

Welcome to Year 2's Parent Meeting!



Mrs Hillsdon/Mrs Cole: Phizzwizards
Mrs Lacey: Whizzpoppers

Welcome!

- * Transition
- * Phonics, spelling and handwriting
- * Aims and expectations for Year 2
 - * Writing and SPAG
 - * Maths
 - * Reading and Guided Reading
- * Homework
- * Topics
- * Equipment
- * PE kit and uniform
- * Communication
- * Questions



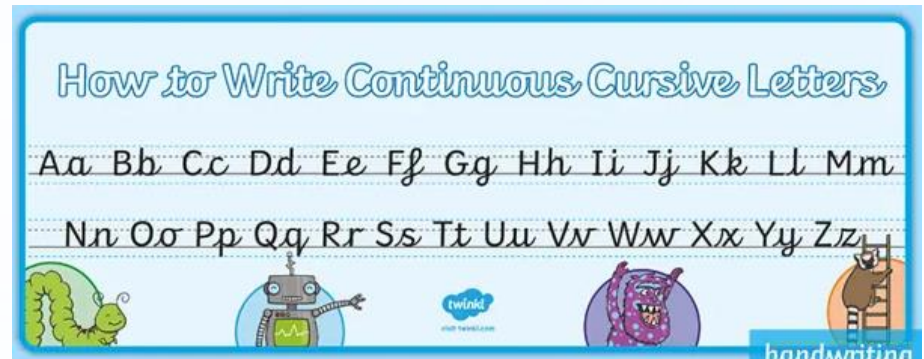
Transition





Phonics, Spelling and handwriting

- Little Wandle phonics
- Bridge to Spelling
- High frequency words
- Handwriting – Gold Standard



Spelling words

The following words are taught across Reception, Year 1 and Year 2. It follows the progression of our Phonics scheme, Little Wandle. It is expected by the time the children join Year 2, they should be able to read and write all the EYFS and Year 1 words and apply them into their reading and writing.

We will continue to assess the children each term and send home copies of this sheet.

Key = Autumn

Spring

Summer

EYFS	Read	Write	EYFS	Read	Write	EYFS/*Year 1	Read	Write
is			was			when		
I			you			what		
the			they			one		
put			my			out		
pull			by			today		
full			all			*their		
as			are			people		
and			sure			oh		
has			pure			your		
his			said			Mr		
her			so			Mrs		
go			have			Ms		
no			like			ask		
to			some			could		
into			come			would		
she			love			should		
push			do			our		
he			were			house		
of			here			mouse		
we			little			water		
me			says			want		
be			there			any		

Spelling words

We will teach the children Year 2 words and it is expected that they will then be able to read and write them correctly by the end of the year.

Key = Autumn

Spring

Summer

Year 1	Read	Write	Year 1 /*Year 2	Read	Write	Year 2	Read	Write
many			improve			every		
again			parents			everybody		
who			shoe			even		
whole			*door			great		
where			floor			break		
two			poor			steak		
school			find			after		
call			kind			fast		
different			mind			last		
thought			behind			past		
through			child			father		
friend			children			class		
work			wild			grass		
once			climb			pass		
laugh			most			plant		
because			only			path		
eye			both			bath		
busy			old			sugar		
beautiful			cold			half		
pretty			gold			money		
hour			told			Christmas		
move			hold			clothes		

adjective conjunction noun

adverb



! ? . ,

expanded

verb

noun phrase

Apostrophe:

- Possession
- Contraction

Working at the expected standard

The pupil can, after discussion with the teacher:

- 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.

Working at greater depth

The pupil can, after discussion with the teacher:

- 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.



Working at the expected standard

The pupil can:

- 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.



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-appropriate¹ books, the pupil can:

- 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 words²
- sound out most unfamiliar words accurately, without undue hesitation.

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

- 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.

*Our Topics

Autumn 1- Our World



Autumn 2- The Great Fire of London

Spring 1- The Victorians



Spring 2- Fieldwork & Observations



Summer 1- Features of the UK

Summer 2- Influential Women



Homework

Reading
Phonics/spelling
Maths (My Maths &
TTRS)



Equipment



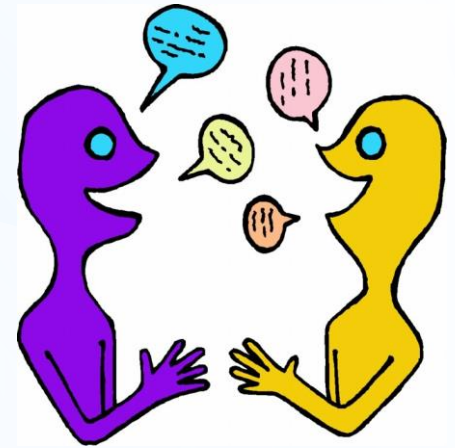
- *Belongings clearly named
- *Water bottle every day
- *P.E. and Forest School
- *Snack time
- *Appropriate sized bags - book bags are ideal!
- *Pencil cases not required
- *Play equipment before and after school

PE kit

- *Please refer to the School website for uniform
- *No branded PE kit for PE days and Forest Days.
- *PE days will be confirmed in the new term

Communication

- * Talk to us
- * Curriculum Newsletters
- * Friday Flyer
- * Email through the office
- * School website/padlet



- * <https://www.astonclinton.school.co.uk/year-2/>
- * <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- * www.phonicsplay.co.uk
- * www.spellingplay.co.uk
- * www.ictgames.com
- * [KS1 Assessment criteria](#)

Thank you for attending!

We're looking forward to an
exciting year!





*Questions?