

Year 2 Parents' Meeting



Reading



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-appropriate¹ 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 words²
- 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.

Expectations

- Children should be reading their school books at least 3 times a week.
- School books are to imbed phonics.
- Books that interest your child are encouraged as well. (these can be brought in for ERIC sessions)

Reading

What does the expected level of reading look like in year two?



Dilly and the Three Monsters

11 Once upon a time, there lived a small boy called Dilly.
22 One day, Dilly went for a walk in the mountains and
32 found a cave made from chocolate. He knocked on the
42 wall but nobody answered so he went inside. At the
52 table, there were three bowls of hot soup. Dilly tasted
63 the soup from the large bowl. "This soup is too thick!"
73 he cried. He tasted the soup from the medium bowl.
83 "This soup is too lumpy!" he moaned. Then, he tasted
94 the soup from the small bowl. This soup was just right
106 so he ate it all up. As he was eating, the three
115 monsters came home. Dilly was so surprised that he
125 jumped over the table and ran all the way home.

Greater Depth
Comprehension
and fluency/
expression



Phonics Approach/ SPaG



ay pray	oy boy	ie tie	ea leaf	a_e cake	i_e slide	o_e bone	u_e cube
u_e flute	e_e trapeze	ou mouth	a acorn	e equal	i lion	o hotel	u unicorn
ch chef	ch Christmas	ir girl	ue statue	ue glue	y sunny	aw saw	au autumn
ow window	oe toe	wh wheel	c city	g gem	ph dolphin	ea bread	ie shield
tch witch	are bare	ear pear	ore core	ew screw	ew stew		

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y fly	dge bridge	ge fringe	gn gnome	kn knife
wr wrist	le table	eer deer	ture picture	mb thumb
al walk	a walnut	o glove	ey monkey	war warm
wor world	s treasure	wa watch	qua squash	tion station

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Reading



Common Exception Words

Level 6 Common Exception Words

door	floor	bought	favourite	autumn	gone	know	colour	other	does
talk	two	four	eight	world	work	poor	great	break	steak
busy	clothes	whole	listen	build	earth	delicious	fruit	learn	search
famous	shoe	pretty	neighbour	England	tongue	group	country	heart	dangerous
special	enough	aunt	father	prove	improve	hour	move	sure	sugar
half	quarter	straight	touch	caught	daughter	journey	area	heard	early

Writing



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:

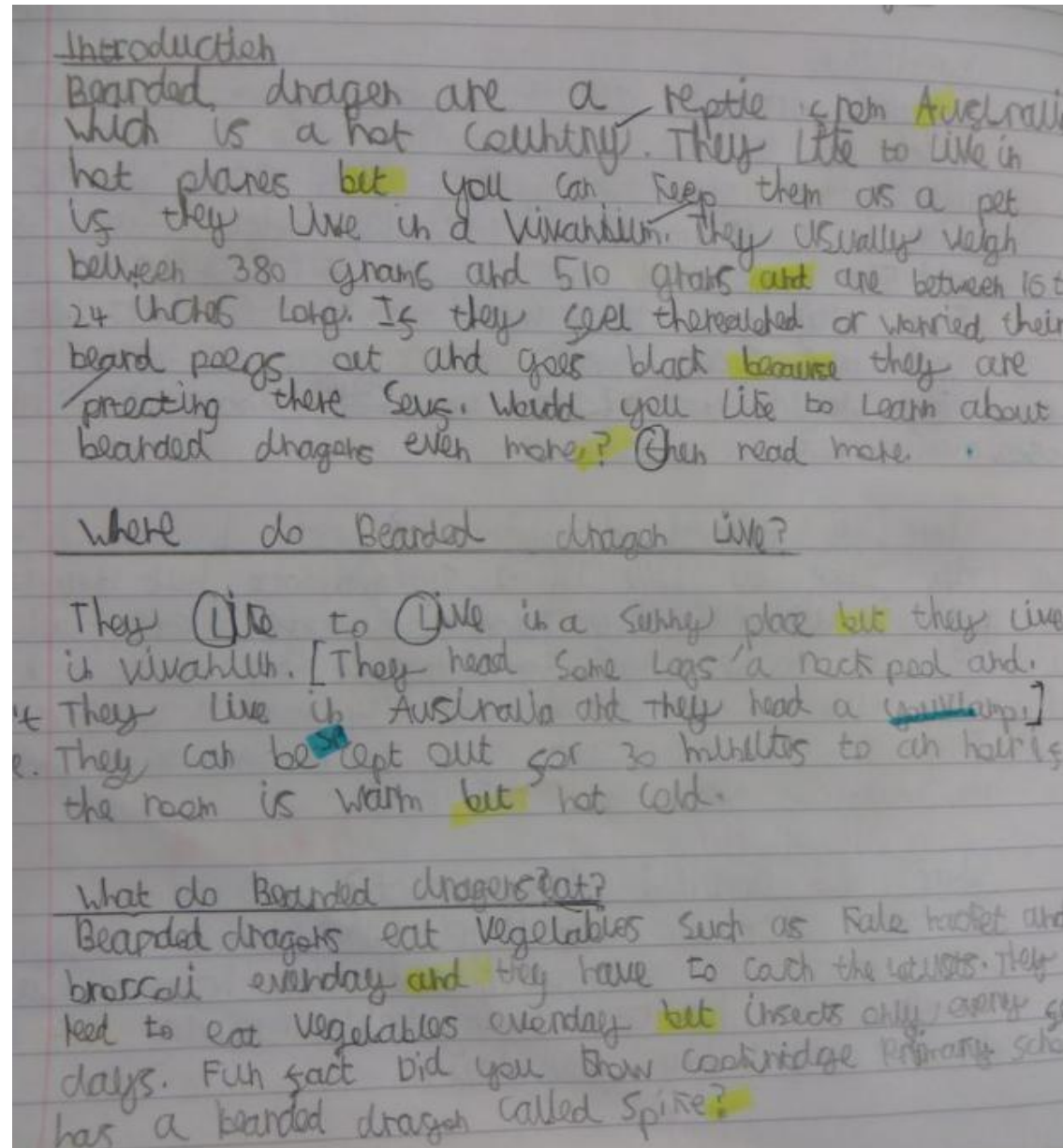
- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common 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.

Writing

Coherent



What does the expected level of writing look like in year two?



What does the expected level of writing look like in year two?

Writing



In the morning the beautiful yellow sun rose over the African hills. The rocky, hard landscape was still and there was a lovely, green tree. Out of nowhere the brave, strong bear walked out onto the plane. The fluffy, huge bear is walking slowly onto the plane. From behind him walked the frightened, short eared fox. The helpful, great eared fox moved quickly. They both put their great, good noses into the air and sense the smell. They can smell zebras and trying to use their prey. In the distance they saw their juicy, healthy prey. They set their prey by sneaking to it. After the painful attack the bear had their yummy, juicy prey trapped between his teeth. When they get back to their den the brave, strong bear took the yummy meat and gave the remains to the bat eared fox. The bat eared took the dirty, bad food back to his family. The family of the bat eared fox banned him out of the community because the family didn't like the food. The next day when bear and the bat eared fox went out hunting the bat eared fox decided to trick the bear, giving the remains to the bear. The bat eared was set up as bear was not sharing the meat so the he tricked the bear.

What does working at greater depth of writing look like in year two?

Writing

Editing and
additions



It was morning and the bright, hot sun was beginning to rise over the African hills. The hot, sandy landscape was still. There was a lonely tree standing in the middle of Africa with no friends near and the landscape was as dry as the desert. Out of nowhere the brown, huge, furry bear walked out onto the grassy plains. The bear was stomping around the plains looking for prey. From behind him walked the spotty, ungrudging hyena. The hyena's small, black nose reached into the air to smell prey. They both put their black, wet noses into the air and sniffed to see if prey was here. Their noses twitched in delight knowing prey is rare. The prey was a zebra! In the distance they saw their helpless, fat juicy, meaty prey. They licked their lips. They crept slowly side by side until they were at a good position they pounced. The bear dug his teeth into the zebra helplessly. The zebra shut eyes. When the bear was home the hungry, fat juicy bear ate the juicy zebra and left the scrapy, old bits for the hyena. The hyena took the scrapy, old good bits to his family. The family felt an angry and disappointed.

On the next day when bear and hyena went out hunting, hyena was fed up he wanted to deliver some juicy meat to his family. Then he had an idea! He got the two bags and give the bear's the entrails and all the juicy meat to him and his family. The bear was outraged he shouted at the hyena angrily but the hyena was very proud of himself. How clever the hyena was! A year that the hyena went home and gave his family the juiciest, yummiest meat they have ever tasted and then the community had a party. From that day on the hyena joyful, proud and happy because the bear had learnt an important lesson all about sharing and not being selfish.



Writing



What does working at greater depth of writing look like in year two?

It was the morning and the yellow bright sun was beginning to rise over the desolate, dry African hills. Out of nowhere the vicious, scary wolf walked out onto the plain and snarled for his prey. The sharp, dangerous claws rilled the prey. From behind him the fast, violent hyena emerged from the shadows.

Both sensitive of the animals put their noses into the air and smelt around. In the distance they spotted their delicious, yummy prey walking into a trap. They ran as fast as they could. They got killed as they fast as they got. After they attacked their helpless prey the wolf flipped it in his jaws.

When they got back to their lair the colossal fierce wolf took the all the meat and gave the remains to the hyena. The hyena feels defeated and upset. The hyena took the disgusting vile entrails back to his den. The hyena simply felt surprised that they banished him from the pack. Why has this happened? I want

Maths



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.

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



What does working at greater depth of Maths look like in year two?

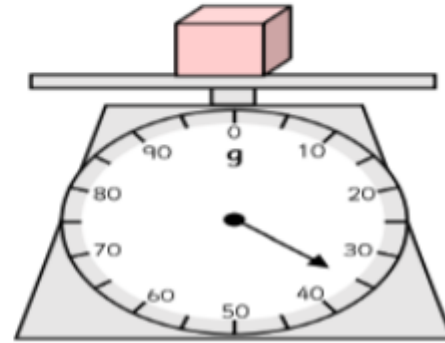
Deepen it



The mass of the cube is 40g.

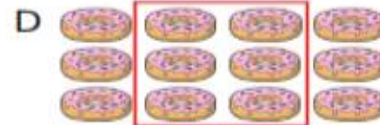
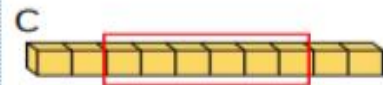
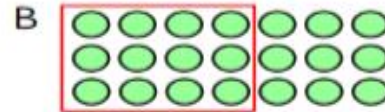
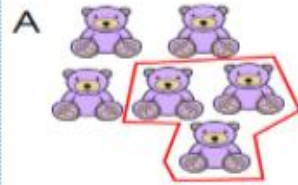
Do you agree?

Explain your answer.



Deepen it

Each picture represents one half.
Spot the mistake. Explain your answer.



Calculation
Policy

Maths



KS1 Mental Maths

- To prepare children for Ks2 Times Tables Tests in Year 4
- Must get all the questions correct to move onto the next test
- A sticker will be in their reading record with their score each week
- Parents will be informed when their child needs to learn the new test

Name: _____

Today I scored / in test number _____.

Next week I will complete test _____.



Maths



KS1 Mental Maths



Test 1 Number Bonds to 20

You have 3 minutes to complete the questions. When you get them all right **twice** then you can move onto the next test.

11	+		=	20
13	+		=	20
15	+		=	20
16	+		=	20
7	+		=	20
5	+		=	20
19	+		=	20
3	+		=	20
8	+		=	20
6	+		=	20



Test 16

You have 2 minutes to complete the questions. When you get them all right **twice** then you can move onto the next test.

$5+7=$	$6 \times 10=$	$4+9=$
$4 \times 10=$	$7 \times 5=$	$6 \times 5=$
$4 \times 2=$	$5+6=$	$5+9=$
$8+9=$	$3 \times 5=$	$9 \times 10=$
$5 \times 2=$	$6+8=$	$4 \times 5=$
$6+9=$	$5 \times 5=$	$4+7=$
$6 \times 2=$	$7+8=$	$9 \times 2=$
$3+9=$	$9 \times 5=$	$5+8=$

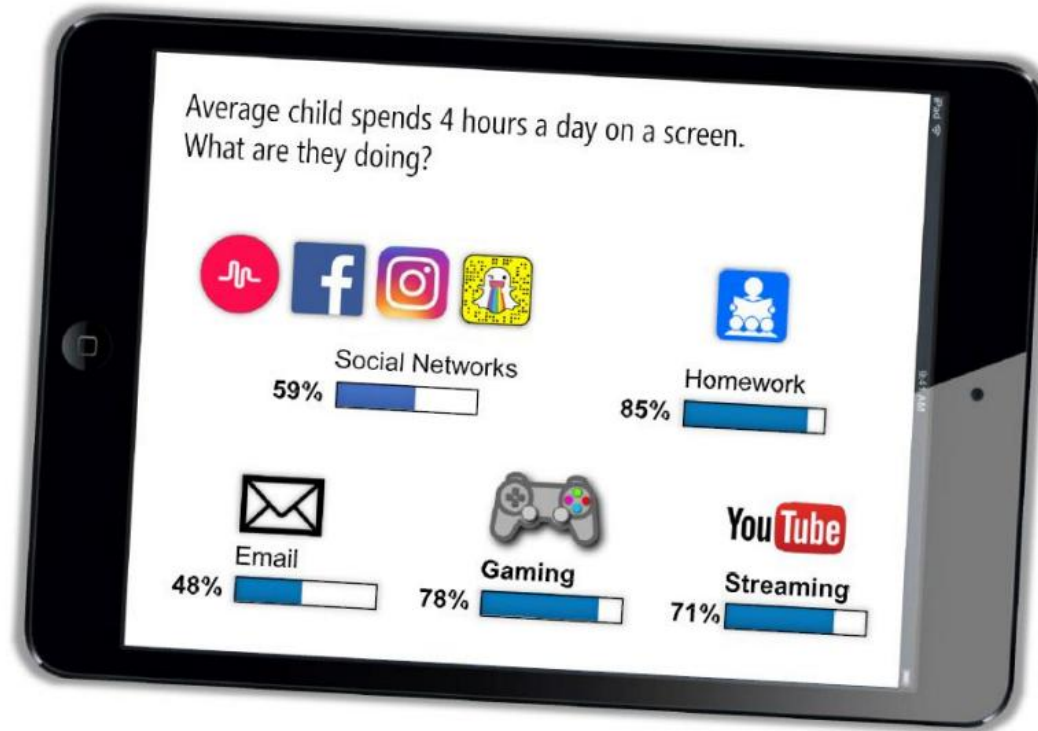


Online Safety

Online Safety



How children are using the internet

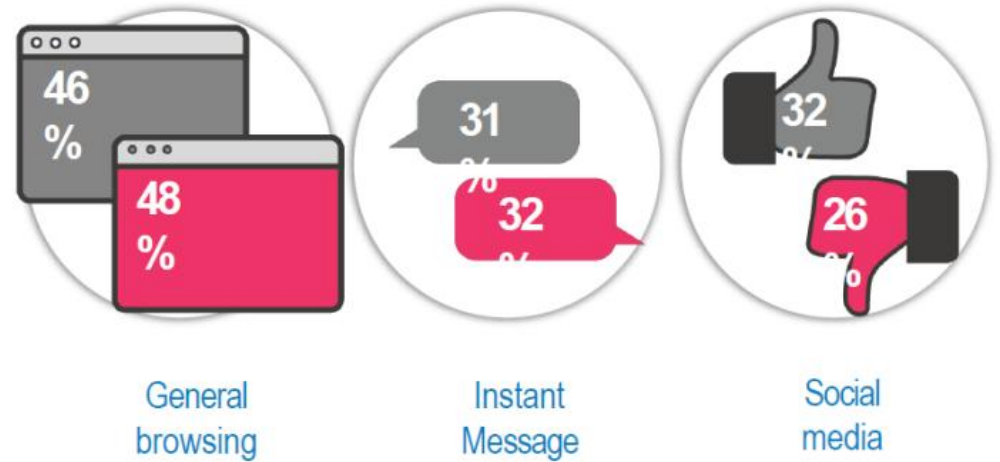
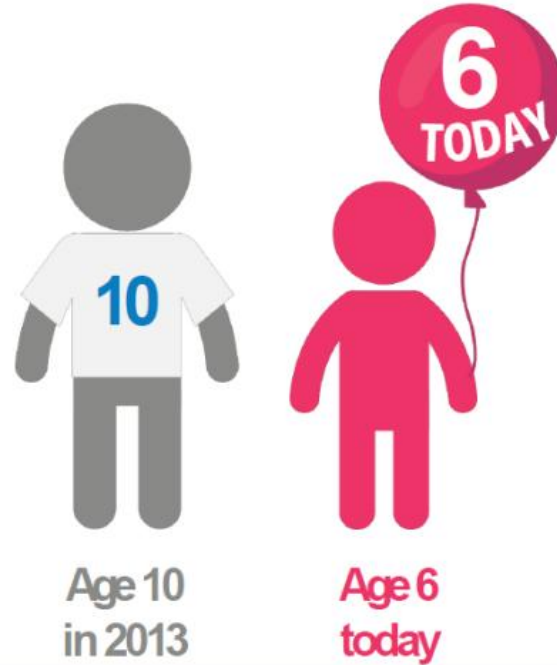


Online Safety



Internet use by young children is increasing

6 is the new 10



Online Safety



There are lots of positives...



Online games can enhance teamwork and creativity



Add to the child's store of knowledge



Households with computers perform better academically



Improve both visual intelligence and hand-eye coordination

Research shows the outcomes for children are better if they benefit from connected technology

internet matters.org

But technology can affect children's development...

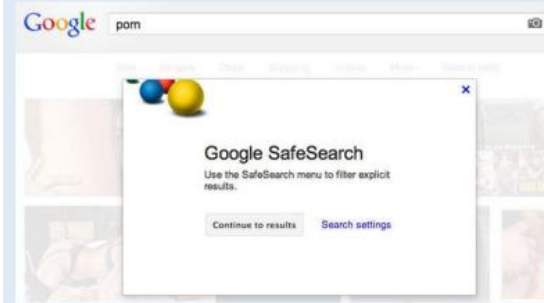
- **Sleep cycles** are affected by blue light from screens
- Screen-based entertainment increases central nervous system arousal
- Millennials are **more forgetful** than OAP's
- One study found that the **more distracted** you are the less able you are to experience empathy



Online Safety



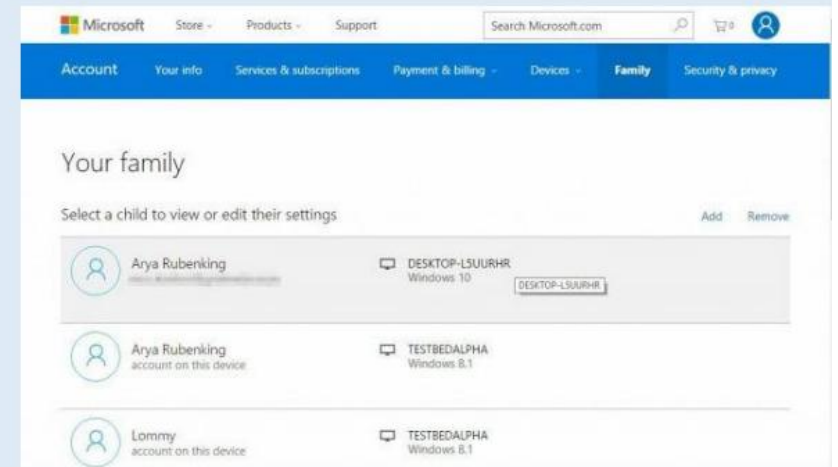
Being in control



How we help our kids stay safe online using



HomeschoolGameschool.com



Online Safety



The do's



Block



Report



Keep the evidence



Know when to take it further

The don'ts



Retaliate



Stop them going online



Deal with it alone



Stop when the bullying stops

Online Safety



Tips and Advice

- Be engaged! – e.g. discuss their favourite emojis or YouTuber
- Be aware! – play their favourite games, visit their favourite websites and explore the online features of their devices
- Be there! – if something goes wrong
- Be thoughtful! – help them to understand the difference between fact and fiction online

Online Safety



Useful websites

<https://www.saferinternet.org.uk/safer-internet-day/2018>

<https://www.betterinternetforkids.eu>

www.Internetmatters.org

<https://www.budgetdirect.com.au/blog/digital-safety-staying-safe-online.html>

<http://www.net-aware.org.uk/>

<https://www.ceop.police.uk/safety-centre/>