



Teaching Literacy and Numeracy in Year 2

A presentation to Parents

October 2022



Aims of this session

- To give an understanding of how we teach Literacy and Maths in school, including some of the resources we use
- Ideas of how to support at home, making it fun!
- To answer general questions



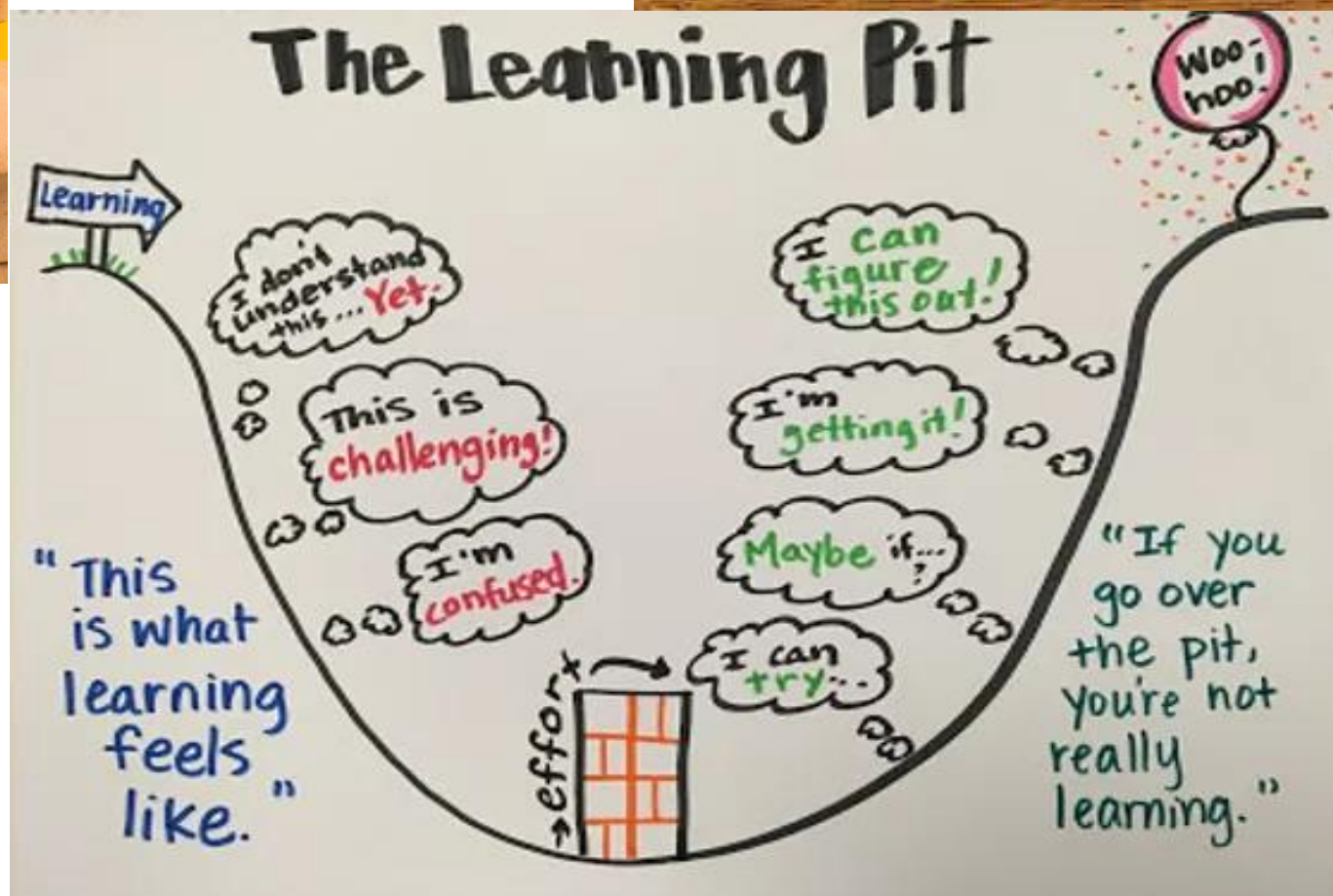
Our Vision and Values

- We want every child to
'let their light shine' Matthew 5:16
and to be the best they can be.
- We have high expectations
- We celebrate all aspects of children's learning and achievement
- We challenge and support every child, whatever their ability.



MISTAKES

ARE OPPORTUNITIES
TO LEARN.



Super Learners



Busy Beaver



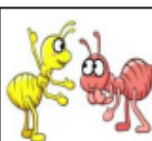
Playful Puppy



Resilient Rhino



Thoughtful Tortoise



Amicable Ants



Creative Chameleon



Fabulous Flamingo



Happy Hedgehog

I am resourceful

I can use things in my classroom dictionaries and number lines to help me learn.

I can use resources from the wider world - other people, books, the internet and past experiences to help me learn.

I can use what I know to make links in my learning.

I am inquisitive

I like to find things out by asking questions, researching and investigating.

I am curious and explore my ideas in imaginative ways.

I am excited about new opportunities and experiences.

I am proud of how I do things (not just the end result).

I am resilient

I face challenges with a 'have-a-go' attitude.

I can persevere and keep trying even when something is really challenging.

I know that making a mistake is all part of learning.

I have a clear idea of what I want to achieve and how I am going to achieve it.

I am confident to ask for help.

I concentrate and take care in what I am doing.

I work through problems.

I am a reflective thinker

I think carefully about what I want to achieve and how I am going to achieve it.

I can talk about what I am doing.

I like to have my own ideas and find different ways to solve problems.

I plan carefully, make predictions and test my thinking and ideas.

I can talk about my learning including my strengths and challenges.

I can make connections in my learning.

I am a collaborator

I can take turns.

I can listen carefully to others.

I can share my ideas with others.

I respect and recognise other people's ideas as valuable.

I can work as part of a team to achieve something.

I can be confident in my own ideas when part of a group.

I am creative

I can express myself in imaginative ways for example, through movement, dance, painting, imaginative play and language.

I can adapt, modify and improve my ideas to enhance them.

I can use what I already know to construct original solutions to problems.

I carefully consider the uses and purposes of the things that I create.

I believe in me.

I am unique, I am special, I am me!

I have a growth mindset.

I have a positive learning attitude.

I can grow my brain.

I can achieve anything with effort.

I am not there YET!

I can always improve.

I'll do my best and nothing less!

I follow my dreams!

I take care of me.

I am aware of my feelings and how to express them.

I am aware that my feelings can be affected by things and events around me.

I am aware that how I feel can affect my behaviour.

I am aware of strategies I can use to help me if I feel unhappy.

I am aware of who I can talk to if I need help with how I feel.

I am aware that everyone has times when they find their feelings difficult to manage.

I can demonstrate care and respect for others as they should for me.

I am aware of what I need to do to stay healthy.



Year 2 School Day





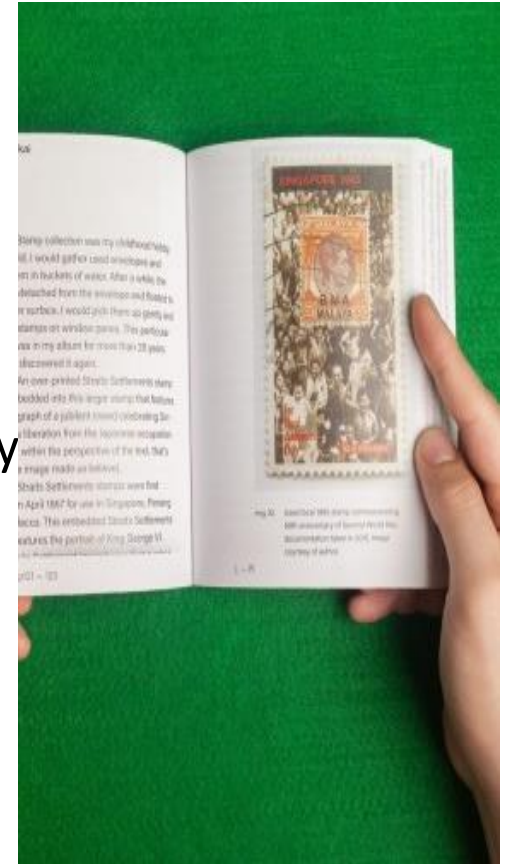
Phonics and Reading



How we Teach Reading at Polehampton



- Targeted phonics lessons (Read Write Inc phonics)
- Big Cat Books Reading scheme
 - Children can change reading books every morning on arrival at school
 - Parents are expected to hear their child **read at home every day**
 - Reading diaries need to be completed by parents every day
 - Children read individually to their teacher or TA once a week
 - Reading books and diaries should be brought in **every day**



Parents have a daily responsibility to help their child practise their reading.



Phonics

Children who need to retake their phonics screening check will do so in June.

Section 2

brend



throst



stret



spraw



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Section 2

label

vanish

blossom

thankful

Page 21 of 24

high

night

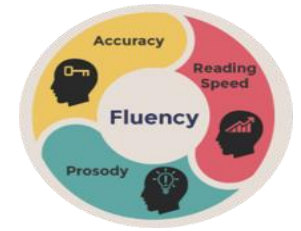
light

fight

bight

might

How to Help at Home



READ STORIES (over and over) so your child loves stories & is familiar with fluent reading.

HELP your child to read and write their **common exception words**

HEAR your child read their school book **every single day** at least once & make a note in your child's reading diary.

RE-READ sentences for fluency & understanding – ask **comprehension questions**.

MAKE TIME to read all together at weekends, **let your child see you read**.

MODEL reading with **expression** – even if your child is a very confident reader!



Reading with Prosody

Today was a special day. Today Joey's mother was coming home with his new baby sister!

However, Joey did not want a baby sister. He was not excited. He liked things just the way they were.



Year 2 Reading Expected Standard

By the end of Year 2, all children should be able to:

- Confidently read the Year 1 and 2 common exception words.
- Sound out most unfamiliar words accurately.
- Read words containing common suffixes (-ing, -ed, -est, -ment, -less, -ness, -ful,...)
- Check what they have read makes sense.
- Answer comprehension questions about the text they have read and find the answers in the text.
- Make inferences based on what they have read (eg how was the character feeling? I think he must be feeling sad because his friends weren't very kind and he walked away)
- Explain what has happened so far in a story.
- Find out new facts from a non-fiction text.



Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.



Infer

Make inferences from the text.



Predict

Predict what you think will happen based on the information that you have been given.



Explain

Explain your preferences, thoughts and opinions about the text.



Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.



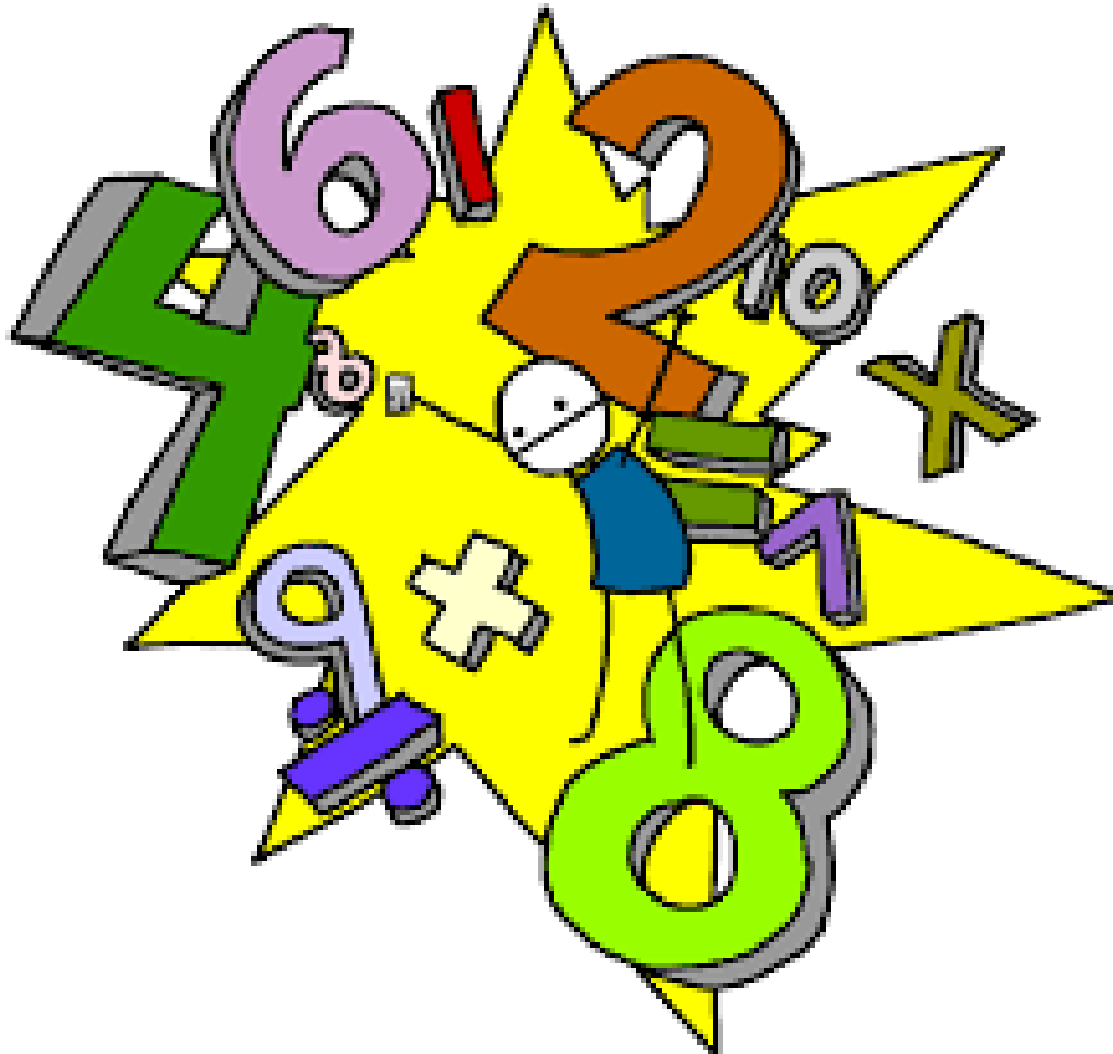
Sequence

Sequence the key events in the story.





Maths





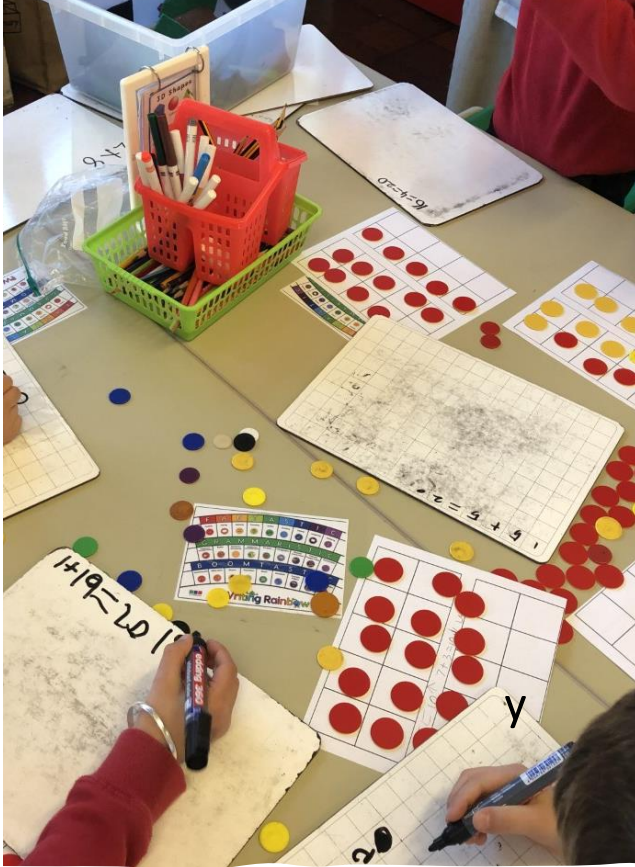
Maths Mastery

At Polehampton we see teaching for mastery in Maths as allowing the pupils to gain a deep understanding of Maths. We believe that every pupil is a mathematician. We are committed to providing all pupils with engaging and challenging lessons which inspire and motivate them.

We choose to teach Maths by breaking down the objectives into the smallest steps, so that every pupil is secure in every new concept before moving on. There is an emphasis on number work throughout. Topics are revisited throughout the year in slightly different ways so that pupils really embed their learning.

Opportunities are provided throughout the year for pupils to use reasoning skills to make connections between prior knowledge and newly presented material. These connections will help foster a deeper understanding of mathematical concepts.

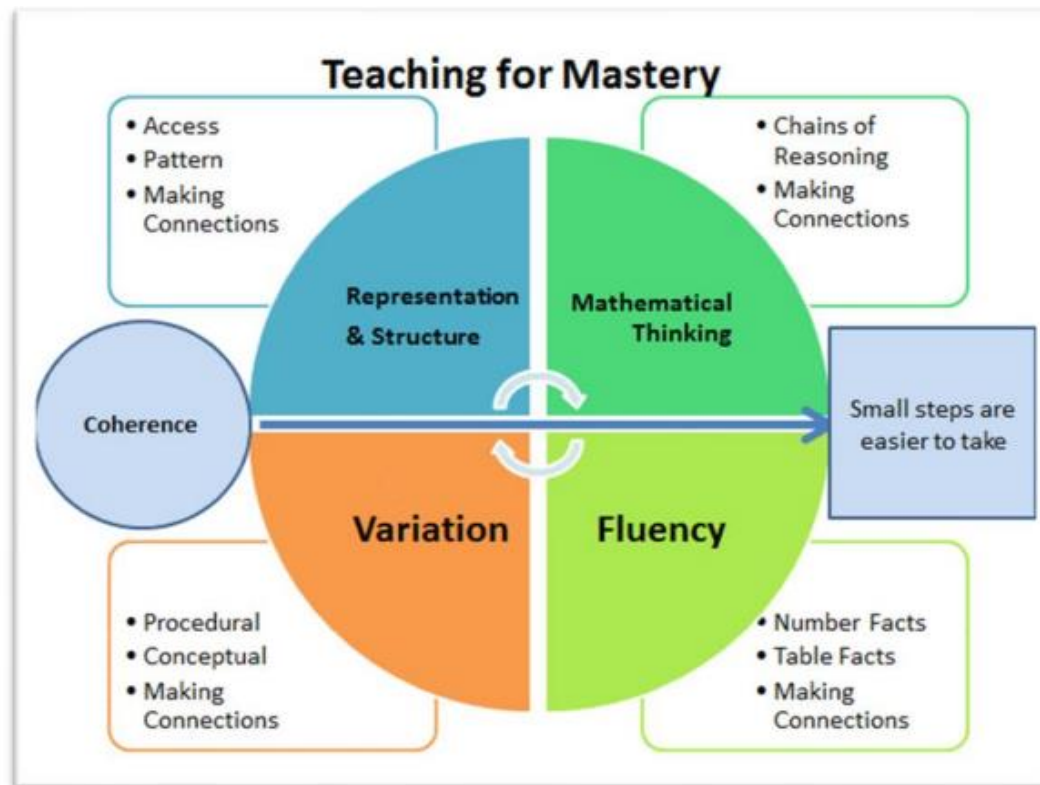
“In mathematics, you know you’ve mastered something when you can apply it to a totally new problem in an unfamiliar situation.”



Calculation Policy



- <https://www.polehampton.org.uk/page/?title=Policies+%26amp%3B+Documents&pid=9>



Maths Boxes

It is essential that children have access to Maths manipulatives so there are Maths boxes on each table. The children are encouraged to make a physical manipulation, a drawing of it and a written number sentence.





Autumn Term Year 2

- **Place value**

- recognising numbers as tens and ones
- reading and writing numbers in digits and words
- comparing numbers using $<$, $>$ or $=$
- Part part whole models
- fact families – if I know that $3 + 4 = 7$, then I also know that $4 + 3 = 7$, $7 - 3 = 4$ and $7 - 4 = 3$

- **Addition and subtraction within 100**

- "swap 10 ones for a ten" when bridging ten when adding
- "exchange a ten for 10 ones" when bridging ten in subtraction

- **Shape**

- - recognise and describe 2d & 3d shapes and symmetry



Main end of year expectations in Maths in year 2

The pupil can read scales in divisions of ones, twos, fives and tens.

The pupil can partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.

The pupil can add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$).

The pupil 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 (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 $17 - 3 = 14$).

The pupil 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.

The pupil 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.

The pupil can use different coins to make the same amount

The pupil can read the time on a clock to the nearest 15 minutes.

The pupil can name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Pupils are not going to be working through the curriculum more quickly, but going deeper into it.

In Year 2 it is imperative that pupils have full understanding of **place value**, **number bonds** and **fact families** so pupils revisit these concepts daily. A secure understanding of these number facts means that the children can confidently attempt more challenging problems.

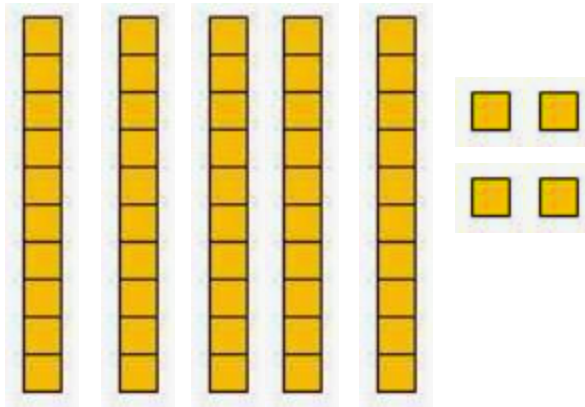


How do we teach for Mastery in Year 2?



- **Representing Numbers**

- We want to develop children's place value of two digit numbers – so for example, they recognise that 54 is made from 5 tens and 4 ones. We mostly use dienes (or base ten) to show this or a sticks and dots drawn representation

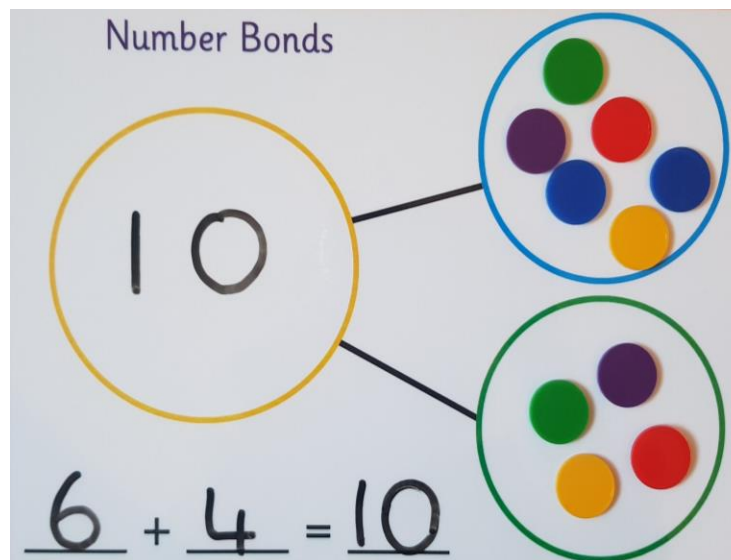


$$52 + 17 =$$

	T	O
		:
+		:::
<hr/>		

Number Bonds

- Number bonds are essential for year 2 children. We would expect every child in Year 2 to know their number bonds to 10 and 20.
- We then use these in calculations



$$6 + 5 + 4 =$$

$$= 7 + 5 + 3 + 5$$



Spotting patterns

"What do you notice?" - this makes the children look for things they already know (e.g. number bonds, that there are no ones in this addition so we just have to count in tens, it is similar to the previous one, just 1 bigger/ smaller)

Spotting connections between numbers

Understanding how a teen number is composed alongside using number facts means children are able to add mentally

eg I know $5 + 3 = 8$ so I know $15 + 3 = 18$

Knowing addition facts means we also know the corresponding subtraction facts.

$$5 + 3 = 8 \text{ and } 3 + 5 = 8 \text{ so } 8 - 3 = 5 \text{ and } 8 - 5 = 3$$

Using place value to scale these:

$$5 + 3 = 8, \text{ so } 50 + 30 = 80, 500 + 300 = 800$$

Mathematical Language



What we will do first!

- ▣ Use the same mastery language across the school
- ▣ Explain it!
- ▣ Convince me!
- ▣ Prove it!
- ▣ Use it!

Plus, is equal to (this can come at any place in a number sentence), first, next, (one) greater/less, (one) more/fewer, same, number, order, equation, add, addition, sign, symbol, plus, is equal to, altogether, part, whole, equal, unequal, half, share, divide, measure, about, nearly, roughly, close to, size, length, longer, longest, compare



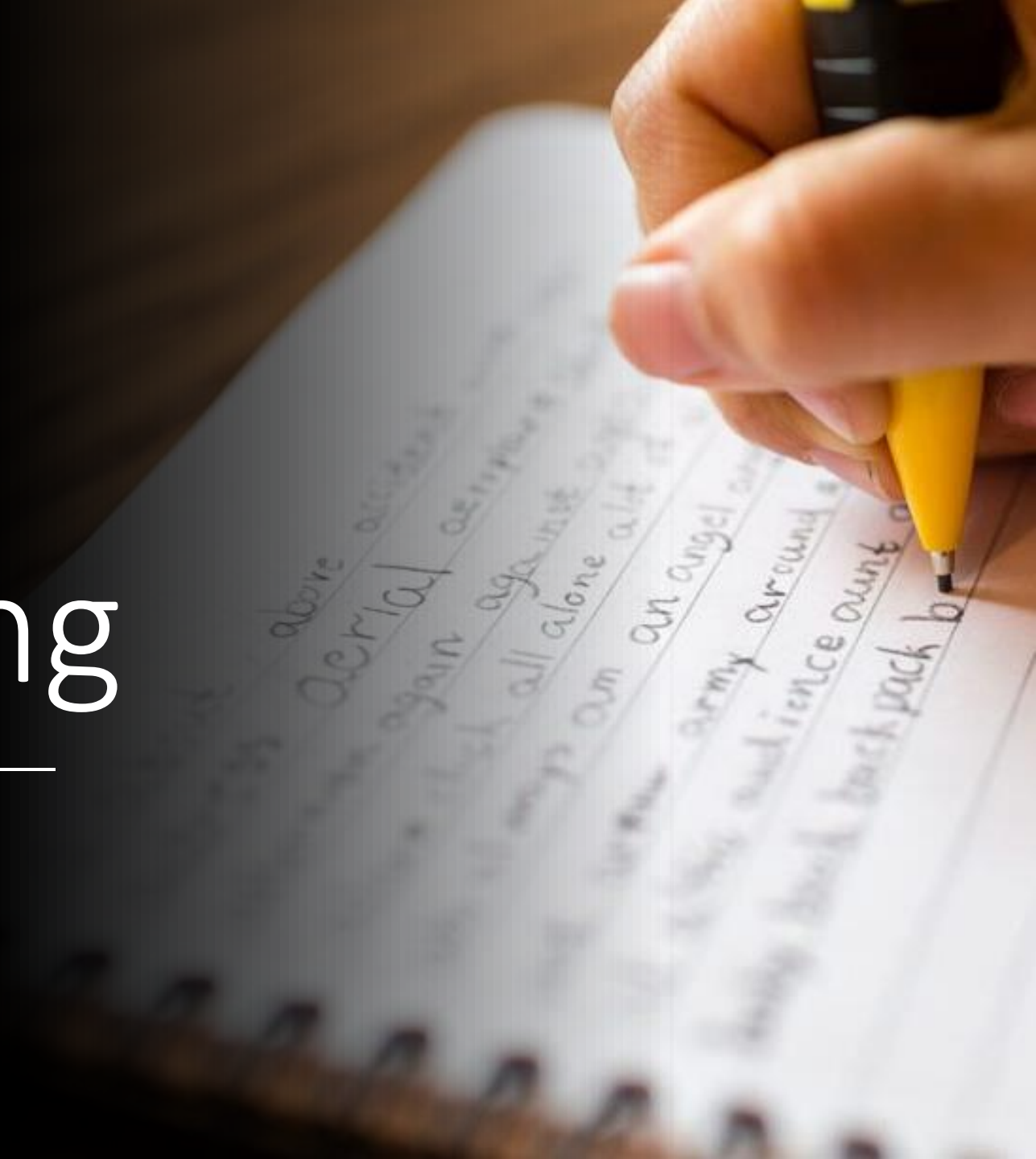
How can I help at home?

- Talk to your child about their learning, what they learned in their Maths lessons each day and anything they might be finding challenging.
- Discuss Maths in the world around them – it's everywhere!
- Encourage them to be problem solvers – asking 'What do you notice?', 'Why?', 'How?' or 'Prove it!' rather than simply giving answers.
- Helping at home ideas will be emailed out
- **Speak positively about mathematics !**



Writing

in Year 2



Main differences to writing in Year 1:



- **Stamina**

The children are expected to write longer texts and to write for a longer amount of time.

- **More written work**

There is more writing involved in all subjects (such as History, Geography, Science or RE) so the children are not just writing in English lessons.

- **Handwriting**

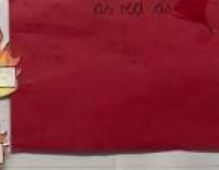
We expect all letters to be formed correctly, sitting neatly on the line. We encourage the children to start joining their letters and practise this during handwriting sessions.



Example of a shared writing board in Year 2:



Far, far away, long, long ago, high, high above, a crow flew. He flew over the icy, icy forest. He flew over the towering, towering trees. He flew over the frozen, frozen river. Next to the snow-covered trees, the animals assembled because they were cold. The owl declared a journey - a very, very perilous journey. Staring at the glowing sun, the animals pondered the journey. "I hope I don't get picked. I can't bounce that high!", exclaimed the hare. Who will do it? Who will do it? Who will do it? Rainbow Crow! The crow who was heroic, bright and magnificent. The crow whose feathers were as yellow as gleaming sunshine. He swooped over busy pumpkin patches when it was autumn. He glided over children making snow angels when it was winter. He fluttered over trees blossoming when it was spring. After a long while, the crow finally reached his destination. He felt very tiny next to the massive, bright sun. "Take this burning stick of hot fire!", grumbled the sun angrily. BOOM! BASH! ZOOM! The storm was furious. The resilient crow trembled and shuddered through terrible downpours. Red and yellow became dusty and dull. Blue and green turned mysteriously sooty. Purple and pink turned dark and blackened. When he returned, he started a crackling, leaping fire. It was bright, glowing and steaming. Intrigued and amazed, the animals gathered around the burning fire. "What happened to him?" they asked. Far, far away, long, long ago, high, high above the sun rose. The sun told the crow he was magnificent and heroic. What matters is how you act, not what you look like.



rainbow
shivered

air
freezing

pigeon
below



mercury
centre of the earth

venus

volcano
desert



Meeting Year 2 Expectations in Writing



Working at the expected standard

Write coherent narratives about personal experience and those of others (real or fictional)	
Write about real events simply and clearly.	
Use capital letters and full stops in most sentences and use question marks correctly.	
Use past and present tense mostly correctly.	
Use co-ordination (and, or, but) and some subordination (when, if, that, because) to join clauses.	
Use phonemes to segment and to spell many words correctly .	
Spell many CEW words correctly.	
Form capital letters of the correct size and orientation.	
Use spacing between words that reflect the size of the letters.	

Working at Expected Standard in Writing in Year 2 (start of year)



14.9.2021

I can independently retell the story 'The Crow's Tale' by Naomi Haworth.

Once upon a time there
~~there~~ there were some
animals. ~~They~~ ~~were~~ were
grasses. The owl came up
with a plan. The owl told
them the plan. It was summer
had to go up to the sun. They
thought but no one could go
but Rainbow Krow. So he
went through storms. Finally
he got to the sun. The sun
was very rude. He
said 'I have just
spent the whole summer
shining. I'll give you
a branch of fire. The
crow said thank
you. He went back
but on the way
he ~~went~~ He got

- Full stops and capital letters mostly used correctly.
- Clear finger spaces.
- Beginning to spell CEW correctly.
- Beginning to use conjunctions.
- Coherent retelling of a story.
- Consistent use of past tense (not always formed correctly)

Working at Expected Standard in Writing in Year 2

(end of year)

- Full stops, capital letters and some varied punctuation used correctly.
- Consistent use of past tense (formed correctly using -ed)
- Many CEW spelled correctly.
- Beginning to use subordination (when, because, if)

I can independently write a fictional suspense piece 22.3.2022

Aa [font icons]

I woke up one night x with a
fright because I heard a noise
of my bed. There it was
again. I got my slippers on and
I went ^{out} to my door. I turned
the handle, it creaked but
I was fine. I walked onto
the landing. I felt a
little cold breeze on my
back ^{and} I looked ~~backwards~~
backwards: my door
was open. I ~~at~~ stepped
on the first step, oh no!
it creaked really loud.
I ~~looked~~ over the banister
cost was clear. I ~~in~~ list





Exceeding Year 2 Expectations in Writing



Working At Greater Depth

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 in ks1 **mostly** correctly.

Spell **most CEW** correctly in their writing.

Add **suffixes** to spell **most** words correctly (ment, less, ful, less, ly).

Use the diagonal and horizontal strokes to **join many** letters together.

Working at Greater Depth Standard in Writing in Year 2

(end of year)

On the ~~awsome~~ ^{Summer} ~~holidays~~ ^{vacation} I went to ~~earlsh~~ ^{earlsh} ~~caversham~~ ^{earlsh} lakes. I did the ~~slippery~~ ^{wet} ~~wet~~ ^{splashing} Aqua park. My brother Thomas came and my mummy ~~asked~~ ^{asked} friend to come too. I jumped off a high, high, high place, but ~~my~~ ^{my} mummy's friend (called Jo) didn't come down the cool, high, jump-off place, she went down the fun slide. ~~My~~ ^{My} favorite part in the ~~fab~~ ^{fab} Aqua park. After the ~~fab~~ ^{fab} Aqua park.....

Fabulous writing about a very fun and exciting afternoon.



- Full stops, capital letters, brackets, commas, hyphens and apostrophes used mostly correctly.
- Varied sentence starters
- Detailed descriptions
- Simple additions made (adding in further adjectives)
- Most words spelled correctly

Working at Greater Depth Standard in Writing in Year 2

(end of year)

- Varied punctuation used mostly correctly.
- Joined handwriting
- Writing for effect - building up suspense.
- Drawing on their reading ("I thought firmly", "as messy as a jumble sale", "I tried to go back to sleep but it was no good")

I was soundly asleep under my duvet, ~~when~~
I suddenly remembered I had forgotten my
best (and eldest) teddy, Baby Bear. I woke up. I
peeped up from the duvet's warmth. "No!" I
thought firmly. I tried to go to
~~sleep~~ sleep again, ~~but~~ it was no good.
I just couldn't get to sleep without my
Baby Bear. Then, I put one leg out, but
~~it felt like~~ "gasp!" I was cold,
~~so~~ I put it under my duvet
again! I took a ~~the~~ deep breath and
slowly ^{stepped} onto the floor... EEEK!
I was cold! my leg dived back into
the bed. I put my leg ~~of~~ on the floor
and stood up. Slowly, I walked across my
clean bedroom floor (I had ~~the~~ tidied
my room the day before because back then it
was as messy as a jumble sale!) to



Target Stamps are found in the front of our Writing Books. It's a child-friendly way to set our targets. We use these when marking the children's work to show next steps.



Target Stamps Key



Pencil grip



Letter formation



Finger spaces



Letters on the line



Join handwriting



Use 'Fred Fingers'



Check your capitals



Full stops



Check spelling



Spell red words



Use adjectives/power/wow words



Add more detail



Punctuation



Use time adverbials



Use conjunctions



Use past tense



Use prefixes or suffixes



Write in paragraphs



Write to the finish



Read and check

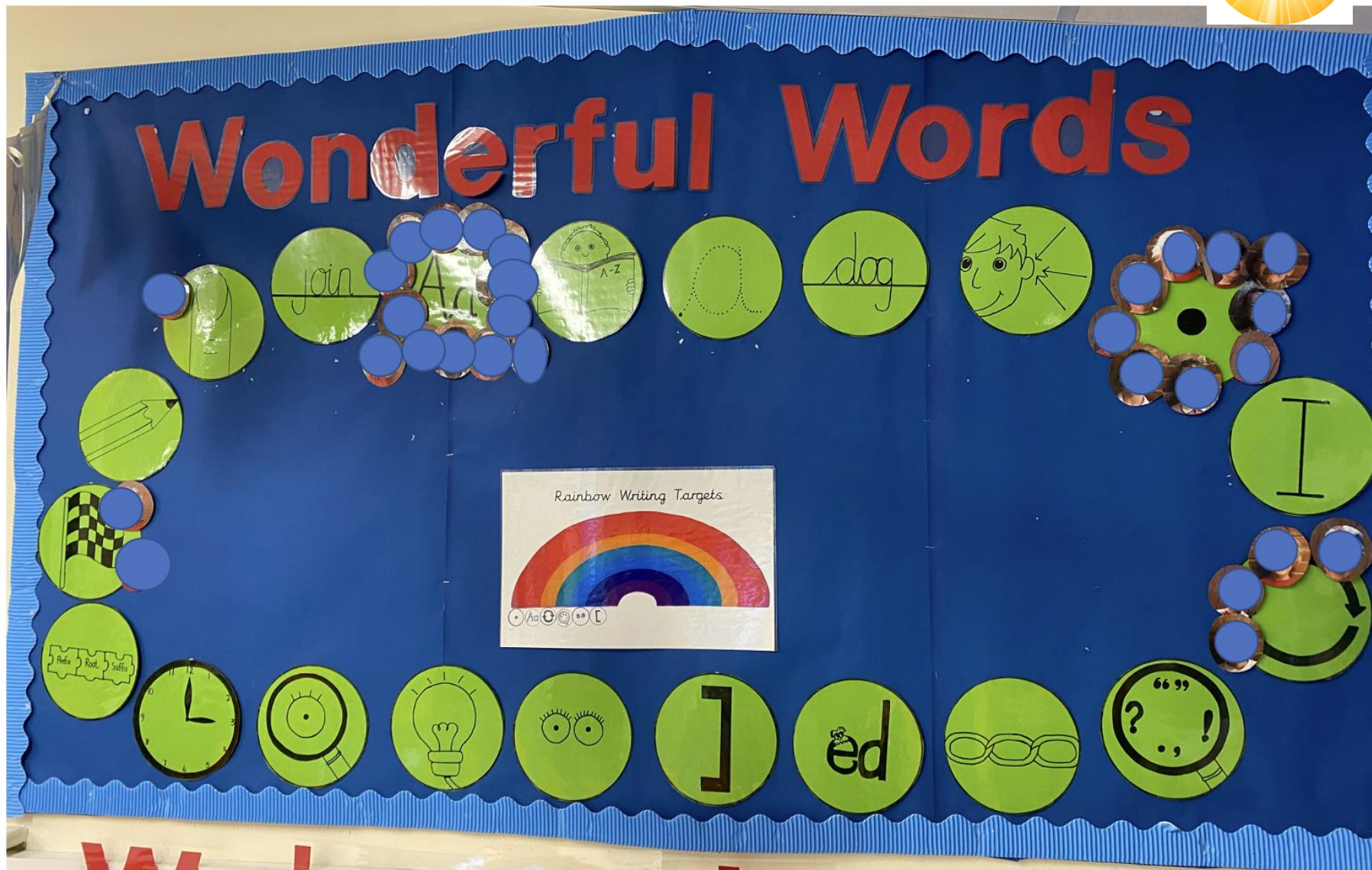


Mistake



Innovate or use own ideas

We use the same target stamps in our classroom. Targets are in a continuous circle and they are changing.



We want to see the children apply their CEW and spell them correctly as it lifts their work to produce a better quality of writing. It also boosts pleasure as they do not have to concentrate so hard on spelling these words that come up all the time.



Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



Home Learning

Keep up with us each week:

- Reading daily -plus reading reflections
- Common Exception Words
- Weekend home learning task

Online safety

1. Supervision – shared room, parental controls on.
2. Age appropriateness of games and apps
3. Time on devices

Useful info for parents on the
CEOP website:

<https://www.thinkuknow.co.uk/parents/>





Any Questions?

Thank you so
much for attending,
we hope it has
been useful.