



Welcome to Year Two

Curriculum and Timetable

Your child will continue to experience a broad and balanced curriculum in line with the National Curriculum. Subjects taught include English, Mathematics, Science, Computing, Religious Education, Topic (History and Geography), Design and Technology, Art, Physical Education, Music, PSHE and RHE (Relationships and Health Education).

Our Year Two Teaching Assistants will be at the door every morning to welcome the children. Please continue to use your child's Home Link book for queries. Urgent messages can be passed on via our Teaching Assistants. All children in Year Two enter school in the morning via the door at the front of the Key Stage One building. Please refer to the school map for the location of our entry and exit doors and our classrooms. The daily timetable in Year Two is the same as the timetable in Year One.



Our snack scheme continues in Year Two and all children have a snack at morning and afternoon playtimes. We ask for a voluntary weekly contribution of £1:00 to operate this scheme, payable via Parent Pay. The children should bring a see-through bottle of water clearly labelled with their name so they can have a drink during the school day.

All children are entitled to a free school meal in Year Two. Your child will choose from a hot school meal or a school packed lunch. You have the option to provide a packed lunch from home if you wish to. Daily menus are read out to the children during registration time and can be found on the school website under the Information for Parents tab and Catering.



School uniform and PE kit requirements remain the same. We would ask that all school clothing is clearly labelled with your child's name. Within the first week of the new term the children will bring home a new Home Link book with their timetable stuck inside it. The timetable will tell you the days on which there are PE lessons and when kit is required. Please let us know if your child is to be exempt from a PE lesson for a particular reason. Please remember, in accordance with Staffordshire policy, we are unable to help children to take their ear-rings out and we cannot provide plasters to cover ear-rings. Any children who are unable to take their ear-rings out independently will not be able to take part in PE lessons. It is also important that children are able to change quickly and independently at the beginning and end of PE lessons. We also expect children to be able to fasten their own school shoes and PE pumps or trainers. Children with long hair must have it tied back.

We have high expectations for children's behaviour in the classroom and during playtimes. We continue to reward the children with tokens and bookmarks stickers, building towards our bronze, silver and gold awards. We will work with your children to help them to continue to develop their ability to listen and follow instructions, to increase their levels of independence and to promote positive choices for work and play.

Year Two English

The English curriculum consists of ‘spoken language’, ‘reading’ (which is ‘word reading’ and ‘comprehension’) and ‘writing’ (which is ‘transcription’ or spelling and handwriting, and ‘composition’ or forming, structuring and communicating ideas through effective use of grammar and punctuation).

Reading

Your child will read with a teacher or teaching assistant every week during ‘guided group reading’ lessons. We have two or three reading lessons each week. During Year Two, children continue to develop decoding skills. They are also expected to recognise the Year Two ‘common exception’ words on sight. A list of the Year One and Year Two common exception words has been included in this pack. The children are expected to increase the fluency of their reading and read texts at a reasonable pace. Being able to answer both verbal and written questions about texts is very important in Year Two. The children will learn to answer questions by finding useful information in a text. They will discuss the meaning of new words in texts. They will develop inference and deduction skills and consider the deeper meaning of texts. The ‘reading standards’ included in this pack are an example of the current expectations for the end of Year Two.

All children will be given a reading book from the Oxford Reading Tree scheme and a Home Link book within the first week of school. Home Link books should be brought to school every day. As in Year One, children should read their home reader two or three times before they change it, as most children will benefit from opportunities to improve their word recognition, fluency and understanding through revisiting a text and discussing it in increasing depth. We expect the children to remember when they need to change their book and start to change it more independently. Each class teacher will let you know when their class’s designated days are for changing home reading books. We would like the children to read to an adult at home at least three or four times a week as progress in reading promotes progress across the whole academic curriculum. Please write brief comments in the Home Link book each time your child reads so we know when they are ready to change their book. Please note, if you write a particularly important comment in your child’s diary, please ask your child to hand it directly to their registration teacher as they enter the classroom in the morning. Please also be aware that teachers of Year Two are required to keep detailed reading records during guided group reading, and this forms part of our evidence base when teacher assessing the children’s attainment in reading. In Year Two, teachers do not record reading comments in the children’s Home Link books. You are welcome to query your child’s progress in reading and discuss their reading experiences at school, should you wish to. The Rocket into Reading scheme continues in Year Two. Children are expected to hand their Home Link book to their teacher when they are ready for their next sticker or their next certificate. Non-scheme books will also be made available for the children to bring home to encourage them to widen their reading experiences and tastes. Bug Club will also continue in Year Two and we would encourage the children to discuss the comprehension activities with an adult to gain maximum benefit from them. Some children will also continue to use our online phonics resource, ‘Nessy’.

Writing

During Year Two the children will study and write different text types including recounts, letters, diaries, reports, stories, poetry and instructions. The ‘writing standards’ included in this pack outline the current expectations for the end of Year Two. Preparation for writing tasks will include reading, role play, SPAG (spelling, punctuation and grammar) activities, partner talk and use of a range of planning formats such as story mountains and storyboards. Children use success criteria (or lists of specific skills) to promote their use of a widening range of writing skills and as an evaluative tool. They also learn to proof-read and start to edit and improve their own writing.

The children will learn to recognise different types of sentences, including statements, questions, commands, exclamations and exclamation sentences. They will be expected to include

all of these sentence types in their written work. The children will use a wider range of punctuation accurately, including capital letters, full stops and question marks. Some children will also aim to use exclamation marks, commas in lists and apostrophes for singular possession. The children will learn to use a wider range of conjunctions, including 'and, or, but, when, if, that, because.' The children will be expected to recognise nouns, adjectives, verbs and adverbs when they are reading and develop their use of them in their writing.

All children will continue their study of phonics using the 'Letters and Sounds' program to start Year Two and they will learn to apply their knowledge of phonics when spelling as well as when they are reading. After completing their study of phonics, most children will progress onto Year Two's 'No Nonsense' spelling programme. The spelling curriculum in Year Two is extremely challenging and children are expected to apply their knowledge of the spellings they learn in their written work as spelling progress contributes to our assessment of the children's progress in writing at the end of the year. The No Nonsense curriculum includes a range of homophones (words that sound the same but are spelt differently and have a different meaning), common exception words from the Year Two list, contractions such as 'didn't, don't, shan't' and words with a range of suffixes such as 'ed, ing, s, ment, ness, ly, ful'. You will receive information about the phonics and spellings your child is working on via their weekly phonics or spelling homework. Your child will be encouraged to develop a range of strategies for learning their spellings via their weekly spelling homework. Spelling homework will often include five compulsory words and an optional extra five to provide additional challenge. Spelling knowledge is checked weekly in the Home Link book and the children mark, and if necessary, correct, their own spelling attempts under the supervision of their teacher.

Handwriting development is also important in Year Two. Our main priorities are that all letters are formed correctly, all letters are positioned on the line, finger spaces are used consistently and letter sizes are appropriate (clear ascenders or tall letters such as 'b,d,h,l' and clear descenders or hanging letters such as 'g,p,y'). Able writers are expected to start to use the cursive style for some of their written work.

Year Two Maths

Your child will continue to work within their attainment group on differentiated Maths activities. Our curriculum is based on the CPA model, starting with lots of use of a range of concrete apparatus to work on all aspects of 'number'. The pictorial stage encourages children to make links between the physical objects and a more abstract understanding, through use of drawings and pictures, diagrams and models. The children will learn to use a range of pictorial and written methods to support their learning. Abstract is the stage at which children use numbers and mathematical symbols. All three approaches are used throughout the year and continue into Key Stage Two. Your children will continue to use a range of apparatus to support them, including cubes, tens sticks and ones cubes, numicon, number lines and hundred squares. They will also be encouraged to develop their own written methods to support them with their number work, e.g. supporting addition and subtraction with base ten drawings, partitioning strategies and blank number lines, drawing circles to support division, drawing arrays to support multiplication. Children will be expected to use their own written methods confidently by the end of Year Two. Mathematical reasoning and problem solving are important elements of the Maths curriculum. When children are assessed, questions will include reasoning and problem solving as well as discrete number work. Application of knowledge in puzzle and problem contexts is really important. The children are also expected to be able to explain their working out and talk through their strategy for solving a problem. They should be able to explain why a particular answer is reasonable. Use of a growing range of mathematical vocabulary is expected when explaining and reasoning. A list of 'maths standards' has been included in this pack. These are the current expectations for the end of Year Two.

PSHE/RHE

A new 'Relationships and Health Education' curriculum became statutory from September 2020, as part of our current PSHE curriculum. In Year Two we will focus on developing the children's ability to recognise, understand and build healthy relationships with family and friends. Our PSHE curriculum also includes work on self-respect and showing respect for others, mental wellbeing and online safety. We will also continue to promote awareness of British values, including democracy, rule of law, individual liberty, and mutual respect, tolerance and diversity. Our PSHE curriculum is often taught through use of stories. As part of promoting mutual respect and preparing the children to play a positive role in our diverse society, we will be seeking to ensure the range of texts we use during English lessons and assemblies represents our diverse society.

Homework

Homework is set on most Fridays and must be completed by the following Wednesday.

Homework usually comprises:

- reading to an adult at least three or four times a week and discussing reading
- a phonics or spelling activity
- a maths challenge

If you wish to give feedback about your child's success with their homework, please write your comments in your child's Home Link book and ask your child to hand it directly to their class teacher. If you ever have any queries about homework, please do not hesitate to contact your child's teacher. Some of our homework will be online and it will include My Maths, Bug Club, Times Tables Rockstars and Nessy. A reminder of usernames and passwords will be sent home when we set online tasks.

Assessment

Attainment in reading, writing and maths is described using the terms:

- working towards the level expected for a child of this age or 'W' for working towards
- working at the level expected for a child of this age or 'S' for secure
- working beyond the expectation for a child of this age or 'E' for exceeding

Year Two teachers use this vocabulary to describe your child's attainment reading, writing and maths. We also use the terms 'W' and 'S' to describe attainment in Science.

Judgements are made about children's progress and attainment using teacher assessment. Teacher assessment judgements are based on many aspects of your child's work including our day to day observations of your child's verbal contributions to group and class discussions, their response to practical activities and the work in their books. We also use assessment activities to help to inform our judgements and these are carried out regularly during the year.

In May 2022, your child will be assessed using the SATs (Statutory Assessment Tests). The government produces new SATs for Year Two children each year, including two reading tests, two maths tests and two optional SPAG tests. The government will inform us about tests and assessment procedures for your children during the next academic year and we will give you more information this later in the year.

Assessment of children's attainment in Year Two is based on teacher assessment of children's work produced in the spring and summer terms, particularly from March to June. Tests form only part of the information used to assess the children. The work in books across the curriculum, and our day to day observations of the children and our records of discussions with them, are the mainstay of our assessment evidence. It is really important that all Year Two children have 100% attendance during this time. Assessment in Year Two is a 'one hundred percent' model and not a 'best fit' model like it is in Year One. This means, for example, that a

child who is aiming to be 'secure' has to show evidence for meeting every single standard for reading, writing and mathematics to be judged as 'secure'.

We have parent teacher consultations in the autumn and spring terms to discuss your child's progress towards the reading, writing and mathematics standards, their progress across the curriculum and their behaviour and welfare at school. Children on the SEN register will have termly PPP reviews as usual.

Visits and Visitors

We are hoping to take the children to see a pantomime at a local theatre before Christmas as we have done in the past. This visit is likely to cost approximately £15:00. In previous years, we have also invited lots of visitors into school as we have wanted to enrich as many aspects of the curriculum as possible. A local vicar came to school to help us with our study of Christian texts. We have also been to St. John's church. Staff from Gentleshaw Wildlife Centre came to help us with our Science studies. We also had a faith visitor to help us with our study of Islam and a Relax Kids workshop focussing on mental wellbeing. We have also held a day of circus skills workshops, a day of dance workshops and a morning of DT challenges. The cost of visitors for the year has been approximately £16:00. We will let you know more about visits and visitors during the year.

Communication with Year Two teaching staff

If you have any queries about your child's progress and welfare in school, please do not hesitate to contact your child's teacher. You are welcome to record comments or queries in your child's Home Link book. Your child must hand their Home Link book directly to their teacher if there is a specific comment you would like us to respond to.

We hope you have found this information useful.

We look forward to working with you to ensure your child has another happy and successful year at Five Ways Primary School.

Year 2: MATHEMATICS STANDARDS

Working towards the expected standard – ‘Working towards’ or ‘W’

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 resources 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 six 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 – ‘Secure’ or ‘S’

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 their 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

Working at greater depth within the expected standard – ‘Exceeding’ or ‘E’

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. $29 + 17 = 15 + 4 + ?$; 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 have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Year 2: READING STANDARDS

Working towards the expected standard – ‘Working towards’ or ‘W’

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 – ‘Secure’ or ‘S’

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-appropriate books, the pupil can:

- read most words accurately and fluently without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- 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 inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

Oxford Reading Tree ‘Gold’, ‘White’ and ‘Lime’ band are the expected level of difficulty for Year 2. *This is understanding as well as decoding, and able to answer a range of questions including retrieval of information from texts and also inference questions.*

Working at greater depth within the expected standard – ‘Exceeding’ or ‘E’

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

Year 2: WRITING STANDARDS

Working towards the expected standard – ‘Working towards’ or ‘W’

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 representing 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 – ‘Secure’ or ‘S’

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
- using 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 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 within the expected standard – ‘Exceeding’ or ‘E’

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 KS1 mostly correctly (*including exclamation marks, commas in lists and apostrophes to mark where letters are missing and also for singular possession*)
- 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.

Year 1 and 2 Common Exception Words

Year 1

the they one
 a be once
 do he ask
 to me friend
 today she school
 of we put
 said no push
 says go pull
 are so full
 were by house
 was my our
 is here
 his there
 has where
 I love
 you come
 your some

Year 2

door gold plant
 floor hold path
 poor told bath
 because every hour
 find great move
 kind break prove
 mind steak improve
 behind pretty sure
 child beautiful sugar
 children after eye
 wild fast could
 climb last should
 most past would
 only father who
 both class whole
 old grass any
 cold pass many

clothes

busy

people

water

again

half

money

Mr

Mrs

parents

Christmas

everybody

even


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