

**Welcome to Year 2**

## Aims

- 'Meet the teacher': find out about life in Year 2
- Introduce the National Curriculum expectations for your child by the end of this year, a statutory assessment point
- Explore ways to help your children at home.

# Year 2 Staff



**Class Teacher: Mr Mabbitt**



**Teaching Assistants**

**Mrs Bird: Mon-Fri**

**Mrs Woodward: Mon-Wed**

**Mrs Gower: Thu-Fri**



**Wednesday am Science: Mrs Flintoft**

**Thursday pm Art and History: Mrs Fenn**

# Typical Year 2 Timetable

	0835	0850	0910	0955	10 20	10 40	1055	12 00	1300	1315	1400	1500	15 15
M	Morning Learning	Phonics	English	Guided Reading	Assembly	Break	Maths	Lunch	Hand-writing	Music Interventions	PE Reading	Class Reader	
	<u>Phonics Preteach</u>												
T	Morning Learning	Phonics	English	Guided Reading	Assembly	Break	Maths	Lunch	Spelling 1.00-1.30 Phonics	RE 1.30-2.30 Interventions	Hand-writing Interventions	Class Reader	
	<u>Phonics Preteach</u>												
W	Morning task	Science		Phonics	Assembly	Break	Maths	Lunch	Spelling 1.00-1.30 Phonics	Hand-writing	Computing	Class Reader	
	Interventions												
T	Morning Learning	Phonics	English	Guided Reading	Assembly	Break	Maths	Lunch	Art	History		Class Reader	
	<u>Phonics Preteach</u>												
F	Morning Learning	Phonics	English	Guided Reading	Assembly	Break	Maths	Lunch	PE	Spelling	Hand-writing	Class Reader	
	<u>Phonics Preteach</u>								Interventions	Interventions	Phonics		

# **End of year expectations**

**At the end of the year, each child will be assessed at one of three levels in reading, writing and maths:**

- **working toward** the expected standard for Year 2
  - **working at** the expected standard for Year 2
    - **working at** a greater depth for Year 2

# READING

## 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-appropriate<sup>1</sup> 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 words<sup>2</sup>
- 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.



# Reading

- 4 x guided reading sessions weekly
  - Focus initially is on fluency, this then moves to skills i.e. comprehension, prediction, vocabulary
- Individual reading in class
- Reading at home where possible, including outside the reading scheme
- Reading volunteers
- Library

# Year 2 Common Exception Words

after  
again  
any  
bath  
beautiful  
because  
behind  
both  
break  
busy  
child  
children  
Christmas

class  
climb  
clothes  
could  
cold  
door  
even  
every  
everybody  
eye  
fast  
father  
find

floor  
gold  
grass  
great  
half  
hold  
hour  
improve  
kind  
last  
many  
mind  
money

most  
move  
Mr  
Mrs  
old  
only  
parents  
pass  
past  
path  
people  
plant  
poor

pretty  
prove  
should  
steak  
sugar  
sure  
told  
water  
whole  
who  
wild  
would

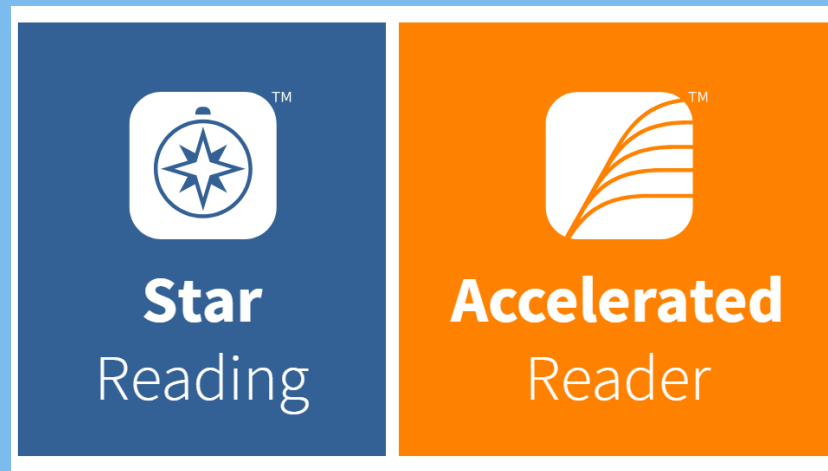
# Individual reading

Each pupil will have a levelled reading book or be on accelerated reader.

Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
Year 1 / Primary 2	5-6 years old	4	Light blue
		5	Green
		6	Orange
Year 2 / Primary 3	6-7 years old	7	Turquoise
		8	Purple
		9	Gold
		10	White

# Accelerated reader

Once a child is ready they will move onto the Accelerated Reader platform. An online assessment gauges their readiness.



# Accelerated reader

You will be given a link and passwords to access AR by the end of the first term.

Certificates are awarded in assembly for the amount of words read.

Reading is a real strength of our school. Last year was record data in the Key Stage 2 SATs tests.

# Reading at home

## Key Pointers:

- Make reading time a comfortable, cosy routine
- Use a variety of reading resources; encourage children to read for pleasure.
- Model correct pronunciation – get them to look at your face when you speak to them: this will help with their spelling.
- Model the use of expression.
- Discuss the meanings of new words.
- Use the school and local libraries

# Writing

## 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.

# **How to support your child at home with their writing**

- Foster a love of reading and stories
- Lots of talk
- Encourage them to speak in full sentences
- Talk about words and their meanings
- Encourage creative and investigative play
- Make up stories, scenarios and role play

# Spelling

- Spelling taught 3 x weekly
- CUSP Spelling Curriculum
- Additional Phonics sessions scheduled daily with reviews at half term and Christmas
- Preteaching of phonics

# Maths

## 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.

\*For example, base 10 apparatus

# Numbots



# TT Rock Stars

← SCHOOL



STUDENT

TEACHER



NORTON CEVC  
PRIMARY SCHOOL,  
BURY ST  
EDMUNDS

Change School

Username \*



PASSWORD

or



PIN

Log In

# Wider Curriculum

## History:

- Kings, Queens and Castles
- The Great Fire of London
- Transport through the ages

## Geography:

- Around the UK
- At the farm
- G'Day, Australia!

# Planet Class Webpage



Curriculum information for this term is coming soon to our new website. You will also find information about home learning, as well as resources which can be used to support our learning in class.

**Class Dojo**



**ClassDojo**

**Thank you for coming!**

**Any Questions**