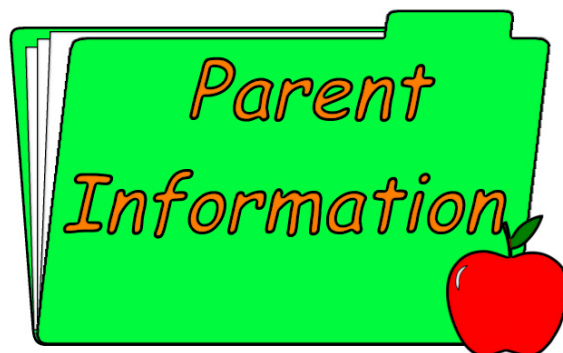


# Moorlands Primary School

How to help your child succeed in  
Year 2



**In this booklet we have included information about what your child will be learning, Phonics, tricky words and how to help with spellings and handwriting. We have also**

included a topic grid so that you can talk or do some research at the library or on the internet about what we are doing in school with your child.

### Useful websites

[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

[www.roythezebra.com](http://www.roythezebra.com)

[www.mathsisfun.com](http://www.mathsisfun.com)

[www.ictgames.com](http://www.ictgames.com)

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.engineeringinteract.org](http://www.engineeringinteract.org)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

<http://resources.woodlands-junior.kent.sch.uk/>

[www.oxfordowl.co.uk/for-home](http://www.oxfordowl.co.uk/for-home)

[www.crickweb.co.uk](http://www.crickweb.co.uk)

[www.compare4kids.co.uk/maths.php](http://www.compare4kids.co.uk/maths.php)

[www.mymaths.co.uk](http://www.mymaths.co.uk)

# Assessments

Throughout this year your child's progress will be tracked and assessed by their teacher. At the end of the year your child's level of development will be shared with you on their report.



We follow the 'Mastery' approach to learning which provide children with a range of basic, advancing and deep learning activities to achieve the Year Group Expectations, which are as follows.

## MATHEMATICS TARGETS FOR YEAR 2



**A Year 2 Mathematician can:**

### Number and place value

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

### Calculations

- I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- I can add and subtract mentally, including:
  - A 2-digit number and ones
  - A 2-digit number and tens
  - Two 2-digit numbers
  - Adding three 1-digit numbers
- I can add and subtract numbers using concrete objects and pictorial representations, including:
  - A 2-digit number and ones
  - A 2-digit number and tens
  - Two 2-digit numbers
  - Adding three 1-digit numbers
- I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
- I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.
- I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.
- I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.
- I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

### Fractions

- I recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.
- I can write simple fractions.
- I recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

### Measurement

- I can compare and order lengths, mass, volume/capacity and record the results using  $>$   $<$  and  $=$ .
- I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.
- I can choose and use standard units to estimate and measure mass in kg and g using scales.
- I can choose and use standard units to estimate and measure temperature in  $^{\circ}\text{C}$  using thermometers.



- I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.
- I recognise and use symbols for £ and p and combine amounts to make a particular value.
- I can find different combinations of coins that equal the same amount of money.
- I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.
- I can compare and sequence intervals of time.
- I know the number of minutes in an hour.
- I know the number of hours in a day.
- I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.

### **Geometry – properties of shapes**

- I can compare and sort common 2D shapes and everyday objects.
- I can compare and sort common 3D shapes and everyday objects.
- I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.
- I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.
- I can identify 2D shapes on the surface of 3D shapes.

### **Geometry – position and direction**

- I can order and arrange combinations of mathematical objects in patterns and sequences.
- I can 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)).

### **Statistics**

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

### **A Year 2 Writer can:**

#### **Transcription:**

##### Spelling

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternative spellings, including a few common homophones.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify phonemes in unfamiliar words and use syllables to divide words.



##### Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

##### Composition

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my own writing independently, with friends and with an adult.
- I can proof-read to check for errors in spelling, grammar and punctuation.

##### Grammar and punctuation.

##### Sentence structure

- I can use subordination and co-ordination.
- I can use expanded noun phrases.
- I can say how the grammatical patterns in a sentence indicate its function.

Text structure

- I consistently use the present tense and past tense correctly.
- I can use the progressive forms of verbs in the present and past tense.

Punctuation

- I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.
- I correctly use question marks and exclamation marks,
- I can use commas to separate items in a list.
- I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

**READING TARGETS**

**A Year 2 Reader**

Develop positive attitude to reading and understanding of what they have read by:

**Word Reading**

- I can decode automatically and fluently.
- I can blend sounds in words that contain the graphemes we have learnt.
- I can recognise and read alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same GPCs.
- I can read words with common suffixes.
- I can read common exception words.
- I can read and comment on unusual correspondence between grapheme and phoneme.
- I read most words quickly and accurately when I have read them before without sounding out and blending.
- I can read most suitable books accurately, showing fluency and confidence.



**Comprehension**

- I can talk about and give an opinion on a range of texts.
- I can discuss the sequence of events in books and how they relate to each other.
- I use prior knowledge, including context and vocabulary, to understand texts.
- I can retell stories, including fairy stories and traditional tales.
- I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense.
- I can find recurring language in stories and poems.
- I can talk about my favourite words and phrases in stories and poems.
- I can recite some poems by heart, with appropriate intonation.
- I can answer and ask questions.
- I can make predictions based on what I have read.
- I can draw (simple) inferences from illustrations, events, characters' actions and speech.

# Phonics

Please play games to help your child learn these sounds. Ask your child's class teacher if you need ideas.

Below is a table which shows all the sounds and some examples. Most children should know by the end of Year 2.



|      |       |      |      |      |      |    |    |
|------|-------|------|------|------|------|----|----|
| ay   | ou    | ie   | ea   | oy   | ir   | ue | ue |
| aw   | wh    | ph   | ew   | ew   | oe   | au | ey |
| a-e  | e-e   | i-e  | o-e  | u-e  |      |    |    |
| came | these | like | bone | June | huge |    |    |



|             |      |             |      |       |      |
|-------------|------|-------------|------|-------|------|
| <i>made</i> | Pete | <i>time</i> | pole | flute | cube |
|-------------|------|-------------|------|-------|------|

## Known graphemes for reading: alternative pronunciations

| a   |       |      |             | e   |           | i   |      | o   |           | u   |       |            |
|-----|-------|------|-------------|-----|-----------|-----|------|-----|-----------|-----|-------|------------|
| hat | acorn | fast | <i>was</i>  | bed | <i>he</i> | tin | mind | hot | <i>no</i> | but | unit  | <i>put</i> |
|     | bacon | path | <i>what</i> |     | <i>me</i> |     | find |     | <i>so</i> |     | union | pull       |

| ow   |      | ie  |       | ea  |      | er     |            | o   |            |              |          |
|------|------|-----|-------|-----|------|--------|------------|-----|------------|--------------|----------|
| down | low  | pie | chief | sea | head | farmer | <i>her</i> | out | <i>you</i> | <i>could</i> | mould    |
|      | grow |     | brief |     | dead |        | fern       |     | soup       | would        | shoulder |

| y   |           |         |             | ch   |           |          | c   |         | g   |      |
|-----|-----------|---------|-------------|------|-----------|----------|-----|---------|-----|------|
| yes | <i>by</i> | gym     | <i>very</i> | chin | school    | chef     | cat | cell    | got | gent |
|     | <i>my</i> | crystal | happy       |      | Christmas | Charlene |     | central |     | gym  |

| ey    |             |
|-------|-------------|
| money | <i>they</i> |
|       | grey        |
|       | obey        |

| /ch/      |       | /j/   |  | /m/  |  | /n/  |  | /r/  |      |
|-----------|-------|-------|--|------|--|------|--|------|------|
| picture   | catch | fudge |  | lamb |  | gnat |  | knit | wrap |
| adventure | fetch | hedge |  | limb |  | gnaw |  | knob | wren |

| /s/     |       | /z/    |  | /u/*        |       | /i/    |  | /ear/       |      |
|---------|-------|--------|--|-------------|-------|--------|--|-------------|------|
| listen  | house | please |  | <i>some</i> | happy | donkey |  | <i>here</i> | beer |
| whistle | mouse | tease  |  | <i>come</i> | sunny | valley |  | mere        | deer |

| /ar/   |        | /air/        |      |      | /or/   |      |         |
|--------|--------|--------------|------|------|--------|------|---------|
| father | half   | <i>there</i> | pear | bare | all    | four | caught  |
| lather | calf   | where        | bear | care | always | pour | taught  |
| rather | almond | nowhere      | wear | dare | talk   | your | naughty |

| /ur/  |       | /ool/        |            |
|-------|-------|--------------|------------|
| learn | word  | <i>could</i> | <i>put</i> |
| earn  | work  | would        | pull       |
| earth | world | should       | push       |
|       |       |              |            |

| /ai/       |             | /ee/ |       |       |       |        | /igh/ |           |             |
|------------|-------------|------|-------|-------|-------|--------|-------|-----------|-------------|
| <i>day</i> | <i>came</i> | sea  | these | happy | chief | key    | pie   | <i>by</i> | <i>like</i> |
| play       | <i>made</i> | seat | Pete  | sunny | brief | donkey | lie   | <i>my</i> | <i>time</i> |

| /oa/ |     |      | /(y) oo/ |      |      | /oo/ |       |      |
|------|-----|------|----------|------|------|------|-------|------|
| low  | toe | bone | cue      | tune | stew | clue | June  | blew |
| grow | hoe | pole | due      | cube | few  | blue | flute | chew |
| snow | doe | home | hue      | tube | new  | glue | prune | grew |

| /sh/     |          |       |           |
|----------|----------|-------|-----------|
| special  | station  | sure  | chef      |
| official | patience | sugar | Charlotte |

## New sound (phoneme)

|            |
|------------|
| /zh/       |
| treasure   |
| television |
| pleasure   |
| leisure    |
| beige      |
| visual     |
| measure    |
| usual      |
| casual     |

Children will develop spelling knowledge through use of the past tense, learning how to add suffixes, spelling long words and learning words which have difficult spellings.

## Common words



**Following on from Year 1, there are 200 common words of which the first 100 are listed below. These are the words that your child will meet in reading and might want to use in writing. Please encourage your children to learn as many of these as possible.**

|       |        |         |         |          |
|-------|--------|---------|---------|----------|
| water | bear   | find    | these   | live     |
| away  | can't  | more    | began   | say      |
| good  | again  | I'll    | boy     | soon     |
| want  | cat    | round   | animals | night    |
| over  | long   | tree    | never   | narrator |
| how   | things | magic   | next    | small    |
| did   | new    | shouted | first   | car      |



|        |          |         |           |          |
|--------|----------|---------|-----------|----------|
| man    | after    | us      | work      | couldn't |
| going  | wanted   | other   | lots      | three    |
| where  | eat      | food    | need      | head     |
| would  | everyone | fox     | that's    | king     |
| or     | our      | through | baby      | town     |
| took   | two      | way     | fish      | I've     |
| school | has      | been    | gave      | around   |
| think  | yes      | stop    | mouse     | every    |
| home   | play     | must    | something | garden   |
| who    | take     | red     | bed       | fast     |
| didn't | thought  | door    | may       | only     |
| ran    | dog      | right   | still     | many     |
| know   | well     | sea     | found     | laughed  |

## Spellings



Each Friday your child will bring home a list of spellings for them to learn and a spelling quiz will be held the following week. Please practise these words at home. In school we encourage the children to

**LOOK** at the word,  
**SAY** the word,  
**COVER** the word,  
**WRITE** the word and then

## CHECK the word.

### Handwriting.

When your child is writing make sure that they are sitting comfortably and that their book is at an angle which will help their writing flow. Below is the formation that we teach in school.



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

*abcdefghijklmnopqrstuwx*

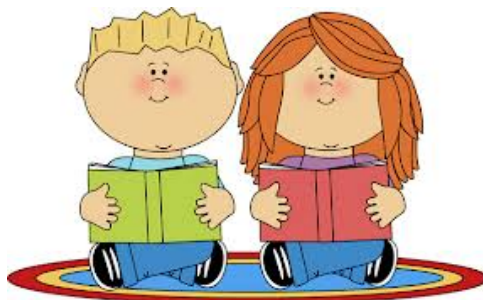
*yz*

### Reading

Reading plays a very important part in Year 2.

Your child has the option to bring home a reading book every day. Please write any comments in the Reading diary. It is also important that they read a variety of texts at home too – comics, newspapers, signs, labels, library books etc.

Make sure that you talk about what your child has read – to ensure that they have not just read the words but fully understood it too. Ask them about the characters, the plot the setting, likes and dislikes and also things that are inferred by the text but not actually said.



# Topics

Below is a grid of Topics that we will be covering over the year. Whilst your child is learning about each half termly topic please talk to your child about these topics. Each term a curriculum newsletter will be sent home with more details and suggestions on how to help your child.

| <b>Autumn ½ term 1</b> | <b>Spring ½ term 1</b>                              | <b>Summer ½ term 1</b>                    |
|------------------------|---|---|
| Health and Growth      | Titanic<br>Nocturnal animals<br>and animal habitats | End of Key Stage<br>Assessments<br>Plants |
| <b>Autumn ½ term 2</b> | <b>Spring ½ term 2</b>                              | <b>Summer ½ term 2</b>                    |
| Great Fire of London   | Brazil  | The Seaside<br>Animal Lifecycles          |

**We hope you find this information useful and if you have any further questions now or later in the year please do not hesitate to speak with us.**

**Thank you**