

WELCOME TO YEAR 2

Miss Holroyd

Mrs Halliday

Mrs Pickford

Mrs Wiseman

Mrs Slater

Ms Miranda



Learning in Year 2 - Maths

- Number: Number and Place Value
- Number: Addition and Subtraction
- Number: Multiplication and Division
- Number: Fractions
- Time
- Money
- Pattern
- Measurement
- Geometry: Properties of Shapes
- Geometry: Position and Direction



Learning in Year 2 - Mathletics

- Mathletics is part of the school Homework Policy.
- It is set every Monday (started on the 6th) to be completed by the following Monday.



Learning in Year 2 - English

- Power of Reading texts – we study a book for a number of weeks, focusing on different writing genres, such as letters, diaries and descriptions.
- Handwriting – should be starting to join in daily practice in school.
- Phonics and Spelling – daily practice in school.
- Whole Class Reading – focuses on comprehension
- Reading records let us know your children are reading at home. Not a book of communication about other matters.

Learning in Year 2 – Topic

- Could the Great Fire of London happen today?
- What was it like being a child growing up in Mexico?
- Would you rather live in London or Beijing?
- Why was the first man to step on the moon so important?
- Is the UK all the same?
- Why were Florence Nightingale and Rosa Parks such important figures?



Learning in Year 2 - Science

- Uses of everyday materials
 - Animals, including humans
 - Plants
 - Living things and their habitats
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- Practical Learning – each season we will be going to Wandsworth Common to look at the changes in the environment.



Routines and Assessments

- PE – Mondays and Thursday - wear school P.E. kit
- Fruit (only) – children can bring their own
- Phonics Screening – After October Half Term
- KS1 SATs – Before the May Half Term

SATs include:

X2 comprehension papers

X1 spelling

X1 grammar

X2 maths – arithmetic and reasoning



How can you help?

- Reading and comprehension - daily
- Spellings
- Arithmetic, time and money
- Look through your children's spelling, arithmetic and comprehension tests every Friday with them and encourage them to beat their scores.
- Parent helpers for trips and reading - we will let you know about this when we can.



Children should be able to spell these words in their writing.

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

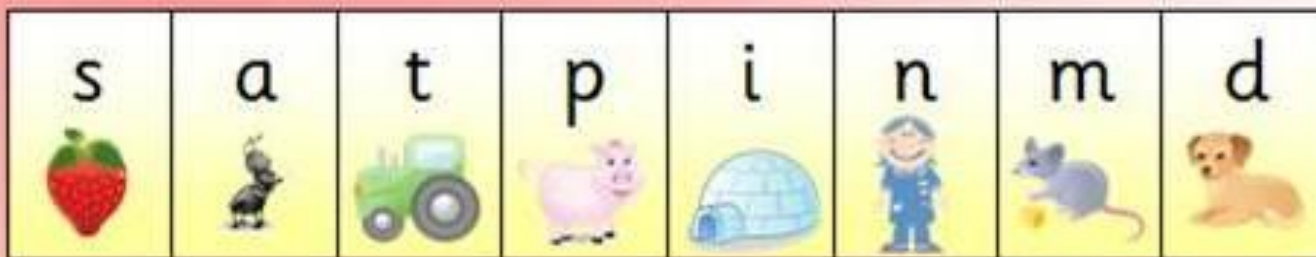
Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	








Phonics – phase 2 (covered in Reception)

Phase 2 Sounds



Phonics – phase 3 (covered in Reception and Year 1)

Phase 3 Sounds

j	v	w	x	y	z	zz	qu	ch
								
sh	th	ng	ai	ee	igh	oa	oo	oo
								
ar	or	ur	ow	oi	ear	air	ure	er
								



Phonics – phase 4 (covered in Year 1)

No new sounds:

Children practise reading and writing longer words, including compound words (words with 2 syllables.)

E.g. pond, crab, sandpit, lunchbox

Phonics – phase 5 (covered in Year 1 and 2)

Phase 5 Sounds

ay	ou	ie	ea	oy	ir	ue	aw	wh
								

ph	ew	oe	au	ey	a_e	e_e
						

i_e	o_e	u_e
		



Phonics – alternate sounds (covered in Year 1 and Year 2)

Funky Phonics Chart

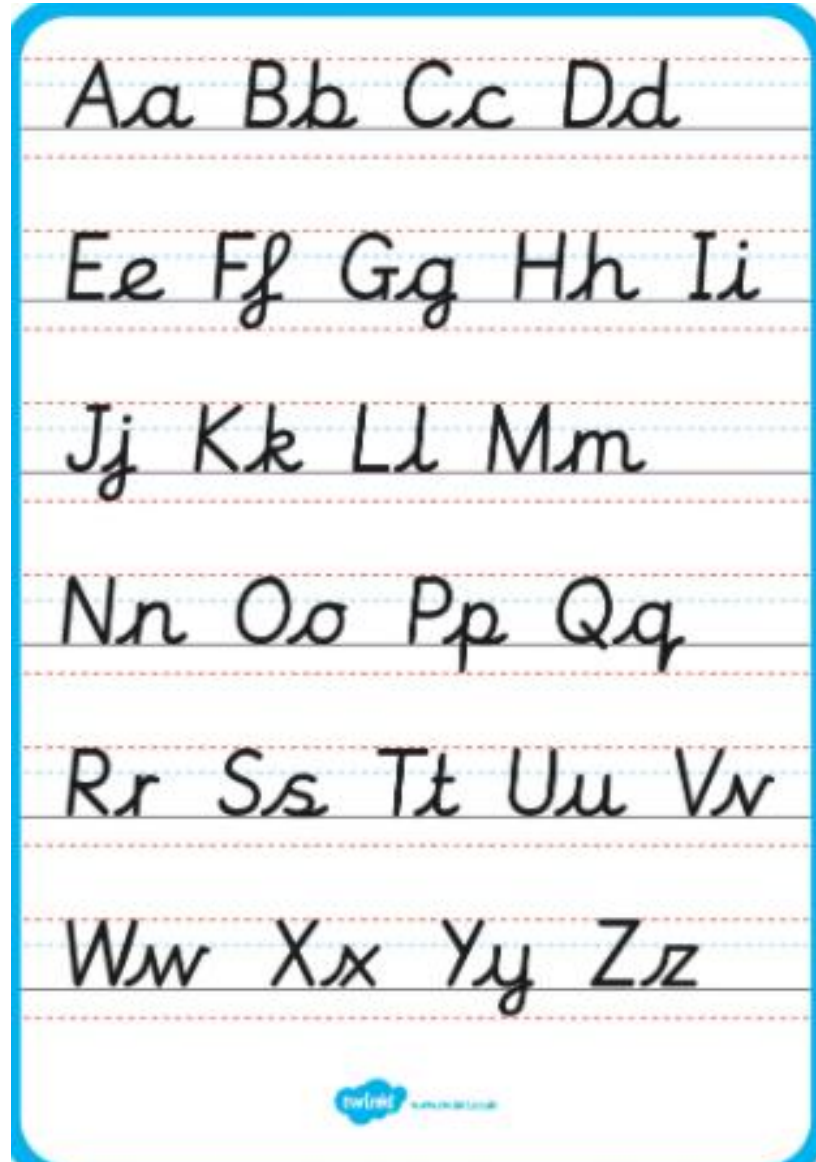
Aa ant a baby a cake a-e small ai day ay hair air square are car or	Bb bat b babe bb
Cc cat c kettle k sock ck school ch chalk ch watch tch	Dd dog d ladder dd
Ee bed e bread ea	
Ff fish f coffee ff dolphin ph	Gg gate g egg gg
Hh hand h who wh	Ii tin i rocket e
Jj jar j giraffe g page ge bridge dge	Kk kettle k
Ll leg l bell ll	
Mm mouse m hammer mm thumb mb	Nn net n dinner nn knee kn
Oo frog o swan a	
Pp paw ow house ou pen p hippo pp	Qq quack qu red r cherries rr write wr
Rr r rr wr	Ss sock s dress ss horse se circus c ice ce
Tt treasure t ship t station tt chef th thumb th feather th	Uu sun u glove o book oo
Vv van v leaves ve	Ww well w wheel wh box x yawn y
Xx x	Yy y
Zz zap z zap zz zoo ze saw s se	

Spelling rules (covered in Year 2)

Sounds	Example words
j/g/dge	age, huge, change, village gem, giant, magic, giraffe badge, bridge, dodge, rudge
s spelt c	ice, mice, face, necklace, police, race, cell, city, fancy
n/kr/gr	knock, know, knee, gnat, gnaw, sign, gnome
r/wr	write, written, wrap, wrong, wreck
le	table, apple, bottle
el	camel, tunnel, squirrel
al	metal, capital, hospital, animal
il	pencil, fossil, nostril
igh spelt y	fly, cry, try, my, reply, July
y changes to i plus es when making plurals	flies, tries, copies, babies
y changes to i plus ed/er/est	happier, grumpiest, copied, tried
Drop the e and add the suffix	hiking, nicer, writing, making, danced
Double the consonant and add the ending	madder, putting, pushing, runner, jagged
or spelt all	fall, tall, call, small
or spelt or	war, warm, towards
u spelt o	other, brother, mother, cover
After w or qu the o sound is spelt a	what, want, what, watch, wash, squash, squat
er spelt or	work, worm, world, ward
ch spelt s	television, treasure, pleasure, usual
ment, ness, ful, less, ly	enjoyment, happiness, playful, careless, happily

Contractions	Didn't, can't, shouldn't, won't, isn't, he's, mustn't, they're
Possessive apostrophe (singular)	Sam's, the boy's, Lily's
Words ending in tion	mention, addition, subtraction, station, fiction, section
Homophones and near homophones	Bear/bare, mood/would, hear/here, sea/see, sun/son, to/two/too, their/there/they're, blue/blew, night/knight, quiet/quite
Common exception words	could, would, should, because, beautiful, pretty etc

Handwriting – cursive script



Comprehension skills to use when reading.

- Predicting – what do you think will happen next? (Based on what they've read so far)
- Vocabulary – what does this word mean? What other words mean a similar thing?
- Summarising – tell me what the book is about in 5 sentences/what happened at the beginning/middle/end?
- Looking questions – what happened to the boy? Which character said...?
- Inference/clue questions – why do you think the girl did that? How do you think that character is feeling? How do you know?
- Making connections – what other books are similar to this one? Do you know any other books about...?

Please contact us on the emails below.

- seahorse@allfarthing.wandsworth.sch.uk
- dolphin@allfarthing.wandsworth.sch.uk

- Alternatively, if you email the school office with your phone number, we can call you for a longer conversation.

- Thank you!