

WELCOME MEETING YEAR 2

SEPTEMBER 2024

TEACHERS: MISS HOWARTH AND MRS HUNTLEY

COVER TEACHERS: MRS ROBINSON (2D ON A MONDAY), MISS MUIR (2D ON A TUESDAY AFTERNOON), TBC (2H ON A TUESDAY AFTERNOON)

TEACHING SUPPORT: MRS BAILEY AND MRS WILSON



ARTICLE 3 – THE BEST INTERESTS OF THE CHILD MUST BE THE TOP PRIORITY IN ALL DECISIONS AND ACTIONS THAT AFFECT CHILDREN.



Respect and Integrity in all we do

Be Ready	Be Reflective	Be Resilient
		
<p><u>RR Article 28</u></p> <p>Every child has a right to an education.</p>	<p><u>RR Article 3</u></p> <p>The best interests of the child must be a top priority in all decision and actions that affect children</p>	<p><u>RR Article 29</u></p> <p>Education must develop the child's personality, talents and abilities to the full.</p>

BEHAVIOUR



ROUTINES AND STRUCTURE



School learning starts at **8.50am**

School learning finishes at **3.20pm**

ATTENDANCE IS A PRIORITY

Children will be marked as **late after 8:50am**

Evidence must be provided to the office for any planned absences (eg. medical appointments).

If your child is absence for other reasons (eg. illness) this must also be reported to the office at your earliest convenience.

Monday – all day

Mrs Robinson teaching 2D

Tuesday afternoon

Miss Muir teaching 2D

TBC teaching 2H

ROUTINES AND STRUCTURE



- Maths and English daily.
- Phonics and Reading taught daily – priority.
- Reading folders to be brought into school **daily** please. Books will be changed on a **Friday**.
- Continuous Provision – continued in Year 2 – structured independent activities linked to topic

PE - Thursday afternoon and Friday afternoon

Children to come dressed in their PE kit. All PE kit should follow the school uniform policy.

ROUTINES AND STRUCTURE



School Uniform Policy

- School jumper or cardigan
- Grey or black trousers, shorts or skirt
- Black shoes/ trainers
- Wellington boots

Watches are the only items of jewellery which may be worn at school.

Children are not permitted to wear any earrings.

PE Kit

- White t shirt or polo
- Plain grey, black or burgundy tracksuit bottoms
- Sweatshirt or hoody

- No items should have a logo on apart from the school logo.

All uniform must be labelled clearly!

SNACKS

Children are allowed to bring their own snack in from home for morning play but please ensure they are healthy!

EG. Fruit, rice cakes, cereal bars (no chocolate or crisps)

YEAR 2 ASSESSMENT



Teacher Assessment Framework – The expectations nationally.

- No KSI SATS.
- Teacher Assessment – across a period of time.
- Child being assessed all of the time – you will be notified of any changes that take place with your child's learning.
- Children who did not pass the Phonics Screening in Year 1 will be taking the test again in June 2025.

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-appropriate¹ 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 words²
- 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.



ASSESSMENT CONTINUED

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.

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- 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 10 and use these to reason with and calculate 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 $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- 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.

YEAR 2 ATTAINMENT AND CURRICULUM



- All children learn at different rates and need different provisions to learn.
- In class we will use a variety of scaffolding and resources to support your child's learning.
- Visual timetables, key words, pictures, hands on experiences, trips.
- Some children maybe taken in small groups to learn and some children may need one to one support – in all instances we promote independence and personalised learning.
- Reading and Phonics are the fundamentals for everything your child will learn.
- We want our children to read for pleasure – promote this at home. Children may bring in books that they have read at home to read with the class.
- School website – Termly curriculum overview and RWI programme.

YEAR 2 HOMEWORK



- Class Dojo – Please make sure you have access to your child’s class dojo. It is our main form of communication.
- Homework grids will be posted on ClassDojo after this meeting.
- We ask that children complete 1 activity per week and put into homework books or uploaded to class dojo via portfolio.

In addition:

- Weekly spellings based on RWI – test on a Friday
- Home reading – this will be monitored. Children should read at home at least 3 times each week.



YEAR 2 FAMILY

- Open door policy – Teachers or teaching support staff will be on the door each morning and evening.
- Minor or day to day information, please message on class dojo. Please be aware we only have access during working hours so responses may not be immediate.
- Planned absences or concerns that need addressing immediately, please contact school office.
- SEND queries – speak to class teacher or Mrs Robinson our school SENCO.