

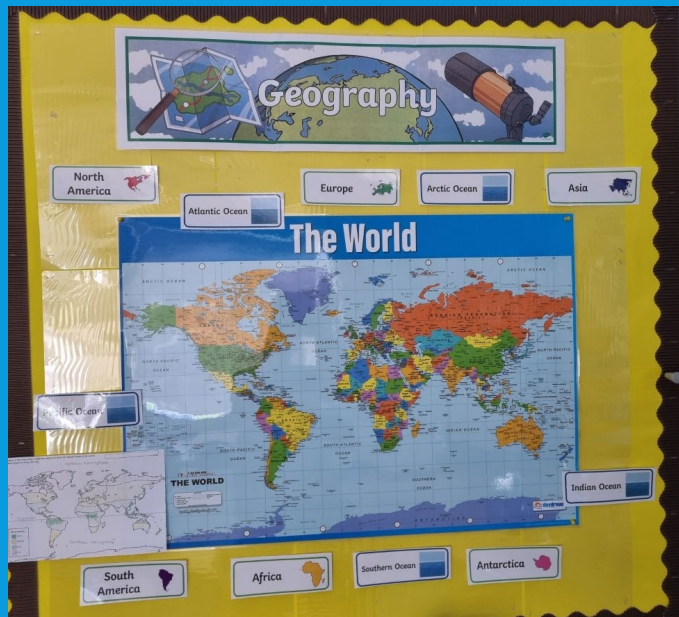
WELCOME TO YEAR 2

Miss Roberts

Tuesday 16 July

THE YEAR 2 CLASSROOM

- Working walls for each subject – supporting learning with key information and vocabulary.
- Books and resources for children to use.

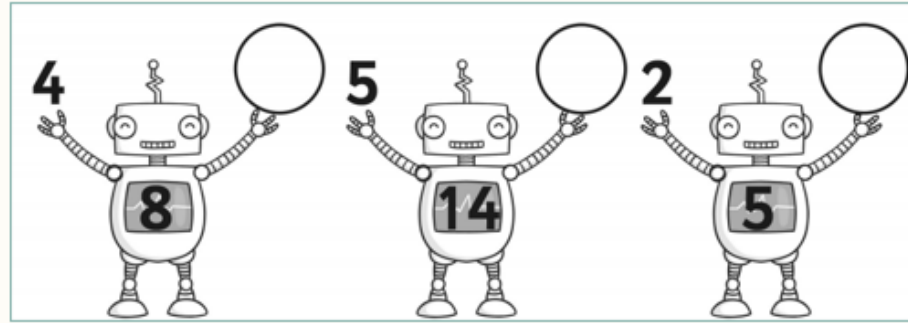




THE YEAR 2 STAFF

ROUTINES - MORNING

- Parents and children line up on the playground. Staff will wave once the door is open and then you can come up and drop off at the door. Please chat with us and pass on any messages.
- Children put book bags into one of three boxes (red/yellow/orange) as soon as they come into the classroom. PE kits go on pegs at the back of the classroom. The pegs are named to support children and adults finding their space. They will also keep their coat on this peg. Water bottles will stay with the children wherever they sit in the classroom so they have access to them at all times.
- Each child will have a tray to keep their things in just like in Year 1. They can keep their jumpers/cardigans in these too when they take them off.
- Children then complete morning tasks. These will help practise taught skills for example spelling or maths fluency.



$$\square + 6 = 11$$

$$\square + 7 = 14$$

$$\square + 5 = 9$$

$$\square + 9 = 16$$

$$\square + 10 = 15$$

Use these signs < or > to make these statements true.

$3 \square 9$

$12 \square 7$

$6 \square 8$

Put in the missing numbers.

12		14		16		18		20
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How many can you solve in a minute?

$2 \times 5 =$

$10 \times 4 =$

$8 \times 2 =$

$9 \times 10 =$

$3 \times 2 =$

$11 \times 2 =$

$7 \times 5 =$

$5 \times 5 =$

$6 \times 10 =$

$4 \times 2 =$

$12 \times 5 =$

$3 \times 5 =$

$6 \times 5 =$

$7 \times 10 =$

$2 \times 3 =$

Correct my spelling

frend

makeing

chanj

dreeming

happyest

icee

ROUTINES

At the end of the day

- Children are responsible for gathering all their belongings and get ready for home time. They will sit in their seat in the classroom until their name is called. As in the morning, parents/carers line up in the playground and we will wave once we are ready.

Other routines

- PE kits will be brought on a Monday and stay in school until Friday.
- Reading books will be changed on a Friday according to the reading record.
- Please continue to write notes in planners, but let us know in the morning as we don't routinely look every day. Planners will be checked every Friday.

LEARNING IN YEAR 2

- Structured teacher inputs.
- Independent learning, paired learning or group learning.
- Hands-on learning, investigation.
- Outdoor 'classroom'.
- No seating plan/groups change.
- Staffing – personalised learning – intervention, support and stretch as children need it.
- Independent challenge areas – challenge books.
- Celebration of achievement and learning (stickers, team points, certificates).

CHARACTERISTICS OF EFFECTIVE LEARNING

Hunsley Primary Characteristics of Learning statements build upon the crucial Characteristics of Effective Learning which underpin the statutory Foundation Stage Curriculum.

There are 10 statements across the Characteristics, organised under four overarching headings – the main areas we wish our pupils to develop:

- Behaviour for Learning
- Working Positively Together
- Independent Learning and Enquiry
- Organisation and Communication

The four 'grades' of assessment remain the same across the Key Stages:

- 1 – I am confident in this area, above age-related expectation
- 2 – I am developing these areas well
- 3 – I need help to meet these areas sometimes
- 4 – I am receiving regular support to meet these areas

Behaviour for Learning	Being willing to have a go <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error
	Keeping on trying <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties • Engaging in open-ended activity
	Being involved and concentrating <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details
Working Positively Together	Finding out and exploring together <ul style="list-style-type: none"> • Working in partnership to ensure positive co-operation • Showing curiosity about objects, events and people <ul style="list-style-type: none"> • Showing particular interests and interest in The Team achievements • Acting out experiences with other people • Taking on a role
	Making a positive contribution <ul style="list-style-type: none"> • Being a full member of The Team • Being responsible for own choices and actions and helping others to do the same • Respecting others' ideas, beliefs and contributions • Respecting and participating in the democratic process • Showing an understanding of right from wrong
Independent Learning and Enquiry	Having confidence in their own ideas <ul style="list-style-type: none"> • Thinking of own ideas • Finding ways to solve problems • Finding new ways to do things • Having self-knowledge, self-esteem and self-confidence
	Choosing own ways to do things <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked
Organisation and Communication	Taking pride in learning <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Completing activities to their best standard • Being proud of how they accomplished something - not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise
	Being able to organise their own learning <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect
	Using the 'language of learning' <ul style="list-style-type: none"> • Discussing and describing (Working Scientifically) • Reflecting, questioning and reasoning (WS) • Capturing and recording (WS) • Practising and applying in different contexts (WS) • Going deeper and taking next steps (WS)

OUR CURRICULUM

Our curriculum is based on the National Curriculum 2014. We teach a knowledge based curriculum (facts and skills). As a free school we have the capability to adapt and add to this. Our Curriculum plans have just been updated, with lots of exciting learning planned for next year.

- English (reading and writing), maths and science are core subjects. English and maths are taught daily. Science is taught weekly.

The remaining subjects are known as foundation subjects.

- History, Geography and RS are taught weekly.
- Art and DT are taught in blocks each half term, with a weekly lesson.
- Music is taught weekly through the Charanga programme.
- PE is twice weekly.
- PSHE is included in House Development days, through weekly assemblies and through our weekly Talk Time lessons.
- Computing skills are also taught weekly.
- We also learn a little bit of French each week as an introduction to the subject.

PHONICS AND SPELLING IN YEAR 2

- Focus switches within Phase 6 to spelling.
- Application of phonics for spelling is key, particularly considering alternative graphemes for spelling.
- Different ways to practise spelling are taught.
- Learn spelling of Year 2 Common Exception Words.
- Intervention for any phonics gaps.
- Phonics screening will take place for those who need to take the assessment in June 2025.

/j/ sound spelled 'dge'

badge
edge
bridge
fudge

/j/ sound spelled 'ge'

huge
charge
change
village

/s/ sound spelled with a 'c'

race
city
ice
fancy

/n/ sound spelled with a 'kn' or 'gn'

know
knee
knock
gnaw

/r/ sound spelled with a 'wr'

write
wrist
wrong
wrote

/l/ sound spelled 'le' at the ends of words

table
apple
bottle
little

/l/ sound spelled 'el' at the ends of words

camel
tunnel
travel
towel

/l/ sound spelled 'al' at the ends of words

metal
pedal
capital
animal

Words ending in 'il'

fossil
pencil
nostril

/i/ sound spelled 'y' at the ends of words

cry
fly
dry
try

Adding 'ies' to nouns or verbs ending in 'y'

flies
tries
replied
babies

Adding suffix to words ending in 'y'

copied copying copier
cried crying crier
replied replying replier
tried trying trier

Adding suffix to words ending in 'e'

hiked hiking hiker
biked biking biker
shined shining shinier
whined whining whinier

Adding suffix to words ending in a consonant

patted patting
dropped dropping
sadder saddest
faster fastest

/or/ sound spelled with 'al'

all
ball
talk
walk

/u/ sound spelled 'o'

other
brother
mother
monday

/ee/ sound spelled with a 'ey'

monkey
donkey
key
valley

Words with an 'a' after a 'w' or 'qu'

want
what
quash
quantity

/er/ sound spelled 'or' after a w

work
world
word
worm

/or/ sound spelled 'ar' after a w

war
towards
warm

/z/ sound spelled 's'

television
treasure
usual
measure

Suffix 'ment'

enjoyment
achievement
payment
agreement

Suffix 'ness'

darkness
rudeness
sadness
kindness

Suffix 'ful'

careful
playful
thankful
wonderful

Suffix 'less'

careless
homeless
hopeless
spotless

Suffix 'ly'

badly
happily
softly
silently

Contractions

can't
didn't
hasn't
couldn't

Words ending in '-tion'

station
fiction
motion
section

Homophones

there	hear	see	knight
their	here	sea	bee
they're	to	won	be
bear	too	one	blew
bare	two	night	blue

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	

Create with Colour

Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.

spelling
spelling

Capital Idea

Write your words three times, each in capital letters.

SPELLING
SPELLING
SPELLING

Learn Your ABC

Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.

my
words
spelling
spelling
words
my

Keep Copying

Write your words out three times each. Use different colours if you want to.

spelling
spelling
spelling

Make the Headlines

Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.



Build a Pyramid

Make a pyramid using the letters in your words.

w
wo
wor
word
words

Take a Test

Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.

1. my
2. spelling
3. words

Picture This

Include each of your words in a funny picture that makes you think of the word.



Build a Sentence

Write each of your words in a sentence. See if you can build your sentences into a story.

One day a huge
spelling monster
came to my town
and ate all the
words!

READING IN YEAR 2

- Independent reading daily – time to enjoy books and reading.
- Guided/shared reading sessions to teach reading skills (such as inference, prediction, sequencing).
- One-to-one reading.
- Online resources and challenges to engage in reading at home via Active Learn Bug Club.
- Target: read own or school reading books (or online Bug Club books) independently three times per week and sign off in the reading record.
- Reading comprehension assessments are used to assess learning and are added to teacher assessment to summarise progress and ascertain next steps in addition to all the above.

MATHS IN YEAR 2

- We follow the White Rose Maths programme of learning.
- Always based on next steps for each child.
- Concrete, pictorial, abstract learning.
- Mastery curriculum.
- White Rose maths assessments are used at the end of a block and a term, which is added to ongoing teacher assessment to give summary of progress and ascertain next steps.
- Follow mastery number also which practises basic number fluency

WRITING IN YEAR 2

- Writing builds on next steps.
- Lots of opportunities to write.
- Reading linked to writing.
- Punctuation, grammar and spelling patterns (suffixes) taught.
- 'Talk', drama and discussion
- Lots of different genres and text types explored.
- No spelling test. Spellings given will be linked to ones children need to practise or words which will support them in their wider curriculum learning.
- Letter formation and size of letters increasingly important in Year 2.
- Independent writing completed and assessed regularly

Year 2

Vocabulary, Grammar and Punctuation

Word

I can

- make nouns and adjectives using suffixes
- make compound words
- compare using -er and -est
- use -ly to make adverbs

Sentence

I can

- extend my sentences using if, that, because
- extend my sentences using or, but
- use adjectives to describe nouns
- recognise statements, questions, exclamations and commands

Text

I can

- use past and present tense correctly
- use verbs to show actions in progress

Punctuation

I can

- use capital letters, full stops, question marks and exclamation marks
- use commas in a list
- use apostrophes to show that a letter is missing
- use apostrophes to show that something belongs to somebody

I can talk about my work using these words

noun	noun phrase	verb
statement	compound	comma
command	question	apostrophe
adjective	adverb	
tense	suffix	



WIDER CURRICULUM IN YEAR 2

- Applying skills and learning across the curriculum.
- Lots of discussion and sharing of ideas through paired talk, small groups, whole class sessions.
- Practical and hands on.
- We facilitate children learning for themselves.
- Recording in books but in lots of different ways – supporting learners.

SATS

- SATS are no longer compulsory
- As a trust we have opted to do SATS for reading, writing, maths and GPS
- These will be carried out like any other year groups end of year tests.

HOME LEARNING

- One activity set weekly on Friday.
- Always consolidation and will contain staggered challenge.
- Alternates between English and maths.
- Will remain on Google Classroom.
- Feedback will be given to the children when homework is reviewed.
- Reading is encouraged at home as much as possible.
- Practising times tables (2/3/5/10) and related division facts as much as possible at home would be great too.
- Practise the spelling of Common Exception Words as much as possible will help spelling.

ANY QUESTIONS?