

Welcome to Key Stage One Year Two



Year Two Teachers

- Miss Rucroft
Key Stage One Co-ordinator
Mathematics Lead
Ford Class
- Mrs Martin
Technology Co-ordinator
Alnwick Class (2 days)
- Miss Highgate
Geography Coordinator
Alnwick Class (3 days)

Other adults in our team.

- Mrs Thompson (part-time)
1:1 support based in Alnwick class
- Mrs Twizell
1:1 support and based in Ford and Alnwick Class
- Mrs Patterson HLTA (4 days)
Works between both classes/afternoon interventions/ PPA cover in Ford Class
- Mrs Lumsden (part-time)
1:1 support in Alnwick Class

Reading

- Children read independently in school each day.
- Teachers hear children read as part of a group.
- Selected children will have extra reading with a reading mentor.
- Whole class reading of large texts.
- Daily reading during phonic sessions.
- Focus on decoding and comprehension but most of all reading for enjoyment. **E.R.I.C.**

What can you do to help your child at home?

- Make sure your child brings their reading folder to school **everyday**.
- Read with your child everyday for 5-10 minutes.
- Write down any comments about your child's reading and sign when a book is completed.
- Books will be changed if signed and placed in the boxes outside the classroom doors on a Monday, Wednesday and Friday only.



- Each child is assessed and grouped across the whole of Key Stage One.
- Every morning for 30 minutes.
- Focus on phonics (the sounds that groups of letters make).
- The children who complete the scheme will move onto a more intensive spelling programme.

Reading Incentive Bookmarks

- Read four school reading books to achieve a star.
- Collect five stars to win a small prize.
- Collect ten stars for another small prize.
- Collect fifteen stars to earn a book.

Remember to encourage your child to talk about what they have read!

Writing

- Writing recounts of children's real life experiences and writing based on core texts
- Purposeful writing
- Grammar work – eg using conjunctions, sentence openers.
- Handwriting

Government expectations for end of 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-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.

Government expectations for end of Year 2 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.

Government expectations for end of Year 2 Mathematics

Working at the expected standard

The pupil can:

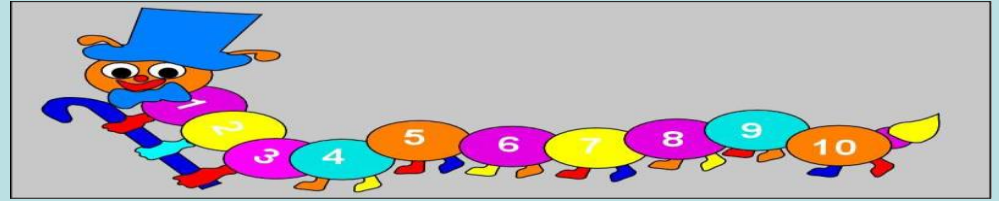
- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, 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.

Spelling, Grammar and Punctuation.



- New Curriculum-expectations are high!
- Spelling
 - Common exception words (Tricky words) are learnt in Phonic sessions. Each term children will be given a list of these words to learn at home.
 - Weekly spelling lists of Year 2 words are sent home to complete 'Roll and Spell' activities each day. See green Learning Together books.
 - www.spellingplay.co.uk has some good advice about helping children to learn their spellings.
- Government tests during May. (SATs)

Mathematics



- Maths No Problem (Singapore approach)
- Teaching for Mastery approach – to give the children a deeper understanding
- Fluency, reasoning and problem solving
- Practical activities linked to real-life experiences
- Lots of partner work!
- Look on school website for Calculation Policy.

Topics

See school website for detailed topic plans.

- Under the Sea
- The Polar Express
- Happily Ever After
- Oliver's Vegetables
- Rumble in the Jungle
- Life on the Ocean waves

Thursdays – Outdoor
Learning

The Allotment Challenge
Forest School

P.E.

- P.E. kits to stay in school. They will be sent home to wash at the end of each half term.

White T-shirt

Black shorts

Sandshoes/Trainers (Outdoors)

- Earrings should be removed or covered with tape for health and safety reasons.
- Long hair should be tied back.

Learning Together

- 5-10 minutes of reading everyday
- Roll and Spell everyday
- Maths (weekly)
- Teacher suggestions for additional work at home.
- Learning Logs to be completed over school holidays.

Snack and Water Bottles

- Children need a water bottle as we have regular water breaks throughout the day.
- Water bottles must be labelled.
- A healthy snack is provided each day.

Time to... thrive



- Activities to help your child thrive.
- The class can earn extra 'free' time to play and develop good relationships.
- “Look who’s been caught...” board.
Promoting positive recognition of good behaviour.

Whitley Memorial CE Primary*School

'Believe to Achieve'

OPEN EVENING

Wednesday 9th October

5:00 – 7:00pm

'Parents speak warmly of how all staff take the time to get to know their children. Through personalised love, care and support, pupils are encouraged to believe that they can achieve and this has a positive impact on the progress they make.' SIAMS Inspection July 2018

'Pupils told me one of the best things about your school is the staff, and that they make learning fun.' Ofsted June 2018

Come and see what we can offer your child.

We look forward to meeting you.

For more information contact:

Whitley Memorial CE Primary*School,

Gordon Terrace, Bedlington. NE22 5DE **01670 822994**

<http://www.whitleymemorial.northumberland.sch.uk/website>

<http://www.facebook.com/whitley.northumberland>

*Primary from September 2020

Any Questions?

