



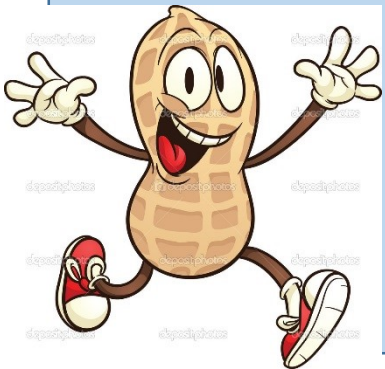
Year 2 Parent Meeting



Welcome to Year Two!

General Information

- Please make sure that all items are labelled with your child's name and class.
- No nuts in snacks or packed lunches!
- Please provide an art apron / t-shirt for your child.
- P.E. days are Wednesday and Friday for both classes





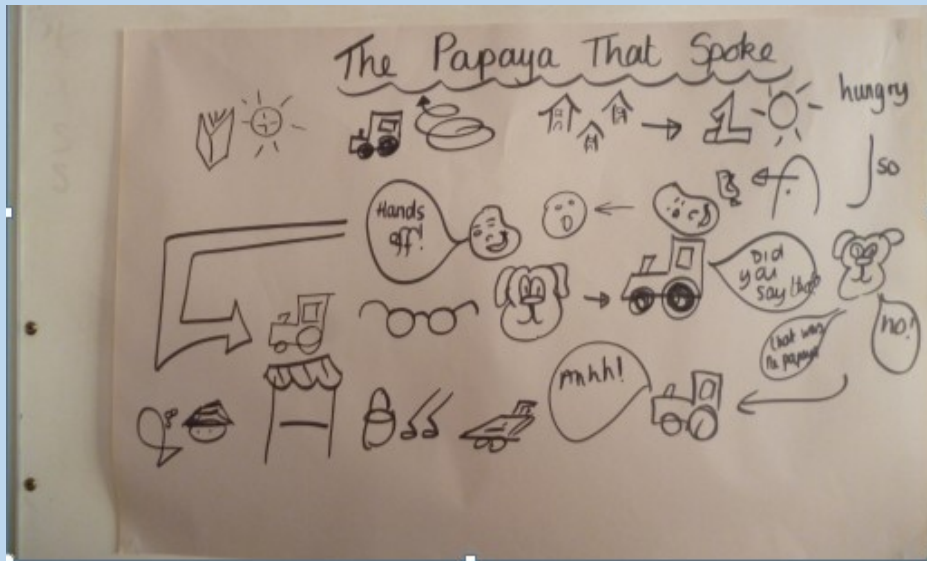
Homework / Reading Diaries

- Homework is sent on a Thursday and should be completed by the following Wednesday.
- Spellings, Maths and an English activity will generally be set.
- Reading books can be changed as and when they are completed or when children wish to do so. Children have reading diaries to record their daily reading at home.
- Web-site log-ins will be sent home shortly.



Talk 4 Writing

Children are encouraged to write texts using the Talk 4 Writing process used by many schools across the country. This supports written English in a fun, interactive and very visual way.



| Type of Dragon | |
|--|--|
| Introduction Type | Sun dragon, Hungarian horned-tail, Rainbow, Blue-toothed, Orange-back, Rough bellied, Lesser-spotted |
| What it looks like | Wings - leather, slight breeze, like a leaf, teeth - pearls, sharp, claws - fingered, sharp, fire-shakes, burning, powerful, tail - whipped, mace, tailless |
| Where it's found | Himalayan mountains, Blue mountains of Colorado, White cliffs of Dover, crater |
| What it eats | Rare, almost extinct tree -> Sundry Sunshine tree, Prowled -> Skins of rattlesnakes. |
| What it does (Incredible fact) | Causes volcanic eruptions, hoard treasure, attracted to gemstones, carries water to villages, steal sheep, cattle, hoard, steals maidens, collect lava to ignite fires |
| Conclusion (Appeal to audience) (Final fact) | only fears St. George and stallions, lower, one realised Digger had imagined a cat-like |



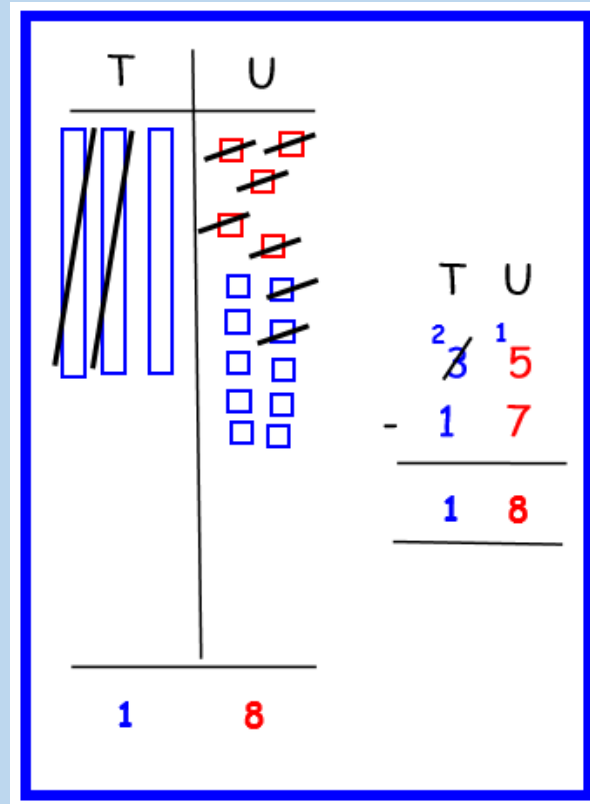
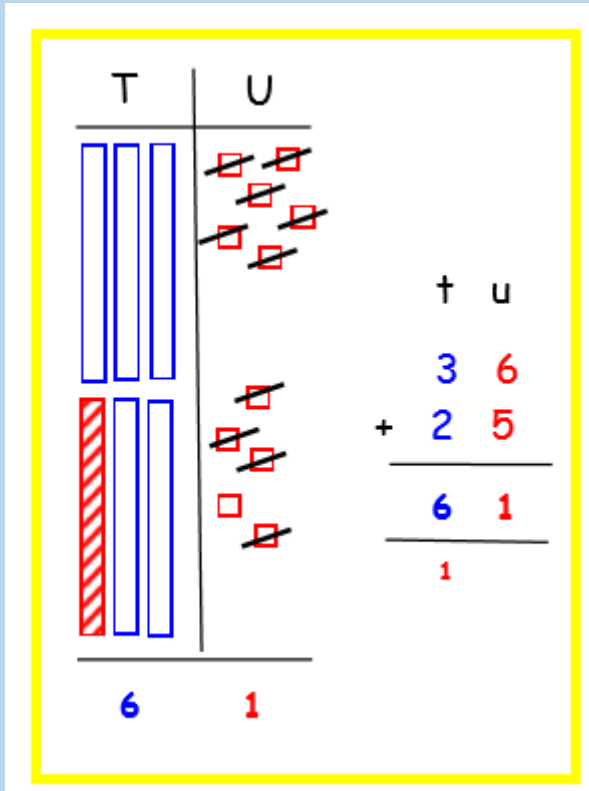
Spelling and SPAG (Spelling, Punctuation and Grammar)

Children also take part in daily spelling and SPAG sessions.



Maths

Key mathematical concepts are taught through Visual Maths.



Working Towards Mastery

Paddling

Snorkelling

Diving



Where Should My Child Be?

End of Autumn Term

At the end of the Autumn term, **33%** of the objectives in each subject should be achieved.

This will be recorded as **EMERGING** or **Y2E**.

This means your child is achieving **ARE**.

End of Spring Term

At the end of the Autumn term, **66%** of the objectives in each subject should be achieved.

This will be recorded as **DEVELOPING** or **Y2D**.

This means your child is achieving **ARE**.

Some children may also be working at a Greater Depth which is #3 or #4

End of Summer Term

At the end of the Autumn term, **100%** of the objectives in each subject should be achieved.

This will be recorded as **SECURE** or **Y2S**.

This means your child is achieving **ARE**.

How you can help!

- Reading – every day. Listening to, reading to and discussing books.
- Practise times tables
- Practise spellings and writing in context
- Short burst writing (2/3 sentences)
- Encourage independence!
- Support with further learning or homework (if needed)



SATs - What Will Be Tested?

2

$$19 - 9 =$$



25

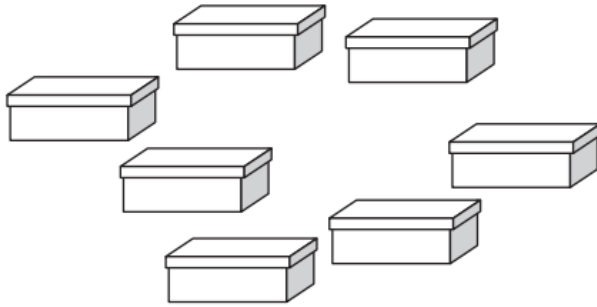
$$\frac{3}{4} \text{ of } 40 =$$



Maths - Arithmetic

SATs - What Will Be Tested?

7



Sita puts **2** shoes in each of these boxes.

How many shoes are there altogether?

shoes

29

Do these calculations have the same answer?

Write **yes** or **no** next to each box.

One is done for you.

yes or no?

$$8 + 2 \quad \text{and} \quad 2 + 8$$

yes

$$8 \times 2 \quad \text{and} \quad 2 \times 8$$

$$8 - 2 \quad \text{and} \quad 2 - 8$$

$$8 \div 2 \quad \text{and} \quad 2 \div 8$$

Maths - Reasoning

SATs - What Will Be Tested?

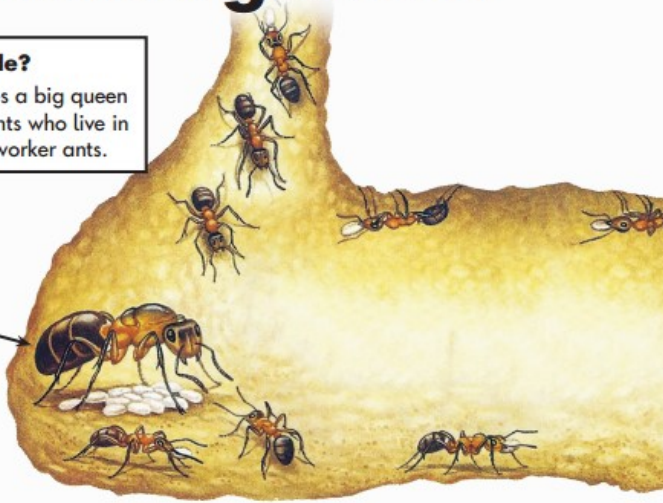
Ants underground

Who lives inside?

Inside the nest lives a big queen ant. Most of the ants who live in the nest are busy worker ants.

Queen ant

The queen ant spends all her time laying eggs.



1 Which word in the text describes what worker ants are like?

Tick **one**.

sleepy

☐

noisy

☐

busy

☐

fast

☐☐

When they woke up the sun had nearly disappeared.

"Our boat has drifted off!" said Frog. "This adventure gets better and better!" he said. "Cast away on a desert island!"

"I wish I had never come on this adventure," said Monster, almost in tears.

"Don't worry, old friend," said Frog. "I will think of something."



15 How can you tell that it was late when Monster and Frog woke up?

☐

Reading

SATs - What Will Be Tested?

| Qu. | Spelling | Mark | Content domain reference |
|-----|-----------|------|---|
| 1 | faster | 1 | S7 – Adding <i>-er</i> and <i>-est</i> to adjectives where no change is needed to the root word |
| 2 | sunny | 1 | S26 – Adding <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter |
| 3 | face | 1 | S15 – The /s/ sound spelt <i>c</i> before <i>e</i> , <i>i</i> and <i>y</i> |
| 4 | group | 1 | S8 – Vowel digraphs and trigraphs |
| 5 | fingers | 1 | S5 – Adding <i>s</i> and <i>es</i> to words |
| 6 | paints | 1 | S8 – Vowel digraphs and trigraphs |
| 7 | kitten | 1 | S11 – Using <i>k</i> for the /k/ sound |
| 8 | thanked | 1 | S6 – Adding the endings <i>-ing</i> , <i>-ed</i> and <i>-er</i> to verbs where no change is needed to the root word |
| 9 | Saturday* | 1 | S13 – The days of the week |
| 10 | sweets | 1 | S8 – Vowel digraphs and trigraphs |
| 11 | baking | 1 | S25 – Adding the endings <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it |
| 12 | knew | 1 | S16 – The /n/ sound spelt <i>kn</i> and (less often) <i>gn</i> at the beginning of words |
| 13 | model | 1 | S19 – The /l/ or /el/ sound spelt <i>-el</i> at the end of words |
| 14 | whale | 1 | S10 – New consonant spellings <i>ph</i> and <i>wh</i> |
| 15 | world | 1 | S31 – The /ɜ:/ sound spelt <i>or</i> after <i>w</i> |
| 16 | hurried | 1 | S24 – Adding <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it |
| 17 | petal | 1 | S20 – The /l/ or /el/ sound spelt <i>-al</i> at the end of words |
| 18 | rainbow | 1 | S12 – Compound words |
| 19 | peaceful | 1 | S34 – The suffixes <i>-ment</i> , <i>-ness</i> , <i>-ful</i> , <i>-less</i> and <i>-ly</i> |
| 20 | teddies | 1 | S23 – Adding <i>-es</i> to nouns and verbs ending in <i>-y</i> |

7 What type of word is brave in the sentence below?

The brave mouse marched up to the lion.

Tick **one**.

an adverb

☐

an adjective

☐

a verb

☐

a noun

☐

13 Tick the sentence that is correct.

Tick **one**.

Adam saw his friend in the park and wave.

☐

Adam saw his friend in the park and waved.

☐

Adam sees his friend in the park and wave.

☐

Adam sees his friend in the park and waved.

☐

SPAG

Any Questions?

