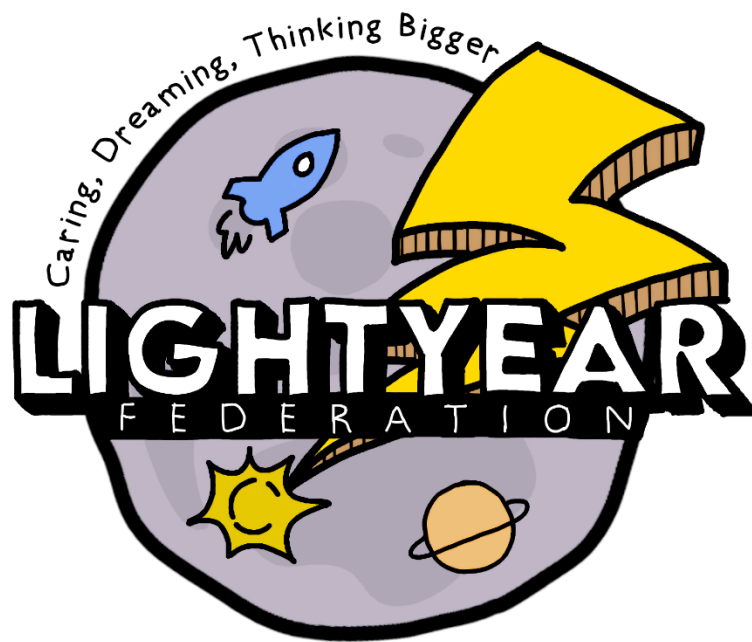


Parental Guide to Year 2 Learning



We hope you and your child find this simplified summary guide useful. We have taken some examples of learning that we would typically expect a child in **Year 2** to demonstrate if they are achieving at an age appropriate level by the end of the year.

This guide is not a complete summary or test of all learning in any area and it should be expected that every child is an individual and learns at varying rates at different times with individual challenges and strengths in all areas of learning. This guide should help you as parents understand what a child in **Year 2** will typically read, write and calculate independently. If your child seems confident in these areas, or you would like to know how to support your child, please do speak to your child's teacher.

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Reading

Set 1 A & B	Set 1 C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	UG
Reception Progress				Y1 Progress				Y2 Progress			
On Track Progress through the RWI colours: **guide only											

A rough guide to what group your child should be on in Read Write Inc

corresponding to their year group.

Here are just a few of the sounds and words Year 2 children are typically able to read by the end of the year:

ur	<u>P</u> ur <u>s</u> e for a <u>n</u> ur <u>s</u> e	ure	<u>S</u> ur <u>e</u> it's <u>p</u> ur <u>e</u> ?
o-e	<u>Ph</u> o <u>n</u> e <u>h</u> o <u>m</u> e	u-e	<u>H</u> u <u>g</u> e <u>b</u> r <u>u</u> t <u>e</u>
ear	<u>H</u> ear with your <u>e</u> ar	are	<u>S</u> har <u>e</u> and <u>c</u> ar <u>e</u>
tion	<u>C</u> elebrat <u>i</u> o <u>n</u>	tious/cious	<u>S</u> crumpt <u>i</u> o <u>s</u> / del <u>i</u> ci <u>o</u> s

Here are a few sentences that Year 2 children should be able to read by the end of the year independently:

Spooky tunes filled the air. Wispy things, like cobwebs, brushed against our faces. Then Mum let out an ear-splitting scream as a vampire suddenly appeared in front of us.

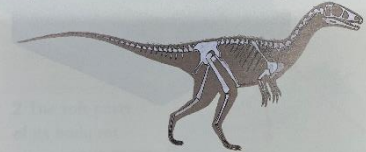
"Look at those fangs!" she screamed.



"Don't be scared, Mum," said Deb soothingly. "It's not real. It's just a model dangling from wires." Deb fears nothing.

What was the skeleton like?

The skeleton was about 2 metres long and 70 centimetres tall. It was about as big as a greyhound. As its bones were not all fully formed, experts think it was a baby *Dracoraptor*.



From the fossils that were found, we think *Dracoraptor* looked like this:



By the end of the year, a Year 2 child should be answering this sort of question about what they have read:

1. Which of these is not a species of elephant? Tick one.

an African elephant
 the American elephant
 the Asian elephant

2. Draw three lines and complete each sentence.

A group of elephants...	are called bulls.
Adult male elephants...	is called a calf.
A baby elephant...	is called a herd.

3. Look at the part of the text called **Elephants Never Forget**. Find and copy one word which means the same as 'clever'.

Smart

1. Who was in charge of the castle?

lord and lady ✓

2. What was the good behaviour of Knights called?

chivalry ✓

Can you draw what you think the chaos would look like?

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Writing

Below are some examples of age expected **Year 2** writing from our children. You can see how their handwriting, spelling and sentence structure is developing:

The prince ran away from the Jungle but he saw a cave. So he set off on his journey into the cave and met an evil wizard who tried to put him in a cage. Luckily he dodged the magic and ran out and left the evil wizard behind in the cage and continued his journey.

A Kenyan Safari
In the dusty, sunny grass land of the savannah the grass waves along the breeze. The climate is very sunny as it normally doesn't have rain. The ground is cracked and the grass is very yellow. Visitors to Kenya will need a hat, sun cream and sun glasses because you can get burnt.

Below are just some of the words that **Year 2** children would usually be able to spell correctly and independently if learning at an age expected level:


write	because	always	sky
want	measure	didn't	fiction


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Mathematics


Year 2 children study a wide range of topics in Maths but the examples show just some of the understanding we would like to see a **Year 2** child able to demonstrate by the end of the year:


How much money is there?

a)  6p

b)  50p

c)  20p

d)  12p

e)  400p

Fill in the missing numbers.

$14 - \boxed{6} = 8$ $\boxed{13} - 6 = 7$

Find 3 different ways to do this.

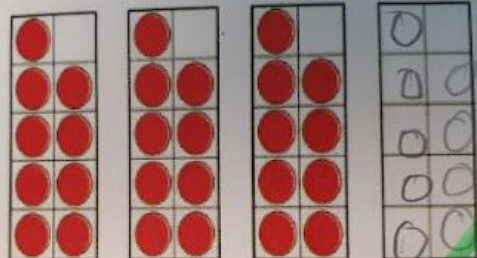
$\boxed{10} + \boxed{1} = 11$

$\boxed{2} + \boxed{9} = 11$


$\boxed{8} + \boxed{3} = 11$

I have a secret number.
If I add 7 to my number,
I get 16.
What is my number? 9

Complete the ten frames to show equal groups.



Complete the sentence to describe the groups.
There are 4 equal groups with 9 in each group.

Max has 6 stickers. 

He gets 10 new stickers every day for 8 days.
How many stickers will Max have after 8 days?
Use the number track to help you.

6	16	26	36	46	56	66	76	86
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Parental Guide to Year 2 Learning

Lifeskills

Children spend every day learning across a broad range of curriculum subjects, more information of which you can find on our websites, in our weekly briefings or by asking to speak to a member of staff.

The Lightyear Federation, believe there are also key **Life Skills** that play an equally important role in child development and we have prioritised these for the children of **Greatstone Primary School** and **Repton Manor Primary School** as part of their school experience.

Some of the areas below are taught explicitly, but also many are taught by yourselves as families or through day-to-day school life. It may be that children learn these skills through school experiences, friendships, life events or from their communities. We recognise the importance of these areas on a child's overall development and we know that they can often be as crucial as learning to read, write and use numbers.

The areas we consider in our Life Skills Curriculum are:

- Emotional and Social (Mental Wealth, Social Skills & Relationships)
- Personal Care
- Understanding the World
- Personal Safety

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Personal Safety

- I can give examples of bullying behaviour and how it could look online.
- I can recognise the difference between bullying and falling out with someone and I know what to do in this situation.
- I can describe and explain some rules for keeping my information private.
- I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.
- I recognise when and where it is safe to play.

Social and Emotional Skills

- I can identify how I am feeling at any given time and explain why.
- I can recognise other people's emotions and explain why they might feel that way.
- I understand the importance of listening to others in a group activity.
- I can identify when someone is ready for me to speak (and not interrupt).
- I know when to ask for help.
- I know the difference between telling a tale and reporting something important.
- I can maintain a friendship.

Personal Care

- I know when to ask for a drink.
- I can brush my teeth independently.
- I can organise my items to go home with at the end of the school day.
- I have an awareness of hazards in the home and how to keep myself safe.
- I recognise how to keep myself and my clothes clean and when I don't have to. (e.g. getting muddy when playing a sport)

Understanding the World

- I know the life cycles of certain plants or animals.
- I can identify more than one religion.
- I know how I can help to strengthen our community.
- I know that there are different people in the world and show curiosity towards them.
- I know my address, full name and how to contact my family.