

Year 2 Parent Welcome Letter

Teaching Team

Leopard Class	Mr Morris with Mrs Bern
Lion Class	Mrs Warland with Mrs Read and Mrs Kyah
Tiger Class	Miss Roe with Mrs Davies

Learning Support Assistants	Mrs Goddard, Miss Dogaru, Miss Ellie & Mrs Choi
Additional Teaching	Mrs Ruth & Mrs Mattick
Year Leader	Mr Morris
Inclusion Co-ordinator	Mrs Heard
Emotional Support	Mrs Thomas
Football	Mrs Bern

Welcome

Welcome back! The children have settled very well and are getting used to new routines, and their new classmates. Staff have had an extensive handover from the Year 1 teachers, but if there are any important messages you want to pass on, please mention it at drop off/pick-up. Your child's wellbeing is paramount and we offer a holistic programme which will help them develop into well-rounded children, ready for their next stage of learning.

Details of our curriculum are available on our [website](#). Here is our full [plan](#) for the year. Google Classroom will be used to share Year 2 specific information each Friday. This is typically a brief outline of the following week's key dates and curriculum. It includes some questions that you might use to get your child talking about their learning. It will also include a word list to learn - more on that later.

We would love to have you support your child's learning in any way you can. Supporting their reading, spelling and maths at home is one way. Supporting us on educational trips is another. Coming into class and helping us is something we would like more of this year. Look out for dates when we invite parents in to view their child's work. These tend to be just before pick up, once a term.

Home Support (Practise)

Practising at home is an important element of the **partnership** between teachers and parents in Year Two as it supports the weekly learning.

This attitude really is the foundation for becoming a lifelong learner and has a direct impact on their future educational success (OECD, 2002)

Each day children will be able to select a book to take home. Additionally children will receive a Big Cat book **on a Friday**. This is a book which they will be familiar with and practised in school. They will also continue to choose a **bedtime book weekly**. All children read in school daily and **it is essential children read at home every day with family – this cannot be stressed enough.**

We ask you to comment once a week on your child's reading using the Reading Record. We will read this and respond as required. Additionally teachers will comment on their reading progress **each half term**. As part of the home-school partnership, please keep reading books and Reading Records **in the Blue Bags at all times** and support your child by:

- i) helping them to decode tricky words in their reading book,
- ii) asking them questions about the text to check their understanding,
- iii) commenting weekly on these two points in the Reading Records and,
- iv) exposing them to higher level texts which they cannot yet access independently, by reading to them regularly.

** The BBC report that nationwide only 4% parents read to children aged 8+ **

Weekly **Maths** Challenges will continue to be **assigned on Mathletics** each Friday. These are activities designed to consolidate the learning from the week and to be achievable by all children with little or no support, other than accessing this online resource.

**Spelling is a crucial skill which is a key component of the Teacher Assessment Framework at Key Stage 1. Children must be technically accurate to achieve 'the expected standard'. This means that they must be able to spell most Year 2 vocabulary accurately. **

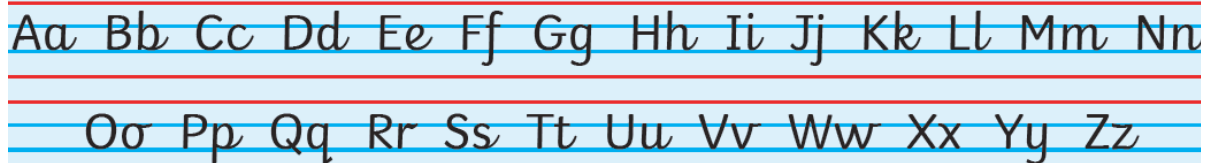
In due course, we will conduct weekly checks of **spelling**. A new spelling focus, with a list of words to learn at home, will be provided via the Google Classroom. We will provide spelling activities, from which your child can choose a game to play, so that they can learn to spell in a fun way.

Research shows that using and applying newly learnt words in sentences is more effective than rote learning a list of words for recall in a test



In Year 2 we build on the handwriting skills developed throughout Reception and Year 1 and prepare the children to join some of their letters, however writing cursively (joined up) is not required for the expected standard at the end of Year 2.

How to Write Letters



Summary

Reading Children read for **10 minutes per day**, independently selecting their reading book to read at home.

Maths Assigned each **Friday** - to be completed on Mathematics.

Spellings Given out on **Friday** - checked the following Friday and shared in the dictation book. This will commence in the Spring Term.

Special responsibilities in Year 2

- Prefects are a new role for Year 2 pupils. Prefects are **role models** for the other children and have special duties at break time to help encourage safe and sensible movement around school. They wear red tabards! All children will get a turn, 5 will be chosen each half term.
- The School council continues, and they wear green tabards. 3 children from each class in the school meet with Mrs Berry to provide a **pupil voice** in helping improve the school.
- Additionally we seek in-class monitors for blue bags, water bottles, chairs, pencil pots and so forth.

Your Child's Learning

We encourage the children to take ownership of their learning and to check their own bags in the morning and take out anything to be handed in. We have an open door policy and should you have any concerns, do not hesitate to speak to us. Our aim is for all children to leave Year 2 in July, feeling confident in all aspects of their learning and wholly more independent. Our 3 rules are **Ready** to learn, **Respectful** to each other, and **Safe** - demonstrating kindness with our words and actions.



Children's progress is continually monitored throughout the year so that we can ensure that their learning is personalised to their needs. We will have Progress Meetings in the **Autumn**, and **Spring**, you will receive an update **after Easter** and then get a formal report in **July**. Year 2 pupils are no longer required to sit Key Stage 1 National Tests ("SATs"). **Teacher Assessment Frameworks** are used to assess the children at the end of the year based on all their work across the year. Pupils who demonstrate **all** of the statements will be **working at the expected standard**. These are detailed below:

Teacher Assessment at the end of Key Stage 1			
GDS = working at a greater depth within the expected standard			
EXS = working at the expected standard			
WTS = working towards the expected standard			

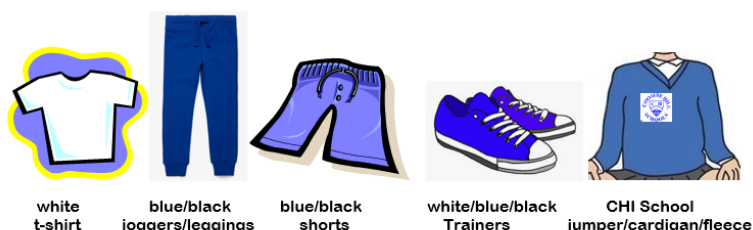
READING Your child can:-	WTS	EXS	GDS
<i>read age-appropriate words accurately and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</i>	many	most	all
<i>read common exception words in the Year 2 curriculum</i>	many	most	all
<i>sound out most unfamiliar words accurately and fluently, without undue hesitation</i>	many	most	all
<i>answer questions about familiar texts</i>	with support	fluently	linking to other texts
<i>make inferences about what they have read</i>	simply	some	accurately

WRITING - spelling, composition, punctuation, grammar Your child can:-	WTS	EXS	GDS
<i>use real experiences or fictional ideas to write</i>	sequenced sentences in a short narrative	simple, coherent narratives	effectively & coherently for different purposes
<i>use punctuation taught at key stage 1</i>	capital letters and full stops sometimes	capital letters and full stops correctly	capital letters, and . ? ! , ' mostly correctly
<i>use present and past tense</i>	sometimes	mostly correctly	correctly
<i>join clauses using</i>	and	or/ and/ but when/ if/ that/because	or/ and/ but / when/ if/ that/because effectively
<i>spell words correctly by segmenting</i>	some	many	most
<i>spell common exception words correctly</i>	some	many	most
<i>adding suffixes correctly</i>	-ing -ed	-ing, -ed, -er, -est, -y	-ment, -ness, -ful, -less, -ly
<i>write capital and lower case letters at correct size and orientation</i>	sometimes	consistently	cursively

MATHS <i>Your child can:-</i>	WTS	EXS	GDS
<i>partition any two-digit number into tens and ones</i>	using resources to support them	using different combinations of tens and ones	explaining their thinking fluently
<i>add and subtract, explaining their method verbally, in pictures or using apparatus</i>	two-digit numbers + ones, and two-digit numbers + tens	any 2 two-digit numbers using an efficient strategy	solving word problems that involve more than one step
<i>recall number facts and reason about associated facts</i>	at least four of the six number bonds for 10	all number bonds to and within 10 using these to calculate bonds to and within 20	to solve more complex problems, explaining their thinking
<i>recall multiplication and division facts for 2, 5 and 10, using them to solve simple problems,</i>	count in twos, fives and tens from 0	demonstrating an understanding of commutativity as necessary	making deductions outside known facts
<i>identify fractions of a number or shape</i>	recall doubles and halves to 20	$\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, knowing that all parts of the whole must be equal	find and compare fractions of amounts
<i>use British coins to make an amount</i>	knowing the value of different coins	using different coins to make the same amount	paying for more than one item, calculating the change
<i>read time on an analogue clock</i>	to nearest half hour	to nearest quarter hour	to nearest five minutes
<i>read scales in divisions of ones, twos, fives and tens</i>	in a practical situation	on a number line	estimating points in between
<i>name and describe properties of 2-D and 3-D shapes</i>	some	all	describing similarities and differences

PE

PE Days are **Tuesdays and Fridays in Autumn Term** then Tuesdays and Thursdays for the rest of the year. Each child should come to school with a freshly filled, **named** water bottle. Please **name all items** that belong to your child.





Lastly

The staff at CHI are a teaching team but of course we are in partnership with parents/guardians at home. So,

- o Make sure your child gets plenty of **sleep, exercise and has a healthy diet.**
- o **School lunches** are freshly prepared each morning onsite by our chef. Help your child decide what they want each day before school.
- o Encourage them to be **independent and confident** e.g. teach them to tie laces, talk about what they are learning, take them on days out.
- o Please **support your child at home** with their reading and maths.
- o Your **kind support** of cake sales, fairs and donations throughout the year allow us to have wonderful enrichment activities and new resources – e.g. this half term we have a Great Fire of London workshop, by the Matrix Theatre Company.

There are several ways you can give your time in school to help out, and also see first-hand your child learning within school. We invite you to speak to your teacher as to how you can get involved. We do need help so please offer your time if you can help – Class Reps, Swimming pool support, help for trips, filing/sticking in, library help, reading, cooking and sewing to name a few ideas. DBS checks are required and forms can be collected in the office.

Finally, any worries do talk to us. We have an open door policy, so please talk to your class teaching team, Mr Morris the Year Group Lead, Mrs Jakob the Deputy Head, Mrs Berry the Head Teacher or Mrs Heard our Inclusion Coordinator. If you need longer to talk please make an appointment.

Mr Morris & The Year 2 Team