



Year 2

Meet the Teacher

September 2024

# Staff



Mrs Cochrane - Year 2 Lead and PE coordinator  
Miss Frew - DT coordinator  
Miss Nelmes

# Additional Adults



Miss Brown - TA3

*Miss Barclay (Mat leave due back after Easter)- HLTA, interventions, PPA and class cover.*

Mrs Mead- 1:1 support in 2N (am).

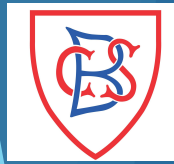
Miss Shaw - 1:1 support in 2F (am).

Miss Mills - 1:1 support in 2N (pm)

Mrs Banks - 1:1 support in 2F (pm).

Other Specialist Teachers: Music with Trafford & PE with Mr Lewis, his team and Ms Parle.

# Key Stage 1



## Approximate Daily Structure of Year 1 and 2

8.25 - 8.40 - **Task to start the day**

8.40 - 8.50 - **Registration/ discussion about the day**

8.50 - 9.30 - **Lesson 1 (usually Maths - can be Computing)**

9.30 - 9.40 - **Daily Mile run (regardless of the weather!)**

9.40 - 10.20 - **Phonics**

15 minutes playtime - **some fruit provided - can bring in own healthy snack**

10.45 - 11.30 - **Lesson 2 (usually English - can be Computing/ PE)**

11.30-12 **Lesson 3/4 (usually spelling/reading)**

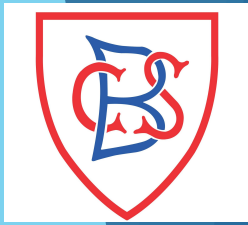
12.00 - 1.00 - **Lunchtime (half an hour in the hall, half outside)**

1.00 - 2.10 - **Lesson 4/5 (usually foundation subjects)**

15 minutes playtime

**Last part of the day either worship/ finishing off/ story time**

# Year 2 General Information



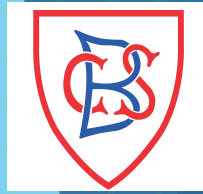
We will post homework and communicate via Google Classroom. Our code is:

**xfoecxu**



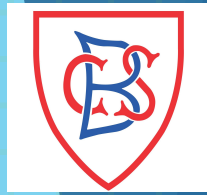
Your children will have logins for several applications; please help them to keep track!

## Behaviours we are seeing in the classroom and are concerned about



- school readiness - basic skills
- resilience/ growth mindset
- focus/concentration
- ability to listen/ stop talking
- following simple instructions
- respect (lots of 'no, I am not doing that' at the moment)
- being part of a class of 30 children
- A need to be first/ win
- consistent low level disruption



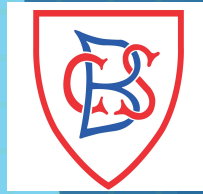


## How are we managing this?

- It is every child's right to work in an undisruptive, effective learning environment.
- We need to ensure that we cover our Y1 curriculum comprehensively in order for the children to move successfully through school.

For this we need to see that children can:

- Follow instructions (1 step initially for some)
- Listen when appropriate - not talking during this time.
- Know the behaviour/ rules expected in school and how this may differ from outside of school.
- Understand that answering back is disrespectful
- Wait their turn without pushing, shouting or losing their temper
- Manage getting something wrong without becoming angry/ dysregulated



## How are we managing this?

We are using a number of positive behaviour strategies to reinforce classroom expectations:

*Reach for the stars! Golden Value stickers, normal stickers, Golden awards (on a Thursday/ Friday)*

These are used to **praise and model expected learning behaviour**

However, if repeated unexpected behaviours occur after being reminded there will be a consequence

(we always remind children of our expectations at least once before these occur)

*(5 minutes of playtime, missing some choosing time, discussions with parents, reflection hub)*

# How can you help?



- Support our processes and strategies
- Talk to us if you have concerns or questions

We will contact you when we are seeing unexpected behaviours **consistently, repeatedly (daily) or if they are more extreme** (hurting, dangerous behaviours etc).

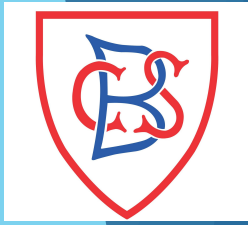
*As teachers we promise to:*

Always have your children's best interests at the forefront of our decisions and actions.

*(We want them to succeed as much as you do)*

Work with you to ensure your children show the correct 'learning behaviour' so that they (and their peers) can make progress and succeed

Have high expectations for your children in terms of behaviour and educational progress



# Year 2 Expectations

Our golden values are:

**Ready     Respectful     Kind     Safe**

Our class charter was agreed the first week and is displayed prominently

# Attendance

- Clear link between attendance, attainment and wellbeing
- Government guidance has now become much more strict regarding attendance
- Our goal is 97% attendance
- No holidays in term time will be authorised
- Punctuality: we register the children at 8.40am
- Worship sessions are now in the afternoons to maximise fresh brains in the morning!

# Online Safety

**Parental controls on devices.**

**Be wary of Youtube, Roblox etc.**

National Online Safety have great one pagers of advice for parents and children.

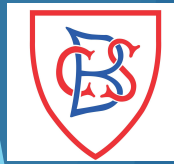
[Library | The National College](#)

**Parental WhatsApp and other social media platforms**

Please do not share photos of children unless parents have given permission, this includes sharing something for the newsletter.

Please, if there is a problem, bring it to me, please don't discuss it online. This causes great upset for families and can have repercussions for pupils in some cases, socially etc.

**Please ensure you have read and signed the AUP**

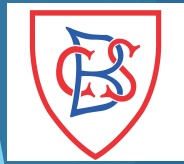


# Key Stage 1

## Uniform reminders

- PLEASE avoid laces on shoes if your child cannot confidently tie their own laces
- Blue/ black school shoes or blue/ black/ white trainers
- **PLEASE NAME EVERYTHING! Better with stickers, stamp or sewn on**
- Encourage children to be responsible for their own belongings
- **Some sort of coat everyday!**
- Hair tied back - even long fringes clipped back (this includes boys!)
- Water bottle every day (can be left in school until Friday)





# Key Stage 1



## Snacks

- Fruit provided - apples, carrots, pears, green beans, bananas - they send what they have
- You can send in a healthy snack in reusable, named pot (15 mins playtime) low salt/ sugar



### Healthy School



# Key Stage 1

## Work expectations of children:

- Year 2 is the end of Key Stage 1.

The following slides show you the current expectations for children in Y2.

Please note these can be found on the Y2 Curriculum Overview page on the website. *(You might want to print them for your own reference.)*

<https://bowdon-church-school.secure-primariesite.net/year-2/>

### Working towards the expected standard

read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes

read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)

read many common exception words

#### **In a book closely matched to the GPCs as above, the pupil can:**

read aloud many words quickly and accurately without overt sounding and blending

sound out many unfamiliar words accurately

#### **In a familiar book that is read to them, the pupil can:**

answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

### Working at the expected standard

read accurately most words of two or more syllables

read most words containing common suffixes

read most common exception words (Year 1 and 2)

#### **In age-appropriate 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 (90+ words a minute)

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

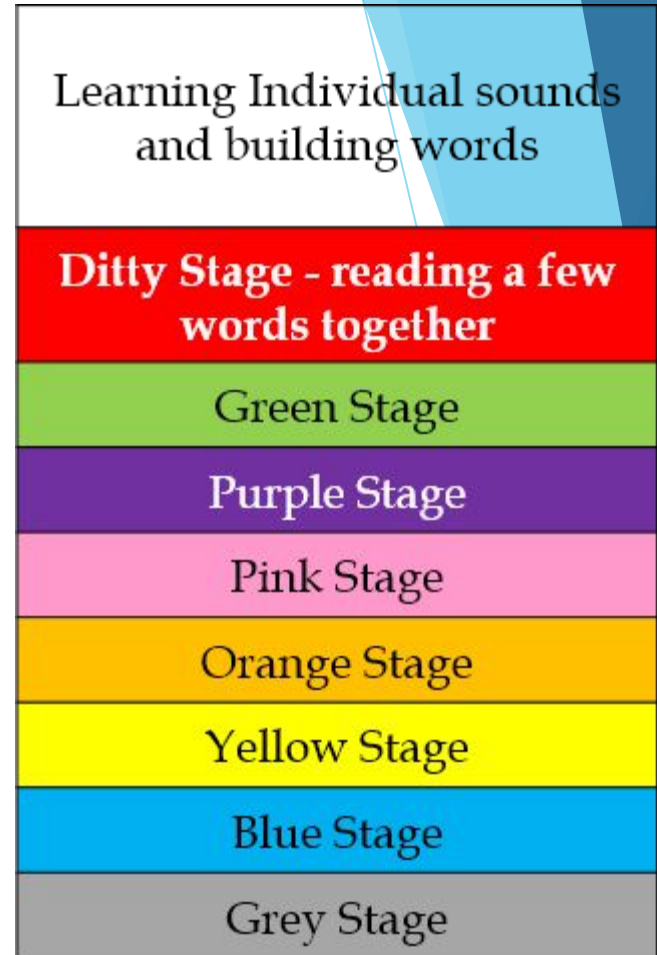
explain what has happened so far in what they have read

# Expectations in Reading

These are the end of Year 2 expectations for reading that we use to make our teacher judgements.

# Reading

- Children will continue to follow the Read Write Inc scheme this year.
- This consists of 4 sessions each week which focus on developing their phonics, **fluency** and comprehension.
- Children past Grey level will still have these sessions but will focus on Comprehension.
- Their reading books will come home on a Thursday and should be returned the following Tuesday.
- Any comments regarding their reading at home can be put in their reading record.
- Please note, due to the new phonics groups, some children may repeat Read Write Inc books.
- Rereading books is a good way to build fluency, accuracy and comprehension.





- Phonics scheme
- It has been very successful over the last few years
- Might be different to your experience of teaching reading – trust it (and us!)
- It works!
- [Oxford Owl](#)

**Remember you can always supplement your child's reading with library books!**

# Expectations in Writing

These are the end of Year 2 expectations for writing that we use to make our teacher judgements.

Children are expected to write in a range of genres; explanation, description, narrative, letters, instructions, information and recounts.

## Working towards the expected standard

*The pupil can, after discussion with the teacher:*

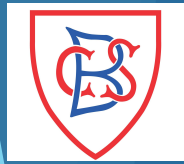
- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell 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.

# Key Stage 1



- Spelling scheme
- Introduced in Year 2
- 15 minutes everyday
- Spellings are taught not caught
- It works!



### Working Towards the expected standard

Read and write numbers in numerals up to 100

Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them

Add and subtract two-digit numbers and **ones**, and two-digit numbers and **tens**, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ )

Recall at least four of the six number bonds for 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $4 + 6 = 10$  and  $10 - 6 = 4$ )

Count in twos, five and tens from 0 and use this to solve problems

Know the value of different coins

Name some common 2-D and 3-D shapes from a group of shapes or from pictures of shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)

### Working at the expected standard

Read scales in divisions of ones, twos, fives and tens (number lines, practical situation, graph axis)

Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus

Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ )

Recall all number bonds to and within ten and use these to reason with and calculate number bonds to and within 20, recognising other associated additive relationships (e.g. If  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ )

Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary

Identify  $1/4$ ,  $1/3$ ,  $1/2$ ,  $2/4$ ,  $3/4$  of a number or shape, and know that all parts must be equal parts of the whole

Use different coins to make the same amounts

Read the time on a clock to the nearest 15 minutes

Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry

# Expectations in Maths

These are the end of Year 2

expectations for Maths that we use to make our teacher judgements.

# Exceeding Expectations

## Reading

**Working at greater depth within the expected standard**

The pupil can, in a book they are reading independently:

make inferences

make a plausible prediction about what might happen on the basis of what has been read so far

make links between the book they are reading and other books they have read

## Maths

**Working at greater depth within the expected standard**

Read scales where not all numbers on the scales are given and estimate points in between

Recall and use multiplication facts and division facts for 2, 5 and 10 and make deductions outside known multiplication facts

Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g.  $29 + 17 = 15 + 4 + ?$ ; "together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?" etc.

Solve unfamiliar word problems that involve more than one step (e.g. 'Which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')

Read the time on a clock to the nearest 5 minutes

Describe the similarities and differences of 2-D and 3-D shapes, using their properties

## English

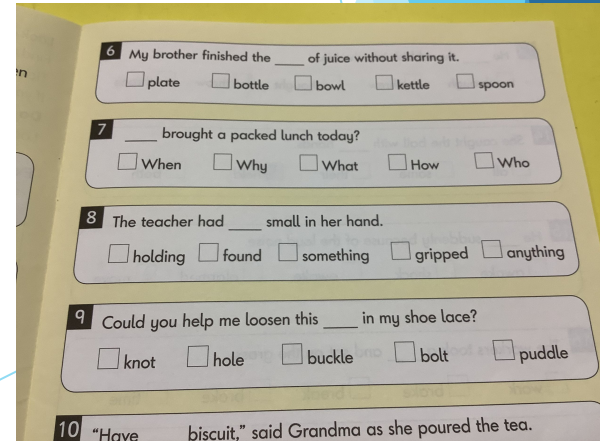
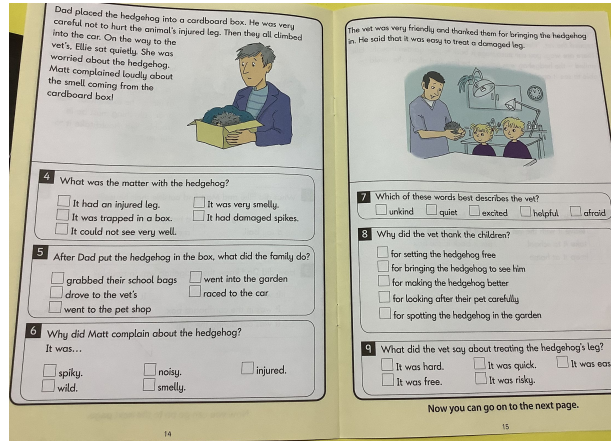
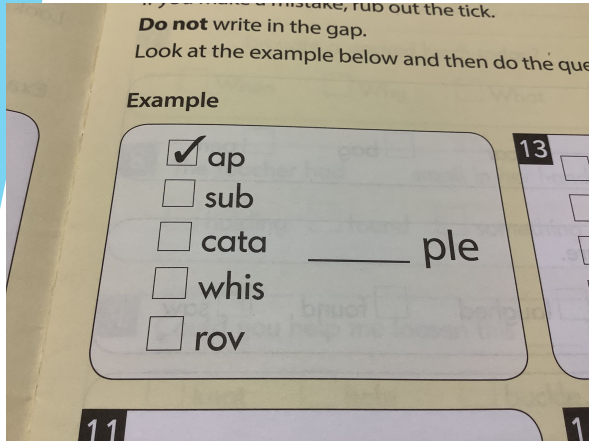
**Working at greater depth**

*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.

# Assessment - NGRT

At the start of the year, children complete the NGRT reading assessment in order to assess their comprehension and phonetic understanding.



# Assessment - SATS “Booklets”

Take place in the month of May (at our discretion)

It is important that this is in school uniform

- Reading
- Mathematics
- SPaG (optional) - SPaG paper

Key stage 1

**Mathematics**  
Paper 1: arithmetic

First name	
Middle name	
Last name	

Total marks

Key stage 1

**English reading**  
Paper 1: reading prompt  
and answer booklet

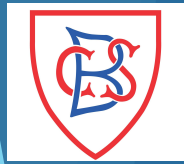
First name	
Middle name	
Last name	

Total marks

prepare the children to avoid using old SAT papers

# End of Key Stage Assessment

- Teacher's judgement (using teacher assessment frameworks)
- Moderation (internal/ external)



# Key Stage 1

## Homework:

- Mainly reading...
- Y2 Spelling curriculum has changed - no spelling tests however learning the common exception words is beneficial.
- MyMaths, TT Rockstars
- Extra optional task - life skills, basic knowledge skills etc
- Anything more will be on Google Classroom



# Logistics



- PE - Mondays & Tuesdays
- To communicate with Y2 staff please use the [Y2@bowdoncs.org](mailto:Y2@bowdoncs.org) email
- Please label ALL Uniform and Equipment

# Class Mixing

- Children nominate friends from across classes.
- Teacher observation of friendships.
- Gender, age, development etc are all taken into account.
- Children are given the opportunity to mix prior to the start of Year 3.
- 

A great opportunity for all to make new friends :)



- Thank you for your time.
- I hope this meeting has been insightful.
- Any questions?