



## Year 2 Parent Welcome Letter

### Teaching Team

<b>Leopard Class</b>	Mr Morris with Mrs Davies
<b>Lion Class</b>	Mrs Warland with Ms Lepine and Mrs Kyah
<b>Tiger Class</b>	Miss Roe with Mrs Bern

<b>Year Leader</b>	Mr Morris	
<b>Additional Teaching</b>	Mrs Ruth & Mrs Mattick	
<b>Learning Support Assistants</b>	Mrs Goddard, Ms Ramon, Miss Dogaru	
<b>Inclusion Co-ordinator</b>	Mrs Heard	<b>Emotional Support</b> Mrs Vaughan
<b>Art Teacher</b>	Mrs Davies	<b>Football</b> 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 will be regularly updated on our website and on the Year 2 noticeboard (outside Leopard classroom). As in Year 1 we have fluid groups across all subjects, often of mixed ability and occasionally by level of support required, e.g. for reading.

Writing books, sketch pads, maths and science folders continue to be used in school. **New for Year 2:** dictation books will be used for spelling, an RE book and a history and geography folder will also be introduced. These can be viewed throughout the year on designated days and at Progress Meetings.

We continue to offer specialist teaching with Love the Ball sports coaches on Tuesdays or Thursdays until Easter, after which the children will swim twice weekly. Sean Quinn will continue drumming lessons each Wednesday after Christmas. We offer an exciting

music curriculum which includes dedicated sessions on singing, and playing the recorder and hand bells.

### **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, 5 each half term. 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.
- In-class monitors for blue bags, water bottles, chairs, pencil pots and so forth.

### **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 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 we will give you a comprehensive 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. 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. \****

In due course, we will conduct weekly checks of **spelling** on Fridays, usually in the form of dictation. 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 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

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

- |                  |  |
|------------------|--|
| <b>Reading</b>   | Children read for <b>10 minutes per day</b> , independently selecting their reading book to read at home.                          |
| <b>Maths</b>     | Assigned each <b>Friday</b> - to be completed on Mathletics.   |
| <b>Spellings</b> | Given out on <b>Friday</b> - checked the following Friday and shared in the dictation book. This will commence in the Spring Term. |



## Your Child's Learning

The Year 2 teaching plans for each half term will be available on the school website. 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.

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			
<b>GDS = working at a greater depth within the expected standard</b>			
<b>EXS = working at the expected standard</b>			
<b>WTS = working towards the expected standard</b>			

<b>READING</b> <b>Your child can:-</b>	<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<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

<b>WRITING - spelling, composition, punctuation, grammar</b> <b>Your child can:-</b>	<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<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

adding suffixes correctly	-ing -ed	-ing, -ed, -er, -est, -y	-ment, -ness, -ful, -less, -ly
write capital and lower case letters at correct size and orientation	sometimes	consistently	cursively

<b>MATHS</b> <i>Your child can:-</i>	<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
partition any two-digit number into tens and ones	using resources to support them	using different combinations of tens and ones	explaining their thinking fluently
add and subtract, explaining their method verbally, in pictures or using apparatus	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
recall number facts and reason about associated facts	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
recall multiplication and division facts for 2, 5 and 10, using them to solve simple problems,	count in twos, fives and tens from 0	demonstrating an understanding of commutativity as necessary	making deductions outside known facts
identify fractions of a number or shape	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
use British coins to make an amount	knowing the value of different coins	using different coins to make the same amount	paying for more than one item, calculating the change
read time on an analogue clock	to nearest half hour	to nearest quarter hour	to nearest five minutes
read scales in divisions of ones, twos, fives and tens	in a practical situation	on a number line	estimating points in between
name and describe properties of 2-D and 3-D shapes	some	all	describing similarities and differences

## PE

Mondays and Thursdays in **Autumn Term**

Mondays and Tuesdays in **Spring Term**

Tuesdays and Thursdays in **Summer Term**

Please come to school on these days in weather appropriate PE kit, rather than in school uniform. Please work on building your child's ability to independently change at home. Do make sure that your child's PE kit is **named**.



white  
t-shirt



blue/black  
joggers/leggings



blue/black  
shorts



white/blue/black  
Trainers



CHI School  
jumper/cardigan/fleece

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**.
- 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.

The Year 2 Team