance for using this reading framework set out in the complete [teacher assessment frameworks](#).³

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

Working at greater depth

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read

Key stage 1 English writing teacher assessment framework

Please also refer to the [Teacher assessment frameworks at the end of key stage 1](#) on GOV.UK, as the guidance for using the frameworks has not been duplicated here.

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly[^]
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

Key stage 1 mathematics teacher assessment framework

Teachers should follow the guidance for using this mathematics framework set out in the complete teacher assessment frameworks.

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

¹ For example, base 10 apparatus.

² Key number bonds to 10 are: $0+10$, $1+9$, $2+8$, $3+7$, $4+6$, $5+5$.

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$ then $17 + 3 = 20$; if $7 - 3 = 4$ then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

* The scale can be in the form of a number line or a practical measuring situation.

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

* The scale can be in the form of a number line or a practical measuring situation.