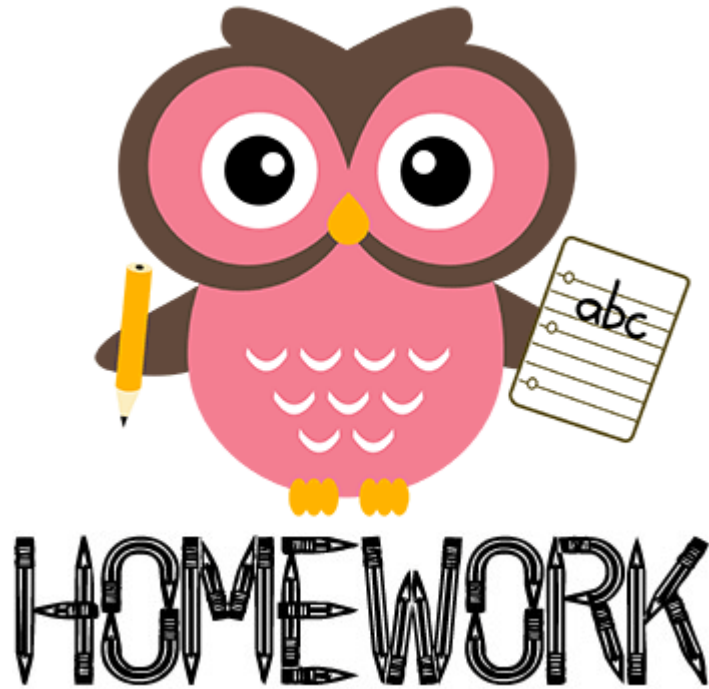


Welcome to Year 2 Curriculum Evening



Tonight's aims

- ▶ Recap the rationale behind the change in our homework.
- ▶ Share our revamped expectations and activities for home learning.
- ▶ Share other ways you can help your child at home.
- ▶ Answer any questions you may have.

Why have we changed?

- ▶ Research shows that homework in the form we had been previously setting has a limited impact on children's progress.
- ▶ Feedback from parent questionnaires showed many parents felt homework wasn't at the right level and was taking too long.
- ▶ Change to focus on fundamental numeracy and literacy skills which will support children in their learning throughout school.

Reading

- ▶ Read with your child at least three times a week.
- ▶ Discuss their reading with them- e.g. questions about a character, meanings of unusual words, recognising phonemes and Year 2 common exception words.
- ▶ Record this in their Reading Diary- without this, we don't know you are reading with your child.
- ▶ Some children might prefer to read independently, however this sharing of and discussing books is still crucial to their learning.
- ▶ Book Band, Library Book, home books, magazines etc.
- ▶ Please ensure your child has their book and diary in school **every day**.

Spelling

- ▶ We use the Assertive Mentoring scheme- this ties in with the spelling expectations in the 2014 National Curriculum.
- ▶ Set of words to practise weekly- look, say, cover, write check.
- ▶ Discuss the spelling pattern with your child (tips on the sheet)
- ▶ ‘Spot check’ over the week- e.g. I can’t remember how to spell _____, can you help me?
- ▶ Additional challenge - for example finding other words with that pattern, using words in a sentence, looking up definition.
- ▶ Recorded on sheet in Homework Diaries.

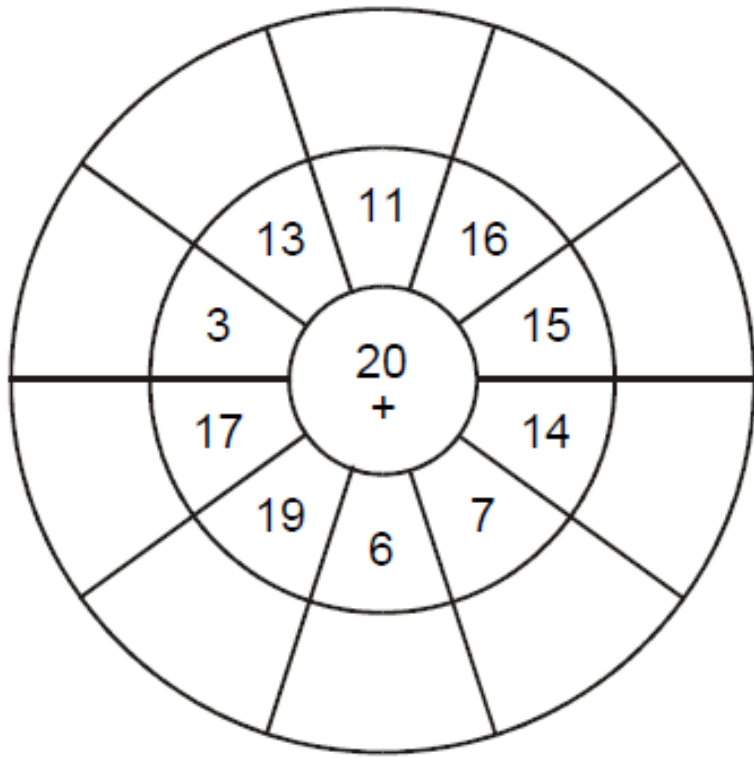
<i>(list 2:2)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(copy again)</i>	Practise 3 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	<i>When 'c' is followed by the vowel 'e' or 'i' the 'c' is soft (sounds like 's').</i>			
<i>cell</i>				
<i>city</i>				
<i>centre</i>				
<i>circle</i>				
<i>pencil</i>				

Spelling tip:	<i>'g' is used for the 'j' sound in many words when it goes before 'e', 'i' or 'y'.</i>			
<i>germ</i>				
<i>angel</i>				
<i>giant</i>				
<i>ginger</i>				
<i>energy</i>				

Times tables/ number bonds

- ▶ Weekly practise in Homework Book.
- ▶ We will start with number bonds to 10 and 20.
- ▶ Later in the year we will include times table facts for the 2s, 5s and 10s - Times tables Bronze, Silver and Gold Awards
- ▶ Not just knowing how to recite the table/number fact, but answer mixed up questions and find corresponding division or subtraction fact.
- ▶ Children will take part in a weekly Big Maths test where they will apply their knowledge from their home learning.
- ▶ We recommend tables/ bonds on the move- eg when driving, walking to school, washing up etc.
- ▶ Feel free to continue to use mathletics (password will be in front of homework book).

1.



$$7 + 3 = 10$$

so: $17 + 3 = 20$

and: $7 + 13 = 20$

$$3 + \underline{\quad} = 10$$

$$13 + \underline{\quad} = 20$$

$$3 + \underline{\quad} = 20$$

New Homework Book

- ▶ Will have weekly tables/ number bonds and spelling activities stuck in each week.
- ▶ Sent home on a Friday, due in on a Wednesday.
- ▶ Whilst we will not be marking the homework, we will be monitoring which children are/ are not completing spelling and tables practice and discussing with parents as necessary.
- ▶ Inside front cover- times tables Bronze, Silver, Gold record.
- ▶ Inside back cover- National Curriculum spelling list for current year group.
- ▶ Expected amount of time on spelling and tables homework is 30 minutes per week, in addition to reading three times with an adult.
- ▶ Family Learning games will be sent home when your child has their Family Learning session.

We will also include...

Phonics Garden

Clouds:

- ow ou ough
- ur er ir or ere
- or aw oi oy au ore al oor
- ar a al au

Sun: air are ear ere eir

Flowers:

- ure oor our
- ear eer ere ier

House:

- ch tch th th
- sh s ss t ng

a	b bb	c k ck ch qu	d dd -ed
e ea	f ff ph gh	g gg	h wh
i y	j g dge ge	k c ck ch qu	
l ll	m mm mb mn	n nn kn gn	
o a	p pp	qu r rr wr rh	
s ss c sc se ce	t tt -ed th bt		
u o o-e	v f ve	w wh	x cks
y	z zz ze se s x ss		

Front Garden:

ai	ee	ie	oa	ue
ai ay a_e ey ei eigh aigh	ee ea e ie y ei e_e	igh ie y i_e i eigh y_e	oa ow o oe o_e ough	ue ew u_e oo ou ough o_e

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Ideas for reading questions

What strategies would you use when you get stuck on a word?

What voice might the character use?

Where does the story take place?

Who is telling the story and how do you know?

Find some words or phrases which tell you about the setting.

What happened in the story?

How did the characters' actions affect the outcome of the story?

What is the theme of this story/text/article?

Why has the author chosen that title?

Does the layout and colour of the text have an impact on the reader?

How does the author engage the reader?

Why do you think authors use short sentences?

Which part of the story best describes the setting?

When would you use a glossary?

What did you enjoy about the story?

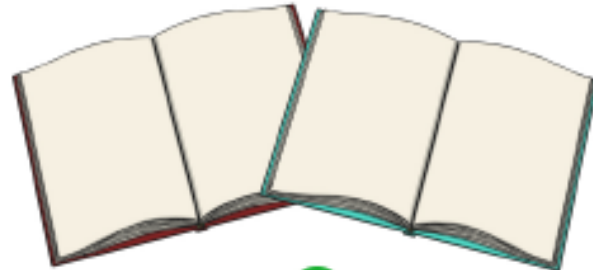
Can you think of another story with a similar theme?

What is the genre of the story? How do you know?

What was the most exciting or interesting part? Explain why.

What effect does the setting have on the story?

Have you read any other books in the series/by the same author?



Where and when is the text/story set? How does the writer show this?

Have you read any other books that are about the same topic?

Other ways to help your child

- ▶ New website- each year group has a section with ideas for activities and links to webpages.
- ▶ Miss Wells will talk about this in more detail during the break 😊

Any questions?

