



Year 2

Welcome Information Pack

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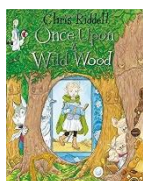
Year 2 High Quality Book List



After the Fall by Dan Santat

After the fall, Humpty Dumpty is a broken egg. Life is tough: he is so afraid of heights; he cannot even bear to climb onto his bed, or reach his favourite cereal on the top shelf at the supermarket. But one day, fuelled by his passion for bird-watching, he decides to conquer his fears and something amazing happens..

Visually sophisticated and multi-layered, this Caldecott winner is not just a humorous tale of what happens next. It sensitively deals with fears and the impact of trauma.



Once upon a Wild Wood by Chris Riddell

Former Children's Laureate Chris Riddell weaves a wonderful fantasy adventure around some of the best-loved fairy story characters in this hugely attractive and thoroughly entertaining picture storybook. Little Green Cape sets out with a handful of useful things including a strong straight stick, comfortable clumpy boots and an invitation to a party. Once in the wild woods she is in a magical world where even the trees have faces, full of surprising characters. There is a Beast looking for his Beauty, three Bears who are mistrustful of strangers, a talking harp, three little pigs, seven dwarves and many more. Young readers will love both feeling they know the stories being surprised by some of the turns of events.



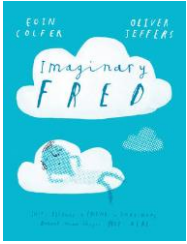
The Day the War Came by Nicola Davies

Award-winning Nicola Davies has created a beautiful story, which makes its powerful point brilliantly by focusing on the plight of a single child refugee. A little girl's way of life - one that will be familiar to children around the world - is destroyed when the war comes. Having lost everything, alone and facing terrible danger, she travels across the world in search of a new home. However, who will help her to find one? Nicola Davies never preaches, instead she allows her story and Rebecca Cobb's equally sensitive and warm-hearted illustrations to carry the message with their own integrity and eloquence. The book is endorsed by Amnesty International.



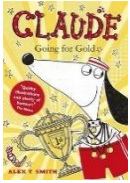
We Travel so Far by Laura Knowles

A beautifully illustrated picture book looking at the most incredible journeys undertaken by animals around the world, from the epic migration of the huge humpback whale to the unbelievable determination of the tiny hummingbird, each animal tells us the reason why they travel so very far. Animals featured include: -Whales -Albatross -Leatherback turtles -Monarch butterflies -Elephants -Polar bears -Penguins -Fruit bats -and many more!



Imaginary Fred by Eoin Colfer

There are so many adjectives you could use to describe this book - extraordinary, dazzling, original, funny, irresistible, quirky, imaginative, clever, or stunning - but none goes far enough. A truly unique work of art, it combines the talents of two superstars of the children's book world into something so simple yet so clever. It is a must for every family to share and will bring a positive glow to each and every reader and listener for no sooner than it pulls at the heart strings it will have you chuckling out loud too. A truly special picture book and a classic in the making.



Claude Going for Gold by Alex T. Smith

Claude, the bestselling beret-clad canine hero, is aiming for the gold medal - winner of the 5-9 fiction Sainsburys Children's Book Award and soon to be a TV star on Disney Junior.

When Claude and Sir Bobblysock discover a Very Exciting Sports Competition at their local sports centre, they are very excited. They are even more excited when they are asked to take part. However, Claude's doggy paddle is not quite fast enough, and he's not quite as good at gymnastics as he thought he might be. Then some robbers steal the Gold Cup and Claude chases them - can he run fast enough to catch them?

Topic Related List

Autumn 1st – What do I need to be healthy?

- Voices in the Park by Anthony Browne
- Healthy Me Keeping Safe by Katie Woolley
- Amazing Grace by Mary Hoffman

Autumn 2nd – Should we remember Florence and Mary?

- The Tin Forest by Helen Ward
- 10 things I could do to help my world by Melanie Walsh
- Be the Change by Liz Brownlee, Roger Stevens, Matt Goodfellow (Poetry)

Spring 1st – Why did the dinosaurs become extinct?

- Dinosaurs and other Prehistorical creatures by Matt Sewell
- Children's Dinosaur Atlas by John Malam
- Would You Rather: Have Teeth like a T-Rex or the Armour of an Ankylosaurus? by Camilla de la Bedoyere

Spring 2nd – Where does a plant come from?

- The Fairytale hairdresser and Aladdin by AbieLongstaff
- Whose afraid of the Big Bad Book by Lauren Child
- The Flower by John Light

Summer 1st – What would life be like if flight had never been invented?

- World Search – Busy Places by Lonely Planet
- Private School – Just a bit of wind by Jeremy Strong
- Sophie Takes to the Sky by Katherine Woodfine

Summer 2nd – Where would you live?

- Amelia Earhart by Caroline Crosson Gilpin
- Beaver Towers by Nigel Hinton
- Nim's Island by Wendy Orr

Reading Fluency

A guide for Parents

Reading fluency refers to the reader's ability to read effortlessly with accurate word recognition, at an appropriate speed and with meaningful expression, which enables them to construct the meaning of the text.

Reading fluency is necessary for understanding the meaning of the text. When pupils read too slowly or haltingly the text is broken up into meaningless groups of words; pupils' efforts become focused just on what they are reading rather than putting that effort into extracting its meaning. A lack of reading fluency results in a weakness for reading comprehension.

Although speed and accuracy, at the appropriate level, are important skills needed for reading fluency, they should go hand in hand with developing proper phrasing, intonation and expression. This enables the reader to construct the meaning as they read the text.

There are things that you can do at home to help your child to increase their reading fluency:

- Echo Reading
- Paired Reading

Echo Reading

What text to use for Echo reading

The text should be pitched just above the child's current reading level. If too easy, the strategy will not have an impact; if too difficult then the pupil may become frustrated and disengaged. Occasionally use a book that is familiar to the child.

Books can be fiction or non-fiction. If using non-fiction use books the pupil has a background knowledge about, which could support them when reading.

Select a text that allows for effective modelling of reading fluency, expression and intonation. Poetry is often an effective text for this. It is important to select a text, which the child will enjoy and be engaged.

How does it work?

Read a section of text and then invite pupils to reread the same section aloud, imitating the same phrasing and tone as demonstrated by the adult. It is important that the text is in front of the child.

Ensure that you actively point to each word as you read and insist the child does the same.

Do not correct the child, simply reread the line and have the child echo-read it again if necessary.

Be explicit in the way you model reading the text to the child and explain how exactly you want them to repeat it back to you. There should be an emphasis on timing, emphasis, phrasing, and intonation that speakers use to convey meaning and to make their speaking interesting. This can be a challenge for less fluent readers, as it is not always obvious in the written text.

Closely listen to the child as they repeat the text. Ask the child questions to assess their understanding of the text.

Paired Reading

Why implement Paired reading?

In order to increase reading fluency, readers need experience reading to **and** listening to other readers. Through paired reading, children are given an excellent example of how to pronounce more challenging and complex words by the partner working with them.

Reading with someone else encourages children to try reading material that may be above their usual reading level. It also builds their oral skills so that they are more comfortable with their reading.

Praise is given by the adult to the child on what they are doing well. This increases the enthusiasm of the child, as they are told when they are doing well, instead of where they need to improve.

Children are encouraged to read with expression and improve their pace - this in turn improves their fluency.

How does it work?

Names for partners (KS1 and Year 3 only): Lovely Listener (adult), Ready Reader (child)

Paired reading can be used with any text (fiction or non-fiction). The text may be slightly more challenging for the reader with less fluency, however the paired reading strategy supports them to have the confidence to tackle this. The Ready Reader should be encouraged to use their fingers to follow along with the text as it is being read.

The 'Ready Reader' reads to the Lovely Listener – about 30 secs -1 min. The 'Lovely Listener' listens carefully and gives positive feedback to the 'Ready Reader' focusing on fluency, expression and intonation. They then given them 1 thing to improve. The 'Ready Reader' listens carefully to the feedback and then re-reads the same passage trying to make the improvement that the 'Lovely Listener' has suggested. The 'Lovely Listener' then gives positive feedback.

Ask each other questions about the reading.

What was your favourite part?

What do you think is going to happen next? Why do you think that?

Who is your favourite character? Why do you like them? What is the best thing about that character?

Can you tell me what has just happened? Can you summarise what has happened?

Who wrote this book? Do you know any other books written by this author? Are they a good writer? What makes them a good writer?

How did you feel when happened? Why did you feel like that?

How do you think that character feels? How do you know?

Where does it say? Can you find me the part where it says.....?

Other ways to help your child with Reading?

- Read *to* your child, as well as *with* your child every day.
- Show your child that you share a love of reading.
- Model clear, fluent reading with expression when you read.
- Share your opinions and why you think that.
- Explain why people react as they do in social situations.

Suggestions to questions you might ask them about their reading:

Can you sound that word out? Which sounds do you know?

I bet you can find the word ... quicker than me.

Can you put your finger on a word that ends in the suffix –less?

Did that sentence make sense to you? Do you want to try that again?

How could we break it down into smaller chunks?

I've forgotten... What happens in that story again?

What were the characters called? What happened after that?

Which part of the text tells me about ...? Can you find...?

If I wanted to learn about ... would this text be useful to me? Why?

Do you think this text was set while you were alive? What about whilst I was alive? How do you know?

Do you remember when we went to ... well this story reminds me of that.

Could you teach your little brother/sister the words to Twinkle Twinkle Little Star?

So, it seems like this story is telling you, you should always be honest. Can you think of any other stories that are like that?

What do you think ... is feeling know? What do you think they will do now? What makes you say that?

When you are reading with your child

- Talk about what can be inferred from the pictures before you read the words. What can you see? What are the characters' expressions showing?
- Support the meaning of words. Help your child to use a dictionary to explore words and their meaning.
- Discuss similar words you could use instead. For example: Happy is a bit boring isn't it? What other word could we use instead of happy?
- Make predictions and be able to justify them. What do you think will happen next? If their prediction is way off, help them to find evidence to what might happen?
- Discuss the setting. Have you read another book with the same setting? What about in the same time? Is it set in the past present or future? How do you know?
- Have you learnt anything from this text that you didn't know before? Model explaining what you have learnt from a text.

Websites/ PiXL apps/resources

Maths	https://www.multiplication.com/ www.happychild.org.uk/wks/math/key1/multiply/index.htm www.topmarks.co.uk <p>Pixl App Times Tables – Download from the Apple Store or Play Store This is an app that is fun and will help your child to speed up their knowledge of their times tables. Children have all been issued with a username and password. Please encourage them to play.</p>
Reading	<p>Phonics websites</p> https://www.phonicsplay.co.uk/index.htm <p>Other websites for Reading:</p> https://www.booktrust.org.uk/ http://booksforkeeps.co.uk/
Grammar	www.funenglishgames.com/grammargames.html https://www.phonicsplay.co.uk/freeIndex.htm www.slimekids.com/games/grammar-games/ <p>Pixl Unlock is an app that helps children to extend their vocabulary in a fun way. The username and password works for both the Times Table App and Pixl Unlock and all children have been issued with these. Download from the Apple Store or Play Store and encourage your child to play.</p>
Social Media/Internet	<p>On line safety:</p> www.saferinternet.org.uk/advice-centre/parents-and-carers
Other useful information	<p>Key Stage 1 SATS</p> https://www.gov.uk/government/publications/results-at-the-end-of-key-stage-1-information-for-parents/information-for-parents-national-curriculum-assessment-results-at-the-end-of-key-stage-1

Maths

Autumn 1	<ul style="list-style-type: none">• Number: Place Value• Number: Addition and Subtraction
Autumn 2	<ul style="list-style-type: none">• Measurement: Money• Number: Multiplication and Division
Spring 1	<ul style="list-style-type: none">• Number: Multiplication and Division• Statistics• Geometry: Properties of Shape
Spring 2	<ul style="list-style-type: none">• Number: Fractions•
Summer 1	<ul style="list-style-type: none">• Measurement: Length and Height• Geometry: Position and Direction• Problem Solving
Summer 2	<ul style="list-style-type: none">• Measurement: Time• Measurement: Mass, Capacity and Temperature

Some ideas

Shape

You could take your child on a 'shape walk' around the supermarket to see what 2D and 3D shapes they can spot. The shapes they may recognise in Year 2 as well as the old familiar ones are:

2D: Pentagon (5 sides), hexagon (6 sides), octagon (8 sides)

3D: sphere, cube, cuboid, pyramid, cylinder, cone

Money

Receiving and spending pocket money can make children very keen learners in this area! Use any shopping trips to encourage your child to be able to:

- Recognise all the coins
- Total and write amounts that are over £1
- Work out change that should be given

Time

Make sure that there are both traditional and digital clocks around the house for your child to practise reading the time to the whole, half and quarter hour. You could suggest that they can have a smartie every time they tell you correctly that it is half past the hour. Encourage them to work out times when you are out and about e.g. What time will swimming be finished if you are lesson is half an hour?

Measurement

Cooking is a great way for your child to practise weighing and measuring in grams and kilograms.

Multiplication Tables

Helping your child learn multiplication facts and regularly going over them will benefit them enormously. They should learn to recite them in order as well as give 'quick-fire' answers when they are jumbled up. Use the Pixl app for them to practice.

By the end of Year 2, it is hoped that your child will know their 2, 5 and 10 times table to a good speed.

Number Work

Children's number skills can be supported in all sorts of fun ways at home. Board games are a great way of making them familiar with the number system and simple addition and subtraction.

Every Day Maths

An important part of children's learning in maths involves applying their skills to everyday problems and situations. Encouraging them to practise their maths skills in daily life will benefit them enormously. The following questions may give you some ideas.

- *If I eat 3 grapes from the bowl, how many will I have left?*
- *We've collected 5 conkers. If we collect 5 more, how many will we have altogether?*
- *If we share these sweets between 3 of us, how many will we each have?*

Common exception words Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Common exception words Year 2

door	even	sugar
floor	great	eye
poor	break	could
because	steak	should
find	pretty	would
kind	beautiful	who
mind	after	whole
behind	fast	any
child	last	many
children	past	clothes
wild	father	busy
climb	class	people
most	grass	water
only	pass	again
both old	plant	half
cold	path	money
gold	bath	Mr
hold	hour	Mrs
told	move	parents
every	prove	Christmas
everybody	improve	
	sure	

Standard English

Standard English is the formal version of English.

Non-standard English **Standard English**

Pass me **them books**. Pass me **those books**.

He done it. **He did** it. **He has done** it.

We was very late. **We were** very late.

Clauses

A **clause** is a group of words that include a **verb**.

Sentences can be made of one or more **clauses**.

Sentence

Simple Sentence: a sentence consisting of only one clause, with a single subject and object.
The man cannot eat the apple.

Compound Sentence: has at least two main clauses that have related ideas, joined by a coordinating conjunction (FANBOYS).

The man cannot eat the apple but he can eat the orange.

The man cannot eat the apple; he can eat the orange.

Complex Sentence: contain a main clause and at least one subordinate clause. A main clause makes sense on its own, but a subordinate clause does not even though it may have a verb and a subject.

Although the man cannot eat the apple, he can eat the orange.

Tenses

P Present Present progressive Future

Past tense (simple): used for an action completed in the **past**. Usually uses **verbs** with the 'ed' suffix.

Present tense (simple): Used for something that is happening **now**.

Past tense: I **kicked** a ball. She **grabbed** my arm. They **ate** all of the pizza.

Present tense: I **live** in India. He **plays** tennis. They **have** three cats.

Use of the **progressive form** of **verbs** in the **present** and **past tense** to mark actions in progress.

Past progressive tense: She **was drumming**. He **was shouting**. They **were making** music.

Present progressive tense: They **are playing** tennis. He **is living** in India. She **is eating** pineapple.

Types of Sentence

Command: Look at the trees carefully.
(Is telling someone to do something)

Statement: In Autumn, many trees lose their leaves. (Makes a claim about something)

Question: Can you see the leaves on the tree? (Always ends with ?)

Exclamation: Watch out the tree is falling! (Always ends with !)

Conjunctions

Conjunctions are words that link ideas or clauses together. There are two types of conjunctions

Co-ordinating Conjunctions: This links two words or phrases together as an equal pair e.g. and, but, or, so

I like vegetables but I really like fruit.

Subordination Conjunctions: this introduces a subordinate clause after, when, because, if, that

Josie hurt her leg, because she was swinging on her chair.

After the Maths lesson, the children have their fruit.

NOUN

A noun is the name of a person, place or thing. Proper nouns always begin with capital letter.

Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]

Expanded Noun Phrases

Noun phrases are a group of words that could be replaced with one **noun** or **pronoun**.

Noun phrases are often made up of a **noun** (e.g. dog, man) and one or more **adjectives**.

The **young girl** was sitting on the **small, brown table**.

Small tomato plants had been eaten by the **hungry caterpillars**.

Adjective

Adjectives add detail to a noun. It can be placed before or after a noun. An **adjective** is a word that describes a thing (the **noun** or **pronoun**).

The ginger cat was sleepy.

I have a large, green book, which is very interesting.

She is quite tall but she can't reach the metal pen on top of the dusty whiteboard.

Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes -er, -est in adjectives

Verb

Verbs are action words or a state of being. **Verbs** change the tense of a sentence.

Action – **to pounce, to skip, to jump, to shout, to scream**

Being – **were, am, are, was**

Adverb

Adverbs describe or add meaning to words other than **nouns**. This is usually the **verb** (but can also be the **adjective** or another **adverb**). They often tell us how, when or where something happened. Focus in year 3 is how.

He walked along the road quickly.

Suddenly, she stopped and looked nervously behind her.

use of -ly in Standard English to turn adjectives into adverbs

Capital Letters and Full Stops

Sentences start with capital letters and end with a full stop.

The classroom was full of colourful displays.

Question Marks

A punctuation mark that indicates a question.

What is the matter with you?

Exclamation Marks

A punctuation mark that indicates an exclamation.

What a lovely day!

Apostrophes

Apostrophes are used in two ways:

Apostrophes for Contraction:

do not – don't will not - won't

Apostrophes for Possession: The **possessive apostrophe** is used to show that one thing belongs to another.

Tom's football, Joanna's necklace, James' racket

Commas in List

Commas can be used to separate items in a list. A **comma** should be used to separate the individual words or phrases that make up the list, replacing the word '**and**'. The last item in the list is usually preceded by a **conjunction** – usually '**and**' or '**or**'. A **comma** should not be used before the last item in the list.

I bought three sandwiches, a biscuit **and** a drink.

She decided that should would visit her mum, her dad **or** her nan at the weekend.

The sticky, green paint stained my shoes, socks, trousers **and** the floor.