

Welcome to Year 2

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Timetable

- Core subjects: English & Maths (5 hours a week per subject)
- IPC (every afternoon)
- P.E. on Thursday and Friday
- Spellings tested on Wednesday
- Reading lessons every morning for 20 mins as well as Guided Reading on Tuesdays and Wednesdays



Reading in Year 2

- Children are listened to once a week during Guided Reading, in a small group.
- We will assess the children's reading every half term (when we hear them read individually)
- Weekly comprehensions
- Reading should happen every day at home for 15-20 mins (this should included time to talk about the book, discuss characters, events etc).

READING VIPERS

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequencing



Reading: end of year expectations.

- read accurately most words of two or more syllables
- read most words containing common suffixes* (ing, ed, *less, ful, ment, ly*)
- read most common exception words* (tricky words)
- read most words accurately 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
- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

GREATER DEPTH:

- 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.

https://youtu.be//w4c_DMS-3IE

Writing in Year 2

- Children are given the opportunity to write every day across all subjects.
- In English, writing is linked to a text.
- Spelling, grammar and punctuation rules are reinforced in every lesson across all subjects.
- Big Writing.
- IPC & RE



Writing: end of year expectations

- 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
- use 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 of these words 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.

GREATER DEPTH:

- 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 key stage 1 mostly correctly^
- 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.



Maths in Year 2

The core areas for maths are:

- Number and Place Value
- Calculations
- Fractions
- Measurement
- Geometry
- Statistics & data

All of the above are embedded through problem solving activities at the end of the week.

Maths: end of year expectations

- 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 other 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.

Maths: Working 'at greater depth' in Y2.

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. $29 + 17 = 15 + 4 + \square$; '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 both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Sats!

- During the last two weeks of May
- 2 Reading Comprehension papers
- 2 Maths paper (Calculations & Reasoning)
- 1 Grammar, Punctuation Test and 1 Spelling Test
- Written assessment tasks (marked and assessed by class teachers)





Useful Websites

<http://www.topmarks.co.uk>

<http://www.tes.com>

<http://www.bbc.co.uk/bitesize/ks1>

<http://www.ictgames.com>