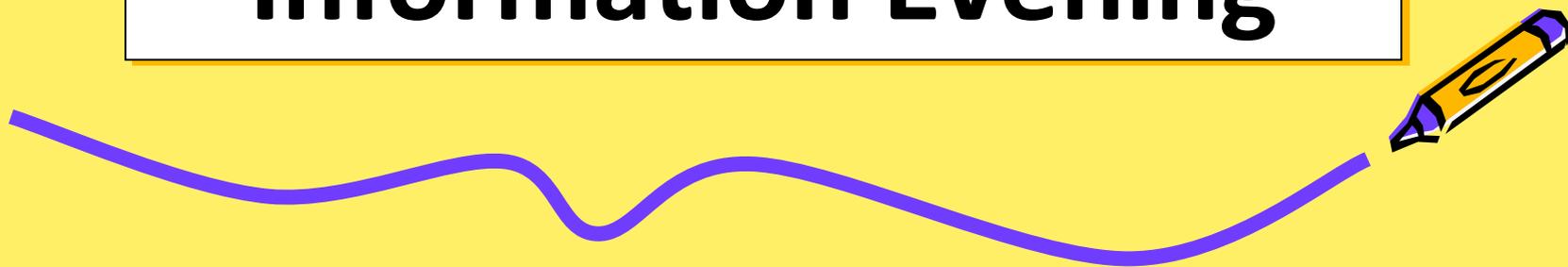


**Welcome to the  
Year Two  
Information Evening**



# Our Year Two Team

Mrs Sumpton – Class teacher

Mrs Marjoram, Mrs Norton, Mrs Seaton, Mr Theodore – Teaching Assistants

Tuesday: Mr Ranson and Mr Theodore – Sports Coaches

Mrs Stevenson - PSHE



# Worship

- ▶ Christian worship happens daily in school.
- ▶ Our worships are related to our termly values and our weekly themes based around bible stories.
- ▶ Each Wednesday we have a member of St. George's Church team lead our worship for us.
- ▶ We celebrate Harvest festival, Christmas and Easter at St. George's Church in town.
- ▶ Every Friday we celebrate good work across the school.



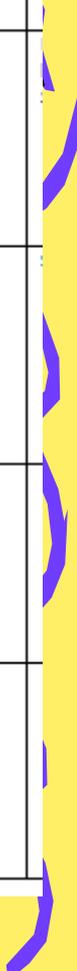
# Values in School

- ▶ Our values in school this year are:
- ▶ Autumn term 1 – Community
- ▶ Autumn term 2 – Peace
- ▶ Spring term 3 – Joy
- ▶ Spring term 4 – Hope
- ▶ Summer term 5 – Wisdom
- ▶ Summer term 6 – Dignity



St George's Primary School  
Year 2 **GENERAL** Timetable Week 2023/24

		9.00	9.05	9.30	9.50am	10:45 - 11am	12	1pm	1.20	2.20	2.30	3.25					
Monday	Registration		Whole school worship <small>RE</small>	Phonics/Spellings	English RWI groups	<b>BREAK</b>	<b>Maths</b>	<b>PE</b>	<b>RE (30 mins)</b>								
Tuesday	Registration	Key Stage worship	Phonics/spellings	English RWI groups	<b>Maths</b>					<b>PPA PSHE</b>	<b>PPA PE</b>						
Wednesday	Registration	Church Worship	Phonics/spellings	English RWI groups								<b>Maths</b>	<b>Science</b>	<b>RE (30 mins)</b>			
Thursday	Registration	Whole school worship	Phonics/spellings	English RWI groups											<b>Maths</b>	<b>HIST/GEO</b>	<b>COMPUTING</b>
Friday	Registration	Whole school Good work <small>RF</small>	Phonics/spellings	English RWI groups													
						<b>LUNCH</b>	<b>PHONICS</b>	<b>PHONICS</b>	<b>PHONICS</b>	<b>PHONICS</b>	<b>PHONICS</b>						

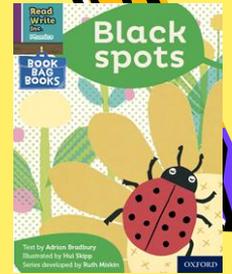
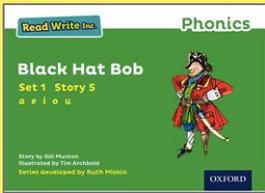




# English and Phonics



# Phonics is taught through RWI



- Children will learn 44+ graphemes (ways of writing a sound)
- Children will learn a selection of Green words - words that can be sounded out (Fred Talk) and a selection of Red words- tricky words that must be learnt.
- Once children are able to blend the sounds to make words they will read the words in a story. Once they can do this independently they will bring a reading book home.
- Children will read the book in school. Children will read the book 3 times in school and then bring the book home to read and share. They will also bring home a book linked to the story book they have read in school and a book for pleasure.
- We teach the children to read for accuracy, fluency and to have good comprehension.
- <https://www.ruthmiskin.com/en/find-out-more/parents/>



# Speed Sounds Set 1

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----



# Speed Sounds Set 2

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng	nk
---	---	---	---	---	---	---	---	----	----	----	----

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----



# Speed Sounds Set 3

## Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		t	w	x	y	ch
	ck				g			tt	wh			tch
	ch				ge							
					dge							

## Vowel sounds

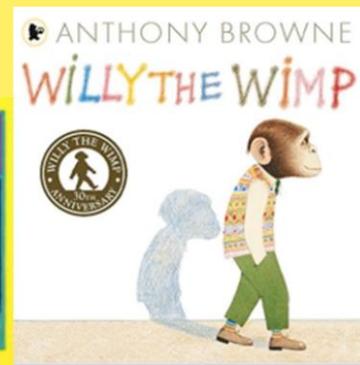
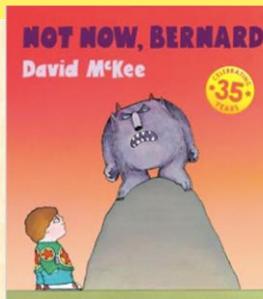
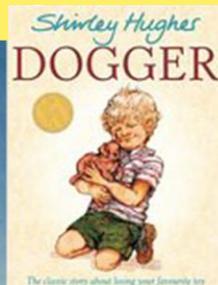
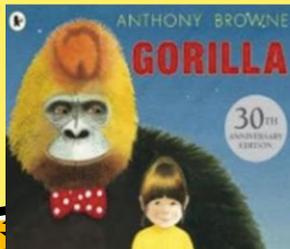
a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a</u> -e	<u>e</u> -e	<u>i</u> -e	<u>o</u> -e
					ai	y	ie	oa
						ea	i	o
						e	y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u</u> -e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							



# What can you do?

- Listen to you child read the same Storybook again and again, this builds accuracy, fluency and develops comprehension skills
- Encourage children to use 'Special Friends', 'Fred Talk', 'read the word'
- Discuss the story and encourage their storyteller voice
- Children will thrive with repetition



# 10 things your child learns when you read aloud stories and poems every day

---

1. Sustain attention
2. Appreciate rhythm and rhyme
3. Build pictures in their minds from the words on the page
4. Understand humour and irony
5. Use new words and phrases in different contexts - and later in writing
6. Learn new vocabulary and knowledge of the world
7. Think about characters' feelings and use appropriate voices
8. Follow a plot with all its twists and turns
9. Understand suspense and predict what's about to happen next
10. Link sentences and ideas from one passage to the next



The more that you **read**, the more things you will **know**. The more that you **learn**, the more **places you'll go!**

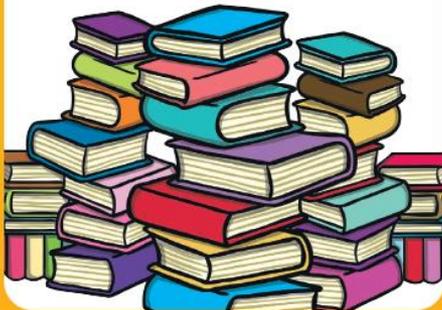
Dr. Seuss



# Reading Every Day Goes a Very Long Way

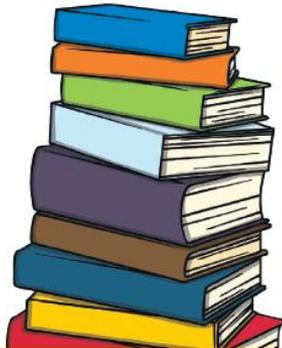
## Student A Reads

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year



## Student B Reads

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year



## Student C Reads

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year



Want to be a better reader? Read more!

## Reading

Children have opportunity to explore a variety of texts during class sessions and daily Guided Reading.

## Key Focuses

Phonics: Syllables

Alternative phonemes

Prefixes and suffixes

Comprehension: Make predictions

Retell events

Discuss characters and feelings

Make inferences



# Writing



# English

## Writing

Children have opportunities for different types of writing daily at school.

### Key Focuses

- Correct letter formation, starting letters on the line.
- Talk for Writing.
- Good grammar (correct tense)
- Thinking about language choices.
- Punctuation (commas, exclamation marks, question marks and apostrophes).
- Spelling common words and using spelling patterns.



### Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

### 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.



Piece B: Description (setting)

There were lots of spiders in the  
attic. Some thing was flapping its  
wings behind a \* enormous box. I  
wonder what is in that box thought  
Eloise. He crept closer to open  
the <sup>box</sup> but suddenly a <sup>pigeon</sup> ~~pigeon~~ came out  
from behind the box. Go away! said  
Eloise quietly. The <sup>pigeon</sup> ~~pigeon~~ ~~se~~ went out  
the window. <sup>w</sup> <sup>f</sup> <sup>al</sup> ~~st~~ ~~ard~~ ~~el~~ ~~oi~~ ~~se~~ that was  
close.



## Piece D: Letter and instructions

Dear Elliott We know what your machine is it's  
a typewriter

How to use it:

1. First put the paper in the typewriter.
  2. Turn the dial to feed the paper into the typewriter
  3. Next push the keys down <sup>to print a letter</sup> firmly
  4. Now push the silver lever down on the side of the typewriter
  5. If you hear a ding that means <sup>you are</sup> you are at the ~~end~~ end of the line ding! ding!
  6. You can't take any thing <sup>away</sup> off if you make a mistake! ~~back space~~
- I hope you learn how to use your typewriter  
love from ██████ xxx Now you can typ letters  
to me.



### Piece E: Description

My dragon is a fire dragon. his  
breath can make cars sise like dinamite.  
Ifx you make him angry, he will  
breath rings of fire at you.  
when ~~when~~ he flys; he lights up  
the sky it like the sun. He <sup>H</sup> lives  
in the center of the sun. ~~when~~ he  
goes goes to sleep the fire un <sup>the</sup> the  
sun goes out. He can turn things to  
stone, make people catch fire and make things  
explode. He can also turn any ting into  
food. When he gets angry he will throw you  
in the sun!





Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~ <sup>snack</sup>. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a silly position party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a nest. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favorite part of the day was identifying the trees.



# Maths



# Maths

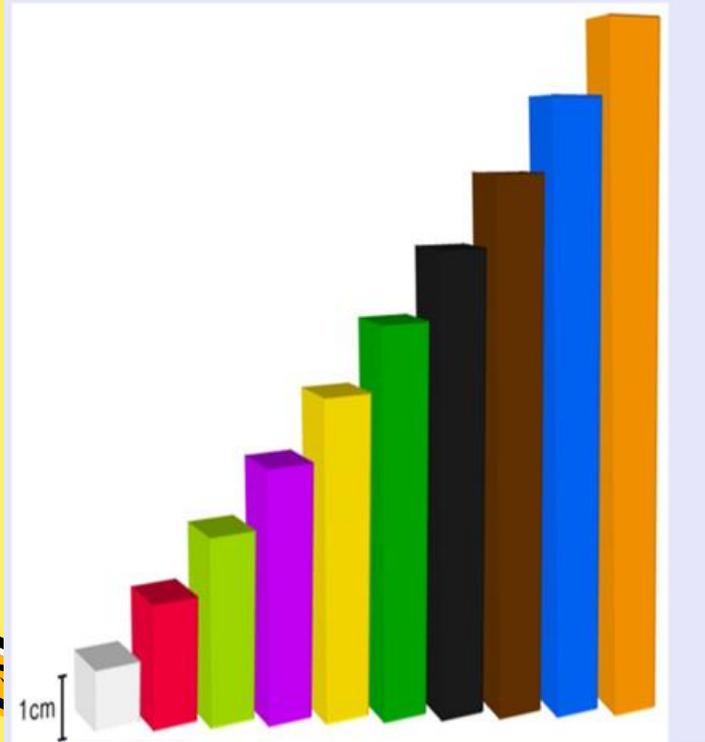
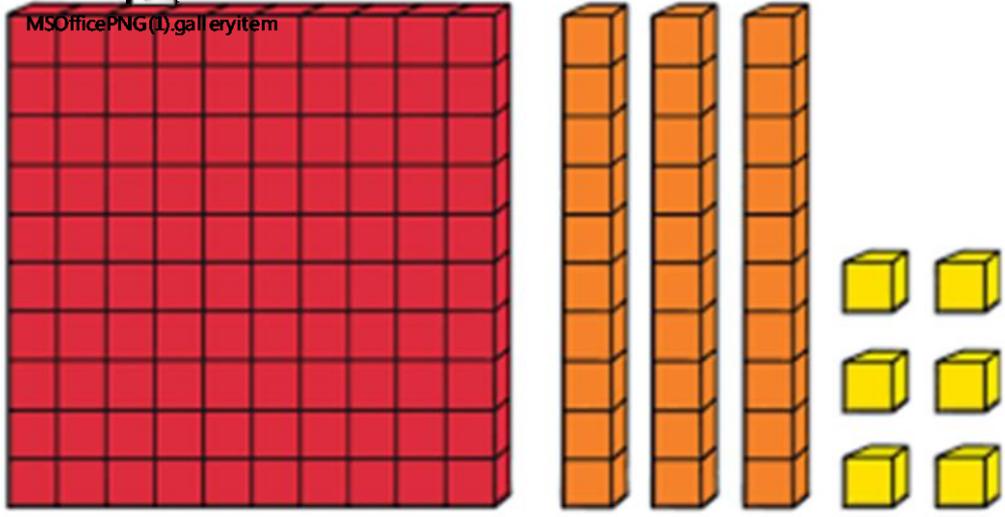
Children will have opportunities to continue to explore and learn practically using a variety of mathematical apparatus. They will experience a variety of problem solving activities to apply their knowledge. We follow White Rose Maths which uses a Mastery Approach to teaching.

## Key focuses

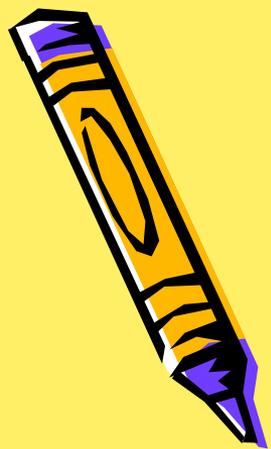
- Number - number and place value
  - addition and subtraction
  - multiplication and division
  - fractions
- Measurements
  - Geometry - properties of shapes
    - position and direction
  - Statistics – data handling



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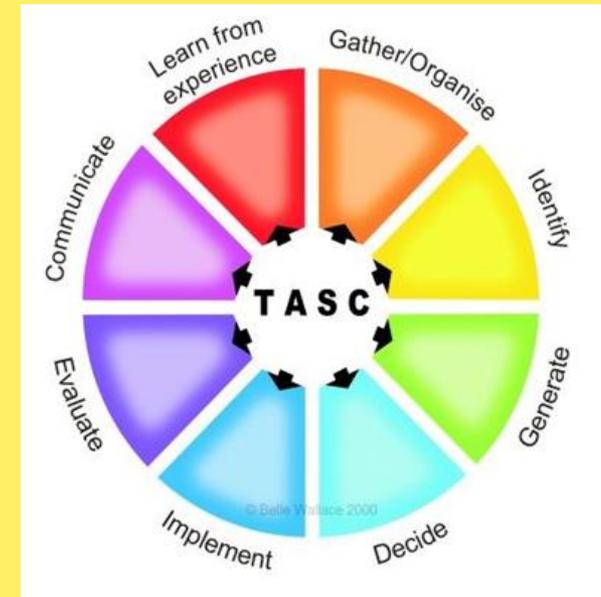
# Assessment



## How do we judge how well your children are progressing?

The children will be working on the Year Two standards in the National Curriculum.

- Sharing WALTs and WILFS
- Questioning
- Partners/Small group work
- Self evaluation
- TASC / Using and Applying
- Guided groups
- Recorded work
- Summative assessment



# Assessment in Year Two

## Statutory Assessment

In Year One, the children were assessed in phonics.  
Those children who did not pass will resit in June 2024.





# Class Dojo



Class Dojo is a reward system that we use for our pupils.

Dojo points are awarded to pupils when they meet one of the Dojo criteria.

These may be given for:

Homework (3 points)

Reading (3 points)

Spelling (3 points)

Target Maths score 100% (3 points)

Determination (1 point)

Listen to people (1 point)

Be honest (1 point)

Be kind and helpful (1 point)

Work hard (1 point),

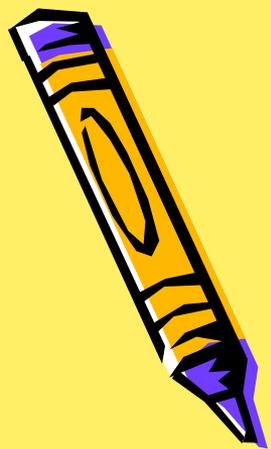
Look after property (1 point)

Love each other as God loves you (1 point).

## **Parents**

Please make sure you have your child's code to view their account and keep track of their progress.

How can you help?



# What can you do to help your child?

- Reading to your child and listening to your child read every night.
- Continue to learn high frequency words and tricky words.
- Talk about stories before, during and after reading.
- Discuss the meaning of words.
- Use numbers where possible such as counting out objects, counting in groups, ordering numbers.
- Use Maths in everyday situations, ask your child to tell you the time, what will it be in one hours time?
- Encourage your child to be involved with money when shopping, using the right amount of coins.



# Homework

We will use the online learning platform Purple Mash for all homework.

## Spellings

All children from Years 1 – 6 will receive a list of spellings each week on Purple Mash with a quiz to complete.

## Purple Mash

Spellings

English, Maths or a creative homework will be set on a 3 week rotation.

**This will be updated every Tuesday.**





- The first set of homework will be uploaded onto Purple Mash next week.
- Homework will be set on a Tuesday and due in on a Monday.



# Useful Information

- PE – This is on Monday and Tuesday.

Please ensure that hair is tied back and all earrings removed on these days and that all children have the correct PE kit which fits.

- Children need to bring their water bottles containing water every day.
- Please ensure your child has their reading book and diary with them every day.



# ATTENDANCE

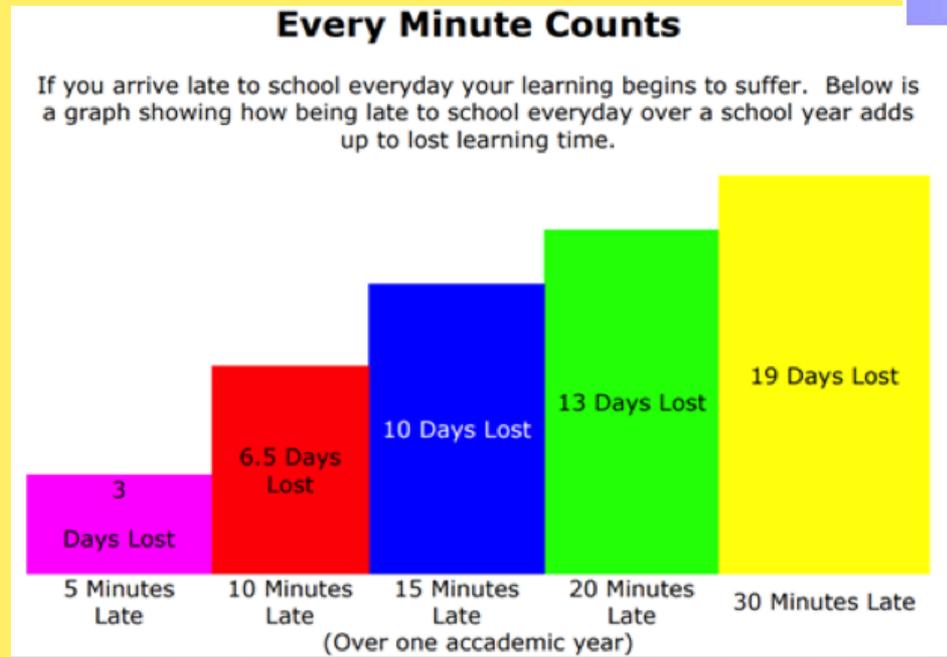
Attendance is an important part of your Child's Education, they can not learn if they are not in school. Attendance = Attainment Every Day Counts

You are legally responsible for ensuring your child attends school every day and on time.

Persistent lateness can add up to too many days absent.

10 minutes late to school every day adds up. It is the same as losing 6.5 days of school each year.

When a child arrives late at the start of the school day, it is very disruptive to their learning and the learning of their classmates.



Did you know?  
Being 15 minutes late each day is the same as missing 2 weeks of school!



## Good Attendance means...

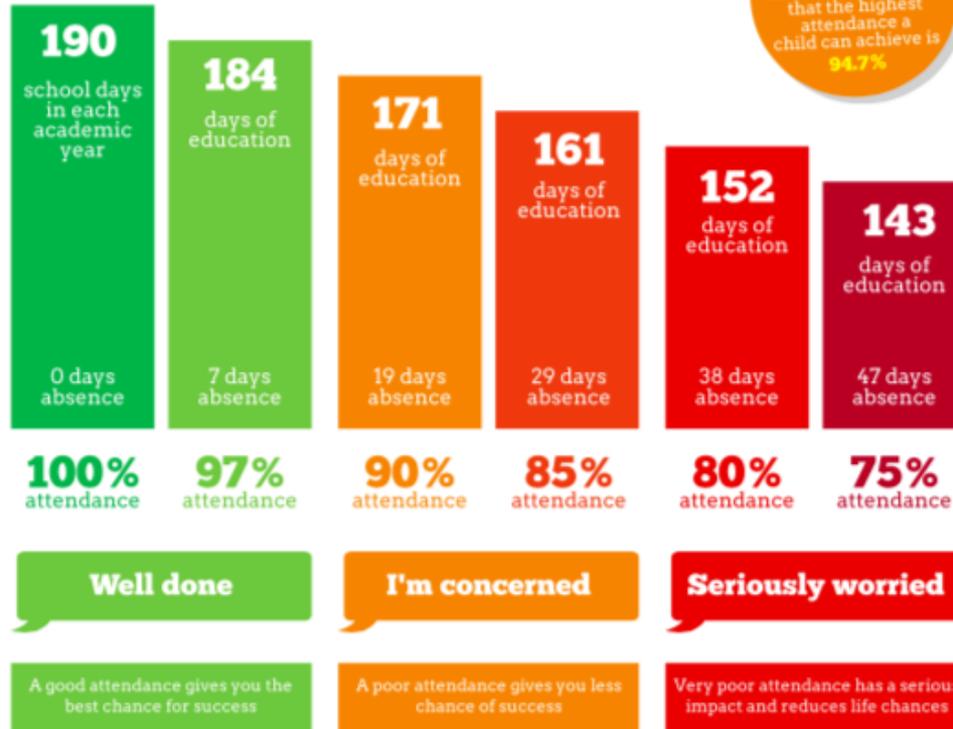
Being in school at least 97% of the time or 184 to 190 days

### Remember

Your education is important - don't miss out!

### Did you know?

A two week holiday in term time means that the highest attendance a child can achieve is 94.7%



Our school target is 97%, contact is made with all parents of children when attendance falls below this.



# This Term - Creative

Do you want to have some creative ideas to do with your child?

Want some simple ideas you can do together at home?

Would you like to work with other adults and gain new skills?



Thursday 28<sup>th</sup> September to Thursday 16th  
November 1.15pm-3.15pm with Mrs Stevenson and  
Miss Dring in the portacabin



# Family Learning

## What's it all about?

- ▶ A National Programme, where a variety of courses are offered to schools to support parents/carers gain confidence to support their child's learning in a fun and friendly way.
- ▶ The courses and workshops will give you tips and activity ideas in various subjects.
- ▶ Courses and workshops range in a variety of subjects including 'Learning through play', 'Family Fun Outdoors', 'Phonics and story sacks' and 'Family maths'.



# Family Learning

- ▶ The courses and workshops are available to mums, dads, grandparents and carers
- ▶ Its free!
- ▶ You will spend time with your child learning together.
- ▶ You will both gain confidence.
- ▶ You will build upon your own skills.
- ▶ You will be supported in your own learning journey.



# How it works?

- Workshops are 2 hours long
- Courses are 2 hours long, term time only for 5 weeks.
- For each workshop and each week of the course you will spend:
  - 1 hour with a experienced Family Learning Tutor, learning how your child is taught at school.
  - 1 hour with your child at school, learning together and practising the skills you have gained confidence in.



# You'll receive..

- ▶ A Family Learning pack (course only)
- ▶ Support from an experienced Tutor in the chosen subject area.
- ▶ Information about how your child is taught at school in the chosen subject.
- ▶ Information and support with other learning opportunities
- ▶ Confidence and new skills
- ▶ Friends





I look forward to an exciting  
term ahead!  
Thank you for  
your time.

