



Welcome to Year 2

Aims

- Meet the teacher and find out about life in Year 2
- Understand the National Curriculum expectations for your child by the end of Year 2, including the statutory assessment point
- Explore ways to support your child's learning and development at home



Welcome to Year 2

Teacher: Mrs Radford



Teaching assistants:

Monday-Thursday: Mrs Mannox



Friday:

Mrs Gower (morning)

Mrs Coleman (afternoon)



	8.40 - 9.00	9.00-9.20	9.20-9.45	9.45-10.15	10.25 – 10.40	10.40 – 10.55	10.55 – 12.00	12-1	1.00-3.00		3.00-3.15		
Monday	Morning work and Registration	Phonics (whole class) Collect LW books in	Little Wandle reading groups	Maths	Assembly	Break	Music	Lunch	RE	PSHE	Storytime and home		
Tuesday		Phonics (whole class)	Little Wandle reading groups	English-Writing			Maths		Art	Handwr iting/sp elling			
Wednesday		Phonics (whole class)	Little Wandle reading groups	English-Writing Change books			Maths		History/Geography	PE			
Thursday		Phonics (whole class)	English-Writing	Computing			Maths		PE	Handwriting		Mas tering nu mber	
Friday		Phonics (whole class)	9.20-10.15am English- Writing/handwriting				Maths		Mighty Maths	Science)			

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-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.



Little Wandle Phonics

Little Wandle is our school's programme for phonics, reading and spelling, helping children to develop the skills and confidence they need to become successful readers and writers.

Reading practice book

Your child's reading book will be carefully matched to their current reading level through thorough assessments. If your child is reading it with little help, please don't worry that it's too easy, your child needs to develop fluency and confidence in reading.

Listen to them read the book. Remember to give them lots of praise and celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

Why do we use a book that your child can already read?

We want children to practise reading books that they can read with at least 90% accuracy. This means the book is challenging enough to develop their reading, but not so difficult that they are struggling with every word. Re-reading helps children move from;

sounding out words → reading words automatically → reading fluently → understanding and enjoying the text.

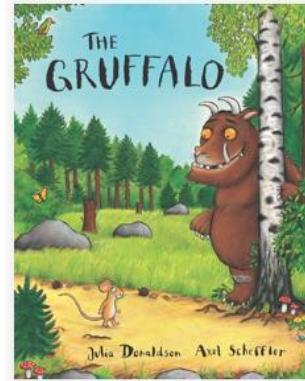
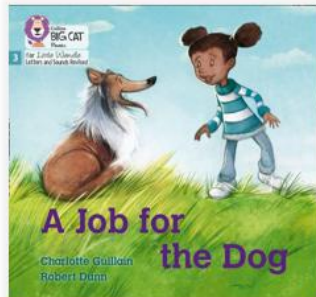
This is particularly important because fluency isn't just reading quickly. Little Wandle describes fluent reading as accurate, automatic, expressive reading with good phrasing and comprehension.

Reading with Little Wandle

- 3 x guided group reading sessions each week (up to 7 children with an adult). Sessions focus on decoding, then prosody (expression and phrasing) and finally comprehension.
- Little Wandle, level matched books will come home on **Wednesday** and should be returned on the following **Monday** so they can be swapped for the next week.
- Books must be returned on time. If a book is not returned, we will be unable to send another book home. We have a limited number of books, and missing books can affect the next reading group.
- Due to the cost of the Little Wandle books, school cannot replace books that are lost or not returned. Please look after books carefully and return them on Monday.
- Reading at home, including books outside the reading scheme, helps develop a lifelong love of reading. Please encourage your child to enjoy books from our school library alongside their Little Wandle book.

Reading with Little Wandle

Books going home



Your child will be issued a level appropriate reading book and a book to share .

Reading at home

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A love of reading is the biggest indicator
of future academic success.

OECD (The Organisation for Economic Co-operation and Development)

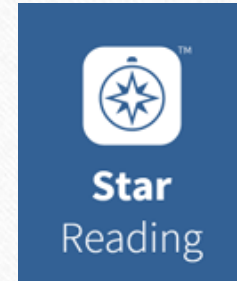
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Key Pointers:

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



Accelerated Reader



- Once a child is ready they will move onto the Accelerated Reader platform. An online assessment gauges their readiness.
- Accelerated Reader is a programme that supports children to develop their reading and comprehension skills. Children choose books matched to their reading level and complete a short quiz after reading to check their understanding. It also helps us to monitor their progress and encourage a love of reading.
- You will be given a link and passwords to access Accelerated Reader when your child is ready.

Spelling

- Little Wandle is new to EYFS, Year 1 and Year 2 this year and will support children to develop their spelling alongside their phonics knowledge.
- Children will learn spelling patterns, alternative spellings and common exception words.

How can you help?

- Practise spelling words little and often.
- Encourage your child to use their phonics knowledge when spelling unfamiliar words.
- Regular reading at home will also support spelling and vocabulary development.

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

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.

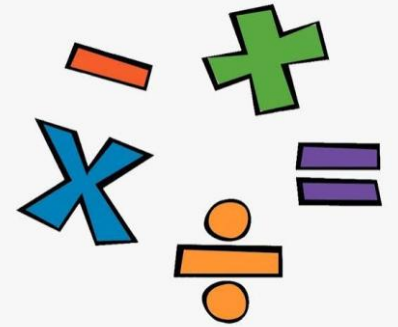
Maths

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.

Numbots



Numbots is an online maths programme that helps children develop their number skills through short, fun and engaging activities. Regular practice at home will help build children's confidence, fluency and speed with number facts.



End of year expectations



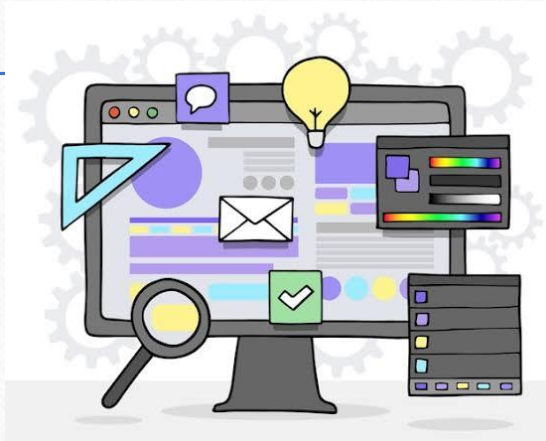
- At the end of Year 2, teachers assess children against the Year 2 National Curriculum expectations. This is based on their learning and progress throughout the year, including classwork, reading, writing, maths and ongoing teacher observations
- Each child will be assessed at one of three levels in 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

Wider Curriculum

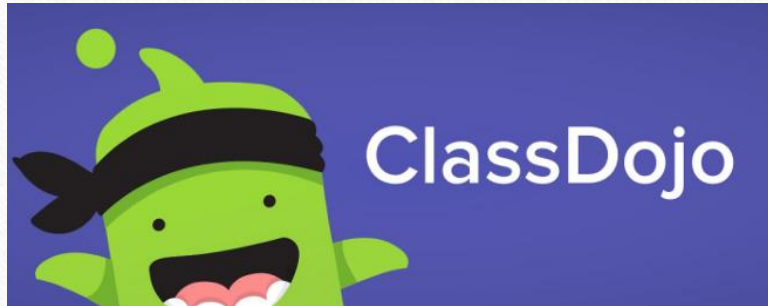


- History:
 - Kings, Queens and Castles
 - The Great Fire of London
 - Transport through the ages
- Geography:
 - Around the UK
 - At the farm
 - G'Day, Australia!

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.



- I will use Class Dojo as my main way of communicating with you throughout the year.
- I will share reminders, important information and updates about your child's learning.
- Please check ClassDojo regularly and feel free to message me with any questions or concerns.



Thank you for coming!

Any Questions...

