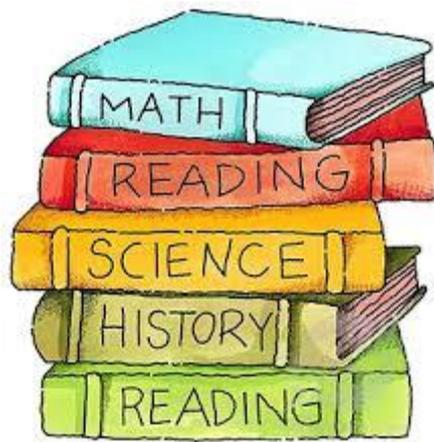




*Year Two  
Information  
Booklet*





## Behaviour Systems

Adults in Year 2 will be constantly looking out to celebrate children making the right choice to encourage others to follow suit. In Year 2 we continue to operate the good to be green chart in a similar way to Year 1. Your child will start the day off on a green card. If they make the wrong choices, in and around the school, they will be given a warning. If they continue to make the wrong choices, their names will be noted on a post-it note on my desk, which can be crossed off by displaying positive behaviours. Continual wrong choices will result in your child being issued with a yellow warning card and missing five minutes of their playtime. If the wrong choices remain, whilst on a yellow card, this will result in a red card being issued - your child will miss their whole playtime. After lunch, the children start their afternoon off back on a green. Yellow cards and red cards can be redeemed by making the right choices.

On a more positive note, the children are able to earn a 'Privilege card.' This can be rewarded to a child for lots of different reasons, but ultimately that they are setting good examples in and out of the classroom. The 'Privilege card' allows them to choose a friend to have a 10 minute 'golden time' activity.

### Happy Face

Children are encouraged to get their name on the 'happy side'. When children show positive behaviours, they may be asked to write their own name on the 'happy side'. If children then continue to make the right choices, they may be asked to put a tick next to their name. If a child manages to reach two ticks, they will then receive 10 DoJo's.

### Class DoJo

This is an additional, interactive and fun reward system. The children have a picture icon that goes with their name and they and staff can click on the icon to reward a DoJo for good behaviour or achievements. The children can hear a sound every time the DoJo is rewarded and also see their score increase. At the end of each week, I award a prize for children with a score of 25 and above.

Other rewards include: verbal praise, stickers and stamps, house points and golden time. I appreciate that as parents, you like to be informed how your child is behaving. The good to be green chart is an ongoing behaviour chart that changes by the day so if your child has been on a red card frequently, I will have a chat with you so we can all work together and help your child understand that good behaviour is essential to the educational experience and their happiness and wellbeing while in school.



## Changing Home/School Reading Books

The way in which we change reading books has recently changed.

All children will choose a reading book from the library on a Thursday. This will remain in their school bag daily and they will be given the opportunity to change it weekly.

Some children will be working on 'Little Wandle' to consolidate their phonics knowledge. If your child is working on this program, they will bring home a reading book on a Friday. This book will have been looked at during reading sessions during the week before it is brought home. This book should remain in your child's bag daily and will be changed every Friday. Also on a Friday, your child will bring home a 'sharing book' to read that will be linked to reading levels.

If your child is no longer working on 'Little Wandle', they will have their books changed on a Monday and a Friday.

If you have heard your child read, we ask you to sign the diary then we will change your child's reading book. Sometimes the longer text may take several days to read and so we ask parents to record the pages that they have read with their child. Although I appreciate we may at times have missed your signature and a mistake may have occurred, we have a tried and tested system that usually works very well, stops children rushing through the reading scheme without having the secure skills to comprehend the text and keeps children engaged and have an enjoyment of reading at the correct level.

At the front of your child's diary will be a ladybird. Every time your child reads at home, one of the ladybird's spots will be coloured in. Once all of the ladybird's spots are coloured, your child will receive a prize. Remember, the book does not have to be completed nightly, but 10 minutes reading a night will be beneficial to your children.

The diary is also an excellent way in which we can communicate with each other, so please feel free to write short notes that you need to bring to my attention. However, please can I ask you not to write long detailed and sometimes personal messages in the diary, but please speak to me after school or indicate when I can make a phone call to you to discuss the matter.



## Handwriting

As you are aware, your child will have been practising forming their letters using the cursive style of writing. This method continues throughout Year 2 until they are ready to join their letters (a Year 2 expectation). I would like your child to practise using this style of writing when I send home their spellings to be practised during the week, or when writing in their learning journal. If your child is not yet confident using the cursive style of writing, do not worry as we practise our handwriting daily and I know it takes a little time to adjust. The handwriting sheet, within the booklet, shows you how each letter is formed.

a b c d e f

g h i j k l m

n o p q r s t

u v w x y z

a b c d e f

g h i j k l m

n o p q r s t

u v w x y z



## High Frequency Words

At the back of your child's home/school diary, there are lists of high frequency words. These are ongoing words that the children learn throughout their primary school education. Throughout Reception and Year 1, the children will have been learning these words. We will continue with this in Year 2. We highlight five words which we would like your child to focus on learning both at home and in school. Once they are confident recalling these words, we will continue to highlight the different words. This system continues throughout Year 2 until the key words, the next 200 words and the Year 2 common exception words have been completed.

Please feel free to make your own flashcards at home, playing games and having fun whilst learning the words. These flashcards can be kept at home and used to continuously reinforce their learning. Whilst you will obviously focus on the set words, it will really help your child if you continually look over the previously learnt words; this will consolidate their learning. Please could we ask you **not** to tick them yourselves, as once we feel your child can 'quick recall' the words without sounding them out, we will then tick them as complete. If there are any comments or observations which you would like to tell us about, please feel free to record these in the diary.

## Learning Journals



Learning Journals are a unique personalised learning resource for children. In the Learning Journals, the children record their responses to learning tasks set by their teacher. Each log is an individual record of the child's thinking and learning.

Research in schools where Learning Journals are used shows that they become an essential part of the teaching and learning programme and have had a major impact on the drive to develop a more independent learner.

### **How can parents help?**

Learning Journals are intended to improve the partnership between school and home. We need your support to make this venture a success. Children will be encouraged to record what they know and understand about a concept they have been taught in school. At home this means:

- Giving children time to talk about the task and explain what they understand
- Offering ideas about how they might present their work, but encouraging independence
- Ensuring there is time and space to work

Inside the front of the Learning Journal there will be an information sheet explaining how the children can present their work and every fortnight a different task will be issued.



## Google Classroom

This year we will be continuing to use *Google Classroom* as a way for children to remotely access learning. I will be setting homework for the children *Google Classroom* every three weeks, coinciding with the due dates for learning journals. These activities may include practical activities that do not involve submitting any work, work where photographs may need to be submitted and some pieces that should be completed on a tablet/computing device.

The children are encouraged to complete this homework as it gives them an opportunity to remind themselves of how to use *Google Classroom* if they require remote learning.

If you have not yet received an email to join our class, please join using the code **tmsd6uo**.

## Rainbow writing at St Bernadette's



Throughout Years 1 and 2, we use the 'Rainbow writing' technique.

This method encourages the children to see writing in different colours, which we feel is a particularly engaging approach for young children. The art of writing comes, for a young child, when they see the impact of using and combining different words and constructing sentences to create a range of effects for a reader. Through the combination of different word colours, children and teachers have a shared way of analysing writing or editing and improving sentence structure. Ultimately, we want to engage our children so they develop a 'love for writing.'

The principle is quite simple!

Orange words are joining words. For example: and, but, because, so.

Blue words are describing words (adjectives and adverbs). For example: enormous, sparkly, and stripy.

Green words are openers. For example: time words- first, next, then, after that, that evening.

Purple words are technical nouns or words chosen for effect.

Red words are verbs. For example: leap, howl, skip and screech.

We also highlight the capital letters, full stops and other punctuation in pink.

During their English lessons, the children/teacher will often underline the appropriate word in the correct colour or maybe complete words/sentences with the 'rainbow effect.'

How can you help your child?

If your child brings any written homework home, please encourage them to think in colour, not boring grey! I look forward to seeing Year 2 continue to be creative with their writing.