



## Year Two Presentation Information

### September 2026



#### **Transition from Year One to Year Two**

- Expectations increase, but gradually and in line with their capabilities.

#### **Topics for the year**

|          | Topic          |
|----------|----------------|
| Autumn 1 | Let's Go Wild! |
| Autumn 2 | Poles Apart    |
| Spring 1 | The Great Fire |
| Spring 2 | Twisted Tales  |
| Summer 1 | Come Outside   |
| Summer 2 | Summer Fun     |

#### **A Day in Year Two**

##### **Morning**

- Fiddle Fingers
- Phonics/Spelling Rules lessons 5 times per week
- Whole class English/Maths lessons
- PE- one morning and one afternoon lesson per week
- Computing- one lesson per week and one online safety lesson per week
- Reading
- Individual reading - children read and discuss their book 1:1 with an adult
- Guided Reading/ Whole Class reading - a group of children and led by the teacher or teaching assistant - reading skills are taught and developed
- Reading jobs - children complete tasks independently. These are English-based and they will access either role play, computers or iPads.

## **Afternoon**

- Mastering Number (Rekenrek), Science, History, Geography, Music, PE, RE, Art, Design and Technology, Handwriting, SPAG (Spelling, Punctuation and Grammar), PSHE and Story time
- Friday afternoon - unfinished work, Celebration Assembly and Golden Time

## **Independence**

- Children need to become more independent during Year 2
- Charter for each class - children come up with the rules they all agree to follow and receive a charter piece once they are all following those rules/expectations. Children get to decide on a reward once they achieve 10 charter pieces as a class.
- Taking responsibility for their own belongings -making sure they have their jumper, water bottle, book bag and lunch box at the end of the day and carry them on their own (Please help by making sure everything is named)
- Taking wider responsibilities across the school

## **Rewards and sanctions**

### **Rewards:**

- Golden Time - Friday afternoon
- Golden leaf/paw - for those who do something 'amazing'. Children can bring in a toy from home to play with during Golden Time
- Dojo points and badges - can earn points and lose points
- Stickers
- Celebration Certificate
- Super 6 Party
- Headteacher Award (one child from each class per term)
- Charter rewards

### **Sanctions:**

- Completing work during part of playtime and/or at start of Golden Time
- May be sent to another member of staff
- Individual behaviour chart for those who require it
- Non- negotiables, time-in and letters home

## **Extra Support**

- S.A.L.T (Speech and Language Therapy)
- Precision Teaching (reading of common exception words)
- In-class support
- ELSA - Mrs Odgers

## **ELSA Support**

Some children visit Mrs Odgers for both weekly structured interventions or for short-term one-offs. Her role is to support children with any emotional issues they experience or when tricky times crop up in their lives.

- Changes or events within family life/ family dynamics
- Bereavement, illnesses, health conditions and disabilities
- Worries, resilience building and problem solving
- Behaviour, well-being and mental health
- Self-esteem and confidence
- Friendship issues
- Separation and divorce
- Transitions to new classes/schools
- Trauma
- Sleeping issues
- Adoption/fostering, birth of sibling, sibling rivalry, blended families.
- Fears and phobias
- Feeling 'different' in some way
- All manner of feelings
- Anything which is affecting a pupil and making them feel unsure or unsafe in their world

Mrs Odgers and the children will talk, play games, share books, use puppet skills, social stories, drawing/talking therapy, complete related worksheets and activities together in a relaxed, unobtrusive manner. A referral process happens via the class teacher. Please let your child's class teacher know if you feel that your child would benefit from ELSA sessions.

## **Reading**

- Frequency- the more your child reads the more progress they will make.
- Wide variety of materials is important-fiction and non-fiction (not just 'school books').
- Important to develop comprehension skills and make sure they understand what they are reading
- Guided Reading/ Whole class reading - reading skills taught by teacher or teaching assistant to a group of children with similar reading abilities
- Part of everyday life at school
- Little and often is the best way
- **Staff will write in green pen at school. Please write in a different colour at home.**

## **How to support your child at home**

- Talk and play with them.
- Read (a variety of books and other reading material).
- Practise reading Year 1 and Year 2 common exception words.
- Practise common exception word spellings.
- Practise counting forwards and backwards and in steps of 2, 5 and 10.

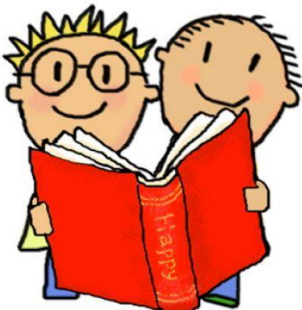
- Weekly Maths homework from Autumn Two
- Home challenges (optional)
- Online Purple Mash activities (optional - specific work is not set, but can be accessed at any time)
- Encouraging independence
- Rest and relaxation

### **Home-School Links**

- Reading diary - Please do not put anything confidential in there or anything that we need to know about urgently.
- Message board at classroom door - please let us know if someone else is collecting your child.
- Parents Evenings
- Informal chats
- More formal chat - please arrange a telephone call with your child's teacher

### **Statutory Assessments**

- Phonics test in summer term for those who did not pass phonics test in Year 1
- End of year results based on teacher's professional judgements
- See additional sheet (at end of booklet) for end of year 'age-related expectations' for Reading, Writing and Maths.

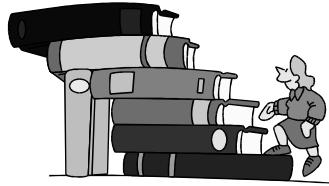


We all appreciate the help and support you already provide for your children, particularly with home reading. The aim of the information that is included on the following pages is to provide additional ideas, which may be fun for you and your child to do together (if you want to!).

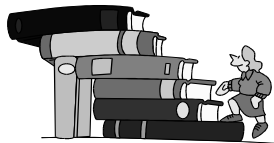
Don't let the experience be a chore.... be patient and most of all  
**HAVE FUN!**

## Reading

Parents can play a crucial role in helping their child become a fluent reader. It is important that children enjoy reading and by spending some time every day enjoying a book you are laying a very solid foundation. It doesn't always have to be a school book. It could be a library book, a comic, a magazine, or even instructions for a game. Together, with the scheme, all of these play a part in learning to read widely. Sharing stories with them is still important as it will teach them new words and will encourage them to become better readers.



**Guided Reading** is an activity in which the children are taught reading skills. The teacher or teaching assistant works with each group on a text selected to offer just the right level of challenge to the group. Your child will read a book alongside others and have the chance to gain confidence while they share in the challenge of using reading cues and strategies more effectively. They will be extending language and vocabulary and later on, developing more sophisticated aspects of grammar, inference, skimming and scanning. They might look for adjectives or conjunctions in a text, they might be looking at inference (the implied meanings) in a text to see how much they understand and can share about the book etc.



Please ensure that your child brings his/her book bag, reading book and reading diary to school every day.



Do not hesitate to see the class teacher if you have any queries about your child's reading experiences.

### **Some suggestions for reading with your child**

- Your child still needs opportunities to read regularly to you as well as having time to read silently to themselves.
- Choose a quiet time to read with your child where it is cosy and comfortable. Try to find five to ten minutes a day at a special time.

- Encourage your child to have a go at reading new words by looking at the initial sound, blending the sounds together and taking clues from the pictures and context.
- If your child is not enjoying his/her reading time, stop for a day or two, and then talk to the class teacher if the problem persists.
- Let your child see you read a variety of reading materials e.g. books, magazines, newspapers... this will help to model the process.
- Read a story together, then read it again, missing out words. Get your child to fill in the blanks. A different word that means the same thing may be suggested. That's ok. It shows that your child is thinking about the story and words.
- Help your child see that they already know the biggest part of words like play-ing, eat-en, walk-ed by breaking the word down. If they read or write out the part they know, you can finish it letter by letter.
- Help with long words by clapping along together or counting out the different chunks of the word (for example, three for tram-po-line, four for all-i-ga-tor). Write out long words and cut them into bite-sized pieces. Get your child to put the pieces back together the right way around.
- When your child reads and gets a word wrong, let them finish the line before you try to correct them. Children often realise what the word should be, go back and correct themselves. If they don't, then ask them to have another look and see if they can spot their mistake.
- Try to stay calm! It's important not to get fed up if your child needs to practise things over and over again.
- Always praise your child for their reading, as this will encourage them to keep trying.

### Writing

Writing is an essential part of many curriculum areas. It is important that the children form their letters correctly so that they are able to join letters as we progress through the year.

At this stage your child is gaining confidence in the writing process. They should be able to build words using their knowledge of basic spelling patterns and rules and put them together into a punctuated sentence. The focus will then progress on to the structure and word choices of a piece of writing. Encouraging your child to talk through their ideas first before putting pencil to paper is very important in order to clarify just what it is that is going to be written. The 'Suggestions' for each term will give you ideas of things you can do at home to support your child in the writing process.

One of the most important things about learning how to write is to know where to start writing each letter. The letters will have been taught to the children in 'families' - they are formed from the same basic movements.

Once children have learnt the correct way to form their letters, they will begin to join them. They will be taught the four main joins in families and will be encouraged to use them

consistently within their writing. There are three letters that do not have a join after them - q / x / z.

If you practise at home keep the sessions short: five minutes is ideal as they may tire easily or their hand may run out of steam!

### **How to help:**

#### **Suggestions for the Autumn Term:**

- Make shopping lists especially those Christmas lists!! Can they write it in alphabetical order?
- Keep a diary.
- Describe the colours through the autumn changes.
- Play I spy or Hangman
- Write reports about events e.g. football matches, brownies etc.
- Write questions and answers for historical events e.g. Bonfire Night.
- Plan the weekend's events in chronological order.
- Make birthday cards for friends.
- Write letters to Santa .
- Learn a new word every week and impress those around you!

#### **Suggestions for the Spring Term:**

- Send emails.
- Make up stories and record them.
- Write questions and answers about a given / favourite topic.

#### **Suggestions for the Summer Term:**

- Write postcards.
- Keep a holiday diary/ scrapbook using photos and postcards etc. and write simple captions or labels.
- Read / write menus.
- Who am I?/ What am I? riddles
- Make words from a mix of letters.
- Write messages for people.
- Holiday lists for packing
- Letters to friends or relatives
- Alternatives e.g. instead of 'said' use 'whispered', 'screamed'...

### **Spelling:**

You can help your child practise common exception word spellings by using the following:

- Look, Cover, Write, Check approach

**Look** at the word and say it.

**Cover** the word.

**Write** the word from memory.

**Check** the word by uncovering the word and seeing if it's spelt correctly.

If correct, repeat the process.

- Make up a sentence / phrase using the letters - 'because' - **big elephants can always understand small elephants**
  - Look for words within words e.g. hen in when, what wears a hat...
  - Find a word that rhymes and see if it is spelt the same.
  - Help to learn the spelling rules but remember the exceptions!
  - Several question words start with 'wh'.
  - 'I' before 'e' except after 'c'
  - Add 's' for plurals except those that end in 's', 'x', 'z', 'ch', 'sh' when you add 'es' instead.
  - Use 'ce' for nouns and 'se' for verbs.
  - When adding 'ing' or 'ed' double the last consonant sound after a short vowel sound.
  - Don't drop final 'e' when you add 'ly' but do when you add 'ing' e.g. increasingly...accurately...
  - Encourage them to try spelling new words using phonic knowledge - letter sounds / names / spelling patterns...

## Maths

Maths work will take place nearly every day in school. The children will be working with numbers to 100 and there is an emphasis on them being able to use and apply the skills they have learned to problem solving. There is also now a much bigger emphasis on reasoning skills as well.

These are the key areas of Maths that you could support your child with at home:

- Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forwards and backwards.
- Read and write numbers to at least 100 in numerals and in words.
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

### **Additional fun activities to try at home:**

#### **Number Facts**

You need a 1—6 die.

- Take turns. Roll the die. See how quickly you can say the number to add to the number on the dice to make 10, e.g.



and

**6**

- If you are right, you score a point.
- The first to get 10 points wins.

You can extend this activity by making the two numbers add up to 20, or 50.

### How Heavy?

You will need some kitchen scales that can weigh things in kilograms.



- Ask your child to find something that weighs close to 1 kilogram.
- Can they find something that weighs exactly 1 kilogram?
- Find some things that weigh about half a kilogram.

### Out and About

- During a week, look outside for 'thirties' numbers (such as 34 or 38), on house doors, number plates, bus stops, etc. How many can you spot? What is the biggest one you can find?

**31 39 36 35 33**

- Next week, look for 'fifties' numbers, or 'sixties'...

### How Much?

- Once a week, tip out the small change from a purse. Count it up with your child.

### Car Numbers

- Each person chooses a target number, e.g. 15.
- How many car numbers can you spot with 3 digits adding up to your target number, e.g. K456 XWL.
- So  $4 + 5 + 6 = 15$ , bingo!

### Bean Subtraction

For this game you need a die and some dried beans or buttons.

- Start with a pile of beans in the middle. Count them.
- Throw a die. Say how many beans will be left if you subtract that number.
- Then take the beans away and check if you were right!
- Keep playing.
- The person to take the last bean wins.

## Speedy Pairs to 10

Make a set of 12 cards showing the numbers 0 to 10, but with two 5s. If you wish, you could use playing cards.

- Shuffle the cards and give them to your child.
- Time how long they take to find all the pairs to 10.

Repeat later in the week. See if your child can beat their time.

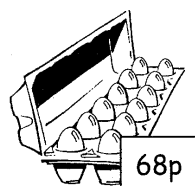
## Guess my Shape

- Think of a 2-D shape (e.g. triangle, circle, rectangle, square, pentagon or hexagon). Ask your child to ask questions to try and guess what it is.
- You can only answer Yes or No. For example, your child could ask: Does it have 3 sides? or: Are its sides straight?
- See if they can guess your shape using fewer than five questions.
- Now ask them to choose a shape so you can ask questions.

## Shopping Maths

After you have been shopping, choose 6 different items each costing less than £1. Make a price label for each one, e.g. 39p, 78p. Shuffle the labels. Then ask your child to do one or more of these:

- Place the labels in order, starting with the lowest.
- Say which price is an odd number and which is an even number.
- Add 9p to each price in their head.
- Take 20p from each price in their head.
- Say which coins to use to pay exactly for each item.
- Choose any two of the items and find their total cost.
- Work out the change from £1 for each item.

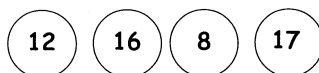


## **Straight Lines**

Choose 4 different lengths between 5 and 20 centimetres. Use a ruler marked in centimetres. Draw lines of each length.

## **Circle Trios**

Draw four circles each on your piece of paper. Write four numbers between 3 and 18, one in each circle.



- Take turns to roll a die three times and add the three numbers.
- If the total is one of the numbers in your circles then you may cross it out.
- The first to cross out all four circles wins.

## **End of Year 2 Expectations**

### **Reading:**

#### **Working towards the expected standard**

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- read accurately some words of two or more syllables that contain the same grapheme/phoneme correspondences (GPCs)
- read many common exception words.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

#### **Working at the expected standard**

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words.

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

### **Working at greater depth within the expected standard**

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

### **Writing:**

#### **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 within the expected standard**

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
- 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.

## **Maths**

### **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 understanding of place value, though they may use structured resources<sup>1</sup> to support them
- 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.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ )
- recall at least four of the six<sup>2</sup> number bonds for 10 and reason about associated facts (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 from pictures of the shapes and describe some of their properties.

### **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 ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their 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 and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , 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 solve simple problems, demonstrating an understanding of commutativity as necessary
- identify  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{3}$ ,  $\frac{3}{4}$  of a number or shape, and know that all parts must be equal parts 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 number of sides, vertices, edges, faces and lines of symmetry.

### **Working at greater depth within the expected standard**

The pupil can:

- read scales where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- 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.)
- 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?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

If you have any questions about anything that is contained within this information, please speak to your child's class teacher.