



Streetsbrook Infant & Early Years Academy



*Year 2 Newsletter
November 2017*

Dear Parents

Year 2, Autumn, 2nd Half-Term Topic - 'Compare and Contrast'

As you will recall from the Year 2 letter I sent to parents in September, the children will be having a different learning theme for this half-term.



Staff have introduced the topic of 'Compare and Contrast' to the children, and this has included the main areas of learning, which are included in the 'parent overview' at the end of this newsletter. On Wednesday 15 November, we are having our WOW Starter day where we would like to ask all the children to come dressed in 'traditional tales' costumes.

The children have, as always, thought about their own lines of enquiry. These are as follows:

2A	2F
<ul style="list-style-type: none">To create our own traditional talesTo compare Shirley to other places around the worldTo compare different traditional talesTo create a moving picture book	<ul style="list-style-type: none">To look at alternative traditional talesTo find out how the shape of different materials can be changedTo learn about the true meaning of ChristmasTo learn how Christmas is celebrated over the world

POPPY APPEAL

Despite old £1 coins no longer being accepted in all retail outlets, you may use them to donate to the Royal British Legion Poppy Appeal - so what better way to free yourself of all those unusable pound coins that at the office where we have snap bands, wristbands, friendship bands and reflectors!

Outdoor Wear

As the weather is getting much colder, the children do all need to make sure they have a coat in school. Please ensure all clothing including hats and gloves are clearly labelled.

Transfer to Junior School

School Admissions have been in touch with us with regard to the children transferring to Junior School. Whilst they are aware that the closing date is not until 15 January 2018, you may submit your online application at any time. Offers will be sent on 16 April 2018.

School Uniform

As you will be aware from the School Brochure, girls, from November to February, may choose to wear trousers. The rest of the uniform remains the same. I would like to remind parents that all children should be wearing white, grey or black socks or tights and that hair accessories should match the colours of the uniform.

Christmas Play

As you will be aware from the Diary Dates sent to you at the beginning of September, the KS1 Christmas Production of 'Baubles' is taking place at the Dovehouse Theatre on Thursday 14 December at 6.15pm and Friday 15 December at 1.15pm. More details will be sent to you shortly.

Weekly Contributions (School Fund Contributions 2017-18)

Voluntary Contribution amounts for the Autumn term are as follows:

Weekly; £1.50
1st Half Term: £10.50
2nd Half Term: £10.50
Full Term: £21.00
Whole Year: £58.50

www.parentpay.com

Student News

We are delighted to welcome University students into Year 2. In 2A Miss Callagher will be with us until 14th December, and Mr Morgan will be with us every Monday and Tuesday until the end of the academic year. In 2F we welcome Miss Blake until 14th December.

Road Safety

For the safety of all our children and the Streetsbrook Community, could I please remind everyone that there is a voluntary 'no turning' zone directly outside the school. Unfortunately, some people are still choosing to ignore this.

End of Year 2 Expectations

Following the Year 2 Curriculum evening in September, below is an overview of the government's expectations for the end of Year 2.

In line with government expectations, children are assessed in Reading, Writing and Maths as to whether they meet age-related expectations. Therefore, children will be awarded one of the following results:

- **Working towards** – not yet meeting age-related expectations
- **Expected** – meeting age-related expectations
- **Working at greater depth** – exceeding age-related expectations

End of Year 2 Expectations– all of the statements below are taken from the Interim Teacher Assessment Framework for the end of KS1, 2017-18.

Reading

Children who are working **towards the expected standard** for their age are assessed as **working towards**. This means that they are able to do the following:

- read accurately by blending the sounds in words that contain the common graphemes (written representation of sounds) for all 40+ phonemes (sounds)
- read accurately some words of two or more syllables
- read many common exception words (lots of these words have been sent home as spellings)
- in age appropriate books, read aloud many words quickly and accurately without too much sounding out and blending
- sound out many unfamiliar words accurately
- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them

Children who are working **at the expected standard** for their age are assessed as **expected**. This means that they can do all of the above and:

- in age appropriate books, read accurately and fluently and without too much sounding out, at a rate of over 90 words per minute
- sound out most unfamiliar words accurately and without undue hesitation
- read accurately words containing two or more syllables
- read most of the common exception words for Year 2 (many of these have been sent home as spellings)
- read and understand texts and recognise when something doesn't make sense
- answer questions and make inferences on the basis of what is being said and done

Children who are working at a **greater depth** within this expected standard are assessed as **working at greater depth**. This means that they can do all of the above and:

- make inferences on the basis of what is said and done
- make predictions about what may happen next at different points in a story
- make links between books they are reading and books that they have read in the past

Writing

Children who are working **towards the expected standard** for their age are assessed as **working towards**.

This means that they are able to do the following:

- 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 (examples of these have been sent home all year for spellings)
- 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 spaces between words

Children who are working **at the expected standard** for their age are assessed as **expected**. This means that they can do all of the above and:

- write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher
- 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

Children who are working at a **greater depth** within this expected standard are assessed as **working at greater depth**. This means that they can do all of the above and:

- 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

N.B. A pupil's writing should meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.

Maths

Children who are working **towards the expected standard** for their age are assessed as **working towards**. This means that they are able to do the following:

- demonstrate an understanding of place value, though may still need to use practical equipment to support them
- count in twos, fives and tens from 0 and use counting strategies to solve problems
- read and write numbers correctly in numerals up to 100
- use number bonds and related subtraction facts within 20 e.g. $18 = 9 + ?$; $15 = 6 + ?$
- able to add and subtract a two digit number and ones and a two digit number and tens where no regrouping is required e.g. $23 + 5$; $46 + 20$

- recall doubles and halves to 20
- recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes

Children who are working **at the expected standard** for their age are assessed as **expected**. This means that they are able to do all of the above and:

- partition two-digit numbers into different combinations of tens and ones. This may include using apparatus
- add 2 two digit numbers within 100 (e.g. 48 + 35) and can demonstrates their method using concrete apparatus or pictorial representations
- use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100)
- subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74-33)
- recognise the inverse relationships between addition and subtraction and use this to check calculations and working out missing number problems (e.g. ? – 14 = 28)
- recall and use multiplication and division facts for the 2, 5, and 10 multiplication tables to solve simple problems
- identify one $\frac{1}{3}, \frac{1}{4}, \frac{1}{2}, \frac{2}{4}, \frac{3}{4}$, and knows that all parts must be equal parts of the whole
- use different coins to make the same amount
- read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given
- read the time on the clock to the nearest 15 minutes
- describe the properties of 2D and 3D shapes e.g. can describe a triangle; it has 3 sides, 3 vertices and 1 line of symmetry

Children who are working at a **greater depth** within this expected standard are assessed as **working at greater depth**. This means that they can do all of the above and:

- reason about addition (e.g. can reason that the sum of 3 odd numbers will always be odd)
- use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18 X 5 cannot be 92 as it is not a multiple of 5)
- work out mental calculations where regrouping is required (e.g. 52 – 27; 91 – 73)
- solve more complex missing number problems
- determine remainders given known facts
- solve 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)
- recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements
- find and compare fractions of amounts (e.g. $\frac{1}{4}$ of £20 = £5 and $\frac{1}{2}$ of £8 = £4 so $\frac{1}{4}$ of £20 is greater than $\frac{1}{2}$ of £8)
- read the time on the clock to the nearest 5 minutes
- read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given
- describe similarities and differences of shape properties (e.g. finds 2 different 2D shapes that only have one line of symmetry; that a cube and cuboid have the same number of edges, faces and vertices but can describe what is different about them)

Thank you for your ongoing support.

Yours sincerely

L Minter

L Minter
Headteacher