



Welcome to Year 2

Curriculum Information 2025

Teachers: Mrs White & Mr Tatsuzawa
Teaching Assistant: Lydia and Elizabeth






Homework

- Homework (Spelling, Handwriting and Maths) will be given out on a **Friday**. Homework must be returned the following Friday.
- Spelling test will take place on the **Friday** (spellings will also be posted on the blog)
- **Please read at least 3 times a week**



Reading at Cathedral School

It is expected that you are listening to your child read every night, or at a minimum of three times a week, and commenting on their reading in their reading record. The reading records are then checked by an adult in school once a week. By reading regularly with your child, you are able to directly affect their progress within this area and upskill their understanding of vocabulary and spelling.

| Child A | Child B | Child C |
|---|---|---|
| Reads 20 minutes at home each day | Reads 5 minutes at home each day | Reads 1 minute at home each day |
|  |  |  |
| 3,600 minutes & 1,800,000 words per year | 900 minutes & 282,000 words per year | 180 minutes & 8,000 words per year |
| Top 10% | 50th Percentile | Bottom 10% |

*Nagy and Herman 1987, percentages refer to performance in standardised tests

Which child would you expect to:

- read better?
- have a wider vocabulary?
- be more successful in school?
- know more?
- write better?
- be more successful in life?

PLEASE READ WITH YOUR CHILD EVERY NIGHT



Reading Books

KS1

For children in KS1, your child will receive

- a phonics book
- an oxford reading tree stage book



Reading Books

Phonics Book - Little Wandle

The phonic book that your child will take home will relate to the phase that they are working on. Please continue to practise these sounds regularly with your child. Phonics are the building blocks for reading and writing. Please note that these books gradually build in difficulty and your child should be able to read every word in the book.

Oxford Reading Tree Stage Book

The Reading Stage Book will contain some words that your child will be unfamiliar with or unsure how to pronounce. Therefore when you are reading this book with your child, please take time to ensure that they are understanding the information that they are reading. To help you with this, at the front of every reading stage book are some questions to ask your child when reading the book. These questions aid comprehension and teach the skills of inference.

Story Book

The story book will be a book taken from your child's class book corner. This book is to help foster a love of reading and can be a book that you read to your child whilst they listen instead.



Assessment of Reading

We take the assessments of reading very seriously at Cathedral School as being on the right level is vital for their development as a reader. Reading fluently involves being able to read words, but *also* understand the information that is written or inferred. Therefore, your child may stay on the same stage (even if they can read every word in the book) as they need further work on their comprehension skills before progressing.



Ways to support at home

Oxford Reading Tree Stage Comprehension Questions

At the start of every reading stage book, there are a list of questions which are specific to that book which you can ask your child before, during and after when reading with them.

Furthermore, there are also addition 'extension' tasks which can help to deepen their understanding.



Ways to support at home

Before reading

Book talk

- Talk about the title of the book and the information on the back cover.
- Read page 2 with your child. What do they think Gail might do for a job?
- Browse quickly through the rest of the book. Talk about what an ambulance is.

Phonics

Your child should be able to read most of the words in this book by saying the letter sounds then blending them together. Remind your child that sometimes one sound can be made by two or three letters, e.g. n-igh-t becomes night. Some decodable words in this book are:

Gail need night road

Common words

Common words (also called 'high-frequency' words) are words that children will use in everyday speech or will come across regularly while reading. Some words ('tricky' or 'common exception' words) have letter combinations that cannot be read using their current phonics knowledge, e.g. the letter 'a' in was makes the /ə/ sound. Encourage your child to identify which parts of the word they know and which parts are tricky, then help them with the tricky part if needed. Some common words in this book are:

see was

Developing vocabulary

In order for children to develop their understanding, it's important that they regularly learn new words. Some words in this book may be tricky for your child to read using their phonic skills alone, but they are important for meaning. Encourage your child to read these words by saying and blending the letter sounds as much as they can, then help them with the tricky part or simply read the word to them. Check to see if your child can read and understand the following words before reading:

wails zips shock checks

During reading

To encourage your child to be an independent reader, ensure they are 'in charge' of the book, i.e. that they are holding the book, turning the pages, etc. Enjoy the book together by:

- encouraging your child to read at their own pace, pointing under each word if it helps
- prompting your child, if necessary, to say the letter sounds, then blend them together to say the word, e.g. w-ai-l-s becomes wails
- encouraging your child to come up with their own questions and comments, as well as responding to your questions, so they know their thoughts and views are valued
- sharing aloud your thoughts on the real-life hero; this provides your child with a model to share their views, e.g. *I wonder how Gail is feeling in this picture? I think she looks ...*
- using lots of praise.

Oxford OWL Discover eBooks, inspiration resources, advice and professional development. www.oxfordowl.co

This page is for adults to read

After reading

- For additional phonics practice, ask your child to read the decodable sentences on page 16.
- Talk with your child about the book. Here are some questions you could ask:
 - What time of day was the book set?
 - Why did Joan need Gail's help?
 - Where did Gail and the other paramedic take Joan?
- Talk to your child about some of the other people who work in hospitals, e.g. doctors, nurses, porters.
- Encourage your child to read the book again. This will build their reading confidence and fluency.

Other things to do

Your child could draw a picture or make a model of an ambulance.

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Teaching notes by Suzannah Ditchburn



Things to note

- PE is on a **Tuesday**

PE KIT

The PE uniform is the same for girls and boys and across all key stages, with the exception of trainers being allowed only in KS2. There is no PE uniform for Nursery.

- Plain navy blue cotton shorts (above the knee and NOT cycling shorts or culottes)
- Plain white cotton short-sleeved T-shirt or short-sleeved polo shirt
- Plain black plimsolls; or, KS2 only may wear black or white trainers (no logos)

- Plain navy / black hoodless tracksuit for outside only (optional)



(optional)

No logos are allowed on any item of the PE kit. Indoor PE is done in bare feet. For outdoor PE, children may wear the Cathedral School jumper over the white T-shirt. Girls wearing tights need uniform socks or short white socks for PE.



Classroom organisation

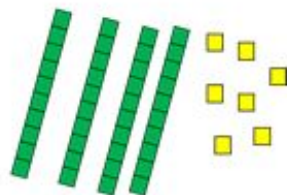
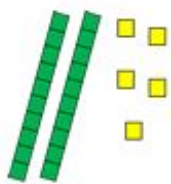
- We have a traffic-light behaviour system. Every child starts the day on green and they move up and down accordingly.
- In Year 2, we encourage children to use joined up handwriting when completing their work. Once they prove capable of this they will receive their 'pen licence.'



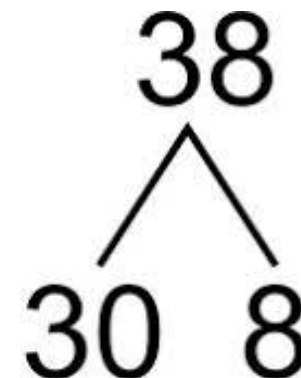
Mathematics: number and place value

- Count in steps of 2, 3, 5 from 0.
- Count in tens from any number, forward and backward.
- Understand place value of 2-digit numbers.
- Understand $<$ $>$ $=$ signs.

Some ways to represent 2-digit numbers:



| Tens | Ones |
|------|------|
| | |





Helping at home

Maths Homework - fluency

Quick recall of number facts is essential to solving more complex problems and reasoning about number.

Quiz your child at home to build speed and ease of recall of number bonds and times tables, and to make connections and seek patterns in calculations.

For example, if I know that $8 + 2 = 10$, then I know $2+8=10$, $10-2=8$, $10-8=2$, $18+2=20$, $28+2=30$ and so on.

Please discuss these patterns as you help your child with their homework and use counters such as beads or small toys to investigate in a practical way.



Telling the Time

- Tell the time to the quarter of an hour, then to 5 minute intervals.
- Know that there are 60 seconds in a minute, 60 minutes in an hour and 24 hours in a day.
- Children are allowed to wear analogue watches to school to help with this.



English: Reading

Reading with your child

- Reading without overt blending.
- Re-reading to develop confidence and fluency.
- Checking the text makes sense as they read.

Please take time to listen to your child read every day. This really helps to develop their fluency and confidence as a reader. The more they read – the more their vocabulary grows and the better the writer that they become!

Reading Recommendations: Please have a look at the Reading Recommendations tab at the top of the Class 2 blog.



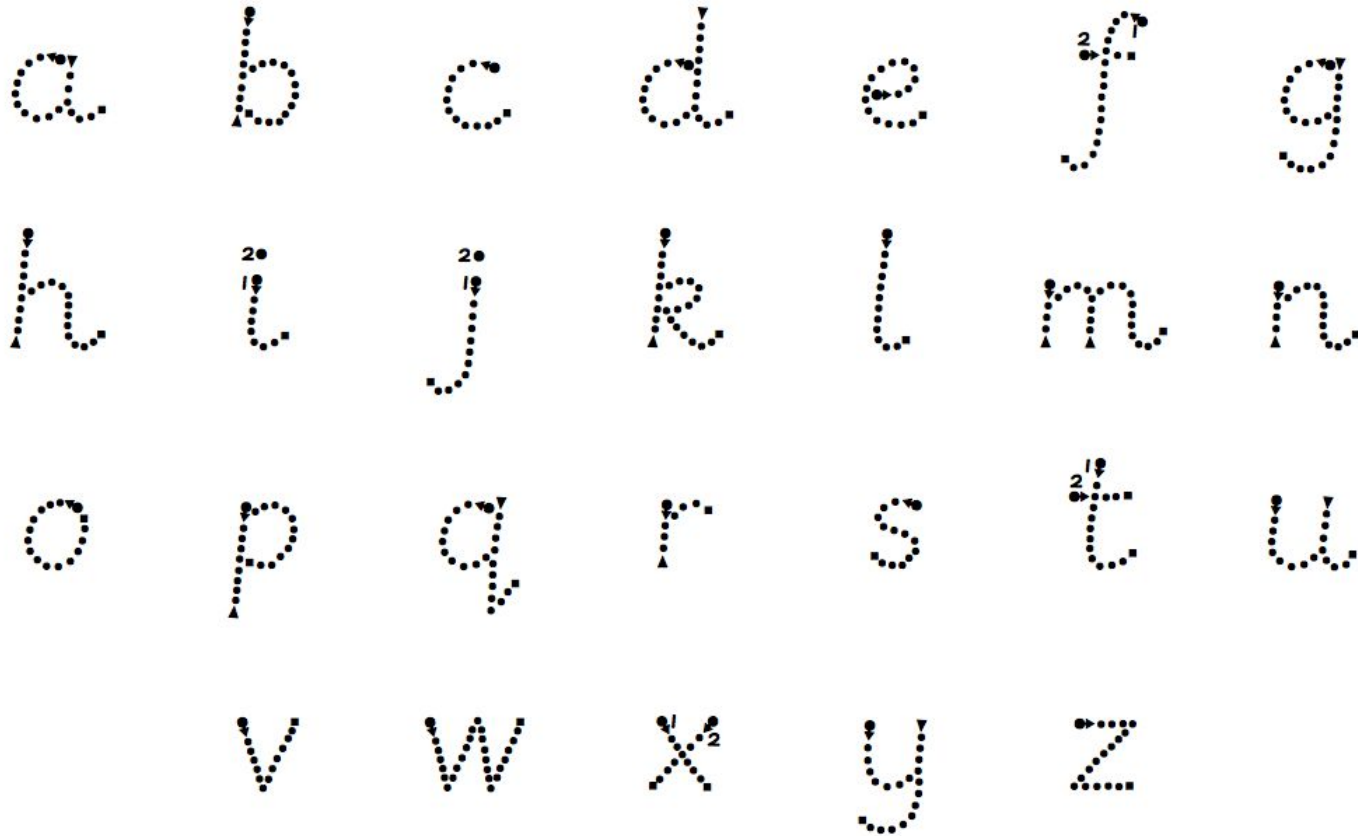
Reading records:

Please record **anything** that you read, or books you discuss together, in the reading record. The reading scheme contains both fiction and non-fiction that the children find enjoyable and interesting. We therefore usually expect children to read the majority of books in the level they are currently working in before moving on, so that they can benefit from a wide range of reading material. Once the weekly books have been read and discussed, please do read books from home or the library and record these reading experiences in the reading record.



English: Spelling and phonics

- Learn to spell words with contracted forms e.g. do not= don't; **begin** to use the possessive apostrophe, e.g. the cat's whiskers.
 - We also review just adding s for plurals – no apostrophe!
- Spell common suffixes correctly, including -ed, -ing, -est, -er, -ful, -ment, -ly, ness, -less.
- Spell high frequency and common exception words accurately and use word banks and dictionaries to correct spelling. Apply phonic knowledge including alternative spellings of sounds, e.g. ay, a_e, a, eigh



Handwriting:

Ensure letter size is consistent. Spaces between words reflect the size of the letters.

Begin to join letters following the school handwriting style.

Learn that capital letters are not joined, and that f, g, y and j are not looped.



English: Writing

Planning:

- Plan writing out loud or on paper.
- Writing key words and new vocabulary to be used in writing.
- Forming ideas into sentences.

Checking:

- Evaluating work with the class or teacher.
- Checking it makes sense and verbs are in the correct tense.
- Proof-reading for errors in spelling, punctuation or grammar.

Reading it aloud with good intonation.



English: Vocabulary, grammar and punctuation

Expanded noun phrases to describe and specify. For example,

‘The blue butterfly’

‘The beautiful, blue butterfly that landed on a leaf’

Conjunctions: and, or, but, when, if, that, because.

Try to use only one ‘and’ in a sentence!

Use **past and present tense** consistently in writing.



Assessment

End of KS1 assessments (SATs) are no longer compulsory.

In previous years, children would take tests in reading, arithmetic, mathematical reasoning, and spelling and grammar.

We will continue to do informal and formal assessments in school and combine this with teacher judgement and evidence from day-to-day learning in class.

Children are assessed at three levels:

Working towards the expected level

Working at the expected level

Working at greater depth within the expected level



Contact

If you would like to speak to either of us about your child, then please email the office and one of us will phone you as soon as we can. If it is something urgent, then please let the office know.

We will be available at the beginning of the day and the end of the day if you need to tell us something. If it is something that you need longer for then we are happy to arrange an appointment after school with you.