

# Year 2 Curriculum Meeting

Autumn  
2024

Pegasus Academy Trust



## Indigo Class

Mr St Aimee

## Lilac Class

Miss Fairclough

Miss Thomas

# The other members of Year 2

## Resilience



**Ariana Absorption**



**Noah Noticing**



**Polly Perseverance**



**Micah Managing Distraction**

# Reading Assessment



- **Pace and fluency**
- Think about what makes sense
- Vocabulary- children should be able to **talk about the language** used in the books they are reading or having read to them
- **Predicting**- children should be make sensible predictions about a book and about things that might happen next based on what they have read
- **Comprehension**- children should be able to talk about the story and answer questions based on what has happened and character's feelings and intentions
- **Inference** – children should be able to infer meaning from pictures or what they have read

**Phonics** — children who did not pass the phonics screening will retake in June 2025



Words you may hear your child use and what they mean!

**Phoneme** – A phoneme is the smallest unit of sound in speech and represents a single sound. For example the word ‘hat’ has three phonemes – ‘h’ ‘a’ and ‘t’.

**Digraph** – A combination of two letters representing a single speech sound. For example the ‘sh’ in ‘shape’ or the ‘ee’ in ‘tree’.

**Trigraph** – A group of three letters representing a single speech sound. For example the ‘igh’ in ‘light’ or the ‘ear’ in ‘near’.

**Split digraph** – This is where another letter comes in between the two letters of the grapheme, changing the sound of the vowel. An example is ‘a-e’ which when used in such words as make or take; the k letter separates the digraph resulting in an ‘ai’ sound being formed.

**Grapheme** – A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. An example of a one letter grapheme is the ‘s’ sound in sat is represented by the letter s, for a two letter grapheme the ‘ee’ sound in leaf is represented by the letters ea.

## Reading and spelling

ea

each /ee/  
head /e/  
break /ai/

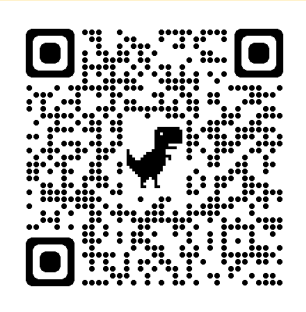
Look at all the  
different ways  
to write the  
phoneme sh:

shell  
chef  
special

caption  
mansion  
passion



# Further support for parents



- Little Wandle provides excellent support to parents via the parents page. -  
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- There are videos on how to support with the pronunciation of the sounds and how to support with blending.



**Phase 2 sounds taught in  
Reception Autumn 1**



**Phase 2 sounds taught in  
Reception Autumn 2**



**Phase 3 sounds taught in  
Reception Spring 1**

# Phonics

- All children will be taught phonics in Autumn 1, reviewing phase 5
- We will continue to use the Little Wandle scheme that children used in Year 1
- Children who did not pass the phonics screening check at the end of Year 1 will receive daily phonics interventions run by a trained Teaching Assistant



Grow the code grapheme mat Phase 2, 3 and 5									
S	t	p	n	m	d	g	c	r	h
ss	tt	pp	nn	mm	dd	gg	ck	rr	
c			kn	mb			ck	wr	
se			gn				cc		
ce							ch		
st									
sc									
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	jj	vv	ww			zz	
	ph	le	dge	ve				s	
		al	ge					se	
								ze	
ch	sh	th	ng	nk	a	e	i	o	u
tch	ch				ea		y	a	o-e
ture	ti							ou	ou
	ssi								
	ci								

Grow the code grapheme mat Phase 2, 3 and 5									
ai	ee	igh	oa	oo	yoo	oo	ar		
ay	ea	ie	o	ue	ue	u*	a*		
a	e	i	o-e	u-e	u	oul	al*		
a-e	e-e	i-e	ou	ew	u-e				
eigh	y	y	ou	ou	ew				
aigh	ey		ow	ui					
ey									
ea									
or	ur	ow	oi	ear	air	zh			
aw	er	ou	oy	ere	are	su			
au	ir			eer	ere	si			
aur	or				ear				
oor									
al									
a									
oar									
ore									

\*depending on regional accent



# Reading

- By the end of the year, children should be able to read all of the Year 2 common exception words (these can be found in children's reading diaries)



Year 2 - Common Exception Words


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



# Handwriting



Curly caterpillar letter family




c a d o s  
g q e f

PENPALS for Handwriting

Supported by the National Handwriting Association

Long-legged giraffe letter family

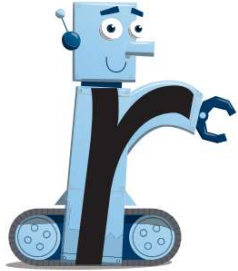


l i t  
u j y

PENPALS for Handwriting

Supported by the National Handwriting Association

One-armed robot letter family



r b n h  
m k p

PENPALS for Handwriting

Supported by the National Handwriting Association

Zig-zag monster letter family



z v w x

PENPALS for Handwriting

Supported by the National Handwriting Association

# Reading in school

- Reading practice 3 times a week

Session 1: decoding

Session 2: prosody



**Never going to give you up. Never going to let you down. Never going to run around and desert you.**

Session 3: comprehension

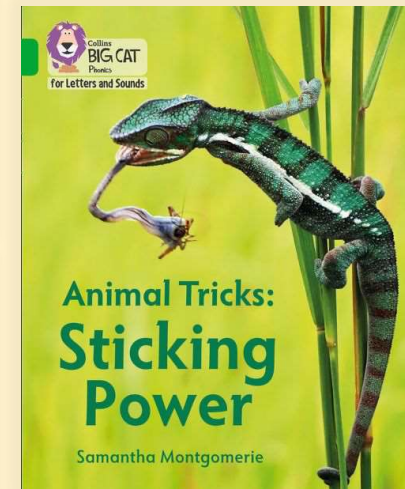
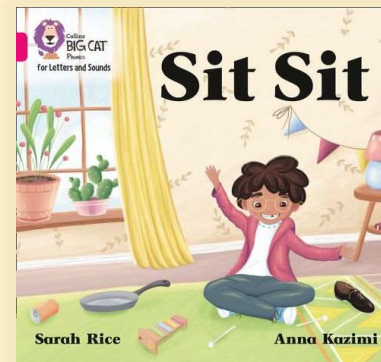
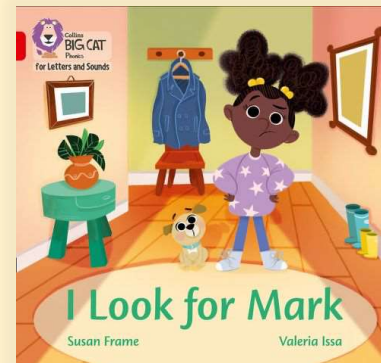
1 fluency lesson a week

Reading for pleasure (We love reading)

1 Whole Class Reading lesson a week



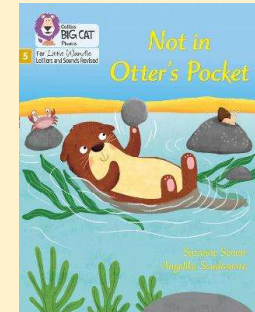
- **Reading practice sessions are:**
  - timetabled three times a week
  - taught by a trained teacher/teaching assistant
  - taught in small groups
  - Focus on re-Reading the same text to develop fluency
- Books will go home on Friday and must be returned on the following Thursday



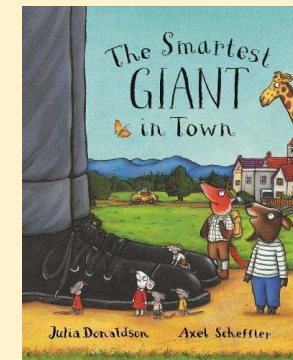
# Reading at home



- Teacher Choice Books (from Reading Practice)



- Shared Books/ Reading for pleasure ( Child's choice)



- Bug Club



# Reading at home



## Do

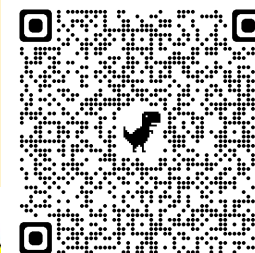
- **find a quiet time**
- **practise frequently for short periods**
- **use lots of praise**
- **read to your child**
- ask lots of questions
- go to the library
- write in the reading diary every time you read with your child

## Don't

- read when your child is tired
- keep going if your child has lost interest
- get stressed when they get it wrong



# Writing Assessment



## 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.

# Understanding GRAMMAR

- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Expanded noun phrases for description and specification [for example, the beautiful, blue butterfly or a **pretty, pink flower**]
- Learn how to use the 4 main sentence types - statements, questions, exclamations and commands

Statement: I have brown hair.

Question: What colour is your hair?

Exclamation: What lovely, brown hair you have!

Command: Wash your hair.



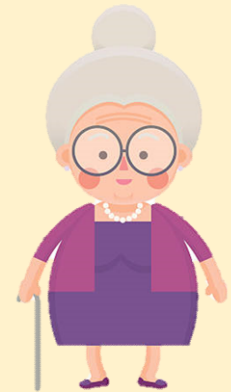


# Understanding GRAMMAR

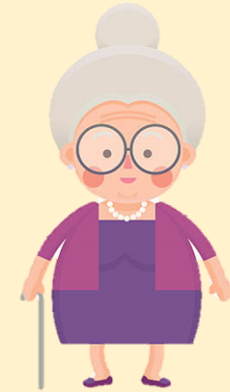
- Use the past and present tense correctly and consistently in their writing.

jump → jumped  
shout → shouted  
run → ran  
swim → swam

- Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]



# Understanding GRAMMAR



- Formation of nouns using suffixes such as –ness, –er  
(e.g. sad – sadness, weak – weaker)
- Compounding  
(e.g. whiteboard, superman)
- Formation of adjectives using suffixes such as –ful, –less  
(e.g. pain – painful, power – powerless)
- Use of the suffixes –er, –est in adjectives to make comparisons  
(e.g. big - bigger, small - smallest)
- Use of –ly in standard English to turn adjectives into adverbs  
(e.g. dangerous – dangerously, beautiful - beautifully)

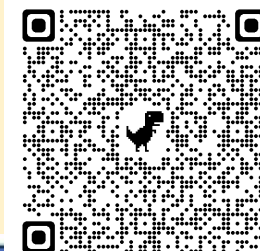
# Understanding SPELLING

- Children will be taught spelling according to the Year 2 National Curriculum
- Examples of the words your child will need to be able to spell by the end of the year;
- fast**er**
- sunn**y**
- thank**ed** / hurri**ed**
- Sat**ur**day
- k**new** / wh**ale**
- teddi**es** / sweets**s**

# Understanding PUNCTUATION

- Learning how to use both familiar and new punctuation correctly including:
- Full stops, capital letters, question marks and exclamation marks,
- Commas to separate items in a list,
- Apostrophes to mark where letters are missing in spelling for contractions [e.g. can't, wouldn't] and to mark singular possession in nouns [e.g. the girl's name].

# Maths Assessment



## 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.

# Maths Mastery



- Children in year 2 will be continuing with the maths mastery approaching to learning as they have done since reception
- This involves lots of practical opportunities for the children to solve problems
- Centres around talk and reasoning.

# Maths Mastery



- It involves breaking down larger, complex learning goals into smaller steps
- It ensures all children are provided with opportunities to develop a deep and secure knowledge and understanding of mathematics

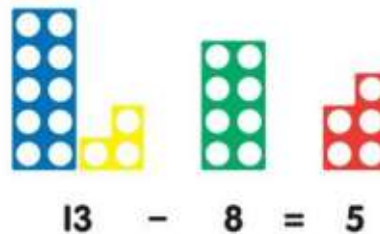
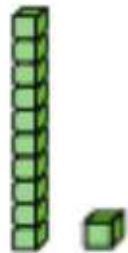


# Concrete, Visual, Abstract

The principle of the CVA approach is that for children to have a true understanding of a mathematical concept there are three phases they need to master: concrete, pictorial and abstract. Reinforcement is achieved by going back and forth between these representations.

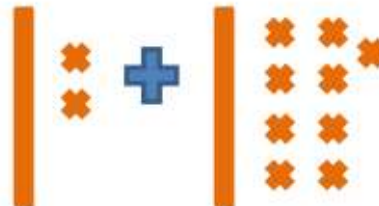


Active/concrete



$$13 - 8 = 5$$

Building visual images



$$13 - 8$$

Abstract

$$12 + 19$$



# Strategies



- Remind children to be practical and draw things to help them
- Children learn different strategies e.g. an empty number line, arrays, grouping, partitioning and recombining and drawing Dienes
- Children are encouraged to use and draw one of the strategies even if it is to check their answer

# Strategies: Addition

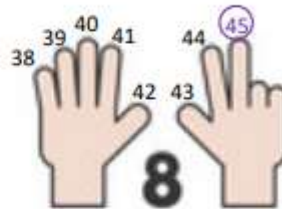


When adding 10 or less...

$$37 + 8 = 45$$



bigger number in your head



count on in ones (use your fingers!)

When adding 11 or more...

\* partition and recombine \*

$$\begin{array}{r} 32 + 24 = 56 \\ \text{30} \quad \text{2} \quad \text{20} \quad \text{4} \end{array}$$

First, partition both numbers into their **tens** and **ones**

Next, add the **tens**...

$$\text{T: } 30 + 20 = 50$$

Then, add the **ones**...

$$\text{O: } 2 + 4 = 6$$

Finally, 'recombine' the tens and ones...

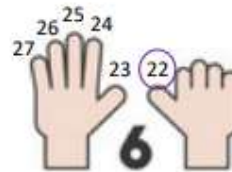
$$\text{T+O: } 50 + 6 = 56$$



# Strategies: Subtraction

When subtracting 10 or less...

$$28 - 6 = 22$$



count back in ones (use your fingers!)

When subtracting 11 or more...

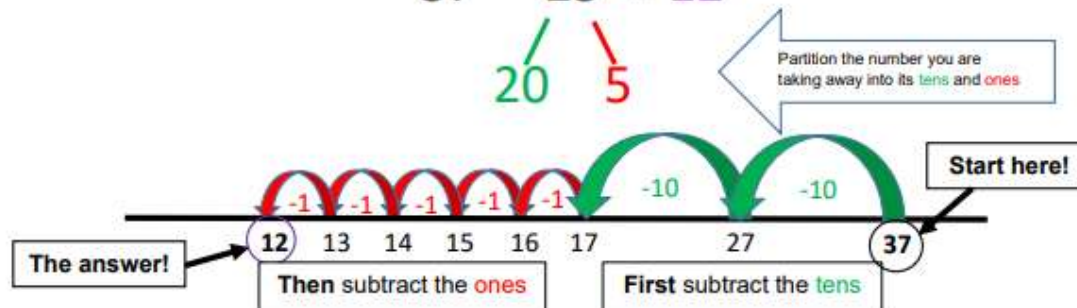
$$37 - 25 =$$

\*jump back in tens and ones on a blank number line\*

$$37 - 25 = 12$$

20 5

Partition the number you are taking away into its tens and ones





# Strategies: Multiplication

Example:

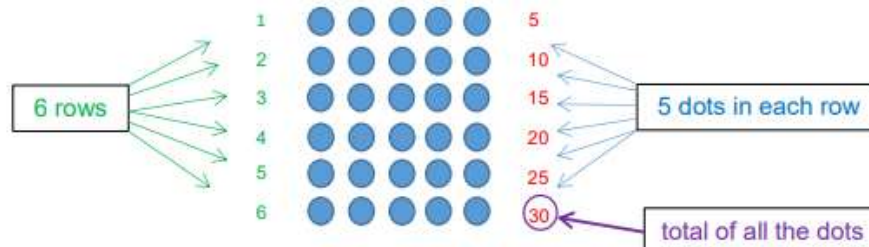
$$6 \times 5 =$$

number of groups      amount in each group

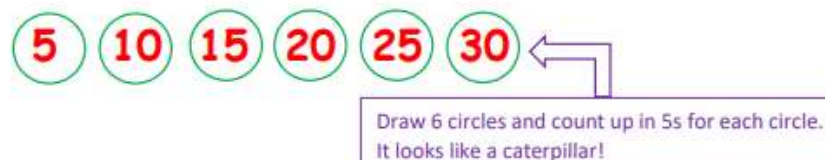
This is the same as...

6 lots of 5 is like saying...  $5 + 5 + 5 + 5 + 5 + 5 =$

You can draw an array...



Or use your number facts...



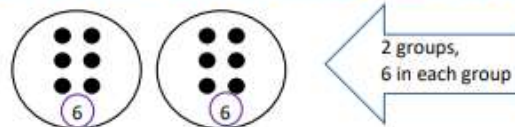


# Strategies: Division

- **Sharing**

$$12 \div 2 = 6$$

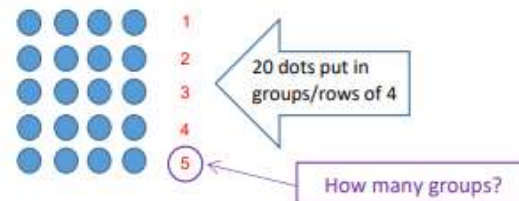
*"What is 12 shared equally between 2 groups/people?"*



- **Grouping**

$$20 \div 4 = 5$$

*"How many groups of 4 are there in 20?"*



- **Number facts (grouping, but quicker!)**

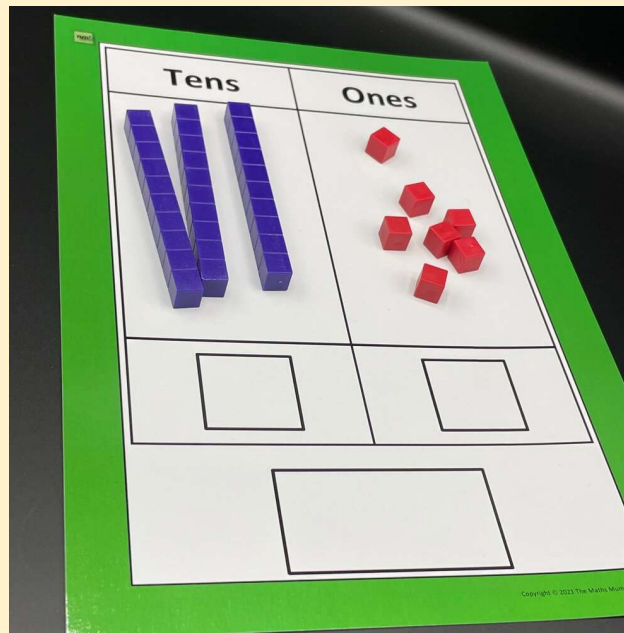
$$80 \div 10 = 8$$

*"How many 10s are there in 80?"*



# Maths workshop

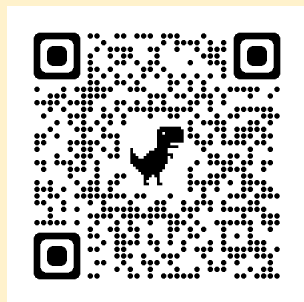
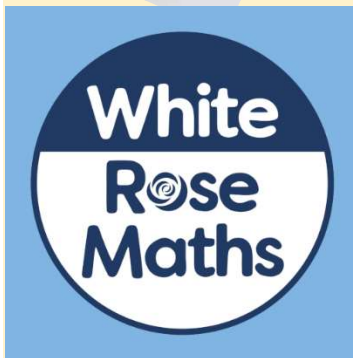
9<sup>th</sup> October 2024 at 9am







# Resources



White Rose 1-minute maths

**1-minute MATHS**

Subitising  
+ Addition  
- Subtraction

**Have you heard about our amazing new app?**

It's 1-Minute Maths

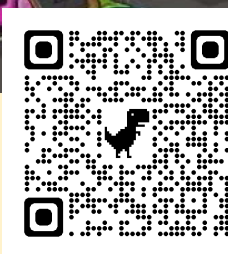
Designed for use both in class and at home, our new 1-Minute Maths app helps children build greater number confidence and fluency. It's all about targeted practice in engaging, one-minute chunks!

Download on the App Store | GET IT ON Google Play

This first version of the app is aimed at Key Stage 1 pupils, and focuses on adding and subtracting — and on 'Subitising'. The free mobile app is available for Apple/iOS, Android and Kindle.



Numbots [www.numbots.com](http://www.numbots.com)



**Topmarks**

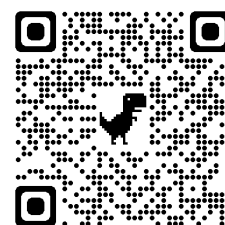
Find great educational resources

Browse by subject and age group

Maths | Select Age Group... | Go

Popular Subjects: Art, Early Years, English, Geography, History, Maths, Science

Hit the Button App: Times Tables, Number Bonds, Doubles, Halving, Division, Square Numbers



[www.topmarks.co.uk](http://www.topmarks.co.uk)

# HOW YOU CAN HELP



- Encourage your children to discuss their learning
- Look at our website <http://www.pegasusacademytrust.org/>
- Read a variety of texts **to and with** your children – not just school books.
- Use incidental opportunities to read e.g. road signs, cooking instructions.
- Continue to practise areas of difficulty that your child may be experiencing
- Make each learning experience as enjoyable as possible
- Take time to practise counting (in 1s, 2s, 5s and 10s forwards and backwards) and support number fact knowledge
- Support your child with simple grammar, spelling and punctuation
- Ensure your child knows how to read and spell Year 1 and 2 common exception words





TRANSLATE

# SEVEN SCHOOLS WORKING IN PARTNERSHIP

The Pegasus Academy Trust was the first Primary Multi Academy Trust.

LATEST NEWS & EVENTS



SEARCH...

HOME

ABOUT US

OUR SCHOOLS

KEY INFORMATION

NEWS

CALENDAR

CONTACT

## KEY INFORMATION

TERM DATES AND OPENING HOURS

ADMISSIONS

STATUTORY INFORMATION

CURRICULUM AND ASSESSMENT

BREAKFAST & AFTER SCHOOL CARE

SAFEGUARDING

SPECIAL EDUCATIONAL NEEDS AND  
DISABILITIES

EXTENDED SERVICES AND CLUBS

POLICIES & FORMS

PAYMENT PROVIDERS

SCHOOL UNIFORM

LUNCHES AT PEGASUS

ONLINE LEARNING AND INTERNET  
SAFETY

DIRECTORS AND ACADEMY COUNCILS



# Trips

Hampton Court Palace



Autumn  
2024

Morden Hall Park



Summer  
2025

London



Spring  
2025

Broadstairs



Summer  
2025



A photograph of three people dressed in Tudor-style costumes standing in a classroom decorated for a holiday event. The person on the left is a man in a dark red tunic and white ruff. The person in the center is a man with a long brown beard, wearing a grey and red tunic and a black cap. The person on the right is a woman in a blue dress with gold trim and a blue headscarf. The background features large green paper wreaths, hanging snow globes, and a projector screen displaying a presentation. The floor is made of polished wooden parquet.

# Tudor Day 4/12/24

Any questions?



Parents' evening is 8<sup>th</sup> & 10<sup>th</sup>  
October