



Year 2 Parent Welcome Letter

Teaching Team

Leopard Class	Mr Morris with Mrs Bern plus Mrs Goddard as LSA*
Lion Class	Mrs Warland with Mrs Bond plus Mrs Gamee as LSA*
Tiger Class	Mr Collyer with Mrs Thomas plus Ms Ramon as LSA*
Across Year 2	Mrs Ruth, Mrs Davies and Mrs Mattick

Year Leader	Mr Morris	RE	Mrs Berry
Inclusion Co-ordinator	Mrs Heard	Literacy Support	Mrs Lovell
Art	Mrs Davies	Speech and Language	Mrs Judd

* Learning Support Assistant

Welcome

Welcome back to school! The children have settled well and are getting used to new routines. Staff have had an extensive handover from their Year 1 teachers, but if there are important messages you want to pass on, please put a note in the blue bag or contact the office and we will call you back.

We are fortunate this year that we will be able to utilise The Studio (previously Otter Classroom) as a fourth Year 2 classroom each morning. This means that we will operate four smaller groups of no more than 23 children for Literacy and Maths on Monday - Thursday. On Fridays, we continue to have smaller groups for Dictation (spelling) and maths. We hope that having fewer children to staff ratios will mean your children cope better with the demands of Year 2. Additionally, this will allow staff to better prepare children for the Year 1 Phonics Screen, which was postponed in June 2020 due to COVID-19 and will now take place in November 2020. In Year 2, just like in Year 1 we have fluid groups across all subjects, typically of mixed ability and sometimes by need where beneficial.

Writing books, maths and science folders continue to be used. New for Year 2: dictation books will be used for spelling; an art folder, an RE book and a history and

geography folder will also be introduced. These can normally be viewed at Parent Chats throughout the year.

We continue to offer specialist teaching with Love the Ball sports coaches on Thursdays and hopefully Sean Quinn for drumming lessons later in the year. We offer an expanded music curriculum to include dedicated sessions on singing in Autumn, playing the recorder in Spring (provided by school to practise at home) and hand bells in the Summer term.

Special responsibilities in Year 2

- School council is continued (green tabards). 3 children from each class in the school meet with Mrs Berry to provide a pupil voice in helping improve the school.
- Prefects – a new role for Year 2 pupils (red tabards) – all children will get a turn. Prefects are role models for the other children and have special duties at break time to help encourage safe and sensible movement around school.
- The Green team (green caps) are our environmental champions and help to protect the environment.
- The SOS - Sort out Squabbles - team (blue caps) help to resolve playground disputes.
- Library Monitors (yellow sash) keep the library organised.

Home Support (Homework)

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

Children independently select their **reading** book every day from a selection which is appropriate to their level. We plan to allow children to choose a library book every 3rd week, but hope to do it more often later in the year. Enjoyment for reading has flourished since children have been trained to choose their own reading book.

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

All children read in school daily and teachers record feedback for parents in the Reading Record at least once per fortnight. **It is essential children read at home every day with family – this cannot be stressed enough.** As part of the home-school partnership, please keep reading books and Reading Records in Blue Bags 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 on these two points in the Reading Records once a week and,

- iv) exposing them to higher level texts which they cannot yet access independently, by reading to them regularly, *We have purchased class sets of superb Bedtime Stories which children take home*
- v) using Reading Eggs to practise decoding and Reading Eggspress for comprehension.

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

Weekly **Maths** Challenges will be **assigned on Mathletics** each Friday. These are generally differentiated 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. We will seek parent feedback on a regular basis.

**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. **

We conduct weekly checks of **spelling** on Fridays, usually in the form of dictation.

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

Every Friday we send home the dictation books for you to see the accuracy with which your child is spelling (and punctuating sentences), along with a new list of words to learn at home. We have provided a menu of spelling activities, from which your child can choose a game to play, so that they can learn to spell in a fun way. Additionally there are ideas and games on our website to help you support your child at home further. **Please do not write in the dictation book at home and ensure they are in the Blue Bag every Friday.**

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

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Summary

Reading Children read for 10 minutes per day, independently selecting their reading book **every day** to read at home + Reading Eggs/Eggspress.

Maths Assigned on **Friday** - to be completed on Mathletics.

Spellings Given out on **Friday** - checked the following Friday and shared in the dictation book.

Your Child's Learning

The Year 2 teaching plans for each half term will be available on the school website. We are increasingly providing more parental support on the website so do look there for activities, advice, links to websites, suggested apps and instructional videos. Notices are also pinned up in the Year 2 noticeboard outside Leopard class. 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.

Certain children may be asked to join early morning groups before school starts. These are by invitation only and are typically for reading, phonics or maths.

Children's progress is continually monitored throughout the year so that we can ensure that their learning is personalised to their needs. We have a Parent Chat at the **end of October**, another in **February** and then a formal report in **July**. Key Stage 1 National Tests occur during **May** in reading and maths only. These simply form a part of the evidence portfolio that your teacher will collect during the year to make an overall assessment in **June** and should not be prepared for in any special way, nor be worried about at all.

'**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

MATHS Your child can:-	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



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

PE

PE lessons and Love the Ball sessions happen each week on varying days. Kit is especially important on **Thursday** - if they get wet and muddy they can change and won't be sitting in wet, muddy, clothes and shoes all day. Please make sure that your child's **named** PE kit is left in the school during the term. This kit should include:

P.E. Bag	(named on the outside!)
White/Blue t-shirt	(named!)
White/Blue shorts	(named!)
White/Blue jogging bottoms	(named!)
Trainers	(named!)

In Year Two we expect children to dress and undress themselves quickly and independently for PE lessons. If necessary, please do practise at home.

Each child should come to school with a freshly filled, **NAMED** water bottle. Please **name all items** that belong to your child. This should be your child's **first name and family name**. Please regularly check items to make sure that they are still clearly named.



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. School lunches are freshly prepared each morning onsite by our chef.
- 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 homework.
- 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.

We want your involvement as much as the COVID-19 restrictions allow. There will be opportunities to give your time in school to help out, and also see at 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, sticking in, library, 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.

The Year 2 Team