



Barnes Primary School

Welcome to Year Two



Aims

Meet the team



The timetable and a recap of systems/routines

How your child has settled

The curriculum and how to support at home

Meet the Year 2 teachers



Miss Duncombe 2D



Mr Beadon 2B

Other members of the Key Stage I team

Mr Parkin



Miss Warner



Mr Pashley



Other members of the Key Stage I team

Lama



Mrs Taboas



Settling in Year Two

The timetable is exactly the same in terms of timings

The same building

The same routines and systems

Subtle changes are introduced carefully



Daily timetable

8.45-9.55am: Morning activity

9.00 - 10.00am: English

10.00 - 10.15am: Break

10.15 - 11.15am: Maths

11.15 - 11.30am: Fitness (not assembly)

11.30 - 12.15pm: Phonics and guided reading

12.15 - 1.15pm: Lunch

1.15 - 2.40pm: Science or Themes

2.40-3.00pm: Handwriting

3.00-3.15pm: Activity and dismissal



Changes in timetable

All children will have outdoor PE and Music on a **Thursday afternoon**.

They will be taught by specialist music and PE teachers.

They will have indoor PE and computing on a **Wednesday morning**.

Come in PE kit on a Wednesday.
Bring the PE kit in on a Thursday.

Routines and systems

Home learning - The same routine (stronger focus on maths and English). We will now be assigning using Teams.

Spelling - The same routine.

Spelling and home learning book in on Thursdays.

Handwriting - Introducing joined up handwriting

Reading - Slightly different as the children can change their books daily

Please ensure that your child has their reading book and journal in school everyday. Each day, children will be given the opportunity to change their books once they have finished it.



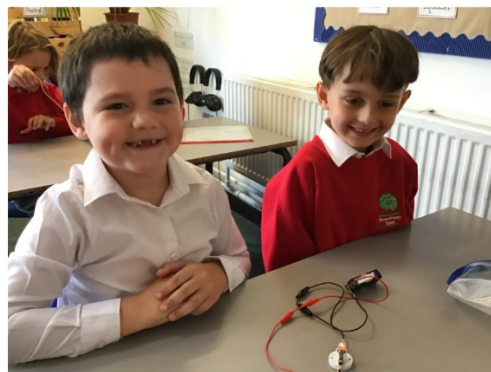
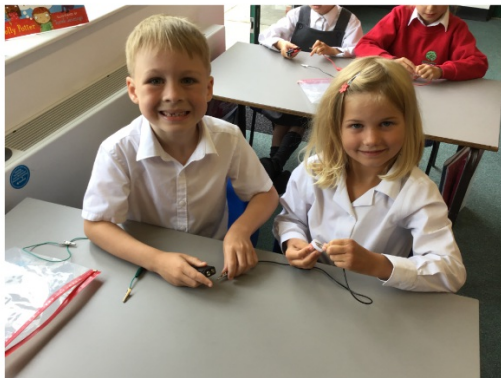
We expect the children to read at least 5 times a week. They will receive table points every time they read. Children who read often make the most progress.

Class teachers will check reading journals each day. This is a good way to communicate with us.

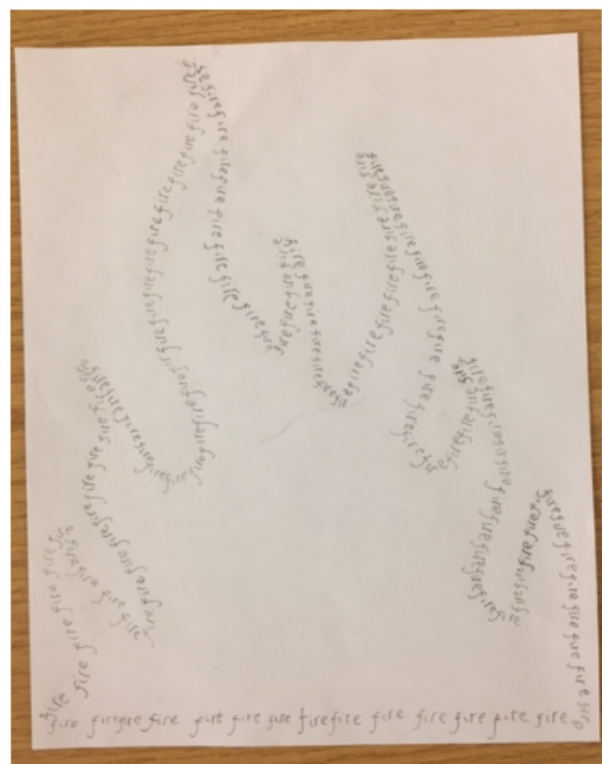
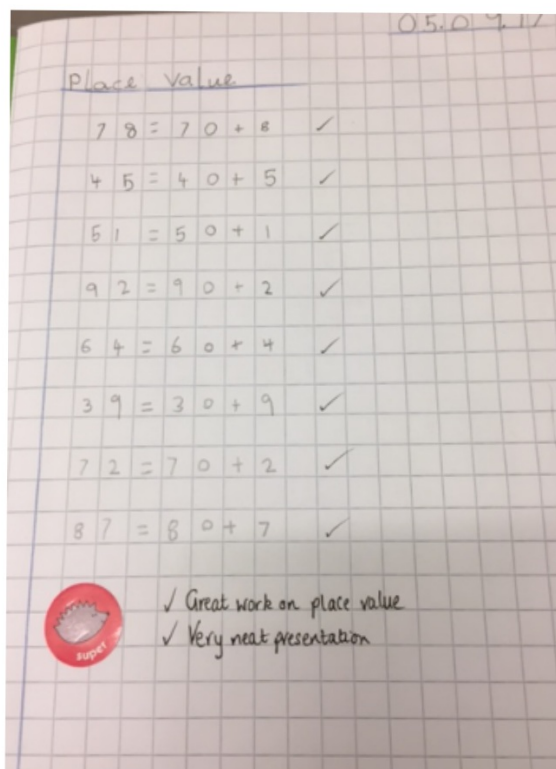
Transition to Y2



KD



Transition to Y2



Autumn Highlights

Two science days

Cookery week

Art day based around the Great Fire of London

Trip to the Florence Nightingale Museum (hopefully!)

Making a film



How to help at home

At the end of the Y2, the children will take end of key stage assessments to track their progress.

In November the children will complete the phonics screener tracker that they usually do in Y1.

Regular reading and completing the weekly home learning tasks is important.

The National Assessment system

Working towards

Working at the expected standard

Working at greater depth

Reading expectations

2019 Results:

100% expected

68% greater depth

National Results 2017

75% expected

26% greater depth

Interim teacher assessment framework at the end of key stage 1 - reading

Working towards the expected standard

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 discussion with the teacher, the pupil 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

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

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

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict 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.

English – reading

Reading little and often at home.

Work on fluency and pace.

Focus on comprehension by asking your child to make predictions, to discuss how characters are feeling, and to develop inference skills.

Writing expectations

2019 Results:

80% expected

42% greater depth

National Results 2017

70% expected

16% greater depth

Interim teacher assessment framework at the end of key stage 1 - writing

Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words*
- spelling most words with contracted forms*
- adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly*
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

English – writing


Children to write in pencil for all school tasks.

Focusing on perfecting the joins and writing at a consistent size.

Read the weekly home learning letter to obtain weekly guidance for handwriting

02.07.19

The sound Collector

Remember to...	Teacher
choose a theme and use only sounds from there	
use rhyming words on lines 2 and 4 (e.g. grey and away)	
use stanzas of four lines	
use capital letters to start each line	
	

The swaying of the trees,
 The shouting of the kids,
 The screeching of the pencils,
 The swishing of the wigs!

The crunching and the yomping,
 The woosh of the train,
 The shooshing of the teacher,
 The pitter of the rain!

Sophie

The children have developed their understanding of the poem The Jumblies, by Edward Lear, by discussing it, reciting aloud and using drama activities. They then adapted the 2nd and 5th Stanza, inspired by Edward Lear's nonsense poetry, by changing the content, but keeping the pattern the same.

They sailed away in a cupcase, they did,
 In a cupcase they sailed so fast.
 With only a beautiful wedding veil,
 Tied with a shoelace by way of a sail.
 To a dean toothbrush mast:
 And everyone said, who saw them go,
 "Won't they soon be seasick, you know!
 For the sky is black, and the voyage is
 And happen what may, it's extremely silly
 In a cupcase to sail so fast!"

Far and few far and few,
 Are the lands where the Jumblies
 Live,

Grammar, Punctuation and Spelling expectations

2019 Results:

95% expected

65% greater depth

Interim teacher assessment framework at the end of key stage 1 - writing
Working towards the expected standard
<p>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:</p> <ul style="list-style-type: none"> • demarcating some sentences with capital letters and full stops • segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly • spelling some common exception words* • forming lower-case letters in the correct direction, starting and finishing in the right place • forming lower-case letters of the correct size relative to one another in some of the writing • using spacing between words.
Working at the expected standard
<p>The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</p> <ul style="list-style-type: none"> • demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks • using sentences with different forms in their writing (statements, questions, exclamations and commands) • using some expanded noun phrases to describe and specify • using present and past tense mostly correctly and consistently • using co-ordination (or / and / but) and some subordination (when / if / that / because) • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • spelling many common exception words* • spelling some words with contracted forms* • adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly* • using the diagonal and horizontal strokes needed to join letters in some of their writing • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • using spacing between words that reflects the size of the letters.
Working at greater depth within the expected standard
<p>The pupil can write for different purposes, after discussion with the teacher:</p> <ul style="list-style-type: none"> • using the full range of punctuation taught at key stage 1 mostly correctly • spelling most common exception words* • spelling most words with contracted forms* • adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly* • using the diagonal and horizontal strokes needed to join letters in most of their writing.

Grammar, punctuation and spelling

The spelling expectations by the end of Y2 are high.

Regularly practising the word families is important as well as the high frequency words.

Maths expectations

Working at the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).
- The pupil can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.

Continued on the next page

- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

Working at greater depth within the expected standard

- The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).
- The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).
- The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$).
- The pupil can solve more complex missing number problems (e.g. $14 + \square - 3 = 17$; $14 + \Delta = 15 + 27$).
- The pupil can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).
- The pupil can solve 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?).
- The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).
- The pupil can find and compare fractions of amounts (e.g. $\frac{1}{2}$ of £20 = £10 and $\frac{1}{4}$ of £8 = £2 so $\frac{1}{2}$ of £20 is greater than $\frac{1}{4}$ of £8).
- The pupil can read the time on the clock to the nearest 5 minutes.
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).

2019 Results:

100% expected

62% greater depth

National Results 2017

76% expected

22% greater depth

Maths

The number bonds to all numbers up to and including 20.

Weekly home learning will guide you on the weekly focus.

Maths workshop in Autumn Two.

Parental volunteers

2D - Anita Hawk, Marie-Louis Spiers and Emma Pearson
2B - ?

Parent volunteers for reading / spelling / fine motor.

- 1:15pm - 3:00pm
- At least twice a week (Mon - Thur)
- Starting after half term.

Please email your class teacher as soon as possible if you are available.

WB

Any questions or queries:

2D

kduncombe@barnes.richmond.sch.uk

2B

wbeadon@barnes.richmond.sch.uk



Barnes Primary School

Thank you for attending.
We look forward to a great year ahead!



