

Codicote C of E Primary School



Curriculum Guide For Year 2

This guide has been produced by the Codicote School Staff to provide an overview of the Maths and English curriculum for your child's year group, and to provide guidance in how to support your child's learning in spelling, handwriting and reading at home.

English in Year 2

As children move through Key Stage 1, the new curriculum intends that almost all children will secure the basic skills of decoding so that they can become fluent readers. As their reading confidence grows they can begin to write their own ideas down.

Decoding is the ability to read words aloud by identifying the letter patterns and matching them to sounds. Once children are able to 'decode' the writing, they can then start to make sense of the words and sentences in context. Watch out for hard-to-decode words such as 'one' and 'the'. These just have to be learned by heart.

At the end of Year 2, all children will sit the National Curriculum Tests for Key Stage 1. These will include two short reading tests, a grammar and punctuation test, and a spelling test of ten words.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 2 some focuses may include:

- Articulate and justify answers and opinions
- Give well-structured explanations and narratives, for example in show-and-tell activities

Reading Skills

- Read words aloud confidently, without obvious blending or rehearsal
- Learn letter patterns so that decoding becomes fluent and secure by the end of Year 2
- Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound
- Read aloud words which contain more than one syllable
- Recognise common suffixes, such as -ing and -less
- Read words which don't follow phonetic patterns, such as 'one' and 'who'
- Become familiar with a wide range of fairy stories and traditional tales
- Discuss favourite words and the meaning of new words
- Check that what has been read makes sense, and self-correct reading where necessary
- Make predictions about what might happen next in a story

Children will be expected to read aloud books which are appropriate for their reading ability. During Year 2 their increasing knowledge of decoding should allow them to read a wide range of children's books.

Writing Skills

- Form letters of the appropriate size, using capital letters where appropriate
- Use appropriate spaces between words when writing

- Write using 'lead ins' in handwriting skills
- Spell longer words by breaking them into their sound parts
- Learn to spell some common homophones, recognising the difference between them
- Use the possessive apostrophe in simple phrases, such as 'the boy's football'.
- Write about real events and personal experiences
- Plan out writing in advance, including by writing down key words
- Re-read writing to check that it makes sense and to make corrections, including punctuation
- Use question marks, exclamation marks, apostrophes and commas in lists
- Use the present and past tenses correctly in writing
- Begin to write longer sentences by using conjunctions, such as 'and', 'but', 'if' or 'because'

Homophones are words which sound the same, such as 'blue' and 'blew', or 'one' and 'won'

Parent Tip

Reading aloud at home continues to be vitally important at this age. You may even get your child to read their own writing aloud, attempting to add expression appropriate to the sentence.

Mathematics in Year 2

During Key Stage 1, there is a big focus on developing basic number skills. That means securing a good understanding of place value, and recognising number bonds to 20. Practising these skills frequently will help children's mathematical thinking throughout school.

Number bonds are essential to the understanding of maths. Children in Year 2 learn their number bonds to 20, that is being able to quickly recall the total of any two numbers up to 20, e.g. $5 + 9 = 14$, rather than having to count on to find the answer.

At the end of Year 2, all children will sit the National Curriculum Tests for Key Stage 1. This will include a short arithmetic test of 15 questions, and a second paper of broader mathematics which will last around 35 minutes.

Number and Place Value

- Recognise place value in two-digit numbers, e.g. knowing that the 1 in 17 represents 10
- Read and write numbers up to 100 as words
- Count in 2s, 3s and 5s
- Compare and order numbers up to 100
- Use the < and > symbols to represent the relative size of numbers

Calculations

- Recall number bonds up to 20 fluently
- Add and subtract numbers mentally and using objects, including two-digit numbers

- Show that adding two numbers can be done in any order, but subtracting cannot
- Recognise that addition and subtraction are inverse operations
- Learn the multiplication and division facts for the 2x, 5x and 10x tables
- Show that multiplying two numbers can be done in any order, but dividing cannot
- Solve problems using the \times and \div symbols

Fractions

- Find $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of an object or set of objects
- Find the answer to simple fraction problems, such as finding $\frac{12}{6}$

Measurements

- Use standard units to measure length (centimetres and metres), mass (grams and kilograms), temperature (degrees Celsius) and capacity (millilitres and litres)
- Use the £ and p symbols for money amounts
- Combine numbers of coins to make a given value, for example to make 62 pence
- Tell the time to the nearest five minutes on an analogue clock
- Know the number of minutes in an hour and hours in a day

Shape

- Identify the number of sides and a line of symmetry on 2-d shapes
- Identify the number of faces, edges and vertices on 3-d shapes
- Use mathematical language to describe position and direction, including rotations and turns

Graphs and Data

- Construct and understand simple graphs such as bar charts and pictograms

Parent Tip

Parents can always take a lead role in practical maths. Encouraging your child to help with the purchasing of small items, or measuring themselves and others, is a great way to start exploring number relationships.

General Guidance - Reading

Listening to your child read throughout their time at Primary School will have a significant impact on their reading development.

Hearing your child read:

Choose a quiet time

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

Maintain the flow

If your child mispronounces a word do not interrupt immediately; instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, use of letter sounds rather than 'alphabet names'.

Be positive

If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

Success is the key

Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

Regular practice

Try to read with your child on most school days. 'Little and often' is best.

Communicate

Your child will have a reading diary from school. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.

Talk about the books

There is more to being a good reader than just being able to read the words accurately; just as important, is being able to understand what has been read. Always talk to your child about

the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

Variety is important

Remember children need to experience a variety of reading materials eg. picture books, hard backs, comics, magazines, poems, children's newspapers and information books.

Reading to your child

Reading to your child is an important part of developing their literacy skills, whatever stage they are at as a reader. Listening to stories provides opportunities for them to develop an understanding of characters, themes, and the structure of a story, and shows them how to use expression, and note punctuation when they are reading aloud. Also, it is a great motivator to learn to read themselves, so that they can experience the delights of a good book whenever they want to.

Benefits:

- It promotes longer attention span
- It builds listening skills and imagination
- Children discover an expanding chain of knowledge
- It broadens and extends vocabulary
- Books teach your child thinking skills early. When you read to your child, they learn to understand cause and effect, and learn to exercise logic, as well as think in abstract terms
- Books teach your child about relationships, situations, personalities, and what is good and what is bad in the world. They learn the consequences of actions, and the basics of what is right and wrong. Books provide material for imagination and free play.
- When your child reaches a new stage in their growth, or experiences a new and unfamiliar situation, reading to your child about a story relevant to their new experience can relieve their anxiety and help them cope.
- Your child learns early that reading is fun and not a chore. Reading to your child influences them to be a lifetime reader

Parent tips:

- Form a habit of reading to them at the same time each day, or at least several times a week. Choose a time when you and your child are both relaxed and not rushed.
- Choose books that your child will be most interested in, and appropriate for their age. A young child likes colourful drawings and pictures of people.
- Sometimes, your child likes a particular book and wants to hear it repeatedly. Do not discourage this, since they find reading this book pleasurable - and pleasure is what they should get from reading!
- Teach your child to treasure books and treat them with respect - keeping them clean and in good condition.
- Take books to read to your child on long trips and places where you have to wait like the doctor's office.

Spelling

We value the contribution that many of you make in helping your children to become confident accurate spellers. We encourage the children to learn the words by this method:

LOOK carefully at the word. What is the letter string? What has been added onto the front and the end? What is the shape of the word?

SAY it aloud.

COVER the word up.

WRITE the word down.

CHECK to see if you are right. If you are, try to write it again. If you are wrong, look, cover, write and check again until you get it correct.

It is better to spend a few minutes daily learning the words if possible, rather than a marathon session once a week! When practising the words with your child, give them in different orders, and discuss the meanings of words, putting them in a context so that the children can see how they are used. Writing the word down helps the children to develop a 'motor memory' of the word - how it 'feels' when they write it correctly.

If your child finds their spellings particularly easy or hard, please feel free to bring this to the teacher's attention.

Handwriting

Our aim in teaching handwriting is for the children to be able to write neatly and legibly at speed. As they move through the school, we expect them to write in 'joined up' (cursive) handwriting.

When your child starts to hold a pencil, please encourage them to use a suitable grip, such as the one shown below. This will help to ensure that appropriate pressure is used, and that your child develops a comfortable grip that gives them good control over the pencil or pen.



Please encourage your child to slant the paper slightly when writing. For right handed children, the page should be slanted with the right hand corner at the top, and for left handed children, it should be slanted with the left hand corner at the top. This is so that the child does not smudge their work, and can see what has been written.

We use a scheme throughout the school to teach handwriting. The letter style and formation is shown here:

Letter Formation

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy

Zz

Letters without leads:

a b c d e f g h i j k l m n o p

q r s t u v w x y z

Joining Letters

Mrs Pollard Mr Browne

Mrs Foster Mrs Ogle

Mrs Wood Mrs Pyle

Miss Churchill Mrs Frost

Miss Grainger Mrs Eaton

Mr Pyle Mrs Broad

Miss Clark Mrs Glayn

Mrs Mason Miss Doran

Mr Massey Mrs Mesher

Mrs Abrahams Mrs Harry

