



Sandfield Close Primary School

Information for Year 2 parents
September 2015



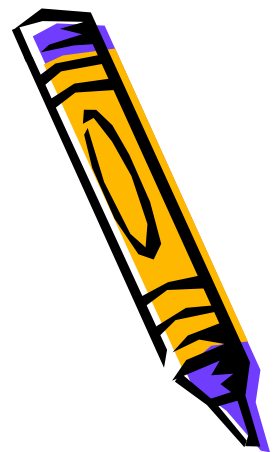
Year 2 staff

- 2LS classteacher Mrs Smith
- 2AB classteacher Miss Bharuchi
- French teacher Mme Kerridge
- Teaching assistants Mrs Dorsett, Mrs Lukha

Year 1 and 2 Phase Leader Mrs Harris

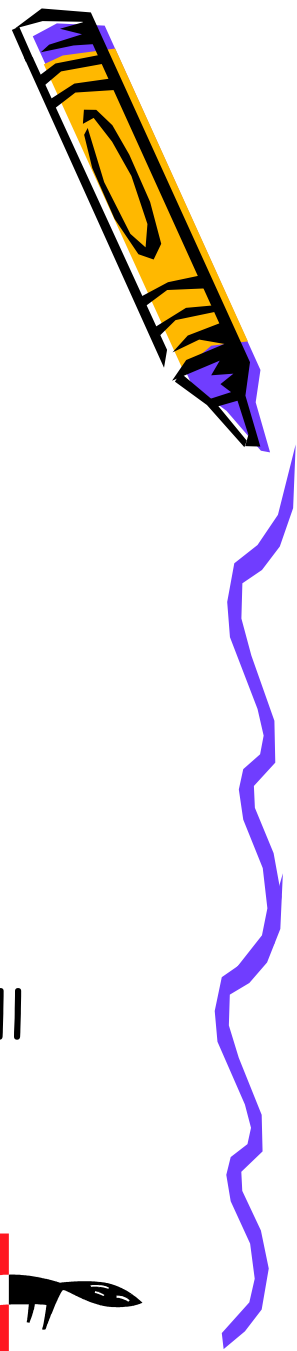
Pastoral & behaviour support in Years 1 & 2 - Mrs Taiwo, Deputy Headteacher

Progress & curriculum queries - Mrs Chowdhury, Assistant Headteacher



Golden Rules

- We are kind and helpful
 - We are gentle
 - We listen
 - We are honest
 - We work hard
 - We look after things
-
- This framework of rules is intended to keep all our children safe and happy.



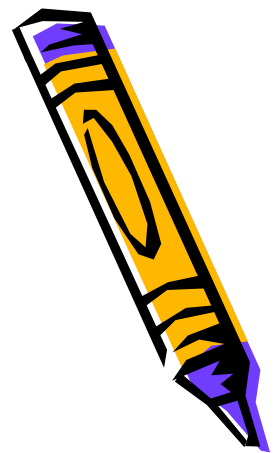
Golden Time



- A regular reward for all the children who have consistently remembered and followed the Golden Rules
- Children consulted about what they would like to do during Golden Time
- Part of our positive behaviour management programme to help all children behave well



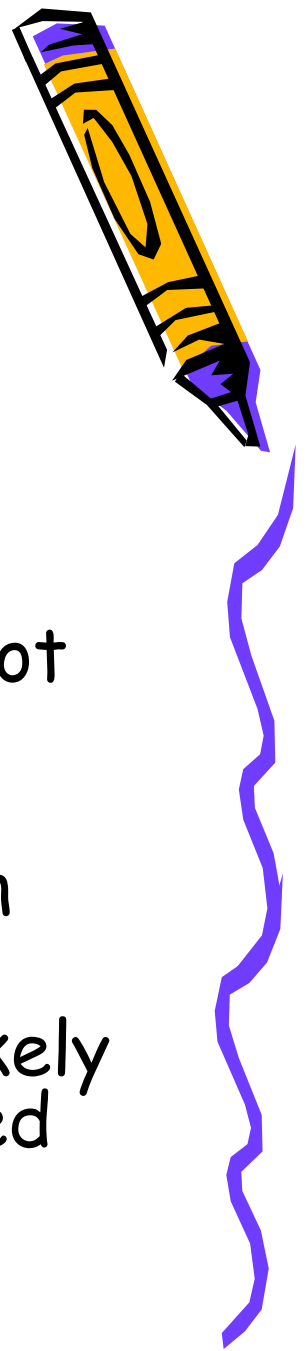
Regular attendance



- Doors open at 8.20am
- School starts at 8.25am
- If children will not be attending school please inform office by 9.00am and give the reason
- The school office will send a text via ParentMail if your child is not in school and we have not received an explanation
- All lateness will be recorded and may be referred to the Education Welfare Service if it occurs regularly
- If your child is not in school, the Education Welfare Service may make a home visit to ensure that your child is safe and well.



Regular attendance is important for children



- Children are expected to attend school every day unless they are ill
- There is no entitlement to leave from school during term time and leave will not be authorised except in exceptional circumstances
- Leave from school must be requested in writing in advance
- Unauthorised absence from school is likely to result in a Penalty Notice being issued



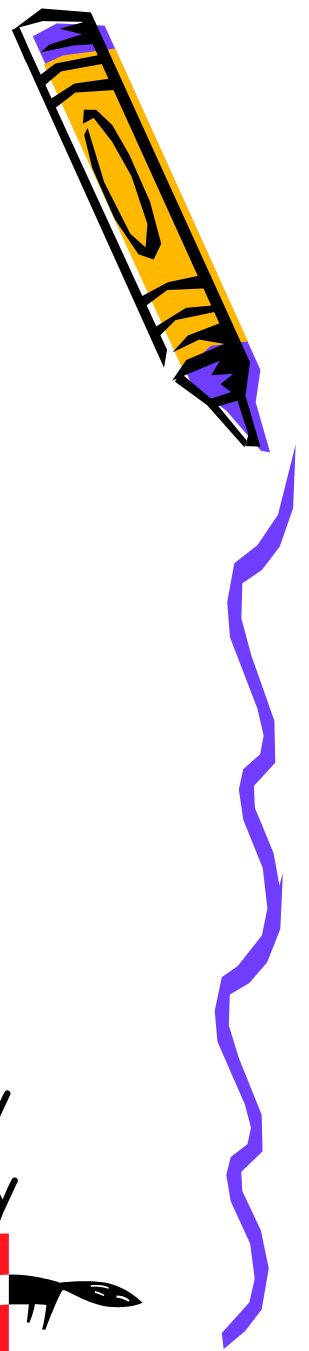
Water bottles, fruit and milk



- All children are encouraged to bring a water bottle to school every day
- Please provide fruit for morning break
- Milk for those children who have ordered it via the Cool Milk website
- <https://www.coolmilk.com/>



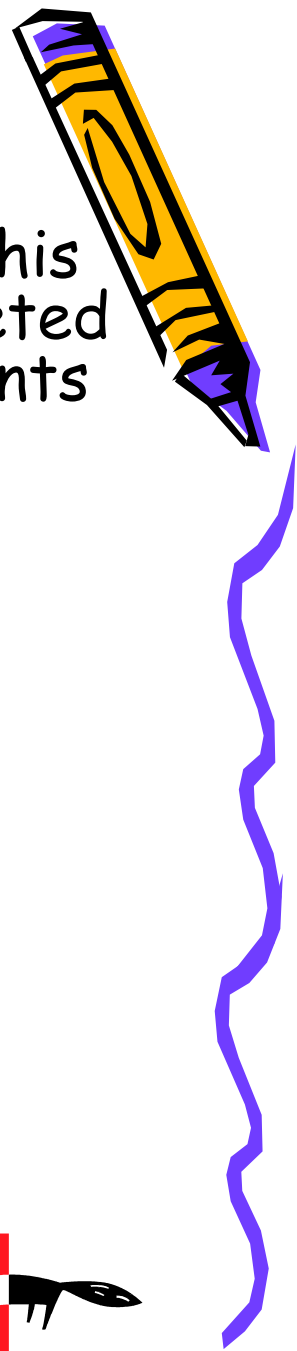
PE



- Indoor kit:
- White shorts and t-shirt
- Plimsolls/ Bare feet
- Outdoor kit
- T shirt and tracksuit
- Trainers
- No jewellery to be worn during PE
- For any jewellery that can not be removed a sweatband will have to be worn over it
- Year 2 PE days:
- 2LS: indoor - Thursday; Outdoor - Wednesday
- 2AB: indoor - Thursday; Outdoor - Wednesday



Homework expectations



- Daily reading- please sign the reading diary. This is a record of reading at home which is completed by parents. Class teachers or teaching assistants check parents' comments and initial.
- Learning Logs fortnightly
- Mathematics - weekly homework given out on Friday and collected on a Monday.
- Spellings - Given out on Friday and tested on Friday.



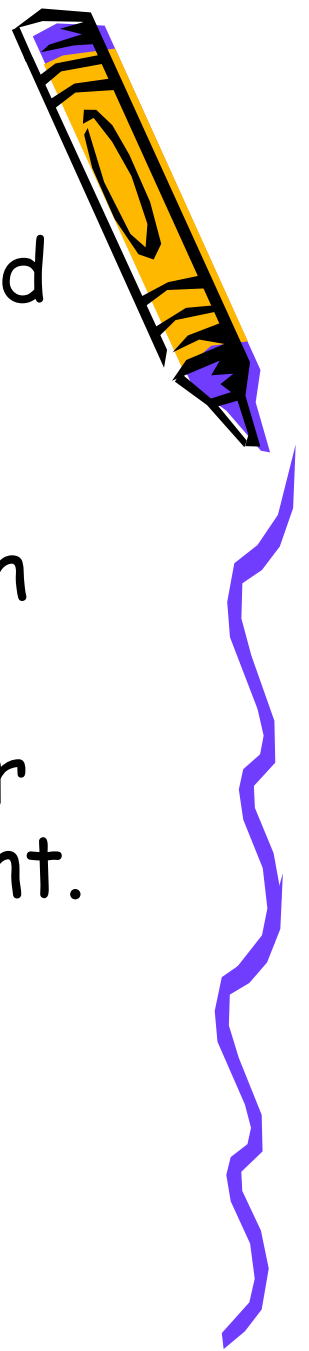
Becoming fluent readers



- Children need to read at home every day.
- They also need to hear and enjoy fluent reading to give them the motivation and desire to learn.
- Give them plenty of opportunities to practise reading; visit a library, read newspapers, recipes etc.
- Listen to and encourage your child and provide them with help when needed.
- Ask them questions to check their understanding.



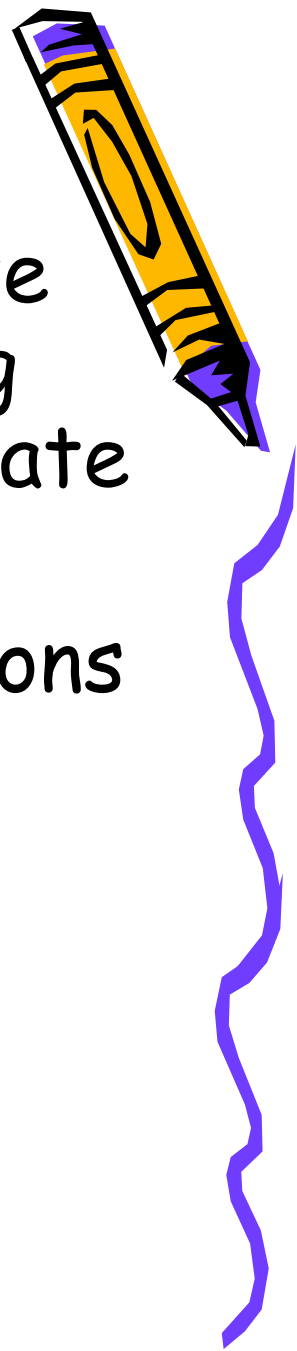
Spelling



- The school uses a system of graded spelling booklets linked to phonics and reading levels.
- Each child works their way through these booklets.
- Spelling is assessed weekly by peer assessment and teacher assessment.
- Please help your child learn their spellings at home.



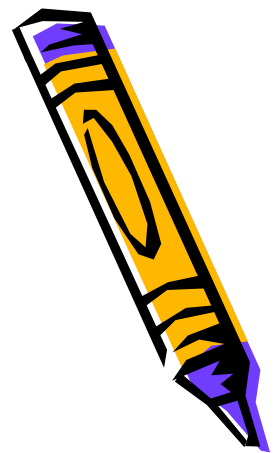
Spelling and Grammar



- Spelling is now taught as a separate lesson. Your child will learn spelling rules and may be asked to consolidate them for homework.
- Grammar is taught in regular sessions during the week.



Mathematics

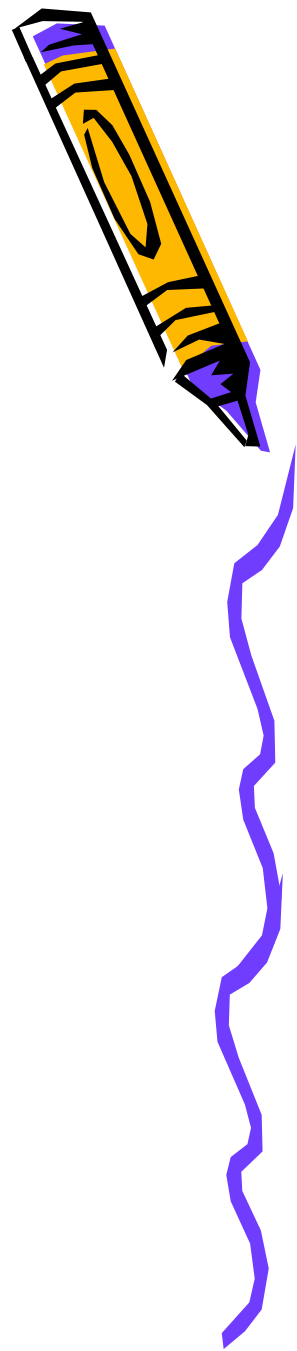


- Read and write numbers to 100
- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- Recognise the place value of each digit in a two digit number
- Recall and use addition and subtraction facts to 20 fluently
- Add and subtract numbers using concrete objects, pictorial representations, and mentally.
- Add three one-digit numbers
- compare and order numbers from 0 up to 100; using $<$, $>$ and $=$ signs
- Recognise the relationship between addition and subtraction and multiplication and division



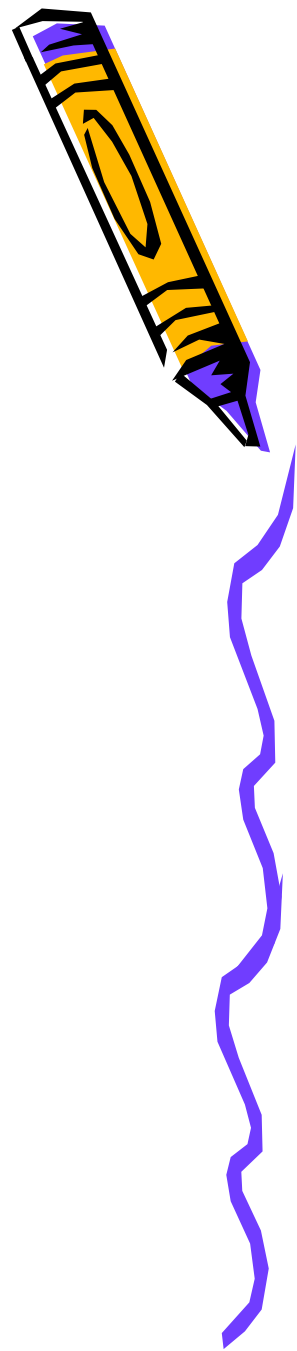
Mathematics

- From September 2015 we will be using Maths No Problem across the school in Years 1-6
- Maths is taught in whole class groups
- Emphasis is on securing mastery, developing mathematical language and children's ability to reason and explain their thinking



Consolidating learning in Maths at home using ICT

- Sumdog
- MyMaths



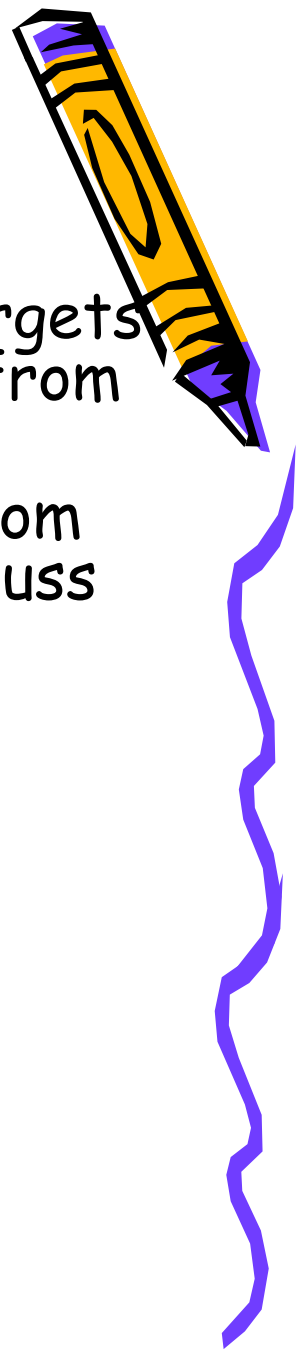
Progress reports

- Assessments in reading, writing and maths take place every half term. Assessment data will be shared with parents in November, February and June.
- You will be informed of your child's attainment against the national curriculum expectations per year group.
- Your child's attainment will be described as "beginning", "working within" or "secure" in relation to a year group.
- The expectation is that children work within their year group curriculum rather than being accelerated upwards.
- The new curriculum is designed to support children in securing mastery.
- Parents are invited to comment each time a report is sent home



Curriculum targets - supporting your child's learning and progress at home

- From the end of September 2015, curriculum targets for all year groups will be available to download from the school website.
- In school, we will be working on specific areas from those targets with your child, which you can discuss with your child's teacher.





Word Reading

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

I can use the sounds I know to decode words automatically and my reading is fluent.

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

I can read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters.

Read accurately words of two or more syllables that contain graphemes taught so far.

I can read words of two or more syllables that contain sounds I have been taught.

Read words containing common suffixes.

I can read words containing common suffixes.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

I can read further common exception words and see where the sounds do not match the spelling.

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

I can read most words quickly and accurately without needing to sound and blend words I have seen before.

Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

I can read aloud books within my reading level, without making many errors, and sound out new words without long pauses.

Re-read books, sounding out unfamiliar words accurately

Comprehension continued

Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.

I can use what I have already read or heard, or the information a teacher has given me, to help me understand what I am reading.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.

I can spot if a word has been read wrongly by following the sense of the text.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making inferences on the basis of what is being said and done.

I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions.

I can ask and answer simple questions about the books or stories I am reading.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.

I can say what might happen next in a story based on what has happened so far.

Spoken Language

Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.

I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction.

Discuss the sequence of events in books and how items of information are related.

I can discuss the order of events in books and how items of information are related.

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear.

Discuss his/her favourite words and phrases.

I can discuss my favourite words and phrases.

Answer and ask questions.

I can answer and ask questions.

Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.

I can join in a talk about books, poems and other works that are read to me and those that I can read, taking turns and listening to what others say.

Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself.

I can explain and discuss my understanding of books, poems and other material.

Develop positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about



Spelling

Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

I can break down spoken words into their sounds and write them mostly correctly.

Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.

I can learn new spellings by using words I already know how to spell.

Spell by learning to spell common exception words.

I can spell common exception words.

Spell by learning to spell more words with contracted forms.

I can spell words which have been shortened.

Spell by learning the possessive apostrophe (singular) e.g. the girl's book.

I can spell words which use an apostrophe to show possession e.g. the girl's book.

Spell by distinguishing between homophones and near-homophones.

I can spell words that sound the same but are spelt differently e.g. buy, bye, by.

Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.

I can add the endings -ment, -ness, -ful, -less, -ly to spell longer words.

Apply spelling rules and guidance, as listed in English Appendix 1.

I can use simple spelling rules.

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

I can write the correct spellings and punctuation in simple sentences I hear my teacher say.

Composition

Write narratives about personal experiences and those of others (real and fictional).

I can write about things I have done and things that others have done.

Write about real events to develop positive attitudes toward and stamina for writing.

I can write a long piece of text about a real event in one go.

Write poetry to develop positive attitudes toward and stamina for writing.

I can write poetry.

Write for different purposes to develop positive attitudes toward and stamina for writing.

I can write for different purposes, writing long and short pieces of work.

Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.

I can plan my writing by writing down my ideas or talking about them.

Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.

I can plan my writing by writing down ideas and/or key words and new vocabulary.

Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.

I can plan my writing by writing down my ideas or talking about them for each sentence.

Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils.

I can change my writing and make corrections after I have spoken to a teacher or another child about it.

Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense

Vocabulary, Grammar & Punctuation

Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.

I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.

Form adjectives using suffixes such as -ful, -less.

I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.

Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.

I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.

Use subordination (using when, if, that, because) and co-ordination (using or, and, but).

I can use these words in my writing: when, if, that, because, and, or, but.

Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.

I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.

Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

I can tell if a sentence is a question, command, exclamation or statement.

Make the correct choice and make consistent use of present tense and past tense throughout writing.

I can use the correct tense in my writing.

Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.

I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.



Number & Place Value

Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.

I can count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number.

Recognise the place value of each digit in a two-digit number (tens, ones).

I can find the place value of each digit of a number with tens and units.

Identify, represent and estimate numbers using different representations, including the number line.

I can find and show numbers using different ways of showing them such as number lines and number squares.

Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.

I can compare and order numbers from 0 to 100 using $<$, $>$ and $=$.

Read and write numbers up to at least 100 in numerals and in words.

I can read and write numbers up to 100 in numbers and words.

Use place value and number facts to solve problems.

I can use place value and number facts to answer questions.

Addition & Subtraction

Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

I can solve problems with addition and subtraction, including those involving numbers, quantities and measures by using objects or pictures.

Solve problems with addition and subtraction, applying his/her increasing knowledge of mental and written methods.

I can answer simple addition and subtraction questions in my head as well as by writing them down.

Multiplication & Division

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers.

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.

I can answer multiplication and division problems within the tables using \times , \div and $=$.

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

I can show that multiplying 2 numbers can be done in any order but division cannot.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

I can answer questions involving multiplication and division mentally and with objects.

Fractions

Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity.

I can find, name and write fractions of a length, shape, set of objects or amount, including $1/3$, $1/4$, $2/4$, and $3/4$.

Write simple fractions for example, $1/2$ of 6 = 3 and recognise the equivalence of $2/4$ and $1/2$.

I can write simple fractions facts such as $1/2$ of 6 = 3 and $2/4 = 1/2$.

Measurement

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml), to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

I can choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales.

Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.

I can compare amounts using these signs: $>$, $<$ or $=$.

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

I can use the £ sign and p sign. I can use notes and coins to make a particular amount.

Find different combinations of coins that equal the same amounts of money.

I can find different ways for coins to add up to an amount.

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

I can add and subtract money and give change.

Compare and sequence intervals of time.

I can put different events in order and compare them.

Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

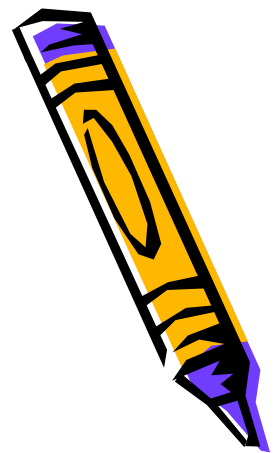
I can tell the time to 5 minutes. I can tell when it is quarter past or quarter to an hour. I can draw these on a clock.

Remember the number of minutes in an hour and the number of hours in a day.

I can tell you how many minutes are in an hour and how many hours are in a day.

Statistics

Children with additional needs



- Three reports per year as for all children
- Review meetings during the year to discuss individual targets
- Contact with Mrs Taiwo the Deputy Headteacher and SENCO as required



What to do if you are concerned about something....

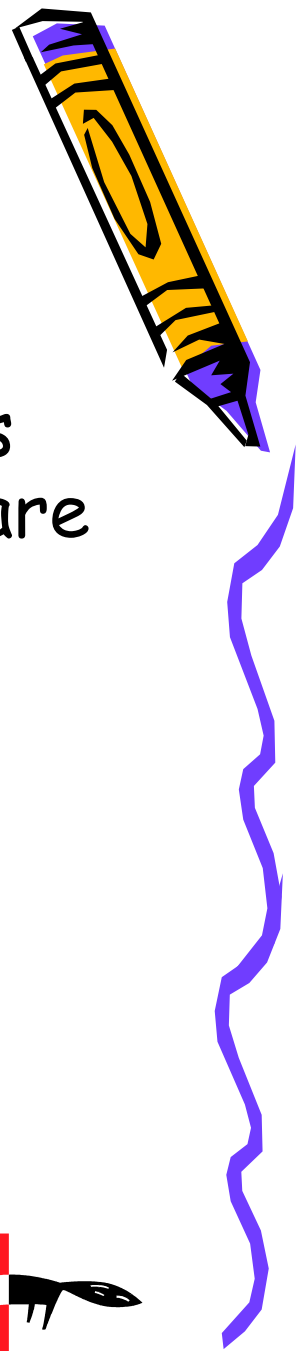


1. Speak to the class teacher first
2. Meet with Mrs Harris the Phase Leader for Year 1 and 2
3. Arrange a meeting with Mrs Chowdhury or Mrs Taiwo as appropriate



Themed Weeks

- We organise a number of themed weeks during the year. All our themed weeks are a part of our curriculum enrichment.
- International Week
- Maths Week
- Science Week
- National Sports Week



Another busy year at Sandfield Close



Children can make the most of their time in Year 2 by:

- Coming to school regularly and on time
- Taking an active role during all lessons
- Remembering and following the Golden Rules
- Completing homework on time
- Asking for help if they are unsure
- Treating all children and adults with respect
- Making the most of the opportunities on offer



How can parents get involved?



Our partnership with parents is important to us. Parents can get more involved with the school by:

- Attending Parent-Teacher meetings
- Supporting children's learning at home
- Joining us for assemblies
- Getting involved in events organised by the PTA
- Reading the weekly newsletter on the school website
- Maintaining regular contact with the school and letting us know about anything which may be affecting your child
- Attending adult and family learning classes at the school
- www.sandfieldclose.leicester.sch.uk checking the school website for important updates eg snow closures, flu
- Registering for ParentMail to receive messages and updates



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 - Check the calendar on the school website
 - Reading the weekly newsletter on the school website
 - Maintaining regular contact with the school and letting us know about anything which may be affecting your child
 - Attending family learning classes at the school
 - www.sandfieldclose.leicester.sch.uk checking the school website for important updates eg snow closures, flu
 - Registering for ParentMail to receive messages and updates.
- Curriculum guidance documents will be sent by e-mail to parents who have registered an e-mail address with ParentMail.



Any general questions?



Sandfield Close Primary School Parent Partnership
September 2015 Year 2

