

Year 2 2017-18

Information for Parents

It has been a pleasure to meet your child this term and we are looking forward to teaching them over the course of this year.

Year 2 Teaching Team

Mrs Unwin (Teacher - Mon, Weds and Thurs)

Mrs Clarke (Teacher - Tues and Fri)

Mrs Kellock (TA - every morning and HLTA (PPA cover) Weds 1-2.30pm and Fri 1.00-2.00pm)

Timetable

A typical weekly timetable in Year 2 will look like this:

	8.45-9.00	9.00-9.30	9.30-9.45	9.45-10.30		10.30-10.45	10.45-11.45	11.45-12.00	12.00-1.00	1.00-1.30	1.30-2.30	2.30-2.45	2.45-3.25
MON JU	Morning Challenge & Register	Guided Reading Carousel	Spell Check	Grammar	10.15 KS1 Break	Assembly	Maths	Maths Meeting	Lunch	Topic <small>(incl. Art/DT, Hist/Geog, ICT)</small>		Buzz Time	
TUES KC			Maths		KS1 Break	Literacy	Assembly			Science	Music		
WEDS JU			Maths			Literacy	Assembly			RE	Topic		
THURS JU			Maths			PE	Assembly			Literacy	Sp & List.		
FRI KC			Maths Check/ Investigation			Literacy Big Write	PSHE			PE	Celebration Assembly		

Reading

Please continue to read daily with your child at home. Attached is a breakdown of the targets that we will be working on in class and your support with these at home would be extremely valuable. We will be continuing to use the same Reading Records that your child had in Year 1 and will seek to emphasise the importance of their ongoing reading journey.

Guided reading sessions will take place daily and we will work with each group over the course of the week. Each group will also have the opportunity to change books and read with another adult every week. They will bring home three books which are expected to last them for the week. We do encourage reading a variety of materials in addition to school books at home. We are very grateful for the support of parents and other volunteers who volunteer to help with reading in school.

Other elements of the guided reading carousel are:

- Paired reading with Year 5 children
- Handwriting practice
- Reading comprehension with Mrs Kellock

Homework

Children are expected to read for 10 mins every day at home. Spelling lists will be given out on Fridays and checked on Mondays. Periodically, there will be maths facts to learn and practise at home (see Times Tables below).

In addition to the above daily and weekly tasks, which are required learning, children are invited to enhance their topic learning by completing one or two optional topic-related tasks which are posted on the Year 2 class page on the school website.

The homework policy has been changed to enable the weekend to be a time of rest and family fun so children do not need to spend excessive amounts of time on the topic learning. Those who wish to will be invited to share their learning in the final week of each half term.

Times Tables

Children in Year 2 are expected to know their 2, 5 and 10 times tables fluently by the end of the year. We have already seen that the children are familiar with these and we will practise them regularly in class. Please support your child's learning with the times tables, including so that they are able to quickly and accurately recall these facts by the end of the year; this will be invaluable this year and beyond.

Some resources which we will use in class include:

- 'Hit the Button' - available online or as an app, which is great for rapid recall of number bonds as well as multiplication and division facts
- 'Percy Parker' - available online or as an app, where children sing along with the times tables; this is available for iPad and, if you can bear the catchy tunes, your child might well enjoy singing their times tables at home!

Maurice the Monkey

Year 2 will be joined this year by a monkey who will have the chance to accompany every child home for a weekend over the course of the year. He will come home on Thursdays to be returned to school the following Monday. The children will be asked to write a diary of their weekend with Maurice so that we can share his experiences. He will join the teachers for the holidays so that he is kept busy with new experiences. This will compliment several areas of our curriculum including Geography and Speaking and Listening.

Show and Tell

This will take place on Thursday afternoons as part of our Speaking and Listening session. During the course of a half term, each group of children will be allocated a date for their Show and Tell session (rota displayed on classroom door). All children are encouraged to participate and where possible bring in something related to the topic or a special event/achievement. As per Shelford School policy, children are discouraged from bringing in toys and games from home.

PE

The two lessons of PE will take place on Thursdays and Fridays. Children's PE kit should be in school every week (shorts, House T-shirt or a plain white T-shirt, plimsolls or trainers and tracksuits for colder weather) and can be left in the cloakroom. Long hair must be tied back for PE lessons. For safety, children should not wear any form of jewellery including studs. It is advised that earrings are removed before school on a PE day. Please ensure that all items of clothing and other belongings are clearly named.

Class Assemblies and Parent Briefings

Dates for class presentations and parent briefings will be given four weeks in advance. We do hope that as many of you as possible will be able to attend to receive appropriate information and celebrate your children's work. Our first assembly of the year is due to be held at 2pm on Friday 10th November.

Website

Further details about school life throughout the year are available on our school website:

<https://shelfordschool.eschools.co.uk>

Contact

If you have any concerns or queries, please speak to us or send a message/email via the office. We will endeavour to respond as soon as possible - this will be face to face or via telephone. You will be able to find us at the door of the classroom every morning for quick messages, but if you need longer please book an appointment through the office.

Many thanks for your support.

Jenny Unwin and Kirsty Clarke

Year Two Reading Targets

Word Reading
1. Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent
2. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
3. Read accurately words of two or more syllables that contain the same graphemes as above
4. Read words containing common suffixes
5. Read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word
6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
7. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
8. Re-read these books to build up their fluency and confidence in word reading
Comprehension
9. Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
10. Discussing the sequence of events in books and how items of information are related
11. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
12. Being introduced to non-fiction books that are structured in different ways
13. Recognising simple recurring literary language in stories and poetry
14. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases
15. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
16. Drawing on what they already know or on background information and vocabulary provided by the teacher
17. Checking that the text makes sense to them as they read and correcting inaccurate reading
18. Making inferences on the basis of what is being said and done
19. Answering and asking questions
20. Predicting what might happen on the basis of what has been read so far
21. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
22. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.