



Welcome to Year 2



2021-2022



PE

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

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

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

Reading

Your child will be given a colour banded book every **Wednesday**.

This needs to be returned on the following **Wednesday**.



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. This could be using a: school book, online story, book from home or a magazine.

We will hand out reading records shortly and kindly ask that you record when you read with your child.

Home learning



Your child will be given a weekly word list to practise spelling at home. These will be quizzed on a Wednesday. The list will focus on the phonic sound we are practising that week.

We will also set optional homework projects to support your child's learning 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

We use **Letters and Sounds** to teach our daily phonics lessons. We have started revising from Phase 3.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters and Sounds - DFES-00281-2007.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)

Normally, your child would have sat the Year 1 Phonics screening in June 2021 however due to Covid-19, your child did not take the screening. As a result, your child will take their Phonics Screening in December 2021.

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.

SATs

At the moment, we are still expecting the children to sit their SATs in May 2022.

This will involve: 1 arithmetic paper, 1 maths problem solving paper and 2 reading comprehension papers.

In Year 2, we pride ourselves on ensuring this is a stress free experience for the children and they often do not realise they are even taking the 'test'!

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

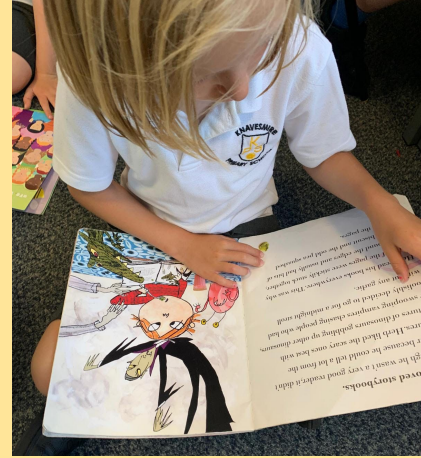
Useful writing vocabulary

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.



Sentence types taught in Year 2

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)

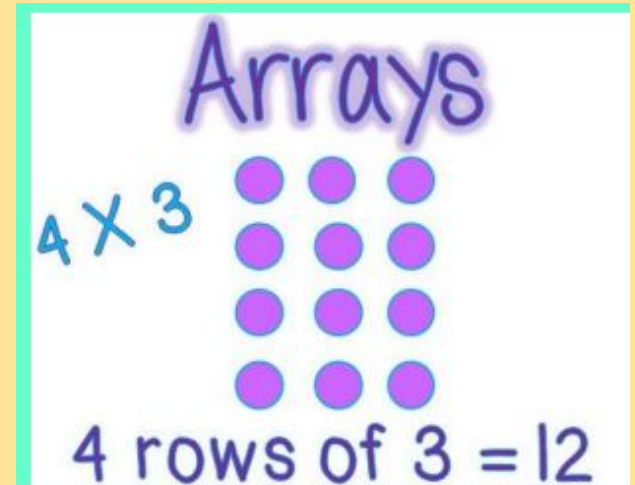
The pupil can:

- 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.

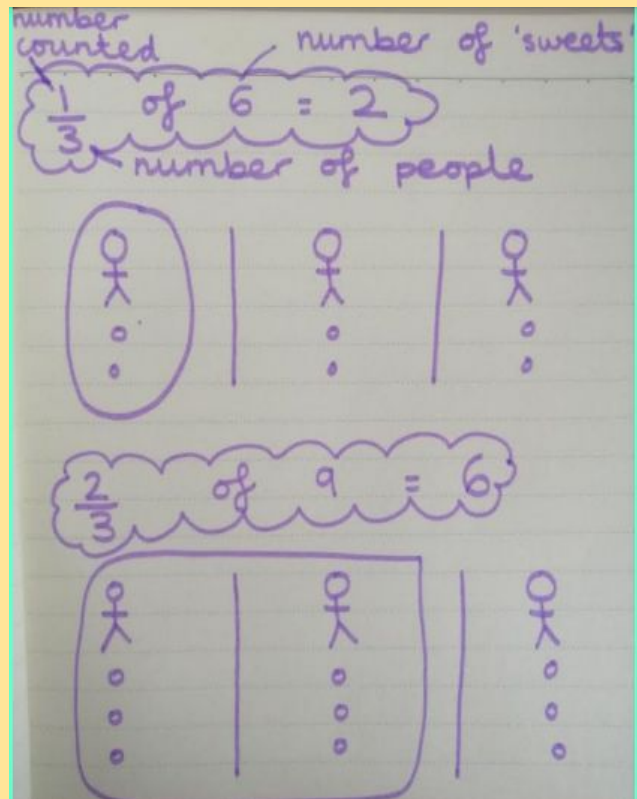
Any other multiplication such as 4×3 - use an array.



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

$38 + 13 = 51$

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

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

$67 + 22 = 89$

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

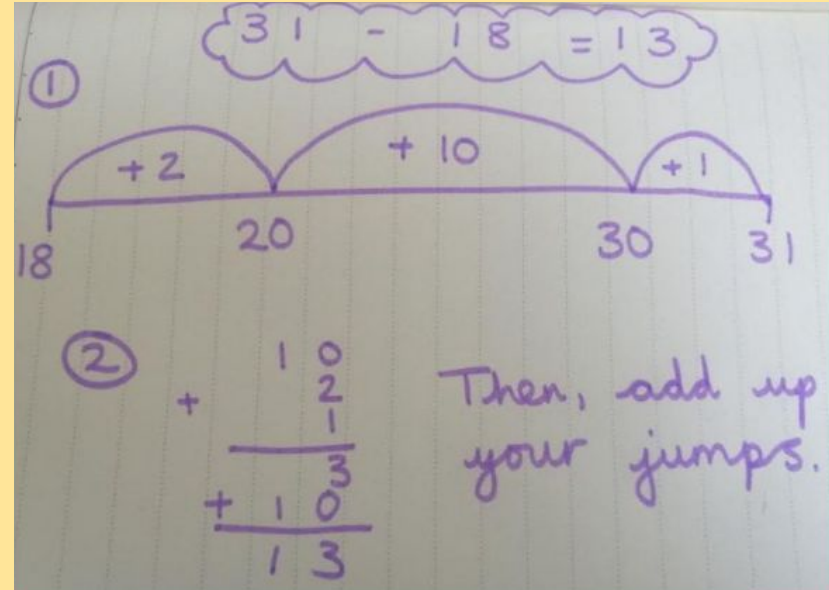
$\begin{cases} (7 + 2) \\ (60 + 20) \\ (9 + 80) \end{cases}$

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/>

