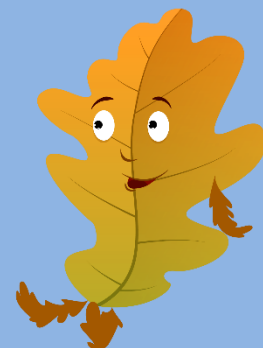


# Welcome to Year 2 2021-22





# Welcome to Elm class



**Mrs Shrieve**  
**Class Teacher**



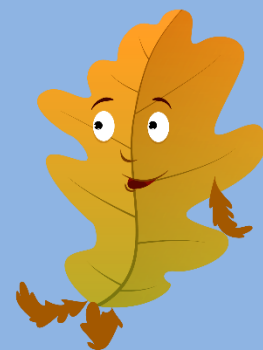
**Miss Weston**  
**Class Teacher**



**Mrs Brown**  
**PPA Cover**

Miss Weston: Monday – Wednesday  
Mrs Shrieve: Thursday and Friday

New TA starting after half term



# Welcome to Beech class



Mrs Penman



Miss Davies  
Class Teacher



Mr Smith



Mrs Irwin



Mrs Thompson

# What your child needs every day

- Their book bag
- Reading books and reading records
- Water bottles (no juice)
- PE kit - with tracksuit bottoms for when the weather gets colder
- Plimsolls/trainers (**that they can do up**)
- Appropriate coat to match the weather

# Key Information

- **P.E** - takes places on Wednesday and Friday (this can change at times). Please can kit be named. Hair needs to be tied back and earrings removed if not covered (by the child).
- **Uniform** - Please name everything. We already have jumpers and cardigans unnamed. If your child comes out without their jumper or cardigan please **remind them to check the class jumper box**.
- Please check your child's book bag for any letters, also check your emails.



# Start and End of day

- Any notes please give to your child to hand in to the class teacher.
- If you need to speak to us please email Admin and we will get back to you as soon as possible.
- At pick up please make yourself visible to us so can ensure your child goes to the right adult

# School Characters

Please refer to the booklet on our website for more details on our characters and their values. It is these values and behaviours that will create an environment for the children to excel and develop the skills they need to embrace modern education.

[Click here for the school vision booklet](#)





Laurie

Celebrate individual strengths,  
self-development and feel proud.  
Being proud of others when they've  
tried their best.



Goldie

To communicate honestly and respect each other.  
To show respect to everyone and everything.  
Respect others beliefs and cultures.



Holly

To accept failing as an essential part of  
learning how to succeed.  
To have a go and see what happens.



Solo

Allow individuals to run with ideas that play  
to their strengths.  
To support the expression of individuality.  
Be strong, be your own person.



Casey

To listen and laugh together.  
To feel safe and looked after.



Ivy

Stretching goals to grow individuals  
capabilities and opportunities.  
Rising to challenges and try your best.



# School Termly focus...

- Autumn 1 - Goldie
- Autumn 2 - Holly
- Spring 1 - Solo
- Spring 2 - Ivy
- Summer 1 - Laurie
- Summer 2 - Casey



**Goldie**  
Respect for all

# Green Choices

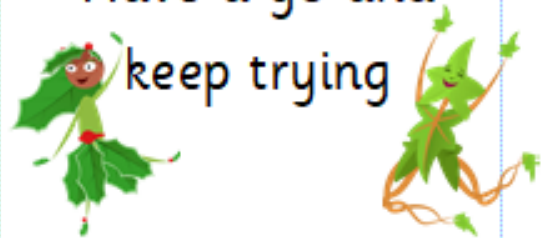
Be a good friend



Respect equipment



Have a go and  
keep trying



Listen to everyone



Quiet voice



Think for yourself



Follow directions



Be proud of your  
work



# Classroom Behaviour System

- At the beginning of the school year we discussed 'Green' choices with the class which then formed our class rules.
- The children start each morning and afternoon session in the green section of the traffic light and can then move up and down depending on their choices.
- If they get onto yellow or red there is a consequence attached. Some deliberate behaviours e.g. hurting someone results in an automatic red.





# Rewards



- Every Friday the class teacher chooses one pupil who has consistently made green choices that week to take home the class trophy for the weekend (please bring the trophy back on Monday).
- The class can individually or as a group earn marbles for making green choices in their learning and behaviours. Once the marble jar is full the class vote for their reward e.g. bring a teddy to school, class disco etc.

# Reading



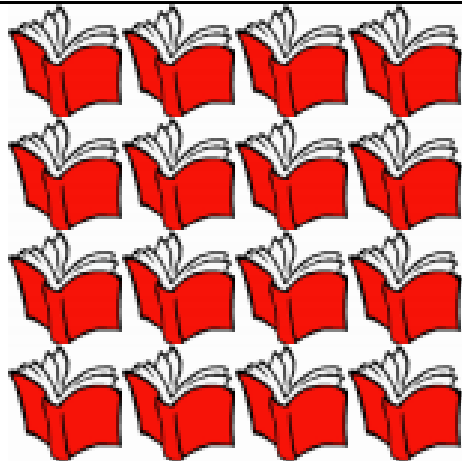
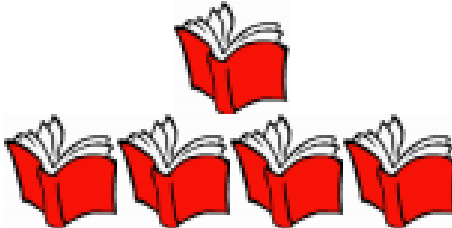

- Books are changed three times a week, (Monday, Wednesday and Friday) they can choose up to two books on each day if they have read their books.
- PLEASE write when your child has read or their book will not be changed, details also help us know how they've got on at home.
- We do a mixture of whole class, group and 1:1 reading. Reading also occurs naturally throughout the curriculum.

# Library



- Our library day is Wednesday.
- Children can choose up to two books for you to enjoy together at home.

## Why read 20 minutes at home?

Child A Reads	Child B Reads	Child C Reads
20 minutes a day	5 minutes a day	1 minute a day
3600 minutes per school year	900 minutes per school year	180 minutes per school year
1,000,000 words per year	282,000 words per year	8000 words per year
		

If a child starts reading for 20 minutes a day per night in Reception, by the end of Year 6 Child A will have read for the equivalent of 60 school days, Child B will have read for 12 days and Child C will have read for 3.

**Want to be a better reader? Simply read!**

10 Minutes reading to someone  
 10 minutes sharing or being read to  
 = 20 minutes

# Reading at home



- **Reading** - its not just about reading the words but also about getting meaning from the text.
- **Book introduction** - discuss the title, cover and characters, make predictions, look for tricky words and discuss the storyline.
- **Reading** - allow them to use the pictures, use their phonic knowledge, think about which word might fit in the sentence, discuss what words mean, add expression and note different punctuation.
- **Questioning** - ask a range of questions.



# Pawsome Gang

We use the Pawsome Gang to support asking and answering a variety of question types.



[Click here for Pawsome Gang question prompts](#)

# Reading Assessment

- The expectation at the end of Year 2 is to be reading white book band or above.
- We use a reading assessment tool but also our teacher judgement that will detail if your child is ready for the next book band or not.
- We assess: fluency, comprehension (literal and inferential) and recall.
- We also use pupils verbal and written responses to questions in whole class, group and individual reading sessions.



Book Band Colours	Phonic Phase
Lilac	Phase 1
Pink	Phase 2
Red	Phase 3
Yellow	Phase 3/4
Blue	Phase 4/5
Green	Phase 5
Orange	Phase 5
Turquoise	Phase 5/6
Purple	Phase 5/6
Gold	Phase 6
White	Completed Phase 6
Lime	
Brown	
Grey	

# End of Year 2 Writing Expectations



- Independent and coherent
- Range of punctuation used correctly
- Use of conjunctions: and, or, because, but, that, when and if
- Handwriting - mostly joined
- A range of genres
- Spelling of most common exception words
- Language - use ambitious words

[Click here for our Handwriting posters](#)

# Spellings



- Spellings - we will be looking at a set of common exception words each week which the children will work on in class.
- You will receive a list of the words for each half term.
- Children will be tested last week of the half term - applying them in sentences.
- We will be starting with the Year 1 list this half term.
- To be working at expected at the end of the year they must be able to spell **most** of them.

# Year 1 and 2 Common Exception

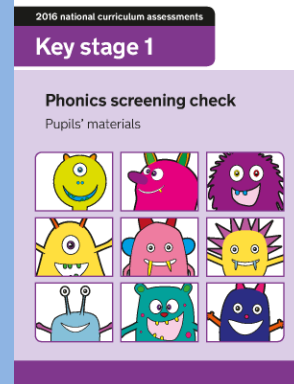
## Year 1

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	

## 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	

# Phonics



- Children usually take a phonics screening check during the summer term of Year 1.
- This year, this has been moved to the second part of the autumn term of Year 2.
- On the website there is a range of activities and games to support.

[Click here for the English section on the school website](#)

# Maths



- We use a maths mastery approach.
- A mathematical concept or skill has been mastered when a child can show it in different ways, use mathematical language to explain their ideas and independently apply the concept to new problems in unfamiliar situations.
- The emphasis is on keeping the class together until specific concepts or skills are mastered and then moving on together.

## Think of three levels of learning:

**Shallow learning:** surface, temporary, often lost

**Deep learning:** it sticks and can be recalled and used

**Deepest learning:** it can be transferred and applied in different contexts





# Math Expectations in Year 2

By the end of year 2 children should:

- Recall and use the multiplication and division facts for 2x 5x 10x tables
- Recall and use number bonds to and within 20
- Read and write numbers to 100 in numerals and words
- Count in steps of 2, 3, 5 from zero
- Count in 10s from any number forwards and backwards



# Beat That

Key component of Mastery is Maths fluency;  
being able to recall facts quickly.

These are known as **KIRFs** (Key Instant Recall  
Facts)



Name

Beat That

Date:



$4 + \square = 5$	$0 + \square = 5$
$3 + \square = 5$	$5 - 4 =$
$\square + 5 = 5$	$5 - 3 =$
$\square + 3 = 5$	$5 - 0 =$
$5 = \square + 1$	$\square = 5 - 1$

# Home Learning



In Year 2, the expectation is the children are to:

- read at least four times a week
- Spellits - set of 15 spellings (half termly)
- KIRFs (Key Instant Recall Facts) - a set of number facts (half termly)
- Home Learning grid - choose from a range of activities linked to our current topic



# Casey's Crew

- Children in Year 2 can apply to be a member of Casey's crew to help look after others on the playground during lunchtimes and playtimes.
- Children complete application form
- Training and regular check ins
- Applications coming out in next few weeks, if your child is interested, please take time to talk about making a commitment and taking a real pride in completing their application.

