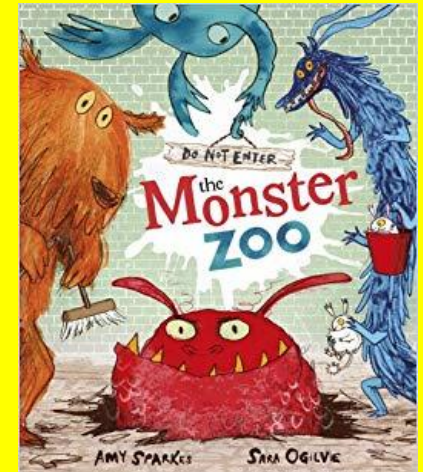


Welcome to Year 2





Year 2 teaching staff

Miss Wright, Mrs Horton, Miss Fereday
Mrs Hancox, Miss Heeley



Organisation

Mixed attaining classes

The Year 2 day

9:00 register
lesson 1

10:00 snack
playtime

10:20 lesson 2

11:15 assembly

11:30 lesson 3

12:10 lunchtime


























1:10 lesson 4

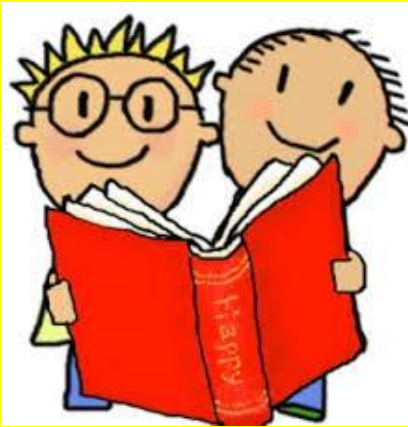
2:00 playtime

2:10 lesson 5

3:15 home time

Year 2 Timetable

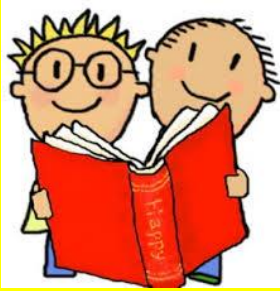
	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5
M o n d a y	English  Miss Wright	Snack & playtime	Maths  Miss Wright	Assembly	Reading  Miss Wright	Lunch	Music  Mr McFarlane	Playtime	PE (KS2)  Miss Cattell
T u e s d a y	Maths  Miss Wright	Snack & playtime	English  Miss Wright	Assembly	Phonics  Miss Wright	Lunch	Science  Miss Wright	Playtime	Computing/ D.T  Mrs Rhodes Mrs Rock
W e d n e s d a y	Maths  Miss Wright	Snack & playtime	English  Miss Wright	Assembly	Phonics  Miss Wright	Lunch	RE  Miss Wright	Playtime	Reading  Miss Wright
T h u r s d a y	PE (KS1)  Miss Wright	Snack & playtime	Maths  Miss Wright	Assembly	Phonics  Miss Wright	Lunch	English  Miss Wright	Playtime	Reading  Miss Wright
F r i d a y	Maths  Miss Wright	Snack & playtime	Topic  Miss Wright	Assembly	Phonics  Miss Wright	Lunch	Art  Miss Wright	Playtime	Mental Maths  Miss Wright



English

The English curriculum consists of...

- spoken language
- reading (word reading, comprehension)
- writing (transcription, composition)



Reading

- differentiated reading groups
 - ✓ range of text types
 - ✓ continue to develop decoding skills using knowledge of phonics
 - ✓ read Year 2 common exception words, words with 2 or more syllables, words including a range of suffixes (ed, ing, ly, ness, ment, less, ful)
 - ✓ discuss meaning of challenging vocabulary
 - ✓ fluency is important
 - ✓ identify grammar and punctuation
 - ✓ find answers in the text quickly
 - ✓ make inferences
 - ✓ make predictions and comparisons
- reading at home (at least 3/4 times each week)
 - Oxford Reading scheme, 'real' books, Bug Club

Year 1 and 2 Common Exception Words

Year 1

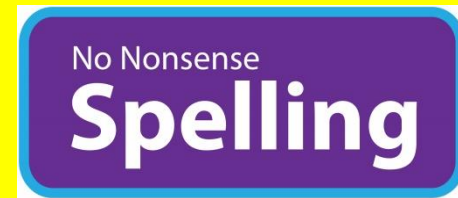
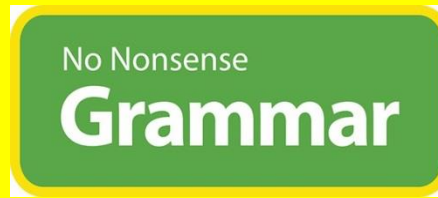
the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

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



Writing



- Grammar

- ✓ use of a range of conjunctions, e.g. and, but, or, when, if, that, because
- ✓ use of noun phrases to make writing more descriptive or specific
- ✓ grammatically correct construction of statements, commands, questions, exclamations

- ✓ correct use of present and past tense

- ✓ recognise nouns, adjectives, verbs and adverbs

- Punctuation

- ✓ capital letters, full stops, question marks

- Spelling

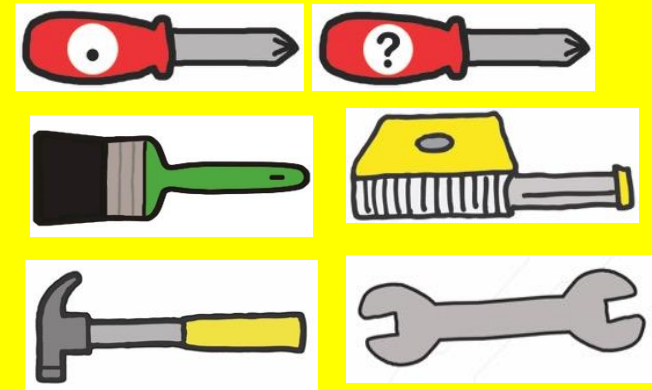
- ✓ high expectations - e.g. many common exception words

- Handwriting

- ✓ finger spaces

- ✓ clear ascenders and descenders

- Check, correct and evaluate writing



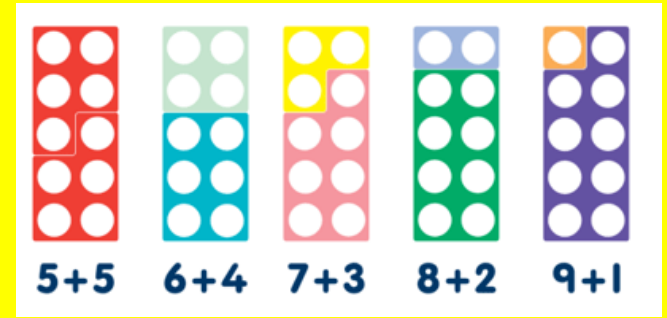
Our school font

children

children



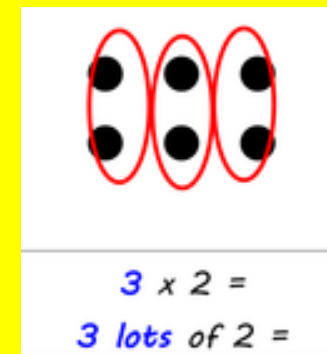
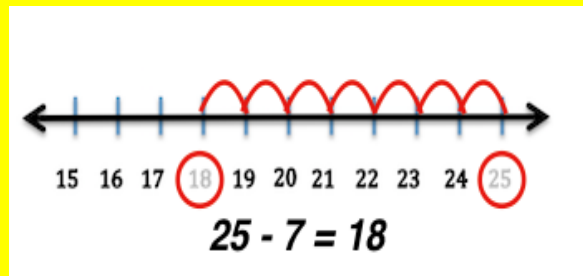
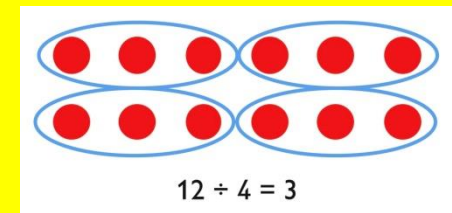
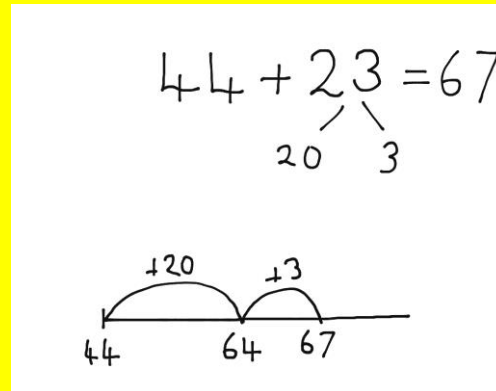
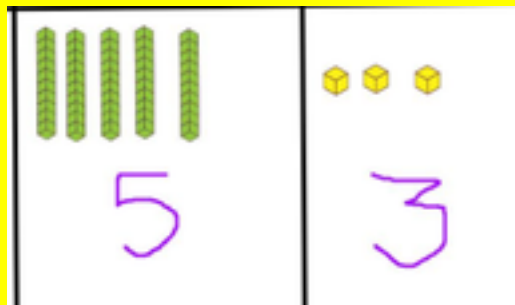
Maths



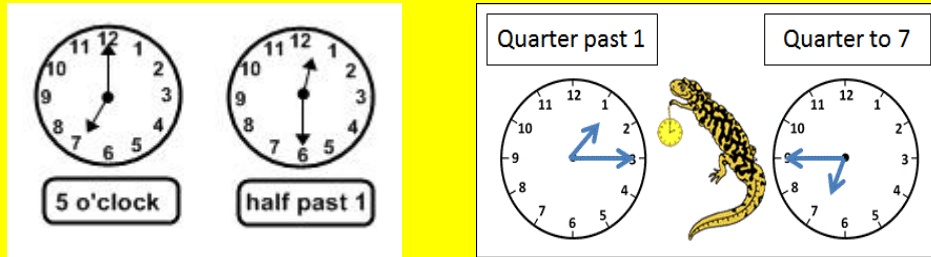
The Mathematics curriculum consists of...

- **Number**

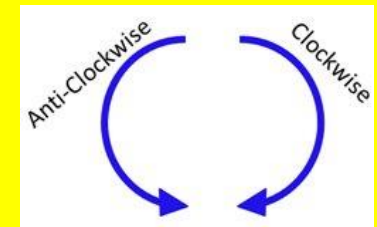
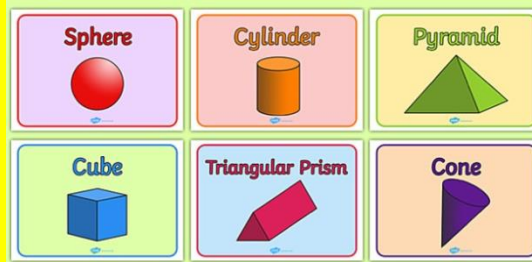
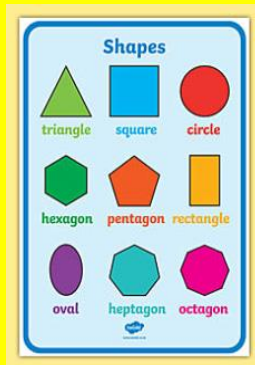
- place value, addition, subtraction, multiplication, division, fractions



• **Measure** - time, money, length, mass, capacity, temperature



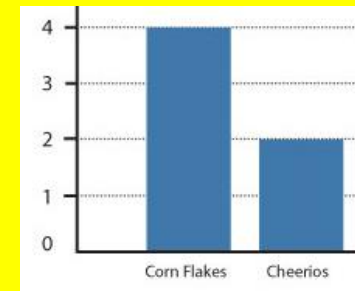
• **Geometry** - 2D and 3D shape, position, direction, movement



• **Statistics** - pictograms, tally charts, bar charts, tables



Favorite Pets		
Pet	Tally Marks	Number
		10
		4



Reasoning and problem-solving are important.

Some online homework - 'MyMaths' and 'Times Tables Rockstars'



Parent Planning



Homework



Equipment



Visits and visitors



Medical information



Behavioural expectations



Assessment

- Attainment
 - working towards, secure, exceeding
 - reading, writing, mathematics, science
- Statutory Assessment Tests (SATs) in May 2020
 - English - reading, optional SPAG
 - Maths - arithmetic, problem-solving and reasoning
- Teacher Assessment
 - ongoing throughout the year, March to June
- KS1 Assessment evening in Spring term

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, or stages 9, 10 and 11, 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

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.

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).

Marking and Feedback

- New research - DfE / Ofsted
 - Extensive discussions
 - Clear philosophy
- 
- Already trialled by Year Leaders
 - Roll out to all classes - age appropriate



Thank you!