

Year 2 Curriculum Meeting

Autumn
2022

Pegasus Academy Trust



Welcome!

Intros

Phonics

SATs

Learning

Reading

Since welcoming the children back we have been working on:

- Re-adjusting to routines and expectations of being back at school;
- Ensuring our children feel safe and secure;
- Teaching skills to ensure good learning skills are embedded;
- Encouraging independence;
- Ensuring time is given for revision of key skills before moving on.

The other members of Year 2

Resilience



Ariana Absorption



Noah Noticing



Polly Perseverance



Micah Managing Distraction

Quizzes

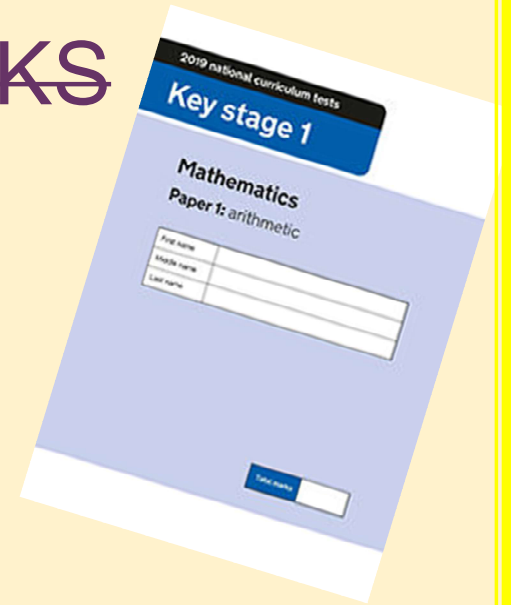
END OF KS1 ~~TESTS AND TASKS~~

What: End of Key Stage 1

Why: National standard

When: May 2023

Phonics: June 2023



Year 2 children take their end of KS1 SATs tests in English and mathematics.

Pupils are expected to be “at the national standard” for the end of year 2.

In May 2023 children in year 2 will take two reading comprehension tasks, 1st paper: short text and questions; 2nd paper: longer text with separate question booklet.

In mathematics, all children will sit two papers: one short arithmetic test and a longer test that looks at mathematical reasoning.

National Curriculum

Teacher assessment goes hand in hand with the SATs

The children are judged to be either

- ‘**Working Towards**’ the expected standard,
- ‘**Working At**’ the expected standard ‘
- ‘**Working at Greater Depth**’ at the end of the academic year



Reading Assessment



From the National Curriculum

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

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 able to 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

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. The link can be found here: [Reading | Pegasus Academy Trust](#)
- 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
- 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	
	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	ey	y	ow	ou	ew		
aigh				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

- Children should be able to read all of the Year 2 common exception words



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

Reading in school

- Reading practice 3 times a week



Session 1: decoding

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

Session 2: prosody

Session 3: comprehension

1 fluency lesson a week

Reading for pleasure (We love reading)

1 Whole Class Reading lesson a week



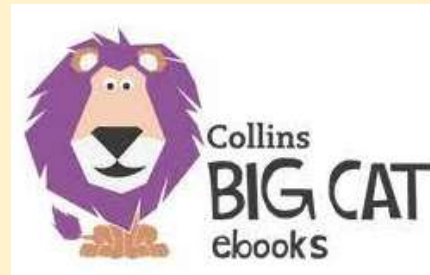
Reading at home



- Bug Club

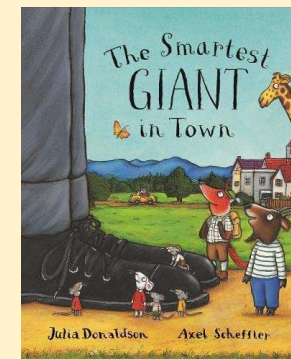
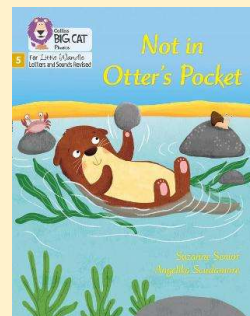


- Collins E-Books



- Teacher Choice Books

- Shared Books (Child's choice)



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

Reading Paper 1

Bryn got out all his trucks and cars and arranged them in a line. He decided Clare could choose first which to play with, although he couldn't help hoping it wouldn't be the big, blue one.

"I'm glad to see you're tidying up, Bryn," said Dad. "Your room looks much better now."



1 Why did Bryn get out his toys?

Tick **one**.

He was deciding which one to play with.

☐

He wanted to hide them from Clare.

☐

He wanted to tidy them away.

☐

He was getting them ready for Clare.

☐

7 Why did Bryn put his toys away?

9 Think about the **whole story**.

Put ticks in the table to show which of these are **true** and which are **false**.

Sentence	True	False
Bryn liked to play with trucks.		
Bryn's mother worked on a farm.		
Bryn lived in a village.		

What to expect from SATs in 2023

Reading Paper 2



Statues – from Greece

One child is 'it' and stands in the centre of a large space, counting loudly. The other players walk around waiting for that child to shout, 'statue'. When they hear this word, the players freeze like statues. Anyone who is moving is out. Then, the child who is 'it' tries to make the others laugh or move. The last player remaining as still as a statue is the winner and becomes the new 'it'. This game can be great for practising your balance if you are standing in an awkward position.

Oonch Neech – from Pakistan

The name of this game means 'up down'. It involves lots of running around. Children have to be 'up' off the ground, such as on a chair, or 'down' where they must be touching the ground. One child is 'it' and has to catch the others. It uses up lots of energy and is great fun.



Kangaroo Skippyroo – from Australia

In this game, one child pretends to be a sleeping kangaroo with its eyes shut. When a player touches the kangaroo's shoulder, the kangaroo has to guess who it is. This game is all about guessing.



5

(page 4)

2 Find and **copy two** things that could be hidden in *Pilolo*.

1. _____
2. _____

(pages 4–6)

6 Draw **four** lines to match these games to what the text says you need to win each one.

Oonch Neech	energy
Pilolo	speed
Statues	luck
Pass the Parcel	balance

17

Writing Assessment

Working at the expected standard

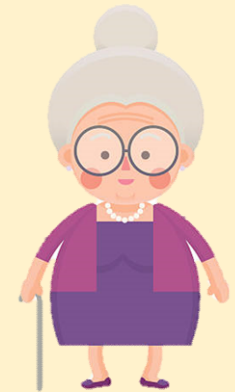
The pupil can, after discussion with the teacher:

- 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.

SIMPLE SENTENCES, WRITE ABOUT REAL EVENTS, USE CORRECT TENSES, COORDINATION, CORRECT LETTER FORMATION, USE PHONIC KNOWLEDGE

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



Exclamation example

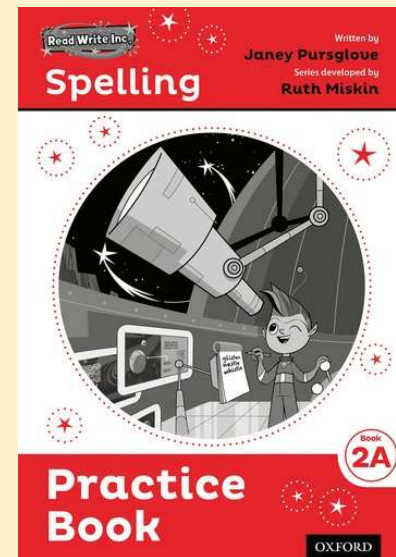
- Use the past and present tense correctly and consistently in their writing. Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]

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 using the Read Write Inc scheme
- 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**h**ale
- teddi**ies** / 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 math 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. Children are encouraged to talk about numbers, how they got to an answer, identify patterns they might have spotted, explain how they knew they had made an error, etc.
- 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

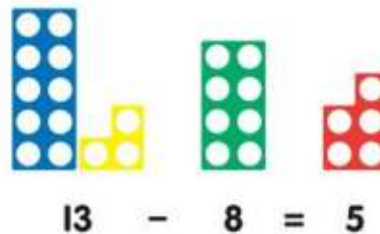
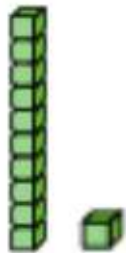


Concrete, Visual, Abstract

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.

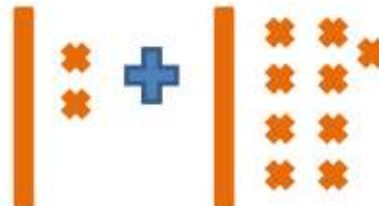


Active/concrete



$$13 - 8 = 5$$

Building visual images



$$13 - 8$$

Abstract

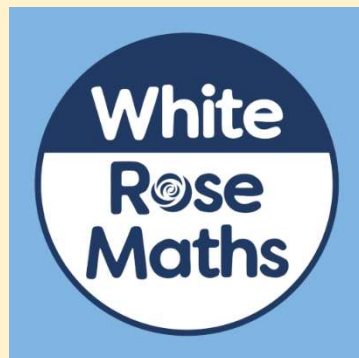
$$12 + 19$$

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
- If you unsure of any of the strategies please ask your child's class teacher at parents' evening

Resources



1-minute MATHS

KS1!

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.

White Rose 1-minute maths



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Maths x | Select Age Group... | Go

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Hit the Button

Quick fire questions on number bonds, doubling, halving, times tables, division facts and square numbers against the clock. Brilliant for improving mental maths and calculation skills, but particularly times tables either up to 10 or up to 12 times.

Teachers, Pupils | 6-11 year olds

Subtraction Grids

Can you meet the challenge to see how many subtraction calculations you can do in two minutes? There are different levels and you can choose either one or two missing numbers to make your number sentence correct.

Popular Subjects

- Art
- Early Years
- English
- Geography
- History
- Maths
- Science

Hit the Button App

- Times Tables
- Number Bonds
- Doubles
- Halving
- Division
- Square Numbers

Available for iPad, Android, Windows & Mac

www.topmarks.co.uk

Paper 1 - Arithmetic

[illegible]

What to expect from SATs in 2023

Paper 2 - Reasoning

8 Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

17 Sam is collecting cards.

He wants to collect **100** cards altogether.

Last week he collected **50** cards.

This week he collects **30** cards.

How many **more** cards does he need?


cards

What to expect from SATs in 2023

Paper 2 - Reasoning

- 23 Amy writes an answer to the calculation below.

$$57 - 31 = \boxed{26}$$

Now write an addition **to check Amy's answer**.

$$\boxed{} + \boxed{} = \boxed{}$$

- 24 Write a digit in each box to make the sum correct.

$$\boxed{7} \boxed{} + \boxed{} = \boxed{8} \boxed{3}$$

- 30 Look at these fractions.

$$\frac{1}{2} \quad \frac{1}{3} \quad \frac{2}{4} \quad \frac{3}{4}$$

Circle the **two** fractions that are **equal**.

- 31 Complete the number sentence below.

$$3 \times 8 = 2 \times \boxed{}$$

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

Any questions?

