

Welcome to Year 2



Miss Wells
Mr Panting



Today's meeting

- Who's who?**
- What we expect**
- Weekly routines**
- Homework**
- Parent involvement**
- Topics**
- SATs and assessment**



Who's who?

Miss Wells



Mr Panting



Support staff:

Miss Thakor - all day

Mrs Kakar - morning

Mrs Mehta - morning



What we expect

- ★ **Making new friends**
- ★ **Becoming more independent**
- ★ **Working as a team**
- ★ **Responsible**



Weekly routine

-Morning drop off

-Swimming day - Tuesday

-Water bottles

-PE - Monday

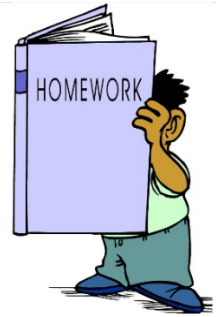
-Reading books



-Returning homework

Homework

**My choice - based on the
topic and curriculum**



**Phonics/maths/grammar
homework**



**Spellings - after
October half term**

Parent involvement

- ¢ **Reading as much as you can and questions**
- ¢ **Spellings (weekly)**
- ¢ **Homework support**
- ¢ **Library visits**
- ¢ **Punctuality and attendance**



Topics

Healthy Me

Great Fire of London

British Wildlife

Endangered and Extinct

Castles



SATs and assessment

Teacher assessment

SATs



TAF

is the expected standard

sly by blending the sounds in words that contain the common graphemes onemes*

sly some words of two or more syllables that contain the same grapheme-responses (GPCs)*
mmon exception words.*

natched to the GPCs as above, the pupil can:

any words quickly and accurately without overt sounding and blending
ny unfamiliar words accurately.

hat is read to them, the pupil can:

ions in discussion with the teacher and make simple inferences.

expected standard

sly most words of two or more syllables

ords containing common suffixes*

mmon exception words.*

¹ books, the pupil can:

ords accurately without overt sounding and blending, and sufficiently fluently
to focus on their understanding rather than on decoding individual words²

st unfamiliar words accurately, without undue hesitation.

can already read fluently, the pupil can:

se sense to them, correcting any inaccurate reading

ions and make some inferences

has happened so far in what they have read.

ter depth within the expected standard

book they are reading independently:

ces

ible prediction about what might happen on the basis of what has been

etween the book they are reading and other books they have read.

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.

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^A
- 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.

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an und place value, though they may use structured resources¹ to support th
- add and subtract two-digit numbers and ones, and two-digit numbers no regrouping is required, explaining their method verbally, in pictures apparatus (e.g. $23 + 5$, $46 + 20$, $16 - 5$, $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about t (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives 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 l the shapes and describe some of their properties (e.g. triangles, recta circles, cuboids, cubes, pyramids and spheres).

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 i their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, i 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 bonds to and within 20, recognising other associated additive relations (e.g. if $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leac 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 problems, demonstrating an understanding of commutativity as neces
- identify $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{3}{4}$ of a number or shape, and know that all parts must 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 numb vertices, edges, faces and lines of symmetry.

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estin between
- recall and use multiplication and division facts for 2, 5 and 10 and m outside known multiplication facts
- use reasoning about numbers and relationships to solve more com; and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack £14, Jack has £2 more than Sam. How much money does Sam hav
- solve unfamiliar word problems that involve more than one step (e.g most biscuits, 4 packets of biscuits with 5 in each packet or 3 packe 10 in each packet?)
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using it (e.g. that two different 2-D shapes both have only one line of symm and a cuboid have the same number of edges, faces and vertices, t dimensions).



**Thank you for
your time.**

