



# Meet The Teachers 2025-2026



Welcome to Year 2

# Staffing

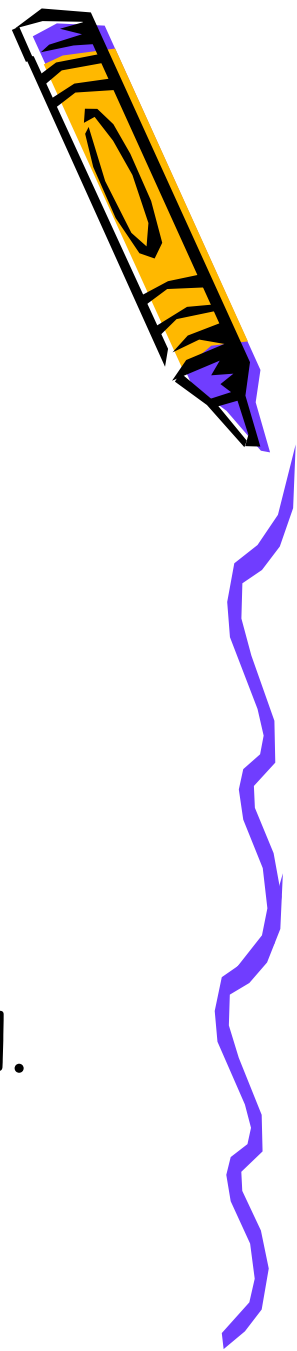
## Year 2 - Armstrong

- Mrs Buckel- Monday-Wednesday
- Mrs Goldstone- Thursday and Friday

## Year 2 - Lovelace

- Miss Aspinall

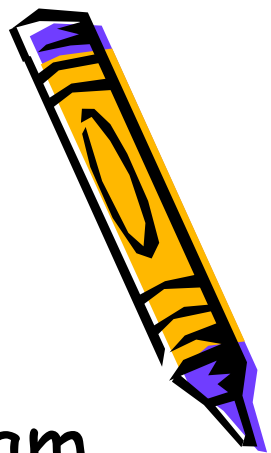
Support staff - Mrs Wagner & Mrs Halsall.



# Class Dojo

We work very closely as a Year 2 team and you will notice that different adults post on both pages.

If the message is on your child's class story, this is information for you, no matter who posted the message.

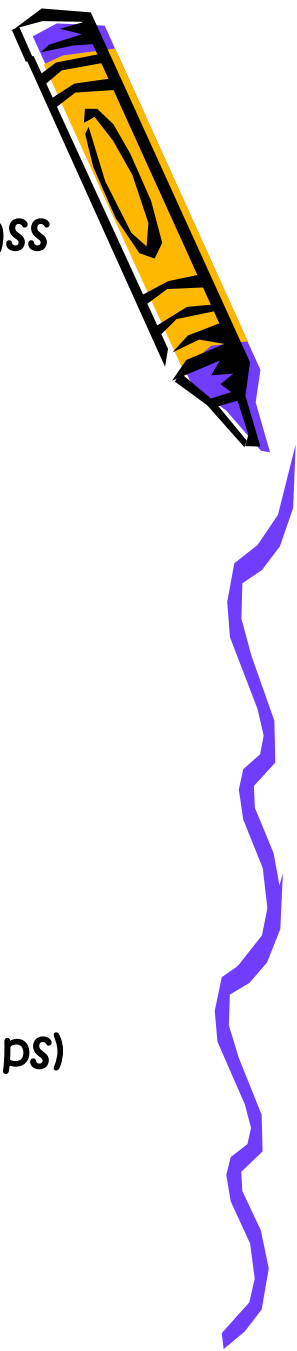


# Year 2 Curriculum

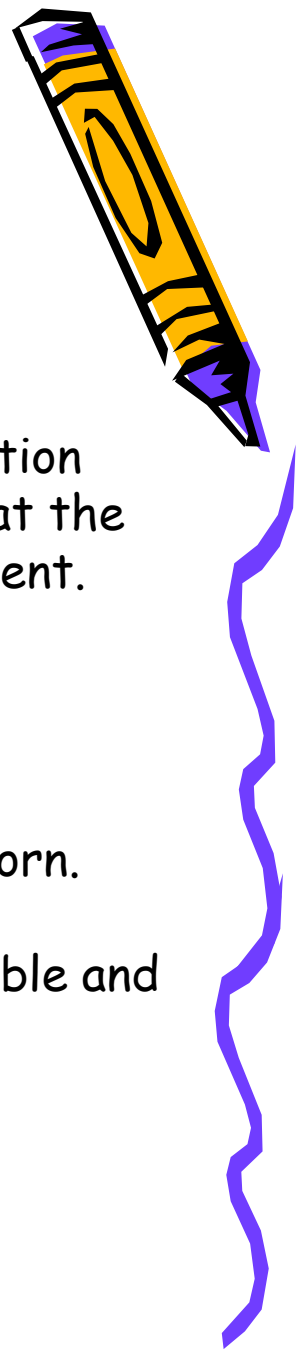
For more information about our curriculum, please see our Class pages on the website.

- English
- Maths
- Science
- History
- Geography
- Computing
- Art
- Design and Technology
- PE
- RE
- PSHE/RSE (Personal, Social, Health Education/Relationships)
- Music

Some beginners' French taught through songs



# Earrings



Safe Practice in PE states that, 'The Association for Physical Education strongly recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment.

This applies to all ear and body piercings.'

The teacher has duty of care for the safety of children.

Staff can not remove or tape (cover) earrings.

Many children can not remove earrings themselves.

Children can only participate in parts of the lesson if earrings are worn.

School can not be held responsible for losses of removed earrings.

The earrings worn in the past were becoming more and more unsuitable and unsafe as people deviated away from the single plain stud.

**For these reasons, earrings are not allowed in school.**



# RE

## Autumn Term

Creation and Covenant  
Prophecy and Promise

## Spring Term

Galilee to Jerusalem  
Desert to Garden

## Summer Term

To the Ends of the Earth  
Dialogue and Encounter



# Reading



## **In school we will...**

- hear individual readers at least once a week, with many reading more often.
- also share a guided reading session 3x each week with all the children.
- provide extra phonics practise for those that need it.
- progress the children when they are ready to move on and are becoming more confident, proficient readers.

## **At home, we would ask you to...**

- read the school reading book at least 3 times a week.
- tick or date each time you have read with your child.
- one comment each week.
- have home readers in school everyday, just in case there's an extra chance to read.
- encourage your child to read/share other texts at home  
top & read for pleasure.



# Homework



Homework is set weekly on a Friday. There is no set day for this to be returned. Activities can be completed in a range of different ways. Your child may want to complete some written work to bring in or you may want to send us a photograph or video on Dojo.

We recommend that the children do the following at home as often as possible:

- Read the school book at least 3 times a week. Tick/date to show amount of times read and comment each week.
- Practise spellings (an overview will be sent home each half term)



# Useful Links



Most of these links are for free websites/games that may be useful to help you to support your child in a fun and engaging way.

<https://www.phonicsplay.co.uk/>

<https://www.teachyourmonstertoread.com/>

<https://www.phonicsbloom.com/>

<https://home.oxfordowl.co.uk/reading/>

<https://www.ictgames.com/mobilePage/literacy.html>

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

<http://www.letters-and-sounds.com/phase-2-games.html>

<https://mathsframe.co.uk/en/resources/category/22/most-popular>

<https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/>

<https://www.education.com/games/math/>

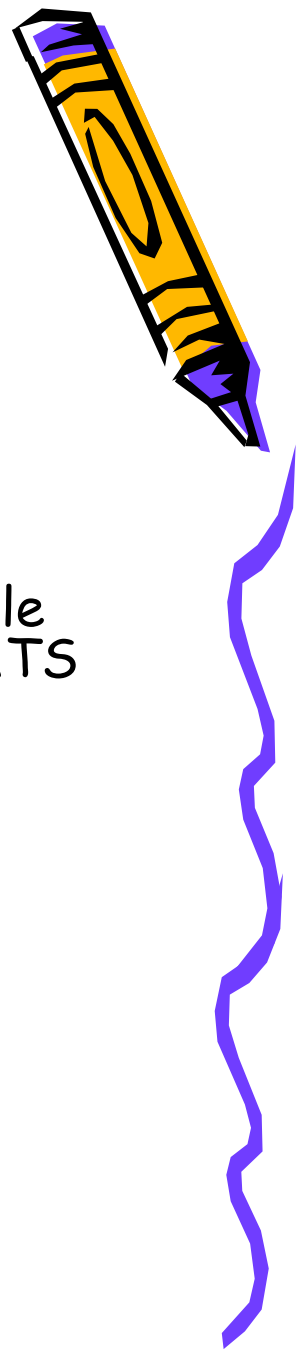
<https://www.mathsisfun.com/games/>

<http://www.sentenceplay.co.uk/>

<https://www.roythezebra.com/reading-games.html>



# Assessment



## Informal Assessment

- Your child's progress and achievements across the curriculum will be continuously assessed and learning adapted to suit individual needs.
- SATs tests are non-statutory however, each term, whole school assessment weeks are planned using previous SATS tests and then we will use the SATs tests during the summer term.



## Overview of Letters and Sounds

Below is a chart showing the order that children will be taught the sounds

Phase 1	<ul style="list-style-type: none"> <li>• Listening to and for sounds.</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> </ul>
Phase 2	<ul style="list-style-type: none"> <li>• Sounds taught: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</li> <li>• Tricky words: the, to, go, no,</li> </ul>
Phase 3	<ul style="list-style-type: none"> <li>• Sounds taught: j, v, w, x, y, z, zz, qu</li> <li>• ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</li> <li>• Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are</li> </ul>
Phase 4	<ul style="list-style-type: none"> <li>• Recap all previous sounds.</li> <li>• Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her</li> <li>• Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr</li> </ul>
Phase 5	<ul style="list-style-type: none"> <li>• Learn new phoneme zh</li> <li>• Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e</li> <li>• Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.</li> <li>• Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked.</li> <li>• Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh</li> </ul>
Phase 6	<ul style="list-style-type: none"> <li>• Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es</li> <li>• Understand the rules for adding ing, ed, er, est, ful, ly, y</li> <li>• Investigate how adding suffixes and prefixes changes words</li> <li>• Introduce the past tense</li> </ul>

### Glossary.

**Phoneme**- the smallest unit of speech-sounds which make up a word.

**Grapheme**- the written representation of sounds.

**Tricky word**- word which cant be sounded out

**Keywords**- high frequency words

**vc word**- vowel consonant word (it, as)

**cvc word**- word made up of a consonant, vowel, consonant (cat, dog)

**Initial sound**- first sound in word

We are revising Phase 5 and will move to Phase 6 by the end of this term.

# Standards for 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

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.

# Example 1 of Writing at The Expected Standard

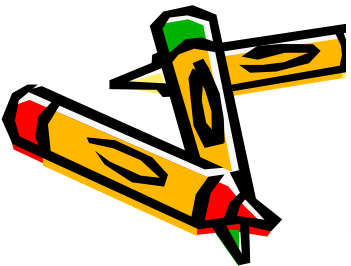
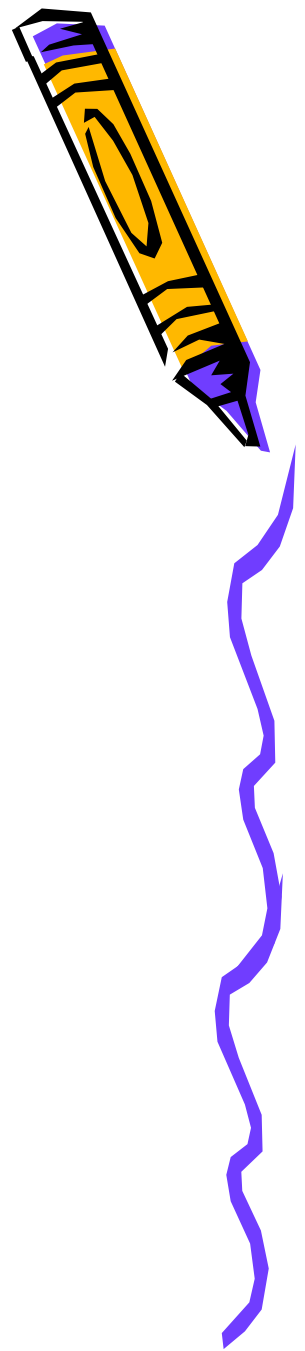


There were lots of spiders in the  
attic. Some thing was flapping its  
wings behind a X enormous box. I  
wonder what is in that box thought  
Eloise. He crept closer to open  
the <sup>box</sup> but suddenly a <sup>pigeon</sup> ~~pigeon~~ came out  
from behind the <sup>pigeon</sup> box. Go away! said  
Eloise quietly. The ~~pigeon~~ <sup>pigeon</sup> ~~se~~ went out  
the window. <sup>w</sup> <sup>f</sup> <sup>al</sup> ~~se~~ <sup>al</sup> ~~se~~ said Eloise that was  
close.

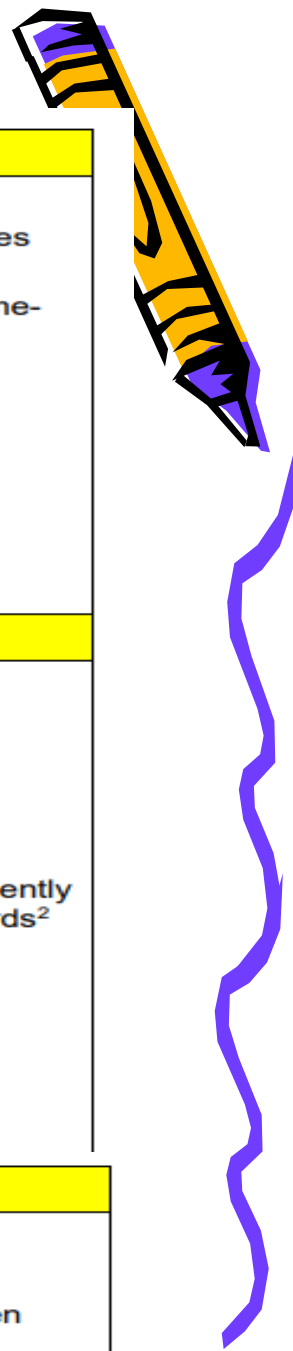


## Example 2 of Writing at The Expected Standard

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. <sup>It</sup> was really dark in the attic and there were messy deep holes in the floor. Just then some thing caught his eye. <sup>It</sup> was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ <sup>took</sup> ~~took~~ <sup>took</sup> them all down stairs. First he opened the silver one which had wires in it. ~~Soon~~ <sup>Soon</sup> he had opened all of them.



# Standards for 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<sup>1</sup> 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<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation.

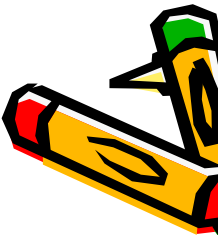
In a book that they can already read fluently, the pupil can:

- 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.

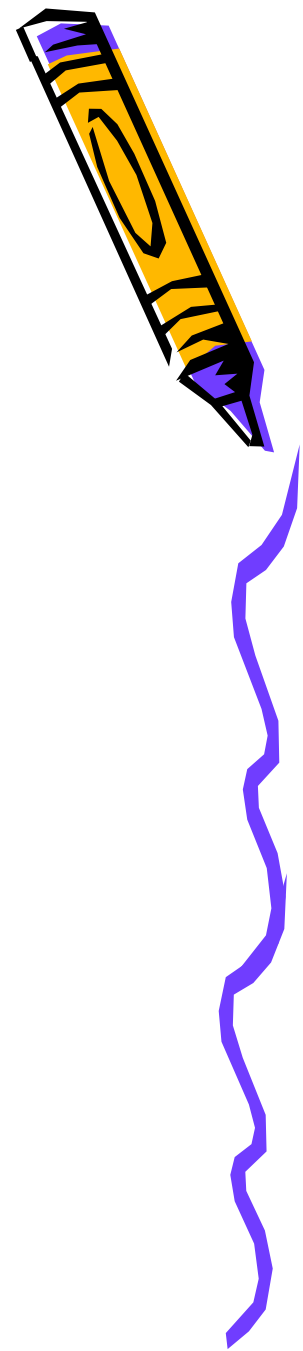
## Working at greater depth within the expected standard

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.



# Reading Book Band Progression EYFS & KS1



Year	Book band
FS	Pink
	Red
	Yellow
Year 1	Light Blue
	Green
	Orange
Year 2	Turquoise
	Purple
	Gold
	White
	Lime



# Example of a Gold Band Book (expected standard for end of Y2)



"YOU LAZY LOT!" roared the Giant.  
*All the children started to shake,  
The castle itself began to quake!*



The Giant was so angry,  
he picked up Totty and  
dropped her into his  
bowl of porridge.



Now Totty was the smallest child of all.  
She was only as tall as the Giant's boot.  
Her little yellow hat fell off and bobbed  
on top of the porridge.

"Yuk! Yuk! Yuk!" cried Totty.

"I may be teeny,

But I do not scream,

Not even for a giant so mean!"

As soon as the Giant's back was turned,  
Lotty and Dotty pulled Totty out. Without  
her hat, she looked smaller than ever.

# Standards for 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 (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

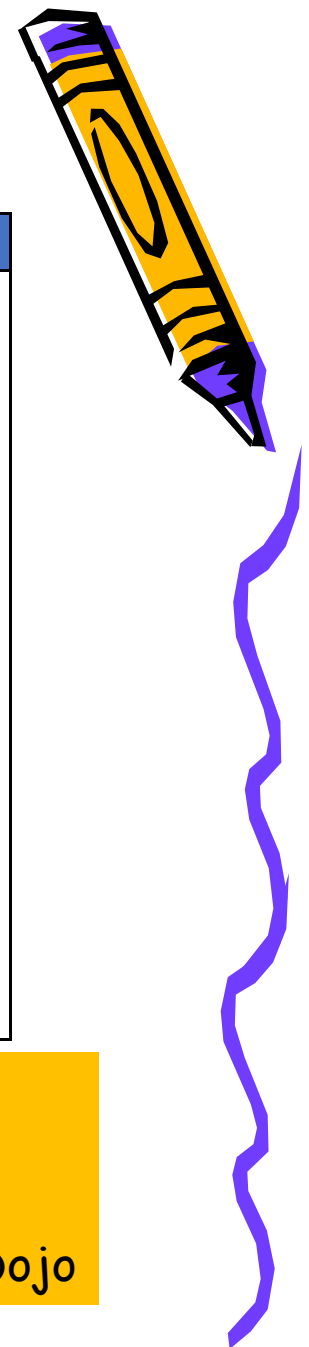
## Working at the expected standard

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  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ , 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.



# Standards for Maths (continued)



## Working at greater depth

The pupil can:

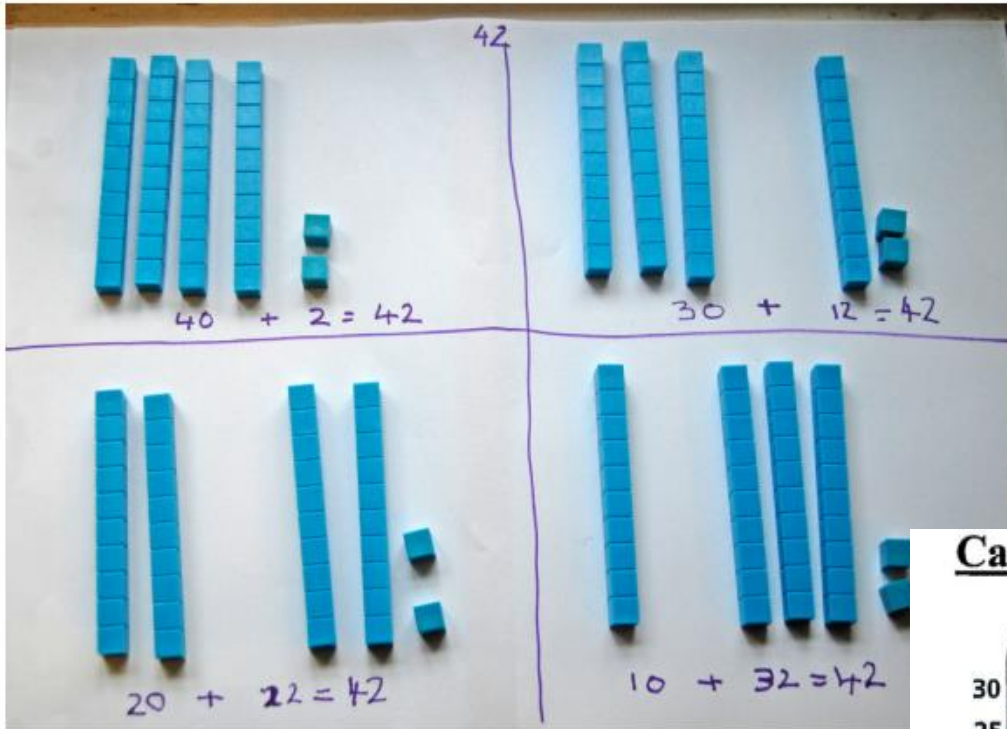
- read scales\* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain 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).

Maths Workshop  
26<sup>th</sup> September

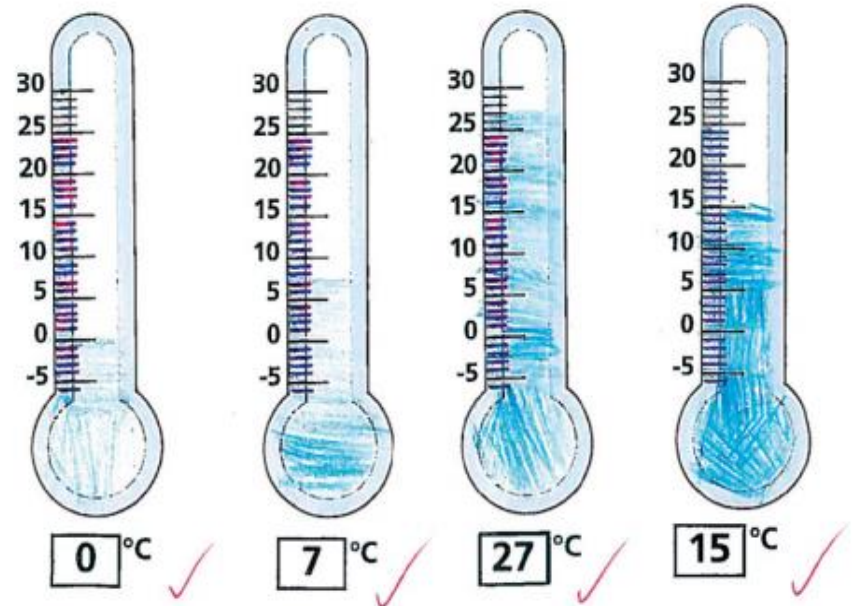
Details will be added to Class Dojo



# Exemplifications for Y2 Expected Standard



Can I draw the temperature on a thermometer?



# 65

## 48

$$40 + 8 = 48$$

$$30 + 18 = 48$$

$$20 + 28 = 48$$

$$10 + 38 = 48$$

$$60 + 5 = 65$$

$$50 + 15 = 65$$

$$40 + 25 = 65$$

$$30 + 35 = 65$$

$$20 + 45 = 65$$

$$10 + 55 = 65$$

## 61

$$60 + 1 = 61$$

$$50 + 11 = 61$$

$$40 + 21 = 61$$

$$30 + 31 = 61$$

$$20 + 41 = 61$$

$$10 + 51 = 61$$

## 59

$$50 + 9 = 59$$

$$40 + 19 = 59$$

$$30 + 29 = 59$$

$$20 + 39 = 59$$

$$10 + 49 = 59$$

## 52

$$50 + 2 = 52$$

$$40 + 12 = 52$$

$$30 + 22 = 52$$

$$20 + 32 = 52$$

$$10 + 42 = 52$$

## 46

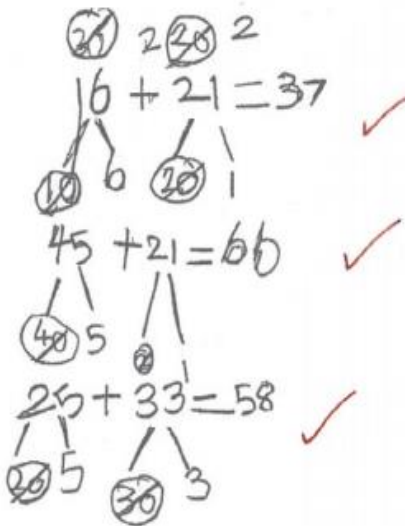
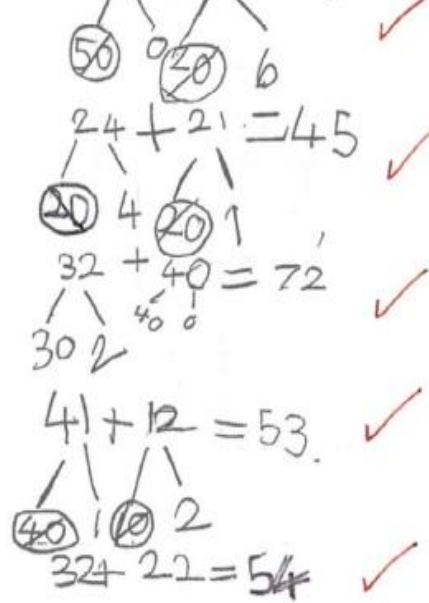
$$40 + 6 = 46$$

$$30 + 16 = 46$$

$$20 + 26 = 46$$

$$10 + 36 = 46$$

Can I add?  
 $50 + 26 = 76$



"42 add 8 would equal 50, then add the 10 would equal 60, so it is 18."



$$72 - 38 = 34$$

$$72 - 30 = 42$$

$$42 - 8 = 34$$

"I know 72 take away 30 is 42. 42 take away 8 equals 34."



# Things To Remember



- PE kits to be in school everyday
- Children will need trainers (Velcro unless they can tie them themselves) for outdoor PE.
- Reading books need to be in school every day.
- Home reading books are changed on Mondays
- Labelled water bottles (preferably a sports top please)
- Healthy snacks of fruit or vegetables are available most days, but if preferred, you may send your child with their favourite healthy snack of fruit or vegetables.
- Ensure inhalers are in school if needed (check the dates please)
- No jewellery to be worn.
- No nail varnish or oversized hair accessories
- Any changes to end of day collection routine and/or medical information please inform staff asap

