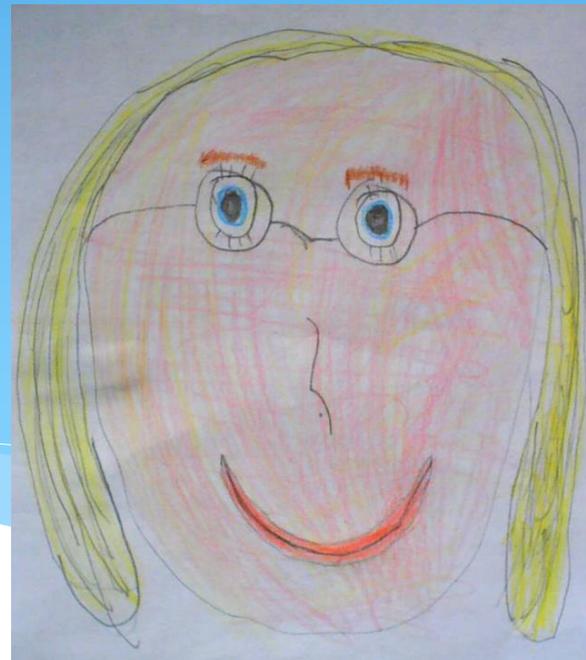




Welcome to Year 2



Our aims for this evening

- * Details of the areas of study
- * The end of year expectations
- * Suggestions to help your child
- * Information about the end of key stage one assessments

Reading

Reading involves two skills

❖ Decoding

❖ Comprehension



Decoding

Decoding requires

- ❖ Phonic recognition and blending
- ❖ Sight recognition of key words
- ❖ Use of picture and contextual clues

Comprehension

Comprehension requires

1. Understand the literal meaning
2. Understanding the inferential meaning



Book Box Prompts

Learning Activities - Book Boxes G and H

While reading books from these boxes children should practice:

- ❖ Using a range of strategies to read
- ❖ Reading with fluency
- ❖ Blending sounds in longer words eg. farmyard
- ❖ Recalling the main events or facts in the book
- ❖ Talking about the main character, the beginning, the middle and the end of stories
- ❖ Making predictions based on their understanding of the text
- ❖ Comparing events in the book with their own experience
- ❖ Talking about the way pages are organised (eg. headings, captions, labels)
- ❖ Identifying different punctuation (eg. question marks, exclamation marks, commas and speech marks)

Ways to help with reading at home

- * Read every day and promote the enjoyment of reading by introducing your child to a range of reading material
- * Record reading in the reading records and ensure they are in your child's book bag every day
- * Ask your child questions and discuss their books
- * Support the reading challenges
- * Continue to read to your child



So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

“This must be our lucky day,” he said. “Come on, Monster.”

“I’ve never been in a boat,” said Monster.

The two friends climbed in and Frog pulled hard on the oars.



Why did Frog say, “*This must be our lucky day*”?

Tick **one**.

Monster
liked boats.

A boat drifted
towards them.

They were
by the sea.

It was a
sunny day.

Why was Monster worried?

Tony Ross is one of the most famous children's authors in the UK.

You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told.

For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.

Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon.

He also brought aliens to life in stories about Dr Xargle, written by Jeanne Willis.



The Little Princess reminds Tony Ross of someone. Who is it?

(page 4)

Tick **True** or **False** for each statement about the Little Princess.

Statement	True	False
There are lots of books about her.	<input type="checkbox"/>	<input type="checkbox"/>
She always does as she's told.	<input type="checkbox"/>	<input type="checkbox"/>
She is 5 years old.	<input type="checkbox"/>	<input type="checkbox"/>
She doesn't like going to bed.	<input type="checkbox"/>	<input type="checkbox"/>

Writing

Content

Grammar

Punctuation

Handwriting

Spelling



Handwriting at Prior Heath

a b c d e

f g h i j

k l m n o

p q r s t

u v w x y z

Example of joined handwriting from a Year 2 child

Vultures ✓
You will be suprised to know that a vulture does not ~~not~~ kill its prey it waits for it to die naturally. That means it is a scavenger. The vulture has no feathers on his or head or neck ^{so} it doesn't get dirty while it is eating. A vulture is very big. It's as big as a small dog. Do you know that a vulture's wingspan can go up to stretch up to 9 feet long. It's piercing looking eyes are special because they can see two miles away.

Writing Assessment

- * Handwriting
- * **Spelling**
- * Punctuation
- * Use of words
- * Structure of writing including grammar
- * Organisation
- * Imagination and clarity

End of year expectations

End of Year 2 expectations in English

Reading (word reading)

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading (comprehension)

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing – Composition

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

read aloud what they have written with appropriate intonation to make the meaning clear.

Writing - Vocabulary, grammar and punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Spelling

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write 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.

Maths

Counting and number relationships

Number facts

Calculations

Measures, shape and space

Using and applying

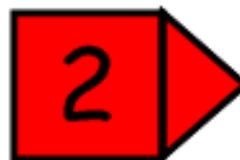
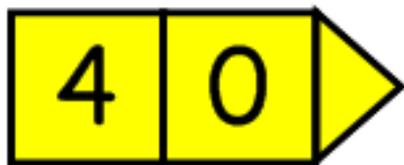
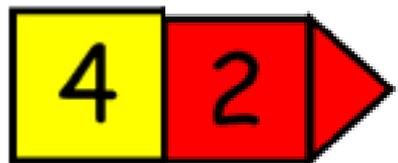


There are 15 apples in a tray.
Bob has 4 trays of apples.



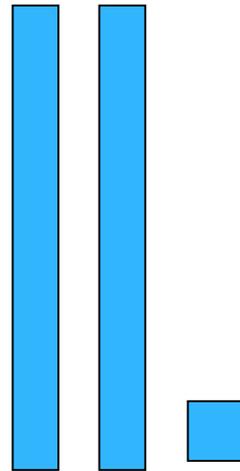
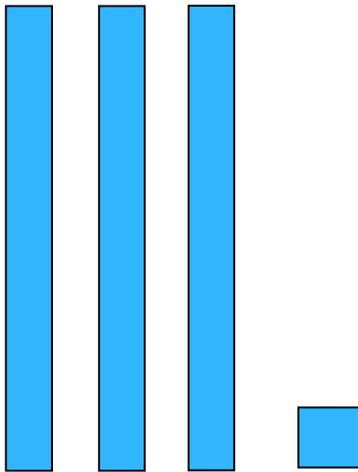
How many apples does Bob have altogether?
Show how you worked it out.

apples



Addition

- * Draw tens and units and count to add
- * For example $31 + 21 = 52$



Subtraction

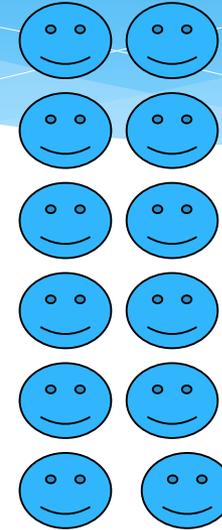
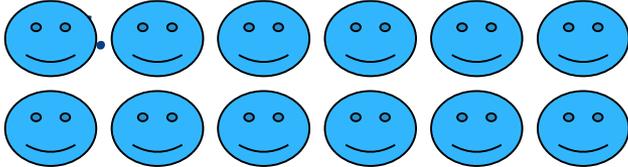
- * Use a number line to count back
- * Start counting back the tens, then the units
- * E.g. $55 - 24 = 31$

Multiplication

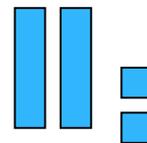
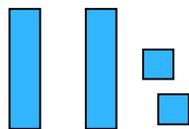
- * Learn 2, 5, 10, 3X tables

- * Use arrays

$2 \times 6 =$



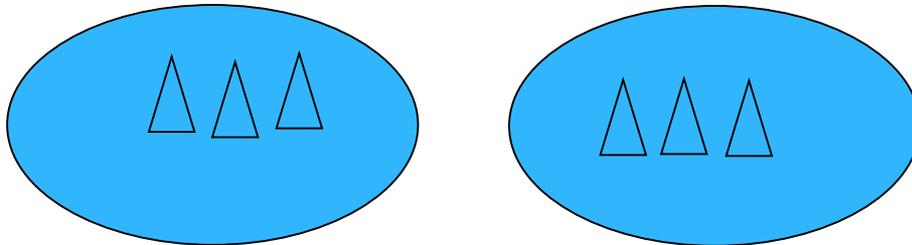
- * For larger numbers draw sets of tens and units
e.g. 22×2



Division

- * Share objects between plates
- * Draw shapes and divide between circles

e.g 6 divided by 2 = 3



- * Use multiples

Maths tips

- * Counting beyond 100 in ones, counting in twos, fives and tens
- * Money: finding totals and change
- * Time: o'clock, half past, quarter to and past, minutes past and minutes to
- * Weighing and measuring, using the correct type of measurement e.g. grams, centimetres or litres



End of year expectations

End of Year 2 expectations in mathematics

Number - number and place value

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Number - addition and subtraction

- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
 - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
 - add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers
 - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
 - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Number - multiplication and division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Number - fractions

recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity

write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (\pounds) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

Geometry - properties of shape

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry-position and direction

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

There are **20** balloons.

7 balloons fly away.

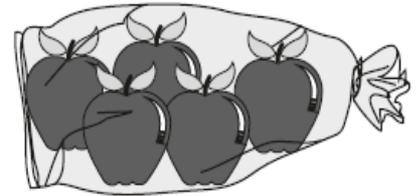


How many balloons are left?

balloons

Miss Smith needs **30** apples for her class.

There are **5** apples in each bag.



How many **bags** of apples does Miss Smith need altogether?

bags

P.E.

Cherry

- * Tuesday pm
- * Friday am

Rowan

- * Thursday pm
- * Friday am



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Welcome to Prior Heath Infant School website. We are a happy, friendly school and are always delighted to welcome visitors and show them around. We believe in ensuring every child is extended to their full potential.

purple mash

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Think then Click

These rules help us to stay safe on the internet

- * I will take care of the school computers.
- * I will ask before going on the internet.
- * I will only use the internet when an adult is with me.
- * I can click on the buttons or links when I know what they can do.
- * I will always ask if I get lost on the internet.
- * I will tell an adult if I see something on the internet that upsets me.
- * I will not tell other people personal things about me including my password.
- * I will always be polite and friendly when I write messages on the internet.

End of Key Stage One Assessments

- * Reading comprehension
- * Writing
- * Spelling, punctuation and grammar
- * Mathematics - calculations and reasoning

The children sit formal assessments during May. Please avoid absences as this can impact on their learning and overall final assessment

Thank you for coming.

