



Welcome to Elm Class (Y2)

At Crowmoor we believe that children are always most successful when they know that parents and teachers are working together in partnership for their interest.

This year we aim to make your child more independent, and we believe the quicker your child can become independent, the happier they will be. An independent child feels more confident and will make the most out of opportunities presented to them. These are some of the things you can do to promote independence and confidence:

- Give your child some responsibility, however small, and expect him or her to accept this responsibility. For example, packing their own school bag or lunch box; giving you letters/messages from school and remembering their book-bag.
- Help your child to become a better time manager, for example, by expecting them to carry out your instructions immediately and to complete tasks asked of them. This could include laying the table, feeding pets, watering plants, tidying up.
- Help your child to look after their own things at home, which will help them with their personal organisation at school.
- Give plenty of praise - sometimes apparently small achievements have taken a lot of effort
- Let your child do as much as possible for themselves, including dressing themselves and putting on their shoes, even if it is painful to watch and frustrating to wait! They do get quicker.

We encourage children to enter the school building independently, dealing with all of their belongings personally, rather than relying on a parent to help them. Please help them to do this by bringing them to the playground line and then moving away so that they can settle quickly.

If you ever need to talk to the teacher, please feel free to contact us to do so. Afternoons are usually better than mornings, but obviously there are times when the matter is urgent or can only be dealt with that morning. It is often easier to speak over the phone.

In Elm Class children stop work for lunch at 12.00 and generally do not have an afternoon break (playtime), although there is usually a change of activities mid-afternoon.

This year the children will meet many new challenges with some changes to the structure of their learning. Careful monitoring and assessment allows provision for the next steps in learning. Expectations of responsibility, quantity and pace of learning will be greater as the children get older. However, learning should be fun and we will do our best to ensure that it is. In May 2020 pupils will complete End of Key Stage 1 Assessments commonly referred to as Year 2 SATs.

HOW TO HELP YOUR CHILD

- Encourage your child but please do not put them under pressure. Each child is an individual and all have different strengths and areas for development. We find that pressure on children often has the opposite effect than that desired.
- Make sure they get enough sleep.
- Make sure they eat breakfast.
- Make sure they drink enough water and ensure they have a refillable water bottle in school every day.

- Encourage them to ask the teacher if they are unsure about anything.
- Allow them the freedom to develop their independence, with a responsible attitude.
- Help your child with their homework. Support them when they practise their spellings, when reading sight-words and listen to them read regularly.
- Please ensure they comply with the school's Dress Code.

L.O. and Success Criteria

Your child may periodically refer to the L.O. In class we explain the 'Learning Objective' for the lesson and discuss the 'Success Criteria' which will help them to achieve the Learning Objective. This is our main focus for teaching and marking that piece of work. In all of their writing, children will also be encouraged to consider their own targets. These targets are individual to each child and are the next progressive step for them.

LITERACY

We provide a daily Literacy lesson of about 1 hour for all pupils of primary age. Where appropriate the content will relate to the topic area being covered with children focusing on a text genre for a period of time, studying its features and then usually creating their own version. We often use drama or role-play to encourage children to formulate and develop their ideas before expecting them to write them down. We will also look at aspects of grammar, punctuation and spelling, building on and extending their understanding of phonics.

Reading

Reading is taught through shared (whole class) and daily guided (small group) reading. Guided reading is when the teacher will hear each of the children read. There will be a particular focus e.g. comprehension, punctuation, expression, etc depending on the text chosen. Of course they are also being taught to read in many other activities. We use the Bug Club books as our main reading scheme and the children will have one of these books to bring home. This scheme focuses on helping the children to link their phonics work to their reading and writing.

For children who are reading at a level, above that of the reading scheme, they have the choice of reading a book from home, or borrowing a book from the School library. These books are closely monitored, to ensure the book your child is reading, is of an appropriate level. We use Accelerated Reader assessments to determine which books will appropriately challenge the reader. This is referred to as their Zone of Proximal Development (ZPD) Number.

As they progress in their reading and following the completion of an online quiz about the book, the children are encouraged to change the book within the colour band of the books they are reading. Children may only move to the next colour/band under the direction of school staff.

It is vital that children practise reading at home on a daily basis with you and this forms part of their homework.

Time spent sharing books with your child is very valuable. It will also help if your child is a member of a local library and if you encourage regular visits.

Hints for making reading together an enjoyable experience:

- Most importantly, encourage your child to concentrate on the **meaning** of what they are reading and to make a sensible guess at an unknown word.
- Choose a time when you can be **relaxed** and give your **undivided attention**.

- **Praise** what your child can do - build confidence at every opportunity.
- Make it **enjoyable** for both of you - enjoy the book, it's not just about getting the word right. Even if you think the text is too easy, talk about the story line or characters or find words with letter patterns in them.
- Use **funny voices** to add interest and expression, where appropriate.
- Choose a time in the day when your child is receptive.
- Remember, this does not have to be reading your child's reading book - they could read newspapers, magazines, recipe books, letters, joke books, invitations, instructions for games and models, reading related to computer games, reference books, library books.

If your child is a confident, fluent reader they still need to read aloud to help them **develop expression** and **use punctuation** correctly. They will benefit from talking about the book - forming opinions, summarising, guessing what might happen next. They also need to be encouraged to read different kinds of texts.

Literacy Objectives

Spoken Language

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Reading - Word Reading

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

Spelling

Pupils should be taught to 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
- Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far.

Spelling

Good spelling is a fundamental part of a child's literacy development. The focus for spellings each week will usually be based around a spelling pattern or specific sound, or it may be related to a particular topic. Accept that there will be mistakes in tests, and just look for consistency and improvement. We encourage the children to identify misspelt words in their own writing and learn to spell them and also to use spellings they already know in their writing. Spelling tests are on a Friday morning. Please ask your child how they got on!

Tips on how to learn weekly spellings:

We suggest children learn their spellings using the 'Look, Say, Cover, Write, Check' method. This encourages your child to 'see' and 'hear' the word, and to see for him/herself if s/he spelt it right.

- Look at a spelling word. Which parts of the word do I know already?
- Say the spelling word
- Cover the spelling word.
- Visualize the covered word.
- Write the word from memory.
- Check what has been written with the uncovered word and identify the error if there is one.

During their Literacy lessons, children are given the opportunity to look for patterns in the spelling of words and to invent rules and sayings to help them improve their work.

Spelling Rules

Help your child to learn spelling rules. There will always be exceptions, but they work most of the time:

- Most question words start with 'wh';
- Add 's' for plurals. Except those that end in 's', 'x', 'z', 'ch' and 'sh', when you add 'es';
- Nouns ending in 'y' change to 'ies';
- When adding 'ing' or 'ed', double the last consonant after a short vowel sound (so drop becomes dropping or dropped);

Other ways to learn spellings:

- Find words within the word (there's a 'hen' in 'when');
- Break the word up into smaller parts (Wed + nes + day = Wednesday);
- Break the word up into sounds (th-a-nk);
- Make up a silly sentence using the letters (big elephants cause accidents under small elephants spells 'because');
- Say the word as it is written (like 'k-night');
- Find a word that rhymes with it: is the spelling the same?
- Talk about the best strategy to use.
- Quick write. Write the word as quickly as possible several times.

Handwriting

Pupils should be taught to:

- 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.

There is an important link in using the movements of handwriting to support spelling through the revision of common letter patterns.

The main aims during this year are for children to refine their handwriting and to make sure that the size and proportions of all letters, and the spaces between letters and words are consistent and even. Formation of capitals and lower case letters should now be familiar and secure. By the end of the year, children should be confident joining their letters and be regularly using joined-up writing for some of their work. Opportunities will also be provided for children to practise writing at increased speed so that they can produce longer pieces of writing with greater ease. Children have already been introduced to the two basic join types, but these will be reinforced:

Joins from the baseline, known as diagonal joins, including:

- Diagonal join to a short letter, eg am, un
- Diagonal joins to an ascender, eg at, th, ck
- Diagonal joins to an anti-clockwise letter, e ag, nd, of

Joins from the crossbar, known as horizontal joins, including:

- Horizontal join to a short letter, eg wi, fr
- Horizontal joins to an ascender, eg ot, wh, fl
- Horizontal joins to an anti-clockwise letter, eg oo, wa, fa

There is continued emphasis on using the movements of handwriting to support spelling through the revision of common letter patterns.

When writing at home, please help to reinforce our work at school by ensuring:

- Your child uses the correct pencil grip which is firm but relaxed. The writing implement should be held between the thumb and the first finger, resting against the middle finger.
- Your child uses the correct letter formation at all times
- Your child has the correct posture with children sitting comfortably with feet flat on the floor with body upright but tilted slightly forward on a chair suited to the height of the table.
- Your child has good light in order to see what they are writing without eye strain.
- The paper position is adjusted to suit right or left-handers, that is, find the writing position which is the most comfortable.

Writing - Composition

Pupils should be taught to:

- 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

Pupils should be taught to:

- Leaving spaces between words
- Joining words and joining clauses using and
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use the grammatical terminology in English in discussing their writing.

MATHEMATICS

We provide a daily maths lesson of 1 hour for all pupils of primary age. In these lessons, teachers teach the whole class together for a proportion of the time with a significant focus on oral and mental calculation. Pupils are given the opportunity to explain their answers and suggest new ways of tackling problems. The main objectives for children in year 2, are listed below. Please bear in mind, that these are objectives that the children will be working on, throughout the year. Some objectives may be more complicated than they seem and so will involve your child meeting them more than once in the year.

Number - Number and Place Value

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

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

Measurement

Pupils should be taught to:

- 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 (£) 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 - Shape

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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).

Statistics

Pupils should be taught to:

- 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.

Learning Tables and Number Facts

Children need to learn their Number Facts and Time Tables by heart in order and then in random order. Children have weekly times tables or number facts tests. Please ensure your child learns their times tables every week as they are a vital foundation for future learning.

Physical Education

Throughout the year, the children will undertake outdoor PE lessons. As a result, it is vital that they have suitable indoor and outdoor PE kit; including joggers, warm sweatshirts etc, and of course, that all kit is clearly named. Please ensure that kit is provided in accordance with the school uniform policy, including footwear. For safety, jewellery must not be worn and long hair must be secured back.

Homework:

In order to get the most out of their learning at school, children need to value their homework and complete it thoroughly and on time. Research shows that the most important factor in children's educational success is the support they receive from home. By sharing activities with your child each week you are participating in their education, valuing what they do at school and learning together. You do not have to be a great mathematician or linguist to help - just a willing partner! To assist the children it would help if parents could please provide a quiet place in which children can complete their homework.

As children progress through the school, the quantity of homework increases. In Elm Class each week your child will generally have homework, consisting of:

Spellings. These should be practiced formally by using the look, say, cover, write, check method every day but please also reinforce these, eg in the car, spotting the word or those with similar pattern in the street etc.

Reading. Your child should read every day in order to practice the skills being learned at school. This should take about 10 to 15 minutes each day.

Times Tables: These should be practised as often as possible. The instinctive knowledge we are looking for only comes from using the information regularly. Please use every opportunity you can to reinforce these, eg as you do your shopping etc ask the child how much 5 tins of beans will cost etc.

Number Facts: Similarly, these should be practised frequently to instil the instinctive knowledge we are looking for. This knowledge will help children to have the building blocks for more complicated calculations later on. We work on number facts to 20, ie the two numbers that make up all the numbers to twenty eg, $5 + 4 = 9$, $6 + 3 = 9$, $8 + 1 = 9$... and so on. We encourage the children to use these bonds and their knowledge in working to 100 and beyond where appropriate.

Maths: When your child brings home a maths homework activity, this is intended to be shared with your child by you or someone else at home. It is through talking about their maths, discussing how they do things and working it out in collaboration with someone else that children learn best. The quantity or difficulty of the homework will vary depending on the age and ability of the children. Generally, the activities should take approximately 15 minutes.

- This is a maths task, not a reading test! The activity is written for you to read to or with your child, rather than for them to read alone.
- Please allow your child to be the 'leader' in the activity. They will learn more by explaining their thinking and the strategies that they are using. Try to listen as much as possible to how they do things, rather than suggesting methods of your own.
- Try to make the activities enjoyable. We want children to learn maths well and to succeed in the subject. They are more likely to do this if you give them plenty of encouragement and make it fun!
- If the activity is taking too long, leave it at a suitable point. It is more important that the children have a go than that they struggle on for hours. **Twenty minutes is a maximum amount of time for a maths homework task.**
- Do send back to school any drawings, comments or results which are appropriate to the activity. We shall discuss the homework in class and what the children have shared at home will inform what we do in the lesson.

TERMLY TOPICS

The Class Newsletter will provide an overview of the Topic work your child will be covering this term. This will appear on the school website. You will find a variety of further information, including pages containing links to support children's learning in literacy and maths, along with class pages containing support for particular class topic areas.

The above contains a huge amount of information - most of which you will only need now and again! Should you wish to discuss any of the above or have any other concerns of any kind, please feel free to speak to me. The best time is at the end of the day as I need to be in the classroom promptly with the children at the start of the day. We check the Reading Records every morning so any non-urgent communication can be written in there.

Looking forward to a fun and full year in Elm Class,

Mrs Dowell, Mrs Kearney and Mrs Evason