

Welcome to the Year 2 Curriculum Evening

► Monday 14th October 2019

Meet the Staff

Purple Class
Mrs Chew

TP - Mrs Lewis

PPA - Miss Hudson
(Every other
Wednesday)

Blue Class
Mrs Martin/Mrs Windsor

TP - Mrs Dirkin

1:1 - Mrs Nelmes and
Mrs Horne

Year 2 topics - The Big Question?

Why is our food so fabulous?
How far will these feet take me?
Great Fire of London
Traditional Tales and Twists
Mini-beasts
Under the Sea (Australia/Great Barrier
Reef)

Homework

1. Spellings - Sent home termly.
 2. Reading with comments and Termly Reading Challenges. Children can change their books daily.
 3. Times tables - TT Rockstars (Launching soon!)
-
- ▶ **Spellings - There will be a spelling test each Friday. Please ensure your child has their spelling sheet in their plastic wallet on a Friday so we can record their scores.**

Phonics

In Year 2 the children will be in one of four spelling groups based upon their ability. They may move groups throughout the year according to how we feel they are getting on.

Some children are now moving on to Phase 6, which focuses on spelling rules, particularly suffixes and prefixes.

Any children who did not pass the screening check at the end of Year 1 will have the chance to re-sit the screening test at the end of Year 2. They will receive further intervention support to prepare for this screening as well as their usual phonics lessons.

Reading Expectations

- ▶ Ideally, children will read at home 5 times a week. Please make sure you either comment or simply date their reading diary.
- ▶ The children can change their books daily but please make sure they have finished a book before they change it! They are responsible for looking after their books and bringing them back to school.
- ▶ Teaching partners may record children's new books in their diaries but if we haven't please feel free to do this at home.
- ▶ Teachers and Teaching Partners will do their best to hear children read but sometimes with a busy timetable it is impossible for us to hear every child every week. A parent helper may hear children read or they will be heard during a Guided Reading session.
- ▶ In Year 2 Guided Reading sessions will happen in classrooms each week, to assess children's fluency and understanding of the texts they are given.

Vocabulary questions

- Which words best describe what (name a character) is like? Why?
- Where is the story set? How do you know?



Sequencing questions

- What's the 1st problem that happens?
- List the sequence of events in the text



Prediction questions

- What do you think will happen next? Why do you think that?



Retrieval questions

- What did (Character from the text) do?
- Why did he/she do that?
- What does the title of the book tell us?
- Why is the book organised like this? (non-fiction)



Inference questions

- How is the character feeling? How do you know?
- Do you think.....? Why?
- What words does the author use to describe the character? The setting?



Reading

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

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.

* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

English- Talk 4 Writing

- ▶ **Talk for Writing** enables children to imitate the key language from a particular text orally before they have a go at writing their own version.

It comprises three stages:

- ▶ **IMITATION** - Children are told and mime a story or non-fiction again and again until they are able to re-tell the story accurately themselves. This stage does not involve any writing and it is based on creative strategies to enable students to internalise the text.
- ▶ **INNOVATION**- Children write the text learnt previously in class, but they get to change one element of their choice (the main character, the setting, the ending, etc.)
- ▶ **INVENTION**- Children will be writing their very own text within the same topic (e.g. The Disgusting Sandwich), but they have the freedom to choose their plot, characters, setting etc.. In this stage children should already have a bank of sentence openers, conjunctions and strong vocabulary acquired from the original story.

In a clump of trees on the edge of the park there lived a badger. He was a very hungry badger, and his tummy wouldn't stop rumbling. One day a boy came to the park. He had a sandwich with him. It had fresh white bread and peanut butter.

It was a beautiful sandwich!

The boy took his sandwich to the playground.

He was about to take a bite but he dropped it into the sandpit.

Now the fresh white bread was covered in gritty yellow sand.

"Well," said the little boy, "I can't eat it now. It's disgusting!"

A red squirrel found the sandwich. She didn't mind the sand.

She carried the sandwich into a tree but she dropped it into a pond.

Now the sandwich was covered in smelly green goop.

"Well," said the red squirrel, "I can't eat it now. It's disgusting!"

A slimy frog found the sandwich. He didn't mind the goop.

He pulled the sandwich out of the pond but dropped it on the grass.

Now the sandwich was covered in sticky brown mud.

"Well," said the slimy frog, "I can't eat it now. It's disgusting!"

A crafty fox found the sandwich. She didn't mind the mud.

He grabbed the sandwich off the grass but he dropped it onto an ants nest.

Now the sandwich was covered in hundreds of tiny black ants.

"Well," said the crafty fox, "I can't eat it now. It's disgusting!"

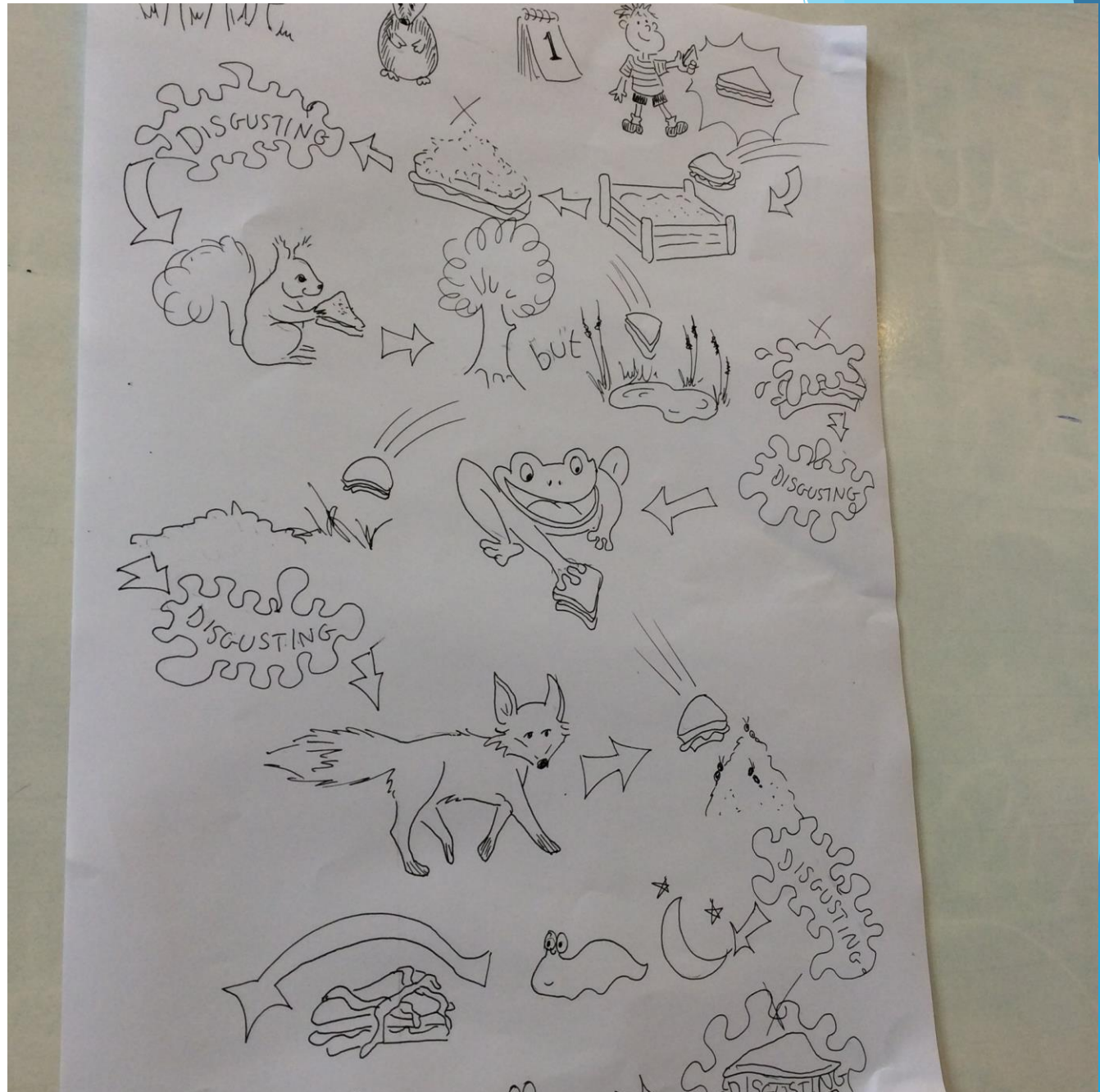
The moon came out...and so did the slippery slugs. They slithered all over the sandwich and criss-crossed it with trails of silvery slime and oozy grey bubbles.

Finally along came the badger. He was hungrier than ever.

He gazed at the sandwich and his tummy rumbled. RUMBLE RUMBLE

So he ate up all the slugs. SLURP!

But he didn't eat the sandwich. It was **too** disgusting!



Examples of actions used throughout



First



Next



After that...



Later on...



Finally...



Because...



So... / so that...



Therefore...

-Kung Fu Punctuation

Year 2 Common Exception Words

kind	gold	any	move
find	told	many	prove
mind	plant	door	busy
behind	Mr	poor	again
wild	Mrs	floor	sugar
child	most	our	who
last	both	hour	climb
past	children	only	clothes
fast	water	money	improve
path	because	even	break
bath	people	half	great
pass	should	whole	steak
class	could	parents	Christmas
grass	would	father	beautiful
old	everybody	pretty	
cold	after	eye	
hold	every	sure	

Writing

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

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.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Maths

Assessment Framework

Resources - Dienes, Number lines and Bar
model

SATS - Arithmetic and Reasoning

Maths

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

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.

¹ For example, base 10 apparatus.

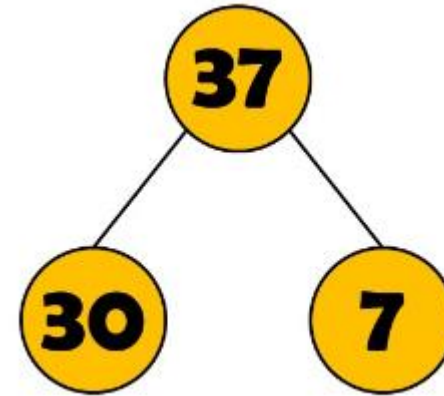
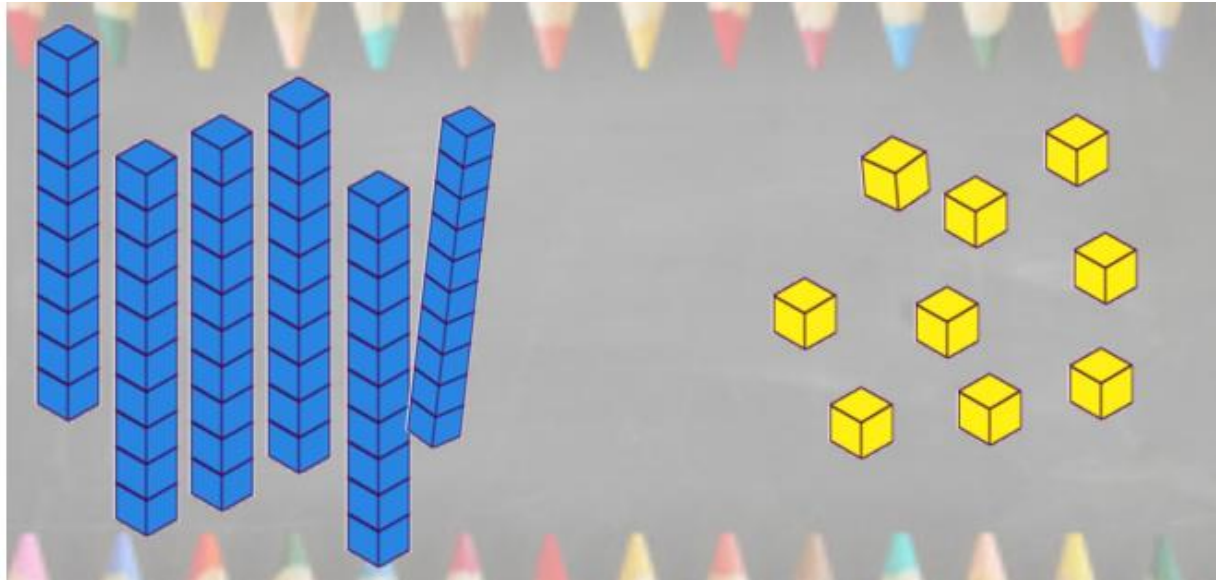
Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

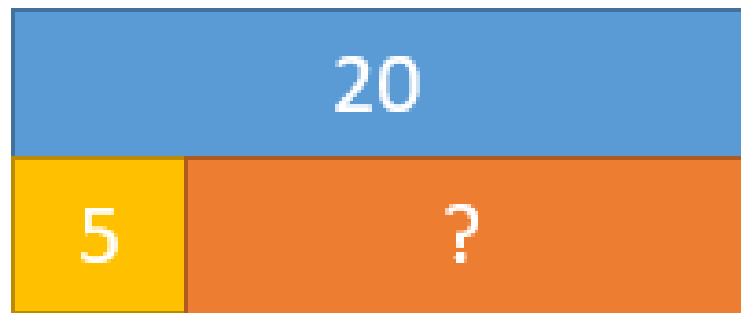
* The scale can be in the form of a number line or a practical measuring situation.

Maths



$$18 < 27$$

$$27 > 18$$



ASSESSMENT

How do we assess?

- Assessing children does not mean testing them
- Written work, practical tasks, homework
- Group discussions, guided work, one-to-one work with an adult
- Marking and feedback
- Daily and termly records

How do we assess?

- All subjects, with a greater focus on Reading, Writing, Maths and Science by assessing individual objectives for these subjects from the National Curriculum
- Teachers use their knowledge of a pupil's work over the academic year

Formal Assessment

- Statutory tests (SATs) in Reading, Maths (no Writing test)
- May 2020
- Scores are not reported to the Local Authority, the DFE or to parents
- Tests / scores are designed for school use only, to support teacher judgements
- Attainment is the teacher's decision, not the outcome of the test

Please be reassured...

- We don't mention the word "test" or worry the children by talking about important assessments, however we will prepare the children in a sensitive way so that they're familiar with the papers
- Independent work is usual practice as part of children's on-going learning activities
- We don't put pressure on children
- They will be in a familiar place with a Year 2 teacher due to the rotation of activities
- Breaks are taken between tests (or during them if necessary)

PE Expectations

- ▶ Twice a week (Wednesdays and Thursdays).
- ▶ Children are expected to have a full PE Kit.
 - ▶ Please ensure PE bags are named and they will need a pair shorts and T-shirt in their house colour (if possible)
- ▶ A pair of clearly named black plimsolls/trainers and a pair of socks.
 - ▶ In the winter leggings/joggers so that children can also do outside PE.
- ▶ **ALL CLOTHING TO HAVE THEIR NAMES ON PLEASE!!**

Ways to help at home

- Home reading and usual spelling practice
- Any extra that you may already do
- Mid-year report targets
- My Plan targets
- Educational I-Pad/Computer games
- Please don't mention tests!
- Parents evening handouts
- Instagram — thetwelveweeksof, fiveminutemum, buddiesbabiesandbiscuits, flisatfun (Maths/Literacy highlights)

Any Questions?



Thank you for coming and for all your support at home!

