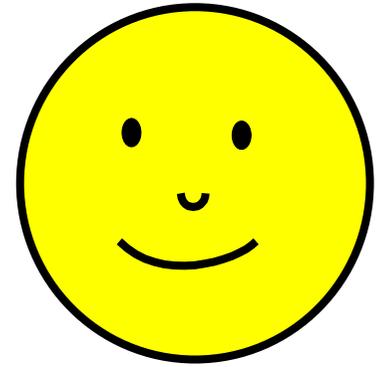


# WELCOME!



**Our** aim tonight is to introduce you to our Year 2 team and share information with you about...

\*General reminders

\*Year 2 Curriculum

\*Homework and helping your child at home

JA

**The Year 2 team is...**

## General reminders

- ~ **after school clubs** - 4.15 collection and returning P.E. kits. They start on the week of Monday 25th September.
- ~ term time **holidays** (assessments are continuous even to the end of **July!**)
- ~ no **earrings** on P.E. days. Tues 7+9 / Wed 8 / ALL on Fridays
- ~one class will go home in their PE kit on Friday to be returned to school the following Monday.
- ~girls - please keep a **spare pair of socks** in their PE bag as they will need to change into them if they are wearing tights
- ~**named uniform** - inc outside of book bag + lunch box +
  - ~water bottles
- ~winter **hats** and coats - plain blue, ideally St. Helen's
- ~ **recorders** - must be in book bag every day
- ~ picking up **Foundation children/Yr1** first

## Homework

Like in Year 1, the homework sheet and spellings are still both due on a Thursday.

Again, the homework sheet covers many topics but is revision, so the children should be able to complete it independently.

In addition to this, Year 2 will have a times table challenge of 6 questions on the times table they have been learning. This will start after October half term. They will start with the 2 times table. Throughout the year they **will learn the 2, 3, 5 and 10 times tables**. Last year, all the Year 2 staff noticed how much this knowledge helped the children across all areas of Maths.

## Book bag

### Guided reading book

This is **kept for 1 week**. All children have a blue homework book with questions which relate to this book.

### Supplementary book

Your child chooses a book from their **appropriate level**. This can be changed as and when your child completes it.

### Library book

Your child chooses a book of **their choice**. This can be changed as and when your child completes it.

They should also always have their recorder and their recorder book in their book bag. Book bags should only include 1 small name labelled key ring and name labels on the back of the book bag need to be clear so their name can be easily read.

## Reading Homework



Reading is an area where your parental input dramatically impacts your child's reading ability. It is **vital** that the children do not just read the text of a book.

They must **understand** what they have read and develop their **comprehension skills** alongside their fluency and expression.

**It isn't always about reading a harder book!** We will not move a child up a book band unless they can answer comprehension questions about the text.

Model at home...

# Yellow Reading Diary

We hear your child read *at least once a week*. During their weekly **guided reading** session, each child will be heard reading and given their new homework.

Please note each time you hear your child read with a short comment in their yellow diary.

**5 or more comments from you = 1 sticker!!**  
**3 stickers = 1 House Point**



All messages/letters for the teacher should be on **note paper** and not in their yellow diary to ensure it is seen that day.

# Reading Homework

Reading focus

Writing focus

## **Goldilocks and the Wolf**

by Hilary Robinson and Simona Sanfilippo.

**Focus-** To retell the beginning, middle and end of a traditional story.

Read the story with an adult.

Where did Goldilocks stop to rest?

Who did Goldilocks first tell her story too?

What did little red riding hood offer Goldilocks?

How did Goldilocks and LRRH feel when they saw Mr Wolf? Why?

Name some the the places that they hid from Mr Wolf.

### **Writing focus**

A character description of the wolf

Write 5 sentences about the wolf with a pair of adjectives

e.g. The wolf has **sharp**, **pointy** claws.

All children will complete their homework in their blue homework book, using a pencil. Please encourage them to use finger spaces, start sentences with a capital letter and end with a full stop. They also need to differentiate between 'tall' and 'short' letters. Their homework should start with the title of the book and the date.

The reading focus questions we send home will help to develop their comprehension skills, as well as the need to **work independently**. They are written so that your child can answer them without support.

DO discuss the book and the questions, but please remember it is **their homework**. We do not expect spellings. It does not help them if they simply copy your answers into their book!

## Year 2 Curriculum

The Year 2 curriculum is quite formal in the way that it is taught and

many of you will recognise things from when you were at school, such as

a greater emphasis on grammar.

The subjects which will be formally tested are;

Reading

Writing

Maths

Spelling

Grammar

## Inference and deduction

To achieve the EXPECTED level for Year 2, questions are more about inference (not just finding and copying the information from the text).

A good example of this is where it would say in a story, 'Joe grabbed his scarf and gloves, and wrapped his coat tightly around him as he stepped outside.'

The questions may then say, 'What was the weather like?' or 'Why did Joe wrap the coat tightly around him?'

As in previous years, there will still be question papers in Reading, spelling and Maths at the end of the year. Your child's final school report will contain their level in each of these subject areas. As in previous years, these are determined by a combination of their score from the question papers and the class teacher's judgement.

Old SAT levels have GONE!!

Working towards the expected level

Working at the expected level

Working at greater depth within the expected level



National expectation for the end of Year 2.

## Handout

Please ensure your children are in school every day as teacher assessments continue until the end of the year.  
Assessments are very low key!

## Grammar

A heavy emphasis is now being put on grammar. We encourage them to speak in full sentences because the way that they speak will affect how they write. The children need to know the meaning of a term, such as a noun, verb, adjective, extended noun phrase and suffix. They need to identify them within a sentence.

6

What type of word is underlined in the sentence below?

Poppy held the baby rabbit gently in her arms.

Tick **one**.

an adjective

an adverb

a noun

a verb

Punctuation such as a full stop, comma, exclamation mark and question mark...

## Sample Questions

3

Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

*Aisha found some red blue and purple beads in the box.*

# The Four Sentence Types

Statement

Question

Command

Exclamation

Place some damp cotton wool in a jar.

Push a bean seed down against the side of the jar.

Wait for the bean seed to sprout.

Tick the word that best describes these sentences.

Tick **one**.

statements

questions

commands

exclamations



## Spelling

You should have collected a copy of the Year 1 and Year 2 Common Exception Words. Part of the Year 2 assessment requires your child to be able to spell these words independently within a piece of work.

Sometimes we will include these words in their spelling test but it would be beneficial for your child to practise them at home or include them in their homework.

## Handwriting

Once your child's writing is neat enough, we will begin teaching them to join up their letters.

Several children will begin joining next week.

The new curriculum places a very heavy emphasis on **letter sizes** being correct.

Whether your child is joining up their letters or not, we would encourage you to ensure that your child sits correctly when they are doing their homework and that their letter sizes are correct (**tall or short**).

## Maths

We recommend that children handle money, as they are becoming less familiar with coin values.



In Year 2 the children can wear a watch - ideally get an analogue watch - not too big/ make noises/ Lego (as they come apart).



Behaviour of the children plays an important role in our classes and we try to ensure that good behaviour is promoted.

However, the children still continue with the peg system in Year 2.

Each Class teacher completes a behaviour pyramid to record the class' behaviour.

You received a copy of a blank pyramid at Parents Evening Feb 2016.

Behaviour chart

1

1  
•Disruptive on a daily basis, many times through the day.  
•May not always be daily.  
•Need constant reminders.  
•Peg does not always move daily as has little impact.  
•Different strategies are being used.

2

2  
•Compliant if rules are reminded.  
•Disruptive - calling out, not following instructions all of the time, constant reminder of rules but does not follow them sometimes.  
•Peg system used.  
•Fiddly, fidgety children.

3

3  
•Silly, loud, calling out occasionally.  
•Peg system used.

4

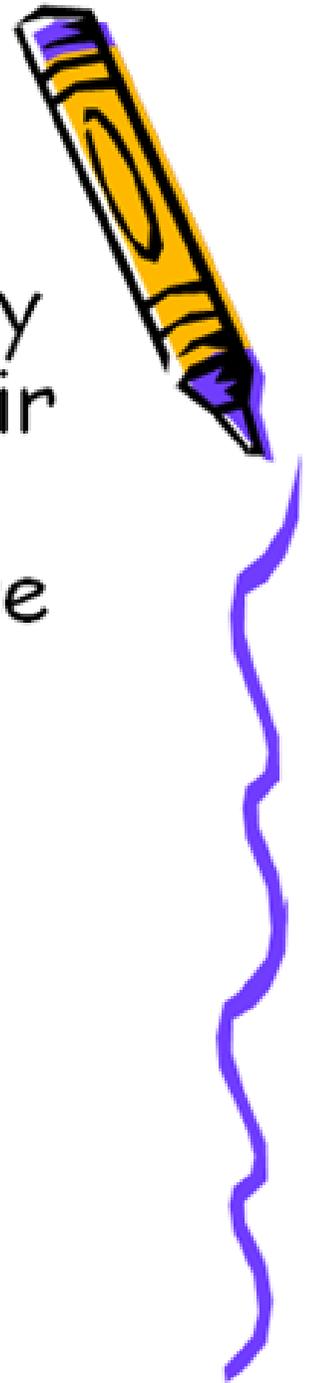
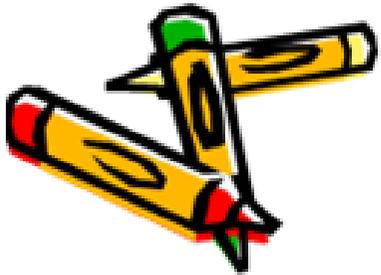
4  
•Very minimal issues.

SL



# Rewards 😊

- Each class can earn a treat once they have worked together to collect their target number of 25 cubes. This treat is one that the class will choose and a letter will then be sent home.
- Class Wow Cloud
- Stickers
- House points
- Golden Time



## Tonight's handout

- ~ End of Year 2 expectations
- ~ Reading questions and Maths ideas
- ~ Common exception words
  
- ~ Questionnaire

\* Please read the Year 2 section on the back of the newsletter for weekly updates and examples of English and Maths. \*

JA

THANK YOU for coming.

Thank you for your time.

We look forward to seeing you at  
Parents' Evening in October.