



# Year 2 Parent Information

Miss Alexander and Miss Farmer

# Year 2 SATS changes

- From September 2023, all new primary school pupils now take the new reception baseline assessment (RBA) that replaces SATs in Year 2.
- The SATS materials will still be used at the end of Year 2, but as a end of year assessment tool to identify individual strengths and next steps. These will inform our teacher assessments which you will receive in the end of year report.

3  $18 - 6 =$

1 mark

4  $10 \times 10 =$

## Liam the Park Keeper

### Meet Liam the park keeper

Do you like being out in the open air? Liam does! He works as a park keeper, which means he is outside all day long. He can listen to the birds and look at the beautiful trees and plants.



Liam the park keeper

Liam has to keep his areas of the park looking their best for visitors, especially the rose garden. It's a very demanding job, but Liam enjoys it.



On Monday, we had a very good day. We went to the fair in the park. I won a huge, pink teddy.

On Wednesday, we went to the circus in a big tent. It was so lovely! We saw acrobats swinging high above our heads.



On Friday, JJ said, "Let's do something for Mum. She has been working all week."  
"Can we do a picture in the garden?" I asked.

1 Draw **three** lines to show what Jasmine and JJ did on each day.

Monday	→	→	did something for Mum
Wednesday	→	→	went to the fair
Friday	→	→	went to the circus

1 mark

2 What did Jasmine and JJ see at the circus?

1 mark

# Celebrating Reading at Home

- Every time your child reads at home, they will receive a stamp on their bookmark. When the bookmark is complete, they will receive a certificate and a prize.
- Every time, your child reads at home, they will move one step up the ladder. This will show a visual representation of how many times each child is reading per week. Those that had read 4 times will receive a reward.



# Read Write Inc

## 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-appropriate<sup>1</sup> 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 words<sup>2</sup>
- 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.

Those children that are still on Read Write Inc are a focus for practice at home and school.

Age expected standard children mostly are off by Christmas in Year 2

**Ditty Stage - reading a few words together**

Green Stage

Purple Stage

Pink Stage

Orange Stage

Yellow Stage

Blue Stage

Grey Stage

**Off Programme**

# Off Programme

- If your child is off programme, they have already completed a Star Reader quiz that has given them a reading age score. This is called an AR score.
- Every time your child has read all their book, they will complete a quiz in school. If they do not pass, they will need to re read the book again at home and complete another quiz once finished to ensure they have understood what they have read.

## ZPD range to choose from:

1.4	3.2	5.0
1.5	3.3	5.1
1.6	3.4	5.2
1.7	3.5	5.3
1.8	3.6	5.4
1.9	3.7	5.5
2.0	3.8	5.6
2.1	3.9	5.7
2.2	4.0	5.8
2.3	4.1	5.9
2.4	4.2	6.0
2.5	4.3	6.1
2.6	4.4	6.2
2.7	4.5	6.3
2.8	4.6	6.4
2.9	4.7	6.5
3.0	4.8	6.6
3.1	4.9	

Dear Parents/Carers,

Your child has completed the RWI programme and will now be using Accelerated Reader to track their progress in Reading. They still attend a reading group everyday but now focus on comprehension skills and how they can use these to answer questions about a text. Instead of a phonics book, children will now have the opportunity to choose their own reading book from the library that is suitable for their reading ability. They have completed a Star Reader test which gives them an accurate reading age and a PD score that shows them which books match their ability. These reading age tests are repeated every term so that we can see the progress your child is making with their reading. Once children have finished their book, they complete a short quiz of comprehension questions about it and can then change their book to a new one of their choice. Please continue to read as often as you can at home and if you have any questions, please speak to your class teacher.

This has been stuck in your child's book and their level has been highlighted.

# Reading at Home

## Complex Speed Sounds

### 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		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							




















### Vowel sounds

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

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

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

## Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
<u>a-e</u>  make a cake	<u>i-e</u>  nice smile	<u>o-e</u>  phone home	<u>u-e</u>  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

# Maths at Home



**JAMMING**

Take it easy

## NumBots

- Focus on number bonds to 10, 20 and 100
- Encourage use of Jamming option

## Times table Rockstar

- Focus on 2, 5 and 10 times table



# Addition and Subtraction

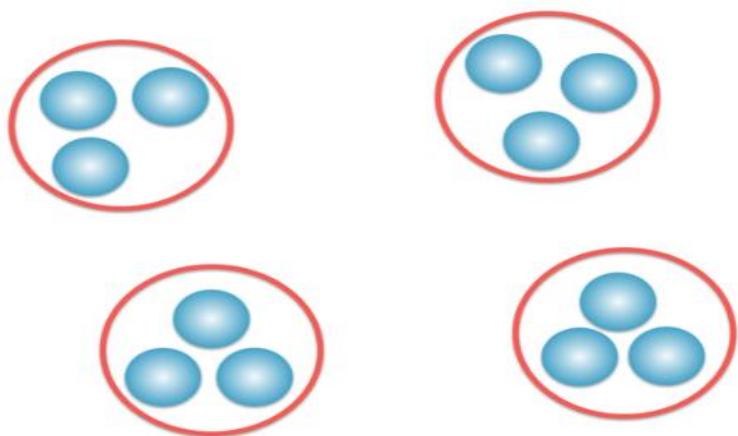
We learn using resources as much as possible. Children do not begin learning a formal method until Year 3.

$26 + 5 =$

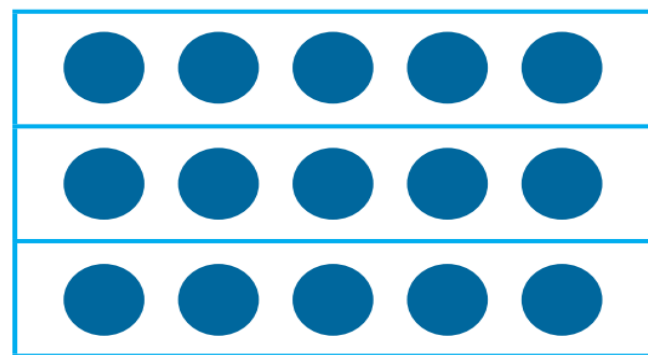
$26 + 5 = 31$

# Multiplication and Division

We learn through building arrays. Children do not begin learning a formal method until Year 3



$$12 \div 3 = 4$$



$$3 \times 5 = 15$$



# Writing

1.	Write simple, coherent narratives about personal experiences and those of others (real or fictional).
2.	Write about real events, recording these simply and clearly.
3.	Demarcate most sentences in their writing with capital letters and full stops. Use question marks correctly when required.
4.	Use present and past tense mostly correctly and consistently.
5.	Use co-ordination (e.g. or / and / but). Use some subordination (e.g. when / if / that / because) to join clauses.
6.	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
7.	Spell many common exception words.
8.	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
9.	Use spacing between words that reflects the size of the letters.

Expected  
standard

# Statements

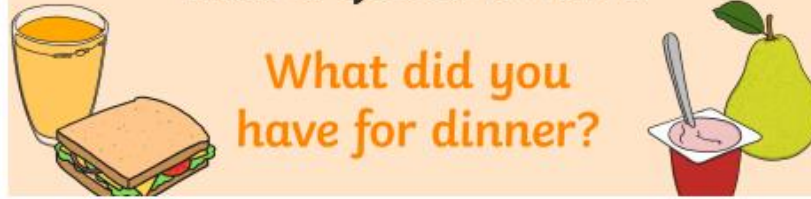
Statements are sentences which tell you something. They end with a full stop.

Rainbows have 7 colours.  
They are beautiful to look at.



# Questions

Questions are sentences that ask you something. They usually end with a question mark.



What did you have for dinner?

# Commands

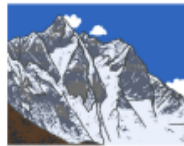
Commands are sentences that tell you to do something. They are found in instructions but can also be urgent or angry and can be very short.

Help me!  
Please stop doing that.



# Exclamations

An exclamation is a sentence beginning with 'What' or 'How'. It is a full sentence, including a verb, which ends with an exclamation mark.



What a dangerous mountain to climb!



What amazing children they are!



How kind of him to do that!

For Expected Standard, children need to know what these 4 sentence types are, punctuate each one correctly and use them within their own writing.

# verb

Verbs are doing or action words.  
(This includes 'to be' and 'to have').



run



jump



talk



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# noun

Nouns are used to name people, animals, things, places, or ideas.



butterfly



dice



pirate



ball



girl



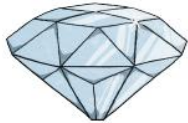
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# adjective

Adjectives describe nouns or pronouns.



delicious  
cake



sparkly  
diamond



beautiful  
flower



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# adverb

Adverbs modify verbs, adjectives, or other adverbs.



she shouted  
loudly



he ate  
slowly



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For Expected Standard, children need to be able to know what these 4 word classes are, identify these in sentences and use them within their own.

# conjunction

Conjunctions link words, phrases and clauses.

for



yet

so

nor

I like chocolate and ice cream,  
but I should not eat too much of them.

but



and

or

For Expected Standard, children need to be able to know what conjunction are, identify these in sentences and use them within their own.



# Apostrophes



Apostrophes are used to show possession.

This is Amy's car.



Robert's shoes are dirty.



The cats' whiskers are long.



The children's toys are in the box.



Apostrophes are used when letters are missing.

I am - I'm  
you are - you're  
they will - they'll

does not - doesn't  
could have - could've  
who is - who's

do not - don't  
he will - he'll  
she will - she'll



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For Expected Standard, children need to be able use apostrophes for contraction and possession.

Thank you for coming.

Any questions, please come and find a member of the team.

Please take any of the resources you feel that would benefit your child.