



Welcome to

Year Two



Transition to Year Two



- In Year 2 your child will continue to work within Key Stage 1.
- We will be developing the basic skills that they have acquired in Year 1 and consolidating them.



Day in the Life of a Year Two Child



Morning:

Settling Activities: colour monster, activity at tables or a reading story on the carpet.

Phonics

Focus Subject: linked to theme such as writing, reading, foundation subjects (e.g. History/Art/Geography/DT) or Math's.

Lunchtime:

Children have lunch in their classroom and then a play on the playground or field.

Afternoon:

This is a time for the children to develop their independent learning skills and to work in focus groups with teachers or a TA. Sometimes we will have Assemblies or PE.

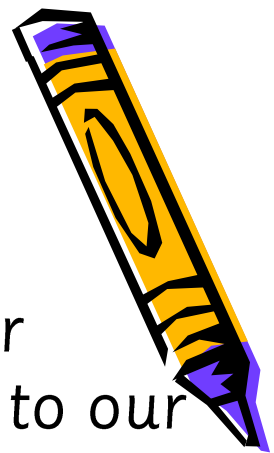


Themes

We have whole school themes but within each year group there is a different learning focus according to our children's progression of skills.

The themes we will cover this term are:

- All we need is Love- RSHE focus and settling in
- Let's Play- Science, DT and English focus of fair testing and designing, building and assessment.
- Sparkle and Shine- RSHE and English focus, learning about heroes and their values.
- Winter Wonderland- English and Art focus with a week dedicated to Christmas fun!



End of Autumn Term Expectations



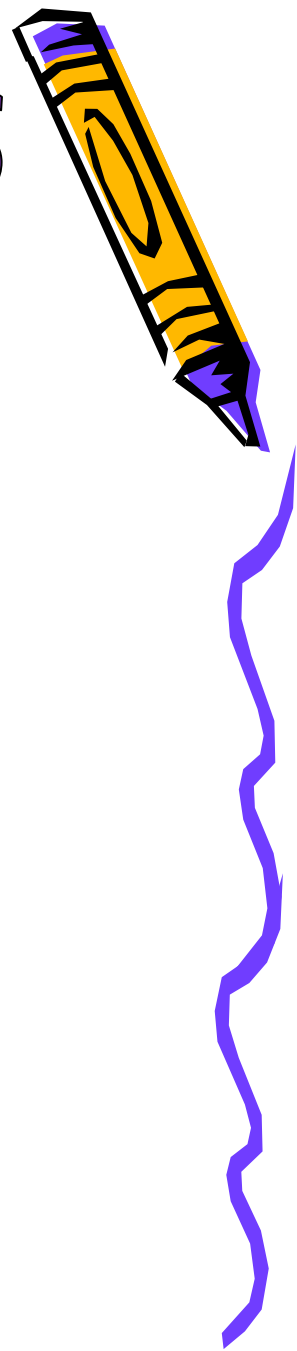
Writing: To have consolidated their abilities to write a series of coherent sentences using a capital letter, finger space, varied punctuation and a conjunction. The children will have begun to use noun phrases and adverbs.

Reading: To know all the 44 phonemes and apply them to their reading with increasing fluency. To be able to decode longer words. To be able to discuss what they have read with some detail.

Maths: To recognise, write and order number to 100. To understand the place value of numbers with two digits. To be able to begin add and subtract using the strategy of crossing and exchanging with 10.



End of Term Expectations



See handout



Reading and Spelling

- During Autumn term, children have Phonic lessons to consolidate their learning from Year One into Year Two.
- If they did not pass their Phonic Screener in Year 1, children will continue to have additional Phonic lessons throughout the year. They will retake the screener in June.

Year 2 Focus

- Using their phonics in their writing. The children apply their phonic knowledge to their spelling alongside with the Spelling Shed platform where they learn spelling rules.
- At the End of Key Stage 1, children will be able to “*segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.*” To correctly spell “*many Year 2 CFW.*”



Reading and Spelling



This hand out shows the progression of our school's book bands from Reception to the end of Key Stage 1. This will help you understand where your child is in their reading progression.

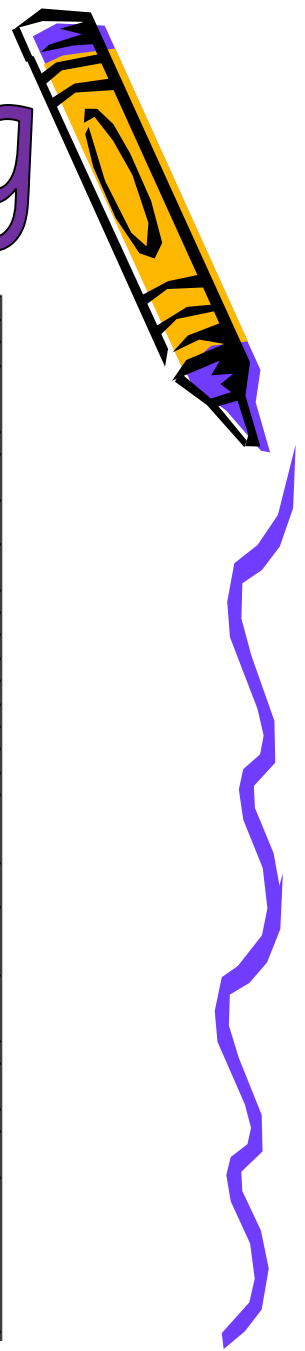
Guide for reading colours for average child in order to progress and meet end of year expectations

	Autumn	Spring	Summer
Reception	Pink/ Red	Red/ Yellow	Yellow/ Blue
Y1	Yellow/ Blue	Blue/ Green	Green/ Orange
Y2	Orange/ Turquoise	Turquoise/Purple	Purple/Gold

Length and frequency – Children in Year 2 reading in adult led group twice weekly with a different focus; fluency, blending, comprehension, etc.



Reading and Spelling



If you are interested in the Phonics terminology, we have this handout for you. Your children may come home saying some of these terms.

Thomas A' Becket Glossary of Phonic Terms

Term	Meaning
Vowel	a e i o u
Consonant	All other alphabet letters.
Long Vowel sounds	The sound that is like the name of the vowel sound – (make, see, mice, bone, glue, spoon, light, sleigh) Often the vowel sounds are represented in more than one way with digraphs, <u>trigraphs</u> and <u>quadgraphs</u> .
Short Vowel sounds	The sound the vowel makes in words like cat, bed, tin, cot, bus,
Phoneme	The sounds we use to make words. There are 44 phonemes – 20 are vowel phonemes and 24 are consonant phonemes.
Grapheme	The combination of letters that represent a phoneme. It is the written representation of a phoneme.
GPC (Grapheme Phoneme Correspondences)	The skill of being able to hear phonemes and write the corresponding grapheme and conversely, seeing a grapheme and knowing what sound it makes.
Graph	Where one letter makes one sound.
Digraph	Where two letters make one sound ('sh' 'ch' 'th' 'ng').
Trigraph	Where three letters make one sound ('igh').
Quadgraph	Where four letters make one sound ('eigh' 'ough').
Split digraph	A digraph that is split by another letter ('a-e' 'e-i').
Double digraph	The same letter in a word where only one is pronounced ('ll' 'nn').
Consonant blend	Two letters that make one sound where both are consonants ('ph' 'sh').
Decode	The practice of reading – turning graphemes into phonemes.
Encode	The practice of writing – turning phonemes into graphemes.
Oral blending	Hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.
Blending	Looking at a written word, looking at each grapheme and using their GPC to merge them together to make a word.
Oral segmenting	Hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.
Segment	The opposite of blending. Hearing a word then splitting it up into the phonemes that make it, working out which graphemes represent those phonemes and then writing them in the correct order – used when spelling and writing.
Sound Talk	The process of segmenting or breaking a word down (child speak).
Common Exception Words	Words that break the phonics rules and often used regularly in texts. Such as the, as, is
Tricky Words	This is what we call our common exception words.
Pure Sounds	The production of each letter sound clearly and distinctly without adding additional sounds to the end 'f and not 'fuh' (See below)
<u>Schwaing</u>	A schwa is an unstressed syllable where a vowel does not make it's long or short vowel sound. It makes an 'u' sound, such as 'teacher' where we do not stress the 'er' sound. Or, 'problem' where the 'e' makes an 'u' sound. The schwa is also important when teaching children correct pronunciation, e.g. when teaching them to say the sound 'g' or 'm' the emphasis is on the sound only, rather than making an 'u' sound after the letter as this can hinder children when learning to blend.



How can you support your child?

Each Friday your child will choose 2 or 3 books to take home for the following week to read. Each book will be colour coded to match your child's phonic ability.

Please read with your child for 10 minutes each day.

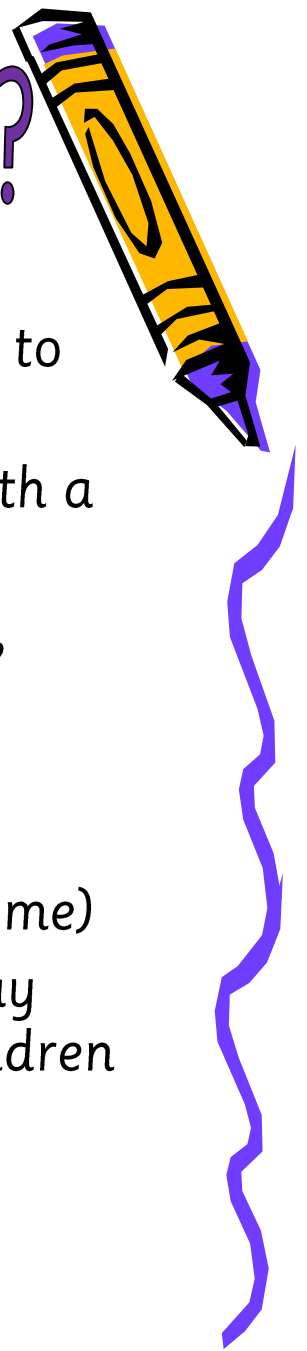
Spellings – we will be sending home spellings for the children to learn every Friday. These words will cover the Year 2 CEWs and words from their weekly spelling rules. Additionally, as in Year One, words will be on Spelling Shed. We will be handing out your child's login.



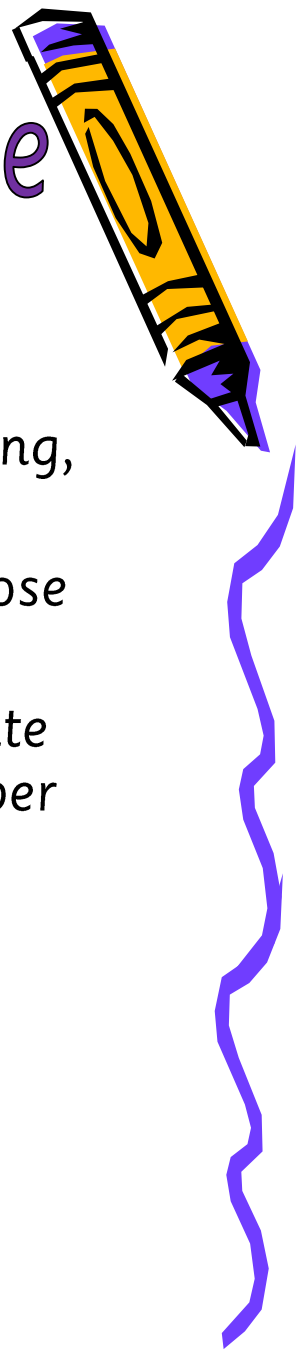
How can you support your child?

Top tips!

- ✓ Take it in turns with your child to read a page or sentence to keep the flow.
- ✓ You can “jump in” if you notice your child is struggling with a word.
- ✓ If you notice your child is struggling to read a tricky word, practise finding it within the book before you begin.
- ✓ Encourage your child to sound out a word on their arm.
- ✓ If your child is struggling to recognise a phoneme use the grapheme mat to support them (website and to be sent home)
- ✓ If your child is reluctant to read think about the time of day your reading with your child. For example, at bedtime children don't want to read, they want to be read to.



“Incredibles” Reading Challenge



In Year 2 we have a The “Incredible’s Reading Challenge”.

1 read = 10 minutes.

Your child will be rewarded at various stages in their reading, special awards will be given for:

50 reads- a certificate, 100 reads- Pencil, 200 reads- choose your own book!

When recording in the reading diary you don’t have to write lots you can just put the date, the book read and the number you

