



# Year 2 Information – 2023/2024

Welcome!

## The Year 2 Team

2F – Mr Freeth

2L – Miss Lewis

Supported by – Ms Clark

Also supported by Mrs Brooks, Mrs Taylor and Mr Walters (Music)

# A Week in Year 2

## Year 2 Timetable – Autumn Term 2023

	8:40 – 9:00am	9:00 – 10:00am	10:00 – 10:15am		10:30 – 11:00am	11:00– 12:00pm		1:10-1:30pm	1:30– 2:20pm	2:20 – 3:10pm
Mon	Handwriting (IPads)	RWI & Get Writing	Storytime	Break at 10:15am – 10:30am	Creative Writing	Maths	Lunch at 12:00pm – 1:10pm	W. School Worship (13:20)	Geography/History	
Tues	Timestables (IPads)	RWI & Get Writing	Storytime		Creative Writing	Maths		Prayer & Praise (13:20)	Outdoor PE	RE
Wed	Handwriting (IPads)	RWI & Get Writing	Storytime		Creative Writing	Maths		Story time Worship	Indoor Games	Computing
Thurs	Spellings (IPads)	RWI & Get Writing	Storytime		Reading Lesson 1	Maths		Pupil Led Worship (13:20)	Science	Music
Fri	Handwriting (IPads)	RWI & Get Writing	Storytime		Reading Lesson 2	Maths		Special Mentions (13:20)	Art/D&T	PSHE

Working Towards		Evidenced
I can read and write numbers in numerals up to 100.		
I can partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources <sup>1</sup> to support them.		
I can add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$ ; $48 + 20$ ; $18 - 5$ ; $88 - 30$ ).		
I can recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $8 + 4 = 10$ , therefore $4 + 6 = 10$ and $10 - 6 = 4$ )		
I can count in twos, fives and tens from 0 and use this to solve problems.		
I know the value of different coins		
I can name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.		
Secure		Evidenced
Number	I can read scales in divisions of ones, twos, fives and tens.	
Place Value	I can partition any two-digit number into different combinations of tens and ones, explaining my thinking verbally, in pictures or using apparatus.	
Calculations (+ and -)	I can add and subtract any 2 two-digit numbers using an efficient strategy, explaining my method verbally, in pictures or using apparatus (e.g. $48 + 35$ ; $72 - 17$ ).	
	I can recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships.	
Calculations (x and ÷)	I can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.	
Fractions	I can identify $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{2}$ , $\frac{2}{4}$ , $\frac{3}{4}$ , of a number or shape, and know that all parts must be equal parts of the whole.	
Measures	I can use different coins to make the same amount.	
	I can read the time on a clock to the nearest 15 minutes.	
Shape	I can name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	
Greater Depth		Evidenced
I can read scales where not all numbers on the scale are given and estimate points in between.		
I can recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.		
I can use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)		
I can solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')		
I can read the time on a clock to the nearest 5 minutes		
I can describe similarities and differences of 2-D and 3-D shapes, using their properties.		

## Y2 Core Skills

The following sheets list the skills that a Year 2 child is required to demonstrate by the end of the summer term in order to achieve the EXPECTED Year 2 standard. These skills will form the overall assessment of the child at the end of the year.

More information regarding end of year 2 assessment will be given closer to the time.

Any children who are secure in all elements of the Y2 core skills will be assessed against the greater depth statements.



Working Towards		Evidenced
I am secure at phase 5 and I am reading orange/turquoise books.		
I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.		
I can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences.		
I can read many common exception words.		
In a book closely matched to the above, I can: <ul style="list-style-type: none"> <li>• read aloud many words quickly and accurately without overt sounding and blending.</li> <li>• sound out many unfamiliar words accurately.</li> </ul>		
In a familiar book that is read to me, I can: <ul style="list-style-type: none"> <li>• answer questions in discussion with the teacher and make simple inferences.</li> </ul>		
Expected (Secure)		Evidenced
Decoding /Phonics	I am secure at phase 6 and I am reading gold/white books.	
	I can read accurately most words of two or more syllables.	
	I can read most words containing common suffixes.	
	I can read most common exception words.	
	In age appropriate books: <ul style="list-style-type: none"> <li>• I can read words accurately and fluently without overt sounding and blending (90 words pm is a good indicator but not a requirement).</li> <li>• I can sound out most unfamiliar words accurately without undue hesitation.</li> </ul>	
	I can sound out most unfamiliar words accurately without undue hesitation.	
Comprehension and Understanding	In a book that I can already read fluently: <ul style="list-style-type: none"> <li>• I can check it makes sense to me correcting any inaccurate reading.</li> <li>• I can answer questions and make some inferences.</li> <li>• I can explain what has happened so far in what I have read.</li> </ul>	
Prediction, Inference and Deduction	I can make some inferences on the basis of what is being said and done.	
Greater Depth		Evidenced
I am secure at phase 6 and I am reading lime books or beyond.		
In a book I am reading independently: <ul style="list-style-type: none"> <li>• I can make inferences.</li> <li>• I can make a plausible prediction about what might happen on the basis of what has been read so far.</li> <li>• I can make links between the book I am reading and other books that I have read.</li> </ul>		

Working Towards		Evidenced	Autumn Moderation	Spring Moderation	Summer Moderation
<b>After discussion with the teacher:</b>					
I can write sentences that are sequenced to form a short narrative (real or fictional).					
I can demarcate some sentences with capital letters and full stops.					
I can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others.					
I can spell some common exception words.					
I can form lower case letters in the correct direction (starting and finishing in the right place).					
I can form lower case letters of the correct size relative to one another in some of my writing.					
I can use spacing between words.					
<b>Expected (secure)</b>		<b>Evidenced</b>	<b>Autumn Moderation</b>	<b>Spring Moderation</b>	<b>Summer Moderation</b>
<b>After discussion with the teacher:</b>					
<b>Composition and Effect</b>	I can write simple coherent narratives about personal experiences and those of others (real or fictional).				
	I can write about real events, recording these simply and clearly.				
<b>Sentence and Text Structure</b>	I can write using some subordination (when, if, that, because) to join clauses.				
	I can write using co-ordination (or/and/but) to join clauses.				
	I can use present tense and past tense mostly correctly and consistently.				
<b>Punctuation</b>	I can write most sentences with correct use of capital letters and full stops.				
	I can use question marks correctly when required.				
<b>Handwriting</b>	I can use spacing between words that reflect size of the letters.				
	I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.				
<b>Spelling</b>	I can spell many common exception words.				
	I can segment words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.				

Greater Depth		Evidenced	Autumn Moderation	Spring Moderation	Summer Moderation
<b>After discussion with the teacher:</b>					
I can effectively and coherently write for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.					
I can make simple additions, revisions and proof-reading corrections to my own writing.					
I can use the punctuation taught at Key Stage 1 <b>mostly</b> correctly. (Use of capital letters, full stops, questions marks, and exclamation marks to demarcate sentences. Commas to separate items in a list and apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns – for examples, the girl's name).					
I can spell <b>most</b> common exception words.					
I can add suffixes to spell most words correctly in my writing (eg. ing, ed, ment, ness, ful, less and ly).					
I can use the diagonal and horizontal strokes to join some letters.					



# Reading

We have outlined below our reading expectations and really value your support with these.

- All children are expected to have their reading diary in school on a Tuesday and Friday.
- When your child has finished reading their book for pleasure, they can bring it into school to be changed.
- We would expect children in Year 2 to read /share a book (and have their diary signed) at least 3 times a week with an adult at home. We will check this every Friday and children will receive a house point if they have done this each week.
- We will try to ensure each child is listened to at least once a week in school.



Here at St Michael's we follow the Read, Write, Inc. Phonics program.

### **What is Read Write Inc?**

Read Write Inc (RWI) is a complete phonics literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, here at St Michael's we will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

Read, Write, Inc was developed by Ruth Miskin.

More information about Read, Write, Inc can be found on our school website page at:

<https://st-michaels-lichfield.staffs.sch.uk/curriculum/read-write-inc-phonics/>

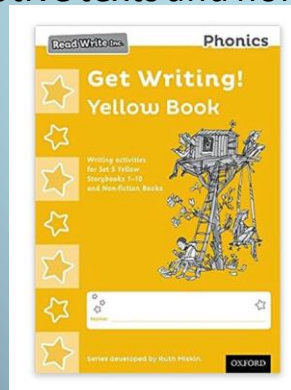




### RWI Get Writing!

As part of the hour long Read, Write, Inc session for pupils in Year 1 and 2, children will also be developing their writing skills by completing tasks from the Read Write Inc. Phonics Get Writing! Books. These contain a range of writing activities for each of the Core Storybooks and selected Non-fiction books which are connected to what children have been reading.

They include step-by-step guidance to help children move from writing simple sentences to extended texts such as invitations, letters, descriptive texts and non-fiction texts. The books also contain some composition, grammar and spelling activities.





Accelerated Reader is a computer program that helps teachers manage and monitor children's independent reading practice. Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child can take a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) Accelerated Reader gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set targets and direct ongoing reading practice.



**Accelerated  
Reader™**



# Steps involved in Accelerated Reader

1












Teachers determine your child's reading level by conducting a STAR reading test each term. STAR Reading is a computerised reading assessment that uses computer-adaptive technology. Questions continually adjust to your child's responses. If the child's response to a question is correct, the difficulty level of the next question is increased. If the child misses a question, the difficulty level of the next question is reduced. The test uses multiple-choice questions and takes approximately 20 minutes. This, alongside their own teacher assessment, will determine your child's reading level.

2

The STAR reading test will create a ZPD score for each child. In independent literature-based reading, ZPD is the range of books that will challenge a child without causing frustration or loss of motivation. Your child will receive a ZPD range after taking the STAR Reading test, or teachers can use their best professional judgment to determine a ZPD. It is important for children to read with a high degree of comprehension and within their ZPDs.

**3** All books in school are colour coded in relation to their ZPD score or book level (see image aside). Children can select a book from anywhere within their ZPD level. For example, if a child's ZPD score is 2.3-3.5, they may select appropriately-levelled books from the orange, yellow, green and possibly the blue collections. **Please note these book colours do not align with the previous book band colours used in school so do not worry if the colour of the book your child comes home with is different to those previously brought home.**

**4** Once your child has read the book with you, they have the option to take a quiz to test themselves on their comprehension. There are over 35,000 Accelerated Reader quizzes available, with more being written every month - every book within the school Accelerated Reader stock is quizzed. The login details to take these quizzes can be found in your child's reading record. Every book that has an Accelerated Reader Reading Practice Quiz is given a points value. Accelerated Reader points are computed based on the difficulty of the book and the length of the book (number of words). Children earn points, or a portion of a book's points, depending on how well they do on the Reading Practice Quiz and each term will have a target to reach.

ACCELERATED READER		BOOK LEVELS
		1.0 – 1.9
		2.0 – 2.4
		2.5 – 2.9
		3.0 – 3.4
		3.5 – 3.9
		4.0 – 4.4
		4.5 – 4.9
		5.0 – 5.4
		5.5 – 5.9
		6.0 – 6.9
		7.0 +



# Accelerated Reader Book Labels Explained

On the inside cover of each book, you will find a label containing lots of useful information. Below is a guide to what this information indicates:

Type in this number on the online platform (login details in the children's reading record) to take the book-related quiz and earn points.

The author of the book

The maximum number of points available when children complete the quiz.

The title of the book

Quiz No 219982  
Billionaire Boy  
Walliams, David  
B.L.: 4.1  
Points: 4.0  
MY

The interest level attached to the book indicates age group appropriateness. Interest level is based on a book's content including theme, characterization, and plot. The interest levels are based on the recommendations of the publisher.

Interest Level	Age (in years)
LY - Lower Years	5-8
MY - Middle Years	9-13
MY+ - Middle Years+	12+
UY - Upper Years	14+



Children can, of course, still enjoy books together with you that sit outside of their ZPD level; however, when practicing their independent reading, it is very important to ensure that their books sit within their ZPD level to aid their progress in comprehension and fluency.

The website below will help you when selecting or purchasing books outside of the school stock, as it can quickly tell you what book level it is along with the quiz number and interest level.

<https://www.arbookfind.co.uk/default.aspx>

# The Wider Curriculum

- During the year, in Geography children will be learning about:
- Autumn Term - Continents of the World - Describe a place outside of Europe (Kenya).
- Spring Term - Countries and oceans.
- Summer Term - Hot and cold countries of the world.

# The Wider Curriculum

- During the year, in History children will be learning about:
- Autumn Term –Famous Aviators (including Bader)
- Spring Term – Florence Nightingale & Mary Seacole
- Summer Term – The Titanic

# The Wider Curriculum

- During the year, in Science children will be learning about:
- Autumn Term – Living Things and their Habitats
- Spring Term – Animals including Humans AND Plants
- Summer Term - Forces and Everyday Materials

# The Wider Curriculum

- For information about what children will be learning in RE, please see the school website page:
- <https://st-michaels-lichfield.staffs.sch.uk/curriculum/religious-education/>

# Home Learning

- This will be in the form of digital CGP books – more information will follow once iPads have been deployed.



# P.E

Tuesday (pm) - outdoor (playground/field)

Wednesday (pm) - indoor (wearing shorts)

Please ensure that your child arrives at school on these days wearing a suitable PE kit.

School policy dictates that all earrings must be removed at home in advance of PE sessions and long hair should be tied back.

Trainers - Please only send your child in wearing trainers that they can self - fasten.

When doing indoor PE, your child will not be expected to wear pumps.

# Spelling Shed Instructions

Click here to play games based on the current week's assigned word list. There will be 10 words to learn here each week and they will update each Friday.



Children will earn honey and trophies the more they access the spellings.

Click here to play a 'boggle style' word game.

# Numbots and Times Tables Rockstars Instructions

- Children use their unique QR code to sign in via Wonde.com (this means they won't need to remember passwords)



# Numbots and Times Tables Rockstars Instructions

- Children use their unique QR code to sign in via Wonde.com (this means they won't need to remember passwords)

The screenshot shows the TTR website interface. At the top, there's a navigation bar with icons for PLAY, SHOP, BATTLES, BANDS, and TOTR. A user profile for 'TED VAN FLEET ROCK HERO' is visible. The main content area displays performance data for 'LICHFIELD SCHOOLS AUTUMN 2020' (10TH SEPTEMBER - 23RD OCTOBER) and 'BOTTLE OF THE BONDS' (18TH SEPTEMBER - 22ND SEPTEMBER). Below this, there are sections for SINGLE PLAYER (GARAGE, STUDIO, SOUNDCHECK) and MULTIPLAYER (FESTIVAL, ARENA, ROCKSLAM). A blue arrow points from the 'PLAY' button to the 'GARAGE' section. Another blue arrow points from the 'BATTLES' button to the 'BOTTLE OF THE BONDS' section. A third blue arrow points from the 'BANDS' button to the 'BAND TOTAL' and 'BAND AVERAGE' statistics. A fourth blue arrow points from the 'TOTR' button to the 'CHART POSITION' statistics.

Category	Band Total	Band Average	Chart Position
LICHFIELD SCHOOLS AUTUMN 2020	12,638	665	6
BOTTLE OF THE BONDS	8,738	291	2

Statistics are also provided for individual classes (3G, 3F) and for the 'BOTTLE OF THE BONDS' event.

This shows our whole school position in Lichfield.

Click here to play against the clock times tables games. Scroll down to garage and press play.

This shows any current battles with other classes and their duration.



# Behaviour and Expectations

This is based around our School Values and our RESPECT code.

Focuses on the positive with children being rewarded with House Points and Respect Tokens.

Children are awarded house points for learning completed in class. These will be awarded by the adults working with children in class. Children have their individual house point cards and work towards their Merit Badge (30 house points), then Bronze (50 house points), Silver (100 house points) and Gold Award (150 house points). Any children who reach their Gold Award will have the opportunity to work towards their Platinum Award (250 house points).

In Reception, children are not awarded house points but instead, children are able to move up the rocket. A child may move up the rocket for things such as completing some excellent learning in class, demonstrating the school RESPECT code, etc.

Children are awarded RESPECT tokens for demonstrating our RESPECT code around school (See next slide), such as at breaktimes and lunchtimes, etc. When children are awarded a RESPECT token they add them into their house team's Perspex tube which is kept outside the school office. At the end of each half term, these tokens are then added up and the house team with the most points will receive an end of term treat such as an extra break times, etc. Children may also receive a RESPECT sticker for demonstrating our RESPECT code around school.

Each week, Special Mentions Worship takes place on a Friday with class teachers nominating two pupils for going above and beyond in their learning or contributions to wider school life.

At St Michael's we have 6 school values, with each one having a special focus during each half term. You can see these below:

Belonging

Respect

Friendship

Forgiveness

Perseverance

Courage

**R**espect our school - everyone and everything



**E**veryone listens to instructions



**S**ilence when asked



**P**lease and thank you; be polite and kind



**E**nter and exit school calmly and sensibly - no running



**C**orridors - walk silently in single file to the left



**T**alking - one voice at a time







House Point  
Cards



RESPECT token  
tubes



RESPECT Stickers

# Learning Futures



# Learning Futures

- All children in Y1 to Y6 will be issued with their very own iPad on **Wednesday 20<sup>th</sup> September** to enhance our existing curriculum and help to support children with their learning. These iPads will be used both in school and at home. Children will also be provided with their own stylus which will remain in school.
- Children in Reception will have access to an iPad one between two. These devices will remain in school.
- It is really important that your child brings their iPad to school everyday and that it is charged and ready to use. If an iPad is forgotten, a spare device will not be provided.
- Staff will be able to monitor what students are doing on their iPads using an app called Apple Classroom.
- Parents will be able to manage their child's device outside school hours using the JAMF Parent app (More information about this app can be found on the Learning Futures school website page).
- The ATLP IT team will monitor the use of the Learning Futures iPad to protect all users from access to harmful and inappropriate material. A programme called Smoothwall helps with this.
- Limitations to device functionality have also been applied between the hours of 20:00 and 7:00 to help keep children safe at home whilst using technology.
- More information on Learning Futures can be found on our school website page - <https://st-michaels-lichfield.staffs.sch.uk/about/learning-futures/>

# School Dinners

- Please see your emails for information about ordering your child's school dinner.