

Dear Year 2 Parents

Welcome to Deer Class! We are very much looking forward to the year ahead and getting to know you and your children. In order to help the transition run smoothly, here are a few details which you may find useful.

### P.E/ Uniform



P.E will be on Mondays and Fridays. During the autumn term, Monday P.E. sessions will be encompassed in our forest school sessions. Please ensure that the correct kit (a PE t-shirt and shorts or plain, dark jogging bottoms, plimsolls and ideally a pair of trainers for outside activities) is in school on these days, particularly if items have been taken home following an after-school club. Please ensure that all uniform/kit is named - it is very difficult to return lost property to its rightful owner, or locate a mysterious missing item, if it is unnamed. This also applies to water bottles - you would be amazed at how many children have the same ones!

### Home time

Please let us know at drop off or via the office, if your child is being collected by somebody different. If you would like to speak to us, we are always happy to chat with you at home time so please do use this as your first point of contact if possible, however please do allow us to dismiss all of the other children first so that this process is not delayed and we can more talk freely. If you require a lengthier conversation, we can arrange a time to meet.

Our class email is another way to get in touch, especially if you are not around for pick up.

### Library

Each week, the children will be taken to the school library in small groups to browse and choose a book to take home. Our 'library day' will be a Friday so please ensure that any library books in need of changing are in school.

### Reading books



We do ask that children spend around 15 minutes reading each night. Your child may choose the same book more than once, which is fine - we all love to re-read a favourite, and it is a great way to help with fluency and confidence. Ask your child lots of questions about the book and encourage them to make predictions. If s/he encounters an unfamiliar word, encourage him/ her to try to work it out (e.g.

through blending, reading around the word, using pictures) and always stop to question new vocabulary or re-read a sentence if it does not make sense. When your child has finished a book, please confirm this by writing in the yellow reading diary to indicate that they are ready to choose a new one. It is really helpful to know how children are getting on, so please do write a comment if you have time. The children will be given time to change their reading book every morning, however as we aim to increase their independence during year 2, we will be encouraging the children to begin to take responsibility for this themselves. It may be helpful therefore if you remind your child at drop off if they need to change their book when they come in! If your child is regularly forgetting to change their book, please do contact us so that we can support them with this.

### Homework

As you are aware, as a school we feel that children should not be carrying out lots of unnecessary work at home as this can impact family life, so we try to limit regular homework to reading, spelling and number practise. Very occasionally we may send home specific activities which are designed to reinforce and/ or support the work we are carrying out in school. This will be uploaded onto Google classroom.

### Spelling

The Year 1 and 2 Common Exception Words (see page below) are words which are commonly used, but do not follow the usual spelling patterns, so therefore need to be read and spelt from memory, rather than through blending and segmenting. Children are expected to be able to read and spell these words correctly (if used in a piece of independent writing) by the end of Year 2. We will be focussing on a selection of these words each week in school and revisiting them during the year. In addition, we will be recapping and consolidating the phonics learning that happens in the Summer term of year 1, before moving onto phase 6 which includes common spelling patterns, contractions, suffixes/prefixes and homophones. You will find a weekly spelling update on Google classroom. Please do look out for this as there will be links to appropriate games or lists of words which your child can practise with you at home. They will also bring a spelling book home with words each Monday and we will review these the following Monday.

### Number



Each time we start studying a new maths area we will send out a maths newsletter to help you support your child's learning, please so ask if you have any further questions about the information it contains. It will also be on our clas page on the website for you to access. For the first half of term, the children would really benefit from working on speedy recall of number bonds up to and including 20 (see information below) as well as counting up and down in ones, fives and tens from any number.

Thank you so much for your support,

Mrs Goddard and the Year 2 team

| 2                             | 3                                        | 4                                                   | 5                                                              | 6                                                                         | 7                                                                                    | 8                                                                                               | 9                                                                                                          | 10                                                                                                                                 |
|-------------------------------|------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
|                               |                                          |                                                     |                                                                |                                                                           |                                                                                      |                                                                                                 |                                                                                                            |                                                                                                                                    |
| $0+2=2$<br>$1+1=2$<br>$2+0=2$ | $0+3=3$<br>$1+2=3$<br>$2+1=3$<br>$3+0=3$ | $0+4=4$<br>$1+3=4$<br>$2+2=4$<br>$3+1=4$<br>$4+0=4$ | $0+5=5$<br>$1+4=5$<br>$2+3=5$<br>$3+2=5$<br>$4+1=5$<br>$5+0=5$ | $0+6=6$<br>$1+5=6$<br>$2+4=6$<br>$3+3=6$<br>$4+2=6$<br>$5+1=6$<br>$6+0=6$ | $0+7=7$<br>$1+6=7$<br>$2+5=7$<br>$3+4=7$<br>$4+3=7$<br>$5+2=7$<br>$6+1=7$<br>$7+0=7$ | $0+8=8$<br>$1+7=8$<br>$2+6=8$<br>$3+5=8$<br>$4+4=8$<br>$5+3=8$<br>$6+2=8$<br>$7+1=8$<br>$8+0=8$ | $0+9=9$<br>$1+8=9$<br>$2+7=9$<br>$3+6=9$<br>$4+5=9$<br>$5+4=9$<br>$6+3=9$<br>$7+2=9$<br>$8+1=9$<br>$9+0=9$ | $0+10=10$<br>$1+9=10$<br>$2+8=10$<br>$3+7=10$<br>$4+6=10$<br>$5+5=10$<br>$6+4=10$<br>$7+3=10$<br>$8+2=10$<br>$9+1=10$<br>$10+0=10$ |

**Number Bonds**

## Year 1 and 2 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  |        |

### Year 2

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