



Welcome to Year 2



2023-2024



Year 2 adults



Mrs Smith
Teacher



Mrs Schofield
Teaching Assistant



Miss Robertshaw
Teacher

Mrs Fulton
Teaching Assistant

PE

Your child will have PE every **Tuesday morning** and **Wednesday afternoon**.

Please ensure your child has appropriate clothing for all weathers and each item must be named.

It is also important that they have a named water bottle too.

Reading



Your child will be given a banded book every **Friday**. This book will match their phonic and fluency ability. If your child did not pass their Year 1 phonics screening, they will be given a book from our Little Wandle phonics programme. If your child passed their phonics screening, they will be provided with a coloured book band.

This needs to be returned on the following **Friday**. We will check the children's reading records to see how many times they have read each week. The children will receive house points for how many times they have read at home.

Please also enjoy reading stories from home or your local library. In Year 2, the children must be able to read 90 words a minute (approximately 1.5 words a second) before moving onto the next colour. Children must reach **Gold** to be at the expected standard for Year 2. Please try to read with your child daily for 5-10 minutes at least 4 times a week. This could be using a: school book, online story, book from home or a magazine.

Home learning



Starting this week, the children will receive a weekly word list in their spelling journals to practise spellings at home. These will be quizzed on a **Friday**. The list will focus on a particular spelling rule or will be from the list of High Frequency words or Year 2 Common Exception Words (list on slide 10). Please ensure that their spelling journal returns to school each **Friday**.

We will also set optional homework projects to support your child's learning in school. You will receive a Knowledge Organiser for each Big Idea with a variety of optional activities. Children can bring in any projects that they have done at home to show in school.

How else to help at home

Hobbies- Most importantly, we want to encourage your children to follow their passions!

Reading- please try and read with your child daily for 5-10 minutes. If your child gets stuck on a word, please encourage them to use their phonics to segment and blend the sounds.

Maths- please encourage your child to practise their 2, 5 and 10 times tables, as well as practising their number bonds to 10 and 20.

Writing- Encourage the children to write as much as possible at home. This could include, helping with the shopping list or perhaps writing a story.

Phonics

In June 2023, your child completed their Year One Phonics Screening Test.

What is the phonic screening?

The phonics screening consists of 40 real and non-real words. The children are expected to use their phonic understanding to decode the words, all of which follow the phonic rules that they have been taught. The screening helps us to identify those children that may need extra phonic support. The children take the screening 1:1 with an adult and we aim to make the experience as fun as possible.

What if they did not pass their phonic screening?

Your child will retake their screening in June 2024. They will receive weekly phonic interventions (all year) to support their phonics and they will also receive focused reading sessions, using the Little Wandle reading programme. Your child will receive a reading book from the Little Wandle programme. These books will match their phonic ability.

SATs

Year 2 SATs are no longer statutory which means the school no longer have to submit data to the local authority in May.

The children will still complete in school summative assessments that are similar to previous years' SATs papers but this is in line with the assessment of children across the year groups in school.

We will still be working towards the Year 2 Statements in Maths, Reading and Writing.

Year 2 Reading Expectations (by end of year)

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

Can your child be inspired to read about something that interests them? e.g. their favourite football team or perhaps their favourite animal!

Year 2 Writing Expectations (by end of year)

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.

Year 2 Common Exception Words

It is expected that Year 2 children can read and write most (about 60%+) of these words by the end of the academic year.

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

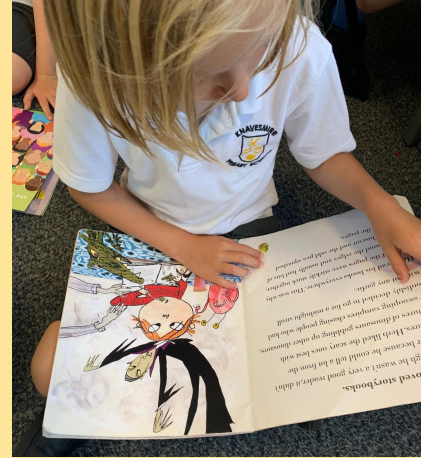
Useful writing vocabulary

Noun- person, place or object e.g. Table, clock, Paris, The Queen.

Adjective- describing word e.g. Sparkly, shiny, smooth

Verb- doing/action word e.g. Run/swim/dance

Adverbial- Describes how, where or when something happens e.g. quickly, quietly.



Sentence types taught in Year 2

These are taught to help children vary their writing and achieve the end of year expectations.

Simple sentence (SS) The class was chatty.

Compound sentence (CO) 2 clauses, that make sense on their own, joined together with 'and', 'but' or 'so'. The puppy was sleeping and it was snoring.

3 Adjective (3A) The dog was cute, fluffy and small.

3 Verb (3V) The dog was running, barking and panting.

When opener (WO) In the morning, the children got up for school.

Where opener (WO) In the sea, there are lots of fish.

How opener (HO) Quickly, he ran inside.



Year 2 Maths expectations (by end of year)

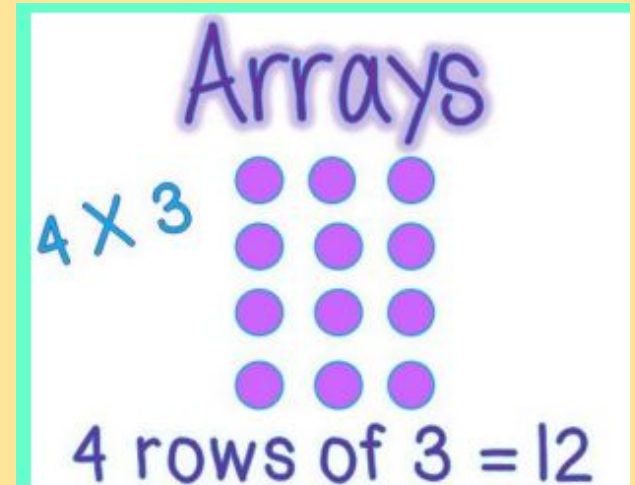
The pupil can:

- 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.

How we teach times tables

2, 5 and 10s - use fingers to count in 2s, 5s and 10s.

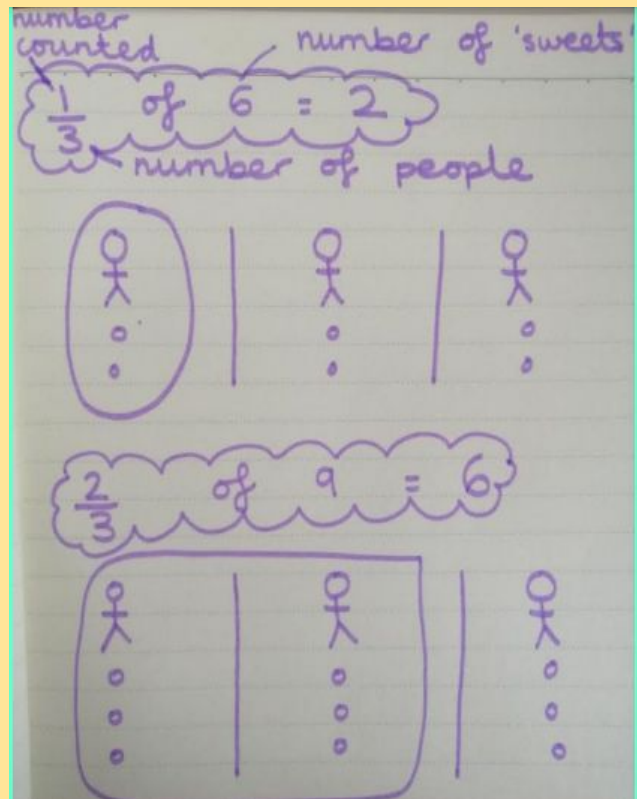
Any other multiplication such as 4×3 - use an array.



How we teach fractions of numbers

People method!

Encourage your children to use circles, rather than dots because these are easier to count at the end!



How we teach addition

For small numbers, we ask the children to hold the biggest number in their head and then count on.

For larger numbers, we use expanded column addition.

First, we add the ones. Then, add the tens. Then, add your 2 answers together.

Expanded Column Addition

$38 + 13 = 51$

$$\begin{array}{r} 38 \\ + 13 \\ \hline 51 \end{array}$$

$\begin{cases} (8 + 3) \\ (30 + 10) \\ (11 + 40) \end{cases}$

$67 + 22 = 89$

$$\begin{array}{r} 67 \\ + 22 \\ \hline 89 \end{array}$$

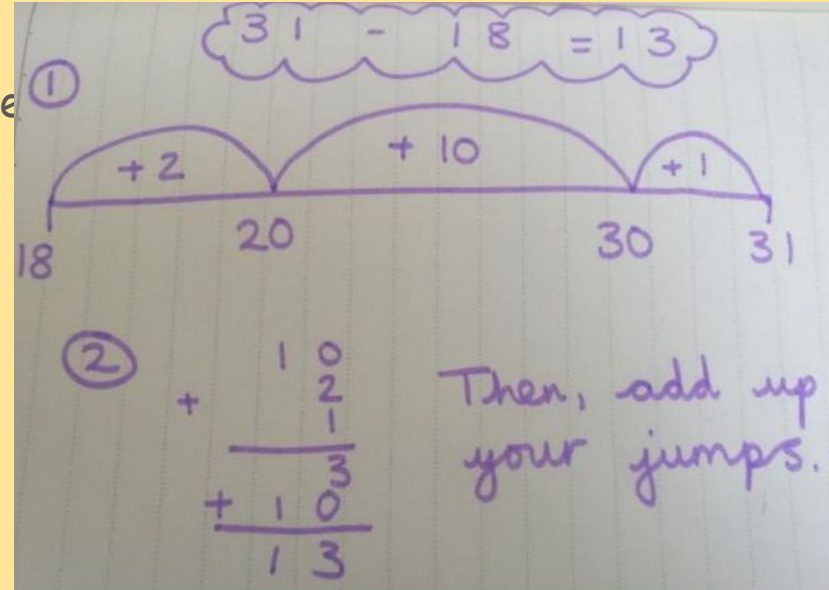
$\begin{cases} (7 + 2) \\ (60 + 20) \\ (9 + 80) \end{cases}$

How we teach subtraction using a number line

When subtracting larger numbers, we use a number line to find the difference between the two numbers.

- Draw a number line and place the smallest number (from the qs) on the left and the biggest number (from the qs) on the right.
- Jump to the next multiple of 10.
- Add 10 if needed.
- Add your final 1s.
- Add your jumps up and this is your answer.

When subtracting smaller numbers, we ask the children to hold the biggest number in their head and then count backwards.



Useful websites

Phonics play (phonic games and activities)

<https://www.phonicsplay.co.uk/>

Oxford Owl (free online books to read for all abilities)

<https://www.oxfordowl.co.uk/>

Nrich (maths challenges and problem solving activities)

<https://nrich.maths.org/>

White Rose (great videos to support the maths curriculum)

<https://whiterosemaths.com/>

Number gym (great for practising number bonds and times tables). Click on 'online access'. School username: knavesmire. Password: racecourse. Once you have selected 'table trainer' or 'bond builder', your child can enter their own login. This is the first 3 letters of their first name and the first letter of their surname e.g. Joseph Bloggs = josb

<https://www.numbergym.co.uk/>

BBC Bitesize (great for supporting a range of subjects in the curriculum)

<https://www.bbc.co.uk/bitesize/levels/z3g4d2p>



Fun things to look forward to!

Trips

Christmas Play

Forest School

Workshops

Visitors



Do you want to be a parent helper?

If you have any spare time during the week and would like to volunteer your time to help in the classroom or hear children read, please let a member of the Year 2 team know!

We would be very grateful for any help you would be able to give.