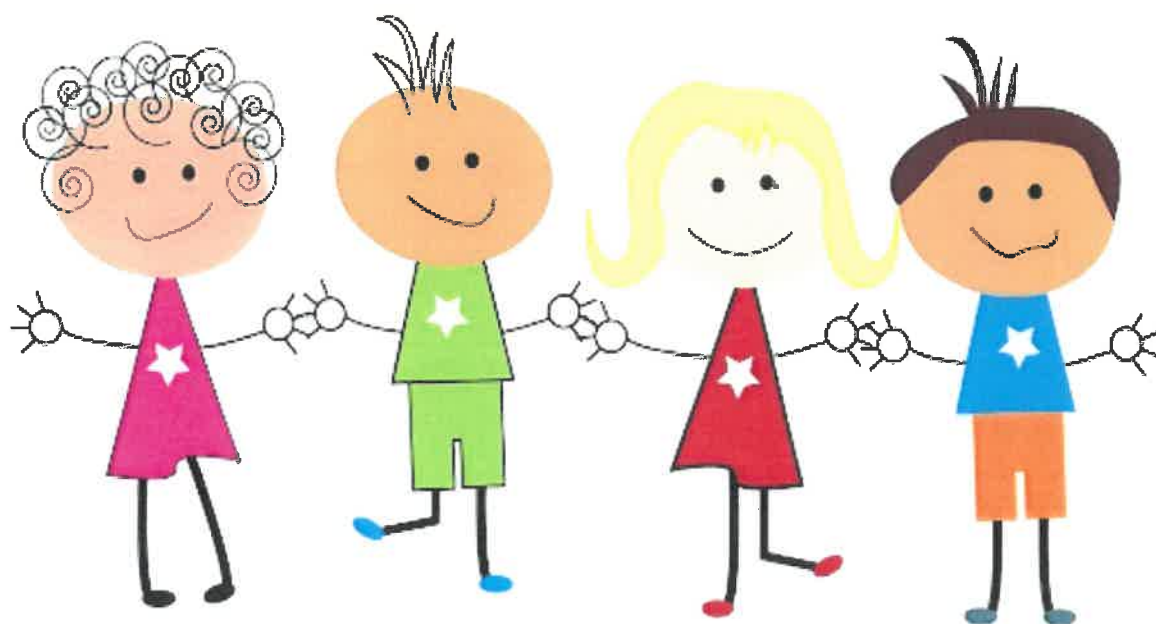


# Year 2 Information for Parents 2022-2023



## WELCOME TO YEAR 2 ☺ ☺

We look forward to the year ahead and sharing your child's learning journey with you. We hope you find this information useful. There is always a lot of information at the start of a new class, so please keep this booklet safe so that you can refer back to it when necessary.

### Teachers

- Teacher - Mrs K. Littlewood
- Teaching Assistants - Mrs C. Harding and Mrs L. Lundy
- PPA Cover - Mrs L. Tetlow and Mrs A. Crossley
- Midday Supervisor - Mrs N. Mills

### Reading Books



- We will hear children read in school at least once a week. Children will have a set reading day, on that day they will be given 2 books for the week. These books will be changed on the same day every week. Sometimes they will be heard more often, when staffing or parental help in school permits.
- Should your child read both books within the week, before it is their book changing day, we encourage you to read books from home, or the library, or from the Oxford Owl website, making a note of them in your child's reading journal.
- The reading book 'bookmark' challenge operates throughout the school. Please endeavour to read every night with your child, supplementing school books with your own books from home. Reading regularly really does make the world of difference to your child's learning. (See explanation of the reward system in the front of the reading journal)
- See 'Infants Reading at Buckstones' leaflet for more ways to help your child.
- See also the sheet entitled 'Can you tell us?' This can be used as an aide memoire for when you read with your child at home.

### Buckstones KS1 Reading Challenge

We have an additional reading challenge across the school. This is to promote a love of reading as well as being a bit of fun! The reading challenge for Autumn is in the back of your child's reading journal. We would love to see photos of any of the reading challenges.

- See the Key Stage 1 Autumn, Spring and Summer Reading Challenges.

## Guided Reading

- When the children are ready, Mrs Littlewood, Mrs Harding and Mrs Lundy will move from hearing individual readers to hearing the children read in guided reading sessions with groups of up to six children. These sessions will give the children an opportunity to read aloud from a shared text and ask and answer questions about what they have read.

## Book bags

- Please check your child's book bag every night as there may be important letters or pieces of information.
- Encourage your child to keep their bag tidy.
- If the children would like to put a keyring on their reading bag to help them identify them in the box, that is fine. Please only put one keyring on their bag as more than one takes up a lot of room in the box and we have a limited space to store book bags.



## Pump bags

- Your child will be expected to bring a pump bag with their P.E clothes in (list of clothes needed is further on in this booklet) but also could you please make sure that there are a couple of spare pairs of socks/tights and some underpants/knickers in there too, just in case!



## Homework

- Reading: 10-15 minutes per night.
- Practise weekly spellings and common exception spellings. (The latter will be given out later on in the year.
- Literacy/Numeracy - according to themes / concepts studied that week, set on Friday and to be returned by the following Friday please.

- Homework should be presented in the same manner as schoolwork, with pencils only being used for written work.
- A tick list will be kept to ensure all children have completed homework set. A judgement for the quality of homework is given in the end of year report.
- **Spellings** will be given out on a Friday, ready for the test the following Thursday



### Golden Time

- Golden Time is on a Thursday after P.E. The children can choose from a variety of toys and games in the classroom.
- Golden Time may be reduced for a child if their behaviour is inappropriate during that week.
- The class can gain extra Golden Time, for example when making us proud during a certain lesson, or making a real effort learning a new skill, or showing excellent behaviour at playtime.



### P.E. (Thursday afternoon and Friday morning)

<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>
Games (outdoor) Attacking and defending Football Skills	Dance Gymnastics (indoor)	Dance Gymnastics (indoor)	Dance Gymnastics (indoor)	Games (outdoor) Catch Racket Skills feeding and fielding
Athletics (outdoor) Running				Athletics (outdoor) Throwing

Jumping				
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**P.E is on a Thursday and a Friday**

- P.E. kits are to remain in school but will be sent home every half term to be washed.
- Outdoor kit - joggers, leggings, t-shirt, jacket/jumper & trainers\*, Sept - Dec, plus all of the summer term.
- Indoor kit - white/yellow PE t- shirt, black shorts & pumps, Sept- Dec, then all of the Spring Term(until Easter)

**\* Trainers must be worn for outdoor P.E**

**FOR HEALTH AND SAFETY REASONS WE CANNOT ALLOW CHILDREN TO DO GAMES/P. E OUTSIDE WITHOUT THE PROPER KIT INCLUDING TRAINERS.**

## **End of Year Expectations**

### **Reading Expectations**

See separate sheet

### **Writing Expectations**

See separate sheet.

See also Year 2 Grammar and Punctuation booklet.

### **Maths Expectations**

See separate sheet

## **SATS**

The children in Year 2 will have tests in Reading, Spelling, Punctuation and Grammar and Mathematics in May 2023, known as SATs. There will be a meeting for parents in January/February to explain these and for you to have a look at some past papers. The exact date will be sent out nearer to the time.

If you have any questions, please don't hesitate to contact school. We use Tapestry to keep in touch and share your child's learning journey through Year 2.

Many thanks for your continued support,

Year Two Team.

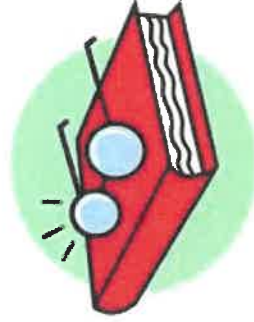


# Reading

## At

# Buckstones

How you can help your child with their reading?



Parents and Carers,

At Buckstones Primary School, we consider reading to be of great importance and the key to all other aspects of learning as it impacts on everything a child does.

In school, your child may experience a wide range of reading opportunities, which include:

- Independent reading
- Guided reading (teacher working with a group to develop particular reading skills).
- Shared text work in Literacy lessons
- Comprehension
- Research (using ICT/reference books)

Some reading may happen in the Literacy/Guided Reading session but equally, the children may have these opportunities through any other subjects.

This leaflet is designed to help you, help your child at home.

How you can help your child with their reading

If children see parents reading, they'll copy. Don't feel guilty about relaxing with a book, a newspaper or magazine. You are setting a good example.

Spend a little time reading with (or to) your child every day, even if it's just a few minutes. It soon becomes a special time that'll you both value.

Letting children choose their own books gives them a chance to express themselves and give children real confidence.

Reading with your child can be a way of giving homework support, but you don't need to just read the books issued by school. You could encourage your child to also read magazines, newspapers, non-fiction books and comics.

Reading with your child should be fun and relaxed, and should give your child the chance to practice their reading skills without fear of 'getting it wrong'.

Every so often pause and ask questions, look at illustrations and discuss interesting points or words in texts.

## Guided Reading

In school the children work with the teacher on a Guided Reading activity. This is a planned session giving the teacher opportunity to teach or practise the relevant reading skills for your child's ability. We use this session to teach different reading strategies, hear your child individually and ask questions to ensure understanding of the text.



## Reading Journals

All the children in the school are given a

Reading Journal. This needs to be brought into school each day with the child's home reading book. We also ask parents to sign and date when you hear your child read at home. If you wish to make a comment when you hear your child read there is space for you to do so.

Pointers will be sent home to help your child with their reading and questions you can ask them when you read together.

## Reward for Reading

Your child will be rewarded for efforts made with reading. A good reader is not a child who races to the top of a reading scheme but one who has a breadth of reading experiences and can discuss, predict, explain etc. a variety of texts. As a school we will offer the children a range of opportunities to develop these skills.

Infants will receive a sticker on their book mark every time they do five home reads.

Encourage your child to read their own books in between book changes.

Once they have filled their book mark they will be presented with a book prize.

## Reading at home

Please encourage your child to read their book to you (a couple of times if necessary) until they are familiar with the words and demonstrate a good level of understanding. Always encourage your child to stop if what they have read does not make sense and have another go.



A child who follows this path will be a successful learner.







Who is your least favourite character?  
Have you read a book like this one?  
Who is the main character?  
Does it have a happy ending?



What did you learn from this non-fiction book?  
Why did you choose this book?  
Who is your favourite author?  
Is it a fiction or a non-fiction book?

Where does the story take place?  
How does the story start?  
How many stars would you give this book?  
How does the story end?  
Are there any other books in the series?



Which is your favourite illustration and why?  
What is the moral of the story?  
Can you tell me a book that is the opposite of this one?  
Who is your favourite character?  
Who is the author?

# End of KS1 Expectations

## Maths

### Number and Place Value

Read and write numbers to at least 100 in numerals

Read and write numbers to at least 100 in words

Recognise odd and even numbers to 100

Count forwards in steps of 2, 3 and 5 from 0

Count backwards in steps of 2, 3 and 5

Recognise place value of each digit in 2-digit numbers (tens, ones)

Identify, represent and estimate numbers using different representations, including the number line

Compare and order numbers from 0 to 100 using the  $\leq$   $\geq$  and  $=$  signs

### Addition and Subtraction

Add and subtract numbers mentally including

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 e.g  $30+70$

Add two 1-digit; 2-digit and a 1 digit; 2-digit and 10s; two 2-digit and three 1-digit numbers

Subtract: two 1-digit; 2-digit and a 1 digit; 2-digit and 10s; two 2-digit and three 1-digit numbers (without column decomposition)

Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures

Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems

## **Multiplication and Division**

Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication and equals signs

Recall and use multiplication facts for the 2, 5 and 10x multiplication tables

Recall and use division facts for the 2, 5 and 10x multiplication tables

Calculate mathematical statements for division within the multiplication tables and write them using the division and equals signs

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

Solve problems involving multiplication, using materials, arrays,

Solve repeated addition, mental methods, and multiplication facts, including problems in contexts

Solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and division facts, including problems in contexts

## **Fractions**

Recognise, find, name and write fractions,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ , and  $\frac{3}{4}$  of a length, shape, set of objects or quantity

Write simple fractions e.g.  $\frac{1}{2}$  of 6 = 3 and recognize the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

## **Measurement**

Choose and use appropriate standard units to estimate length (m/cm); mass (kg/g); temperature and capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

Compare and order lengths, mass, volume/capacity and record the results

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

Find different combinations of coins that equal the same amounts of money

Solve simple problems in a practical context involving addition and subtraction of money of the same unit

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Compare and sequence intervals of time

Tell and write the time to 5 minute intervals, including quarter past/to the hour

Draw hands on a clock face to show the time to 5 minute intervals, including quarter past/to the hour

Know the number of minutes in an hour and the number of hours in a day

## **Geometry: Shape**

Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line as in Year 1 and quadrilateral and polygon

Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces, as in year 1 and cuboid, prism, cone

Identify 2D shapes on the surface of 3D shapes, for example a circle on a cylinder

Compare and sort common 2D and 3D shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns and sequences

## **Geometry: Position**

Use mathematical vocabulary to describe position, direction and movement including in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

## **Data**

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

Ask and answer each question about totalling and comparing categorical data

# End of KS1 Expectations

## Reading

### Working Towards the Expected Standard

- \* I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.
- \* I can read accurately some words of two or more syllables.
- \* I can read many of the Year 2 common exception words.
- \* I can read aloud many words quickly and accurately without overt sounding and blending.
- \* I can sound out many unfamiliar words accurately.

#### **In discussion with the teacher**

- \* I can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

### Working at the Expected Standard

- \* I can read accurately most words of two or more syllables.
- \* I can read most words containing common suffixes.
- \* I can read most of the Year 2 common exception words.

#### **In age-appropriate books:**

- \* I can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.
- \* I can sound out most unfamiliar words accurately, without undue hesitation.

#### **In a familiar book that they can already read accurately and fluently, the pupil can:**

- \* I can check it makes sense to me.
- \* I can answer questions and make some inferences on the basis of what is being said and done.
- \* I can explain what has happened so far in what I have read.

### Working at Greater Depth

#### **In a book I am reading independently:**

- \* I can make inferences on the basis of what is said and done.
- \* I can predict what might happen on the basis of what has been read so far.
- \* I can make links between the book they are reading and other books I have read.



# End of KS1 Expectations

## Writing

### Working Towards the Expected Standard

- \* I can demarcate some sentences with capital letters and full stops.
- \* I can segment spoken words into phonemes and represent these by graphemes, spelling some correctly.
- \* I can spell some common exception words.
- \* I can form lower-case letters in the correct direction, starting and finishing in the right place.
- \* I can use spacing between words.

### Working at the Expected Standard

- \* I can write a short piece of clear and sequenced writing about something that has happened to me or somebody I know.
- \* I can write about real events, recording these simply and clearly.
- \* I can demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- \* I can use sentences with different forms in my writing (statements, questions, exclamations and commands)
- \* I can use some expanded noun phrases to describe and specify.
- \* I can use present and past tense mostly correctly and consistently
- \* I can use co-ordination (or / and / but) and some subordination (when / if / that / because.)
- \* I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- \* I can spell many of the Year 2 common exception words.
- \* I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- \* I can use spacing between words that reflects the size of the letters.

### Working at Greater Depth

- \* I can use the full range of punctuation (including question marks, exclamation marks, commas in lists, apostrophes for contraction and possession)
- \* I can make simple additions, revisions and corrections to my writing.
- \* I can spell all the Year 2 common exception words.
- \* I can add suffixes to spell most words correctly in their writing, e.g. *-ment*, *-ness*, *-ful*, *-less*, *-ly*
- \* I can use the diagonal and horizontal strokes needed to join letters in most of my writing.

**Here are some of the main grammar definitions your child will need to learn and use in their writing.**

**Adjective:** is a describing word that gives information about the noun.

**Adverb:** An adverb is something that tells you where, why or how something is done e.g Make sure you climb the ladder safely.

**Apostrophe:** is used to show letters are missed out of a word (a contraction). e.g. didn't or won't. Or is used to show possession: e.g Tom's jumper

**Comma:** is used to separate items in a list, e.g. I play football, tennis, rounders, cricket and swimming.

**Conjunction:** link clauses or sentences together e. g the words *and, but, so, when, if, that, because* are conjunctions. Mary likes apples but she doesn't like pears.

**Noun:** name of a person, place or thing.

**Noun phrase:** when words are added to describe or specify the noun. e.g. the green caterpillar, self-raising flour, the man in the moon. **Expanded noun phrases** usually have additional adjectives e.g the dark, mysterious forest.

**Proper noun:** the name of a particular person, place or thing e.g. Mary, Oldham, Sunday. These begin with a capital letter.

**Sentence types:**

1) A **statement** is a sentence that gives information.

e. g The boy was running down the road.

2) A **command** tells someone to do something and often begins with a verb e.g Sit over there.

Mix the flour and water together.

3) A **question** asks something and ends with a?

What time are you coming to my house?

4) An **exclamation** shows that a person feels something strongly e. g 'Oh no!

My leg hurts so much!

(An **exclamation sentence** begins with What or How )

What a hot day it is today! How tall you have grown!

**Suffix:** a letter or group of letters added to the end of a word to make a new word, e.g. **colourful, quietly, powerless.**

**Tense:** past, present and future: tells us what is happening now, what happened in the past or what will happen in the future.

**Verb:** tells us what someone is doing or what is happening.



# A Guide for Parents

# Grammar and

# Punctuation



Year 2