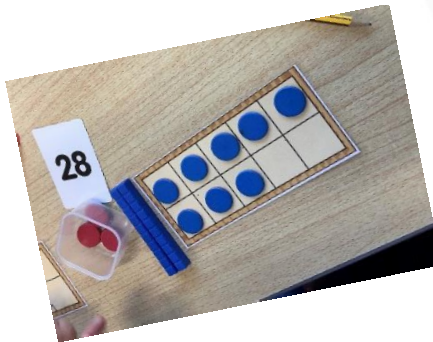
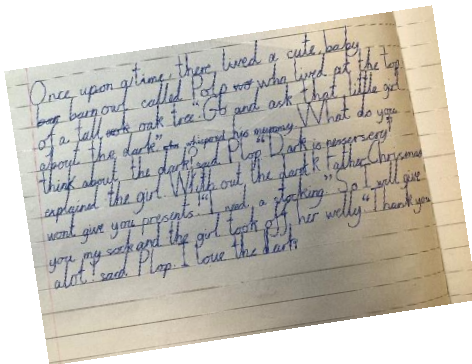
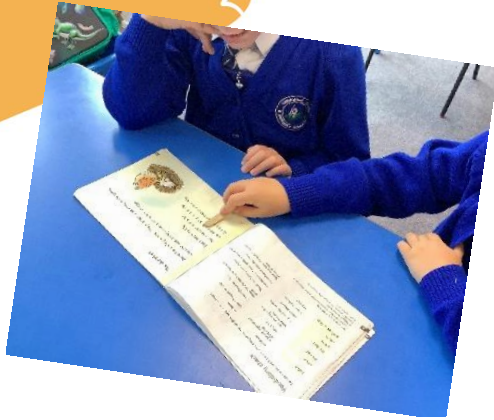




## Welcome to Year 2

| Class 6<br>(Children from Year 1 Class 5)   | Class 7<br>(Children from Year 1 Class 6) | Class 8<br>(Children from Year 1 Class 4) |
|---------------------------------------------|-------------------------------------------|-------------------------------------------|
| <b>Pednandrea</b><br>Miss Maun & Mrs Clarke | <b>Carn Brea</b><br>Miss Herbert          | <b>Dolcoath</b><br>Mr Hill                |
| Miss Pelassa & Mrs O'Brien                  | Mrs Perram                                | Mrs Joyce & Mrs O'Brien                   |



**Truro and Penwith**  
Academy Trust

We care. We help. We succeed.



## Routines

In Y2, children are becoming more **independent** in learning and we support them by providing a clear and **consistent routine**.

They come in every morning and begin their day with an **emotional check in**, followed by **toast**, their morning task and the register.

**Reading** is a priority, and we give our children lots of opportunities everyday to read and share books. We hope you will continue to do this at home each day too.

We teach English and Maths each day and we have a unit of topic work (art, DT, music etc) which runs over a week or sometimes two or three.



**Truro and Penwith**  
Academy Trust

## General Info

### Drop off & Pick Up

Children should be dropped off at the top KS1 door at 8.40, ready for school lessons to start at 8:45am start.

Class 6 will be dismissed from the bottom door and Class 7 and 8 from the top door.



### Readiness to Learn

You can help your child to be learning ready by:

- Ensuring they are in school on time and ready to start learning.
- Promoting a healthy balanced diet with regular exercise and plenty of sleep.
- Encouraging your children to talk about their day at school and share what they have learnt.
- Supporting school events such as parents' evenings. This lets you know what is going on in school and lets your child share their success with you.
- Encouraging your children to follow the school rules and values;

**WE CARE, WE HELP, WE SUCCEED**

### Communication

We know there will be times when you need to speak to the child's teacher.

In the mornings, if there is something that the teacher needs to know urgently please either send a message via the person on the door or an email to [secretary@trewirgie-inf.cornwall.sch.uk](mailto:secretary@trewirgie-inf.cornwall.sch.uk). If you need to have a longer conversation, please phone or email the office to make an appointment.

### UNIFORM

Please label all items of clothing with your child's name. Second-hand uniforms can be purchased from the office or you may find something suitable in the shed.

### BOOK BAGS

Children need their book bag, reading books and diaries, and water bottle to school EVERY DAY.

### PE KITS

Please ensure that your child has the correct PE kit in school every day: Yellow T-shirt, blue shorts and trainers or plimsolls. In winter, children will need black joggers/leggings as part of their PE kit.

## TOYS

Please do not let your child brings toys from home as they have access to equipment at playtimes and toys are not permitted in class whilst learning.

## SNACKS

We provide Government funded fruit each day.



**Truro**  
Academy Trust

## Learning

| Autumn 1                                 | Autumn 2                                  | Spring 1                                                                 | Spring 2                                           | Summer 1                                        | Summer 2                                                    |
|------------------------------------------|-------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------|
| Creatures Great and Small                | Around the World                          | Enchanted Lands                                                          | <u>Kernow</u>                                      | If I had Wings                                  | Ocean Adventurers                                           |
| Who eats who in the woodland food chain? | How do people celebrate around the world? | What is special about this land? What would your imaginary land be like? | How did the Industrial Revolution benefit Redruth? | Where would you fly? What is it like in Africa? | Who are the famous Ocean explorers? What did they discover? |

More details to come from the office regarding trips but so far we have a visit from Screech Owl Sanctuary in school in September planned and in the Summer, we hope to go to the Eden Project and the Maritime Museum. We will also be doing some local visits during the spring term as part of our Geography and History.



**Truro and Penwith**  
Academy Trust

## Phonics Screening Check

The check your children did in June assessed whether children have learnt phonics decoding to an appropriate standard and identifies those who need additional support in Year 2.

For those children who did not reach the expected standard in their Year 1 phonic screening, we will be putting in extra intervention and support.

Regular reading at home will support your children to reach the required standard.





## Homework

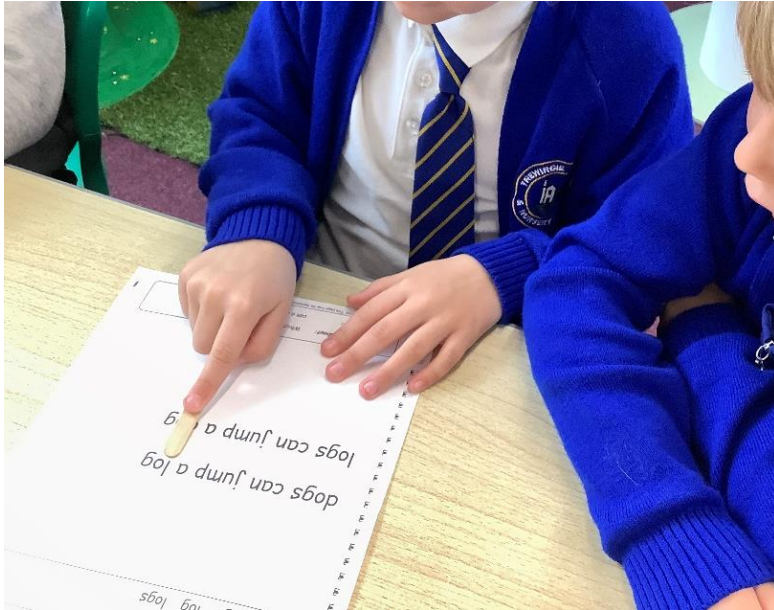
We expect all children to practice the reading skills that they learnt in school at home. Please support your child to **read at home daily**, sign their reading records and return to school daily. Reading at home is monitored and checked each week with a raffle ticket for every read!

Each week the children who have completed the Read Write Inc. programme will be given a spelling list of words to learn and practice, which they will be tested on the following Monday. Children who are not yet off scheme should practice reading and spelling words with Set 1, 2 and 3 sounds.

For Maths, we would encourage the children to practice their number bonds (knowing off by heart all pairs of small numbers and the subtraction facts). They can do this on numbots. Later in the year, they will also have weekly homework sheets and be asked to learn their 2, 5 and 10 times tables.



# Reading

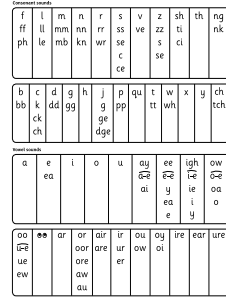


Phonics -  
Decoding

Comprehension

Reading for  
Pleasure

# Phonics



|                  |          |
|------------------|----------|
| time             | cake     |
| thank <u>ful</u> | complete |

Coloured banded to match  
the group.

Complementary text on a  
similar theme with  
similar words

## Red Word – Tricky *Sight reading*

# Speed Sounds Set 1,2, 3

Consonant sounds

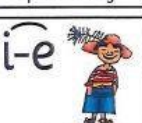
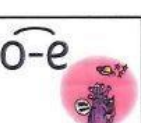
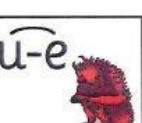
|    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|
| f  | l  | m  | n  | r  | s  | v  | z  | sh | th | ng |
| ff | ll | mm | nn | rr | ss | ve | zz | ti |    | nk |
| ph | le | mb | kn | wr | se |    | s  | ci |    |    |
|    |    |    |    |    | ce |    | se |    |    |    |

|    |    |    |    |   |     |    |    |    |    |   |   |     |
|----|----|----|----|---|-----|----|----|----|----|---|---|-----|
| b  | c  | d  | g  | h | j   | p  | qu | t  | w  | x | y | ch  |
| bb | k  | dd | gg |   | g   | pp |    | tt | wh |   |   | tch |
|    | ck |    |    |   | ge  |    |    |    |    |   |   |     |
|    | ch |    |    |   | dge |    |    |    |    |   |   |     |

Vowel sounds

|   |    |   |   |   |     |     |     |     |
|---|----|---|---|---|-----|-----|-----|-----|
| a | e  | i | o | u | ay  | ee  | igh | ow  |
|   | ea |   |   |   | a-e | e-e | i-e | o-e |
|   |    |   |   |   | ai  | y   | ie  | oa  |
|   |    |   |   |   |     | ea  | i   | o   |
|   |    |   |   |   |     | e   | y   |     |

|     |    |    |     |     |    |    |    |     |     |     |
|-----|----|----|-----|-----|----|----|----|-----|-----|-----|
| oo  | oo | ar | or  | air | ir | ou | oy | ire | ear | ure |
| u-e |    |    | oor | are | ur | ow | oi |     |     |     |
| ue  |    |    | ore |     | er |    |    |     |     |     |
| ew  |    |    | aw  |     |    |    |    |     |     |     |
|     |    |    | au  |     |    |    |    |     |     |     |

|                                                                                                               |                                                                                                                 |                                                                                                              |                                                                                                                    |                                                                                                                |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| ea<br><br>cup of tea       | oi<br><br>spoil the boy      |                                                                                                              |                                                                                                                    |                                                                                                                |
| a-e<br><br>make a cake     | i-e<br><br>nice smile        | o-e<br><br>phone home     | u-e<br><br>huge brute           | aw<br><br>yawn at dawn      |
| are<br><br>care and share  | ur<br><br>nurse with a purse | er<br><br>a better letter | ow<br><br>brown cow             | ai<br><br>snail in the rain |
| oa<br><br>goat in a boat | ew<br><br>chew the stew    | ire<br><br>fire, fire!  | ear<br><br>hear with your ear | ure<br><br>sure it's pure |

# “Three with me, four at home”

Accuracy



Fluency



Comprehension

Read and enjoy at home

1. Use pure sounds, not letter names
2. Use Fred Talk to read and spell words
3. Listen to your child read their Storybook every day
4. Read stories to your child every day

**Please record this in the reading record book.**

The books sent home are matched to your child's phonic ability. Their books should be read at least three times for fluency. Books are changed when the group has read the book in school twice.



Don't forget to keep practising the phonics sounds.

If you need a phonics chart or information about the sounds, please come and see me.

# Links

☞ Ruth Miskin Parents' Page:

☞ <http://www.ruthmiskin.com/en/parents/>

☞ Ruth Miskin Facebook:

☞ <https://www.facebook.com/miskin.education>

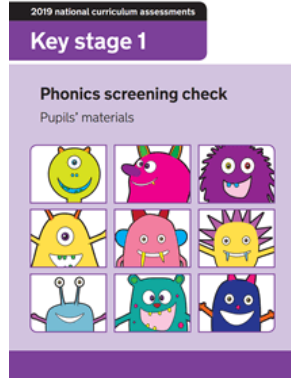
☞ Free e-books for home reading:

☞ <http://www.oxfordowl.co.uk/Reading/>



**Truro and Penwith**  
Academy Trust

All Year 1 children will do the phonics screening check in June.



The Year 1 phonics screening check is a short, light-touch assessment which happens towards the end of Year 1. The children often find it quite fun and love to show off their reading skills. They have to read a selection of real and alien words with their class teacher. It is the same as the assessment that we do at the end of each half term.

The check assesses whether children have learnt phonics decoding to an appropriate standard and identifies those who need additional support in Year 2.

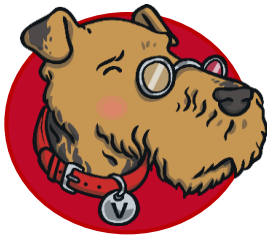
Regular reading at home will support your children to reach the required standard.

| Practice sheet: Real words | Practice sheet: Pseudo words                                                              |
|----------------------------|-------------------------------------------------------------------------------------------|
| in                         | ot     |
| at                         | vap    |
| beg                        | osk  |
| sum                        | ect  |

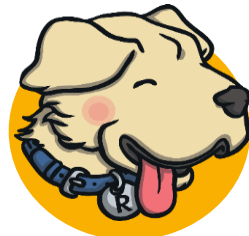
| Section 2                                                                                   | Section 2 |
|---------------------------------------------------------------------------------------------|-----------|
| brend    | label     |
| throst   | vanish    |
| stret  | blossom   |
| spraw  | thankful  |

# Comprehension

We use the reading dogs to help the children with their comprehension skills.



Vocabulary Victor



Rex Retriever



Predicting Pip



Inference Iggy



Sequencing Suki

# Reading for Pleasure

- Read to your children every day
- Encourage questions and share opinions
- Visit the library
- Model reading your texts – show how important reading is.



# 10 things your child learns when you read aloud stories and poems every day

1. Sustain attention
2. Appreciate rhythm and rhyme
3. Build pictures in their minds from the words on the page
4. Understand humour and irony
5. Use new words and phrases in different contexts - and later in writing
6. Learn new vocabulary and knowledge of the world
7. Think about characters' feelings and use appropriate voices
8. Follow a plot with all its twists and turns
9. Understand suspense and predict what's about to happen next
10. Link sentences and ideas from one passage to the next



**Truro and Penwith**  
Academy Trust

# Writing

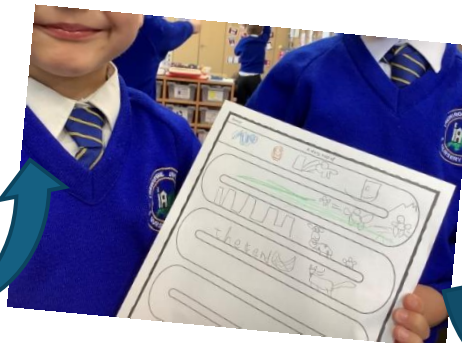
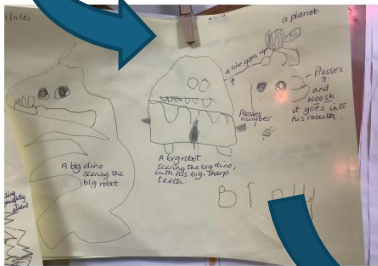


Good  
writing  
should float  
on a sea of  
talk.

# The Writing Journey



Once upon a time, there lived a cute, baby  
bat named Pop who lived at the top  
of a tall oak tree. Go and ask that little girl  
about the dark. Pop said his mummy. What do you  
think about the dark? Pop said, "Dark is scary!"  
explained the girl. With out the dark, Christmas  
won't give you presents. "I need a stocking." "I will give  
you my sock and the girl took off her welly." "Thank you  
alot," said Pop. I love the dark.

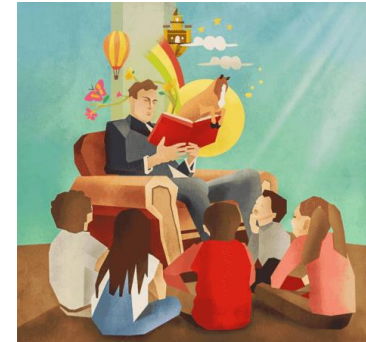


The large towering lighthouse  
stood on the dark rocks. The large sea  
had strong waves that wash away  
the rocks.

# Storytelling - Why Tell Stories?

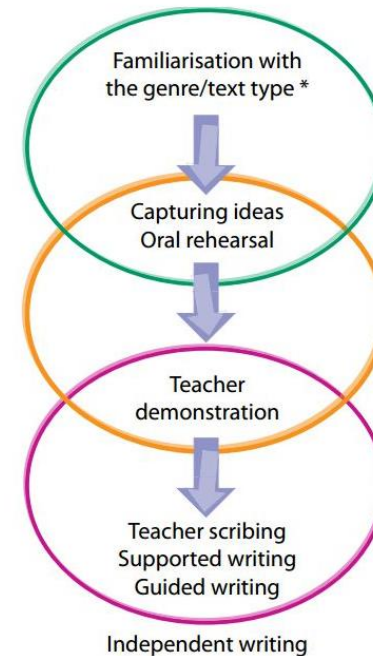


- Reading and Writing are linked – like breathing in and breathing out.
- Storytelling improves vocabulary
- Provides content to draw upon
- Helps children internalise language patterns
- To expose children to higher level texts beyond their reading capabilities
- Improves listening skills and develops articulation



# The Stages of a Writing Unit

- Ignite and Immerse
- Model and Master
- Craft and Create



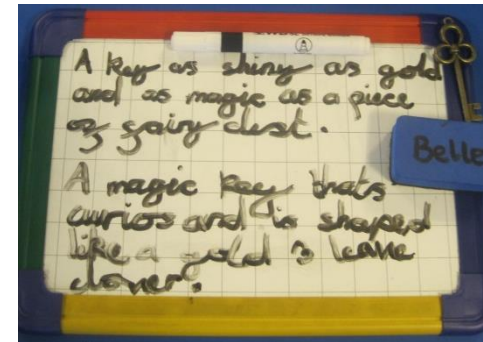
# Listen and Imitate

- Wow first telling – Dazzling Start
- Text map (Sent home to practice)
- Learn a part each day
- Role play
- Explore vocab
- Story mountain
- Boxing up the text



**Truro and Penwith**  
Academy Trust

# Immerse



Lots of games, explicit grammar teaching, playing with language, collecting and generating words to innovate with as well as short burst writing.

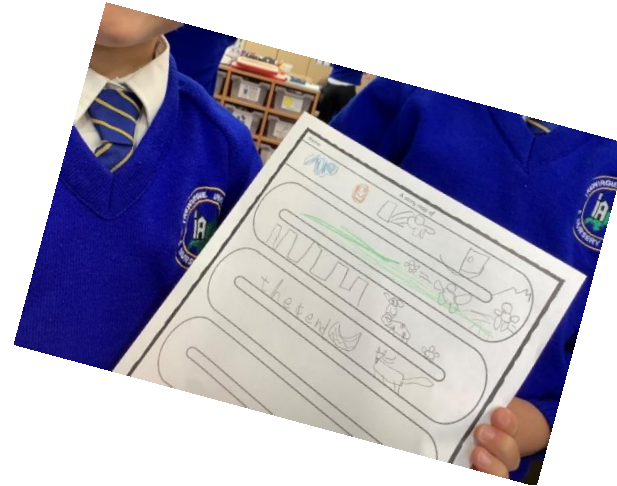
# Model and Master

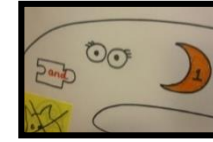
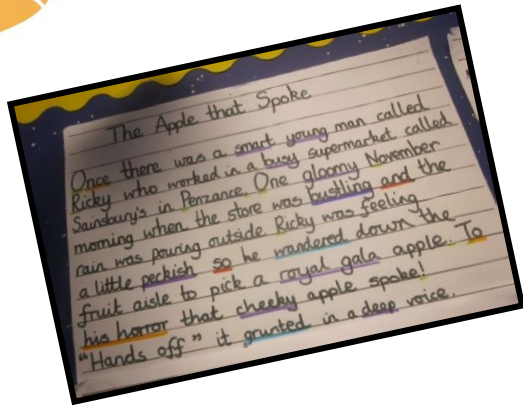
- We allow children to change certain parts.
- We keep to the structure that we have learnt so the children use the grammar we have taught and so they can be successful



# Craft and Create

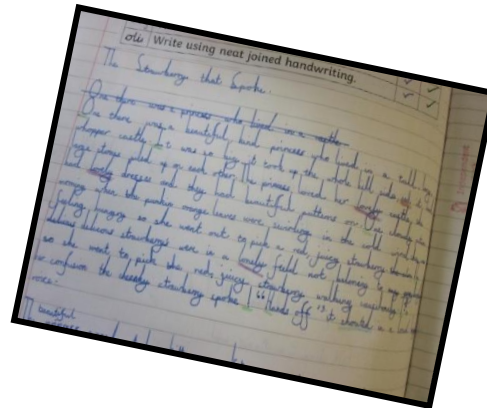
- Return to the basic story plot
- Time to explore and generate ideas – use your story telling area.
- Independent writing with freedom within that story time.
- From the end of Y1 they draft, edit and write up in neat.





# Grammar - Colour Coding

To ensure consistency of approach and assist visual learners, these are the colour codes used in text maps and when annotating texts across the school.



| Symbol if appropriate | Text Feature      | Colour |
|-----------------------|-------------------|--------|
|                       | Time adverbials   | Orange |
|                       | Adjectives        | Purple |
|                       | Conjunctions      | Red    |
|                       | Adverbs           | Pink   |
|                       | Nouns / Pronouns  | Brown  |
|                       | Verbs             | Blue   |
|                       | Punctuation       | Green  |
|                       | Spelling Patterns | Yellow |

# Handwriting

- Letter formation is taught using the RWI pictures.
- We then follow Nelson Handwriting.

bang



## Joining groups

The joining groups divide the letters according to how they will join to other letters.

### Group 1

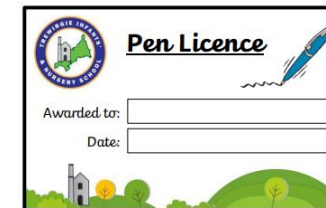
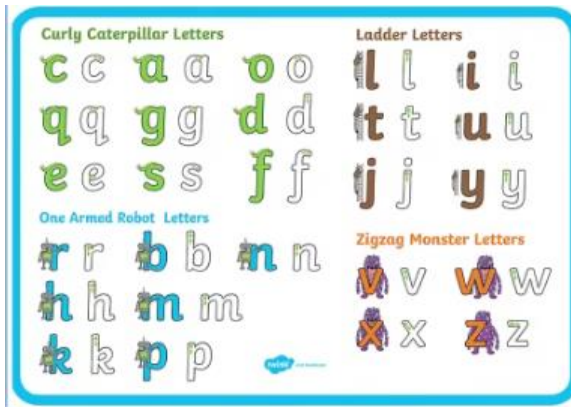
a c d e h i k l m n s t u

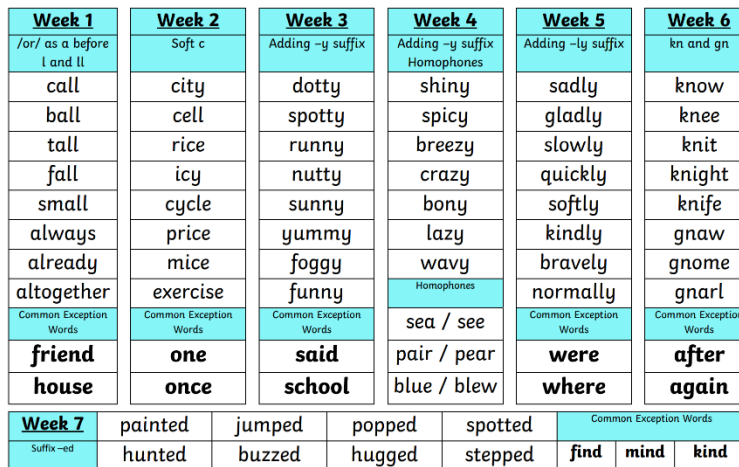
Thirteen letters with exit flicks plus s.

### Group 2

a c d e g i j m n o p q r s u v w x y

Nineteen letters which start at the top of the x-height.



A large, abstract orange brushstroke graphic that starts from the top left and sweeps across the top of the page, ending near the top right. It has a thick, textured appearance with some white highlights and a soft, feathered edge.

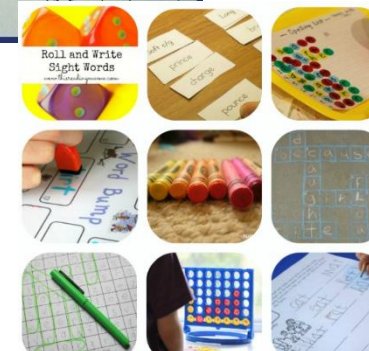
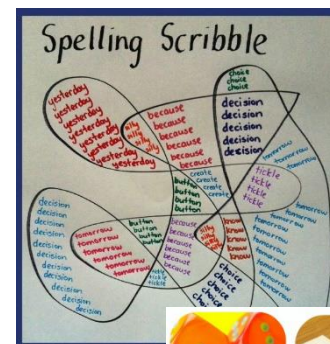
Practise little and often is best and it is helpful to go back and revise previous spelling patterns over time. Please see below some different ideas of how to practise spellings in different ways. Thank you for your support with home learning and please come and ask if you have any questions.

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Drawing an image around the word</b></p> | <p>The strategy is all about making a word memorable. It's all in meaning in order to try to make the spelling memorable.</p>  <p>You can't use this method as your main method of learning spellings, but it might come in handy that are just a little more difficult to remember.</p> <p>This strategy is useful when the word's shape or the challenge in the word makes the words easier to remember. You could choose the correct grapheme to put in the space. For example, for the word 'field'.</p> <p style="text-align: center;">f            ld</p>             |
| <p><b>Words without vowels</b></p>             | <p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">P<br/>r<br/>i<br/>n<br/>t<br/>i<br/>n<br/>g<br/>m<br/>a<br/>c<br/>h<br/>i<br/>n<br/>e</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Pyramid words</b></p>                    | <p>You can then reverse the process so that you end up with a diamond.</p> <p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• Rainbow writing: Using coloured pencils in different ways can help to make the words more memorable. You could write the first part of the word on one side the the other part in a different colour. You could write in orange, yellow and so on.</li> <li>• Making up mnemonic 'key' sentences containing the word.</li> <li>• Using the word in a funny way. For example, pronouncing the 'silent' letters in a word.</li> <li>• Clapping and soundclaps identify the syllables in a word.</li> </ul> |

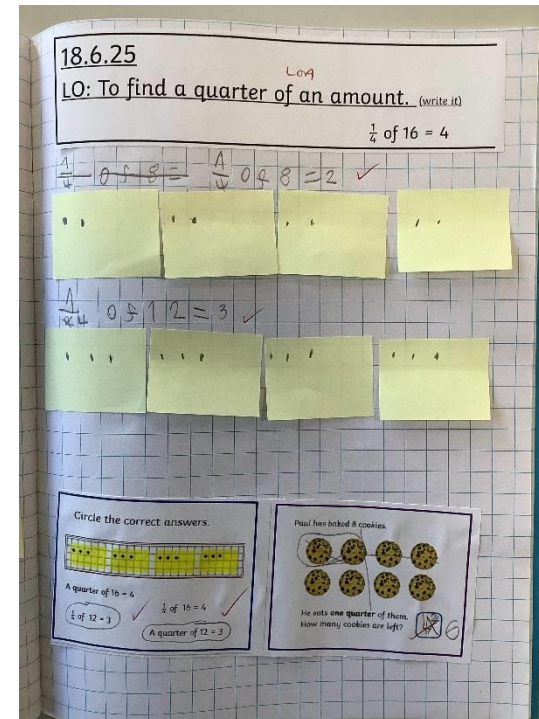
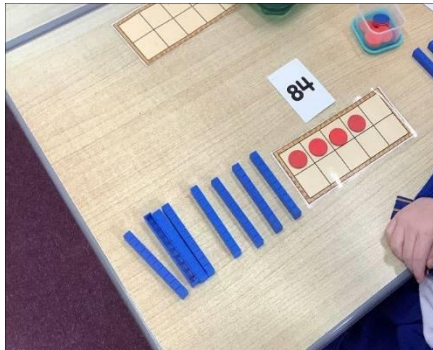
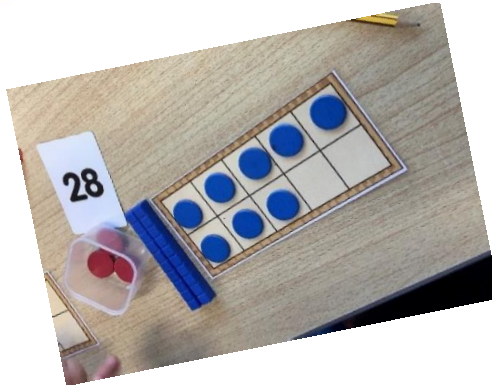
look say cover write check

| <b>Week 4 Spelling</b><br><small>Unit 4 - Page 1 (2)</small><br><small>Uncoloured</small> | <b>Monday</b> | <b>Tuesday</b> | <b>Wednesday</b> | <b>Thursday</b> |
|-------------------------------------------------------------------------------------------|---------------|----------------|------------------|-----------------|
| shiny                                                                                     |               |                |                  |                 |
| spicy                                                                                     |               |                |                  |                 |
| breezy                                                                                    |               |                |                  |                 |
| crazy                                                                                     |               |                |                  |                 |
| bony                                                                                      |               |                |                  |                 |
| lazy                                                                                      |               |                |                  |                 |
| wavy                                                                                      |               |                |                  |                 |
| <b>sea / see</b>                                                                          |               |                |                  |                 |
| <b>pair / pear</b>                                                                        |               |                |                  |                 |
| <b>blue / blew</b>                                                                        |               |                |                  |                 |

and  
/or

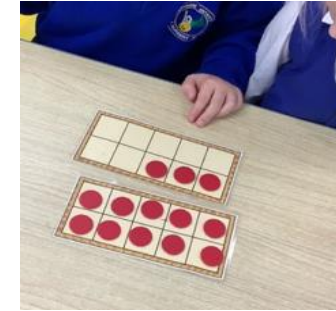


# Maths



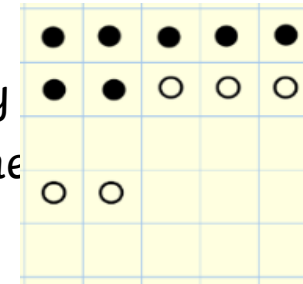
### Concrete - **MAKE IT!**

Children create a physical representation of the concept using concrete resources. You can see 13 being made using a tens frame in the photo



### Pictorial - **SHOW IT / DRAW IT!**

Children represent the mathematical concept in their books by drawing the number or sum. Matching these bonds to 10 in the example shown.



### Abstract - **READ IT / WRITE IT!**

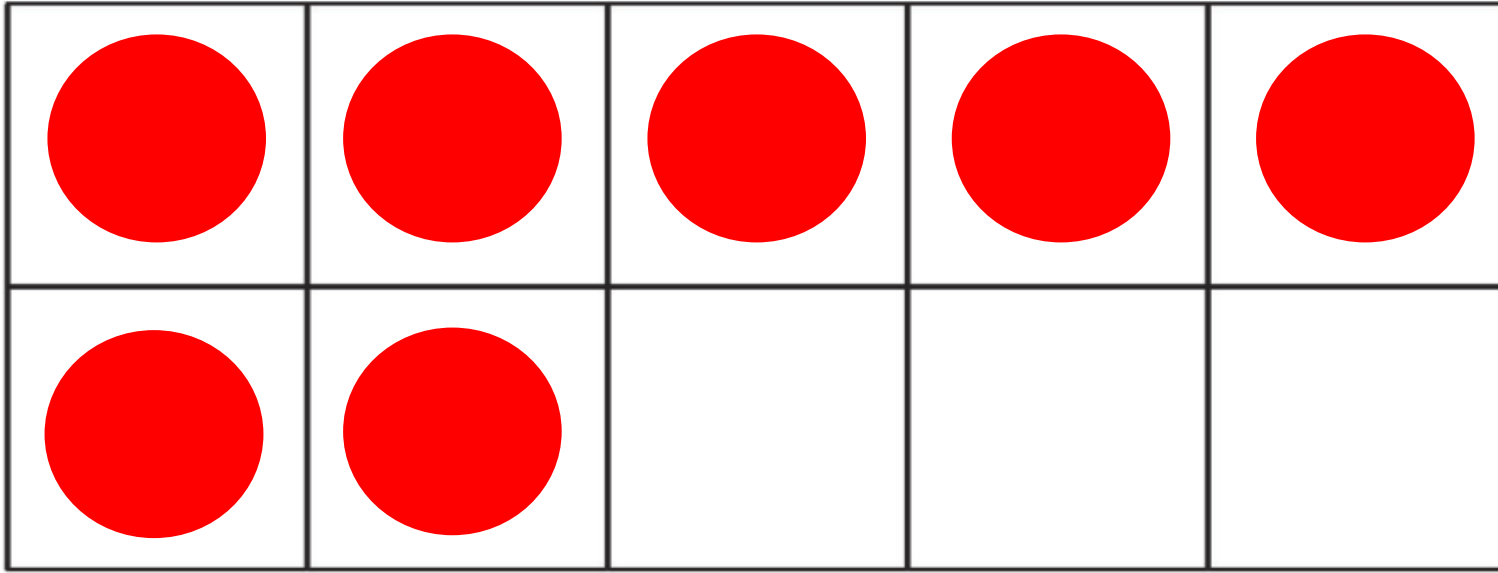
Children represent the concept using mathematical numerals, words and symbols to create number sentences like those to the left. They can reason with numbers and are able to solve real-life words problems with confidence. E.g. Subtracting single digits from a 2 digit

$$17 - 4 =$$

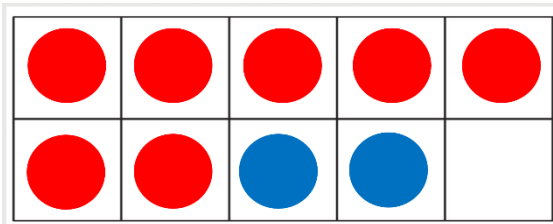
$$14 - 3 =$$

$$17 - 6 =$$

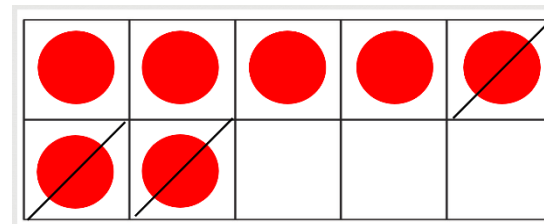
$$20 - 5 =$$



Addition



Subtraction



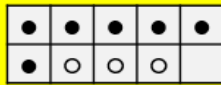
## Formal written methods for calculation

## Year 1

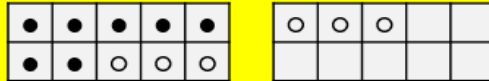
Add two one-digit numbers and a two-digit and one-digit number with a total less than 20.

Solid circles for the first addend, hollow circles for the second.

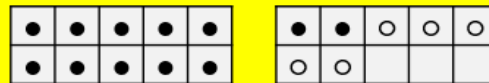
Example:  $6 + 3 = 9$



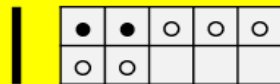
Example:  $7 + 6 = 13$



Example (two frames):  $12 + 5 = 17$



Example (tens and ones):  $12 + 5 = 17$

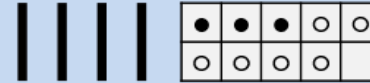


## Year 2

Add up to 2 two-digit numbers.

## Two-digit + one-digit (not going over 10)

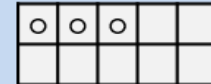
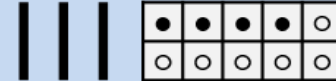
Example  $43 + 6 = 49$



## Two-digit + one-digit (going over 10)

Example  $34 + 9 = 43$

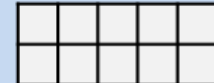
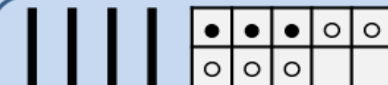
The first tens frame is complete, so we have **four** tens and **three** ones.



## Two-digit + two-digit (not going over 10)

Example  $43 + 25 = 68$

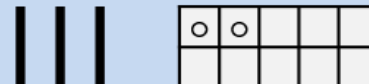
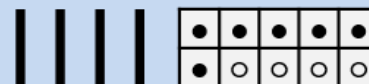
The tens for the second addend go beneath the tens for the first. The ones for both addends are filled in the same tens frame.



## Two-digit + two-digit (going over 10)

Example  $46 + 36 = 82$

The first tens frame is complete, we have **eight** tens and **two** ones



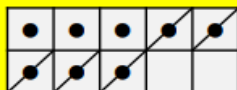
## Formal written methods for calculation

## Year 1

Subtract one-digit and two-digit numbers to 20, including zero.

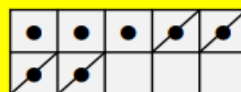
Draw the starting number in **solid** circles and then cross out the amount you are taking away.

Example:  $8 - 5 = 3$



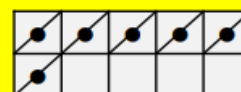
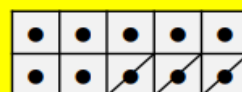
**Two-digit subtract one-digit (not crossing ten)**

Example:  $17 - 4 = 13$



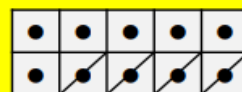
**Two-digit subtract one-digit (crossing ten)**

Example:  $16 - 9 = 7$



**Two-digit subtract two-digit**

Example:  $19 - 13 = 6$

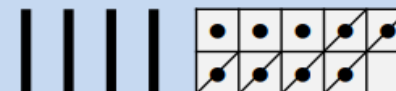


## Year 2

Subtract ones from a two-digit number.  
Subtract tens from a two-digit number.  
Subtract one two-digit number from another.

**Two-digit - single digit (not breaking 10)**

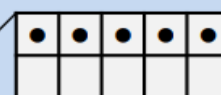
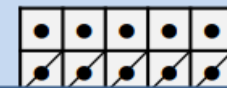
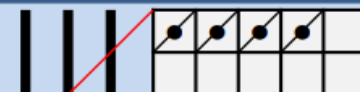
Example  $49 - 6 = 43$



**Two-digit - single digit (breaking 10)**

Example  $34 - 9 = 25$

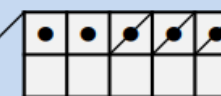
We exchange a ten for ten ones, then cross out ones starting from the original ones.



**Two-digit - tens**

Example  $45 - 20 = 25$

Cross out the tens.



**Two-digit - two-digit (not breaking 10)**

Example  $45 - 33 = 12$

Cross out the ones, followed by the tens.

**Two-digit - two-digit (breaking 10)**

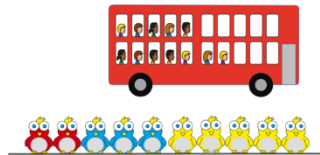
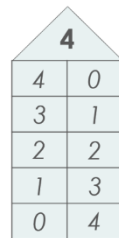
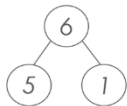
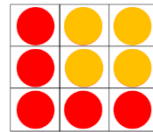
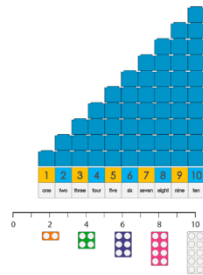
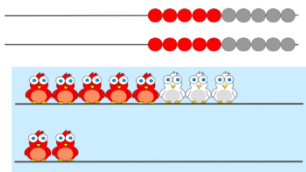
Example  $63 - 28 = 35$

We exchange a ten for ten ones, then cross out ones starting from the original ones.  
We then cross out the tens.



# Mastering Number

Mastering Number is a daily school program that helps young children build a deep, flexible understanding of numbers instead of just relying on counting.



The project runs for 10 to 15 minutes, four times a week, alongside regular math lessons in Reception, Year 1, and Year 2.

By the end of Year 1 children should know all their number bonds (addition and subtraction of all the small numbers).

By the end of Y2, children should know their 2x, 5x and 10x tables.

By the end of Y2, children should know their 2x, 5x and 10x tables.

## NUMBOTS & TT ROCK STARS

Numbots is game based learning tool for maths. They can play at home and at school. It is made by the same company as Times Tables Rock Stars.

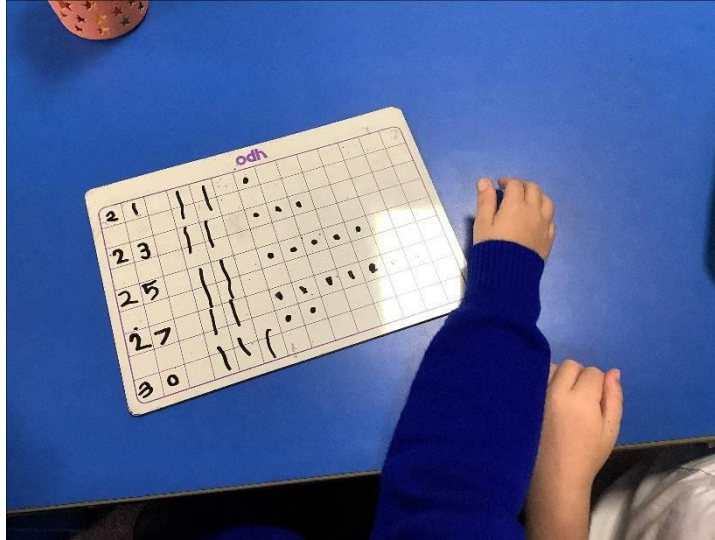


Logins will be stuck inside the reading record books.

Awards will be given out in assemblies for most points, minutes played, improvements etc.



Thank you for coming



Please ask if you have  
any questions.



**Truro and Penwith**  
Academy Trust