



Year 2 Information 2019 / 20

Home / School communication

- As teachers we are very keen to maintain excellent communication with parents and carers. Please feel free to get in touch to discuss any aspect of your child's schooling and development. This can be done in person or by phone. Ideally, it would be best to arrange a meeting or telephone call beforehand so we can ensure we are able to give you our proper attention.

Approaches towards teaching Literacy

Spelling

- The National Curriculum clearly outlines the spelling rules children should be using by the end of Key Stage 1. We will be working through all of the rules in a systematic fashion throughout the year, supporting children to engage in a range of activities designed to support their application of rules and recall of individual spellings.
- Most weeks we will have a new spelling rule and this rule, along with some key example spellings. These will be displayed in the class windows and on homework sheets.
- We will constantly refer to 'common exception words', a list of regularly used words that don't follow usual phonic patterns. A list of these words can be found in the centre pages of the children's Reading Records.
- The centre pages of the children's reading records contain useful spelling information including a list of homophones and near-homophones and some spelling tips.

Text awareness and vocabulary development

- At times drama activities and games will be used to generate describing words and get the children moving about using actions to remember punctuation, 'noisy punctuation'. Please ask your child to show you the actions that they have been learning.
- 'Talk For Writing' is another way we will support children to remember the different features of the text type. This involves acting out a piece of writing to support an understanding of punctuation, vocabulary selection and text features.

Reading

- We run 'guided reading' sessions focusing on three key points:
 - enjoying reading in different forms such as stories, poems and information books
 - developing decoding skills, using phonic awareness and a growing sight vocabulary
 - understanding what is being read through direct comprehension, making predictions, sharing opinions about stories and then using inference skills.
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- Confident readers usually read at home. It is very important children read at home regularly to support the development of their confidence and reading competency. We strongly recommend reading most days, little and often.
- The National Curriculum identifies the need for children to read a range of text types, and to read some books several times so that they can become familiar with the text. It is important for children to have the opportunity to read books that challenge their decoding skills but also to have a chance to read a book that is not necessarily a challenge, for pure enjoyment's sake. Often good quality picture books provide children with a wealth of ideas to support the development of thinking skills and social awareness.
- Children will be encouraged to use reading books from the school collection, books at home or books from local libraries. There will be opportunities every day to get a new book if it has been signed off by parent/ carer or child. If a child doesn't like his/ her book please feel free to change it without it being completed.
- Teachers will aim to read and respond to messages in every child's reading record at least every fortnight, and hopefully as and when the records are brought into school.
- Children on the reading scheme should be aiming to read at least 3 books a week. Reading the same book more than once has been identified as a good way of supporting confidence and comprehension skills.
- 'Top Tips for Reading Helpers' can be found in the centre pages of the children's Reading Records. We believe talking about what is being read is just as important as practising decoding.
- Specific reading skills that will be developed throughout the year will include; predicting what might happen next in a story, making links between current reading and other books and making inferences (understanding what is happening in a story without it being explained explicitly within the text).

Mathematics

- We teach number awareness by first using objects and equipment (concretes) so children can 'see' what different quantities and numbers look like. We then move to recording numbers in pictures before using number sentences (previously referred to as 'sums'). Teaching children to break numbers into tens and ones (or units) and counting on and back in tens, fives, twos and ones is important.
- Supporting your child's maths learning is often best achieved in real life situations. Some ideas include:
 - reading a clockface for on the hour, half past, quarter to and quarter past
 - handling and counting small sums of real money
 - reading measures on scales and on food packaging
 - playing board games using dice and counting
 - using measuring language; metres, kilograms, litres, minutes and hours
 - sharing things fairly; either by halving, quartering or dividing out
 - thinking of 'lots' of when organising e.g. the dinner table, party favours, etc



Handwriting

- The National Curriculum outlines the expectations for handwriting for the end of Key Stage 1. We will support children on a daily basis in developing their handwriting so they develop the fine motor-skills and letter formation awareness they need to be able to scribe clearly and fluently.
- Central to developing a clear and fluent handwriting style is the 'frogs-legs' pencil grip and an erect sitting position to ensure 'good habits' are carried forward to enable children to write quickly and clearly as they get older.
- The school follows the Cambridge Penpals handwriting script.

Marking and Feedback

- Each lesson will have a clear learning intention which will be discussed with the children. The children are reminded throughout the lesson what the teacher is looking for in their work. The children will refer to the objective as OLI (our learning intention) and WILF (what I'm looking for).
- Teachers and teaching assistants will mark children's work against the WILFs display at the top of a piece of work. They will also underline good pieces of learning with pink (tickled pink) and underline areas for improvement in green (green for growth).
- On occasions children may be given a Next Step (NS), which is an extra task to consolidate or extend their learning.

Homework

- Homework will be sent out on Monday and should take about an hour. We recommend completing the homework in shorter sessions across the week. Usually a list of spellings will be included for parent/ carer information.
- Homework should be brought back on the following Monday.
- If your child has any worries over the course of the week, we are available to explain the homework to them individually. Please feel free to speak with the class teacher if any clarification is needed regarding a homework task.

Rewards and sanctions

- Class teachers will acknowledge and celebrate individual and shared successes and achievements as part everyday practise, using different methods throughout.
- Often in-class displays are used to celebrate good choices and make children aware when they need to improve their choices. If children repeatedly go against our school values the consequence may be missing part of a playtime for reflection.
- Golden Time is at the end of the week and is earned through good behaviour etc. Individuals can also lose minutes from their Golden Time for poor behaviour choices, usually five to ten minutes.



Library

- Caterpillars will use the library on Thursdays, Grasshoppers on Fridays, and Pondskaters and will do so on Fridays.
- Please return library books regularly.

P.E.

- Children have two sessions of PE each week. The days on which these lessons take place will change through the year as we have external specialist coaches supporting the school, such as a gymnast or rugby coaches.
- Please ensure children have a well-fitting PE kit in school (suitable for both inside and outside in cold weather), correctly labelled. The children need a school logo t-shirt, shorts and trainers, plus a navy tracksuit top and bottom. The children should not wear their school cardigan or fleece. Girls must have a pair of socks in their bag for days when they are wearing tights – they can't wear tights during P.E. lessons. Earrings must be removed or covered (by Micropore from home) on PE days. School staff are not allowed to remove earrings. Long hair must be tied back.
- If the hall is in use for any reason, then children will either be taken outside for their lesson or their lesson will be made up at another time.
- The school actively promotes walking, cycling and riding scooters to school.

Assessment

- Assessment will be based upon ongoing class teacher observations. A variety of assessment methods will be used across the whole year. As is the case with all schools, SAT scores and levelling has been disbanded in favour of class teachers collecting evidence of a child's competencies across a range of indicators outlined in the National Curriculum. Year Two children will sit reading and mathematics SATs test papers in the Summer Term but these tests will not dictate our assessment. We will instead make judgements based on children's competencies in day-to-day learning rather than placing emphasis on one-off tests which do not necessarily reflect children's learning.

House-Keeping and Other Information

Parent helpers

- If you would like to help with reading during the day, we would very much appreciate it. However please make sure you have an enhanced DBS clearance with the office. These can be arranged via the office.

Lunches

- Please do not give your child sweets or nuts to bring into school.
- Please make sure your child has a water bottle every day.
- Please put packed lunches in named lunch boxes.
- Only fruit or vegetables may be eaten at playtime as we are a healthy school.
- We provide children with a variety of both fruit and vegetables to eat as a snack during morning break time.



PPA (Planning, Preparation and Assessment time)

- Miss Rice will be providing cover for class teachers when they are out of class. She will be teaching in Caterpillars on Tuesday afternoons and for an hour on Wednesday mornings, Grasshoppers on Monday and Pondskaters on Wednesdays.

Miscellaneous

- Pencil cases and rucksacks are not needed in school; we will provide children with the stationery they need.
- Please ensure children have weather appropriate clothing, especially waterproof coats as the British weather has a habit of surprising us.
- Please write a note to say who will be picking up your child on a regular basis – if possible, one note for the whole year, informing us of the different people who have permission to collect your child. School policy dictates we can't let a child go home with another adult without parental permission.

Class assemblies

Each Year Two class will be performing their own Class Assembly to any parent / carers who are able to attend. Each assembly will start at 9am.

- Caterpillars' class assembly will be on Friday 22nd November.
- Pondskater' class assembly will be on Friday, 29th November.
- 2 Grasshoppers' class assembly is on Friday, 6th December.