

Meet the team

Class Teachers:

Mrs Graham (Buttercups)
Mrs Lascaris & Mrs Barry (Sunflowers)
Mrs Gunasekera (Daffodils)

Teaching Assistants:

Mrs Benham & Mrs Nebuloni (Buttercups)
Mrs Sloan & Mrs Cunningham (Sunflowers)
Mrs Manship & Mrs KB (Daffodils)



In your pack

- Timetable
- Long term plan
- End of year expectations for English & Maths
- Phonic sound mats
- Writing tool kit
- Letter formation
- Year 2 common exception words
- Marking policy
- Powerpoint slides

Computing: E-Safety KS1



- **DOs**
- Talk to your child regularly about what they do online
- Keep your computer/tablet in an area of the house that is easy to supervise i.e. where you will walk past every now and again
- Reinforce the message of not talking to strangers or giving out any personal details
- Subscribe to your internet service provider's filter system
- Encourage them to tell you if they see anything they think is inappropriate or worries them
- **DON'Ts**
- Take an "It will never happen to us" attitude

Trips



Autumn term:

The National Army museum – Approx £10

Spring term:

• African workshop – Approx £7

Summer term:

Science Workshop – Littleworth Common
TBC

Timetable information

- No earings on PE days (Monday & Thursday) they can take them out themselves.
- Yellow homework folders come to school on a Monday (given back on a Thursday).
- Spellings will be put into Reading diaries every Thursday and will be tested at school the following week.
- PPA is when the class teachers are out of class. This is every Thursday morning.
- Guided reading is when children read in a group or as a class.

PLEASE REFER TO THE TIMETABLE IN YOUR PACK

Homework

The children should read everyday for approximately 20 minutes. Please sign their reading records daily.

Reading records will be checked on a weekly basis.

One piece of homework each week related to English or Maths



Spellings

It would also be really helpful if they could start to learn their 0, 1, 2, 5 & 10 times tables.

What to send into school



Please name everything!

- PE kit
- Water bottle
- Art apron
- No confectionary in packed lunches (Cake fine but not bars of chocolate or sweets)
- Long hair tied up and headbands should be blue, black or white (not pink or fascinators)
- Please inform the school office if there is a change to pick up
- No toys



Marking and Feedback

KS1 Marking Code

A	•	?
!	"	!
,	o	o
→ C ←	o	o
g	o	o
A	o	o

- Green and pink pens
- Red correction pens
- Learning through making mistakes

What you can do

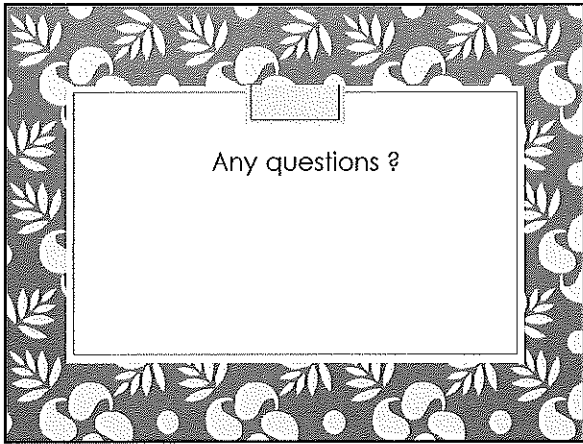
- Label everything!
- Complete weekly homework, reading and spellings.
- Read the termly class newsletter for further information. This can be found on the school website.
- Inform the office if there is a change to school pick-up.
- Please do not drive up to the front of the school. This car park is for staff only.

Communication

- Changes to pick up – please inform the Office as soon as possible.
- We are always available to speak to you at the end of the school day, once the children have been dismissed.
- Should you want to communicate via e-mail, please address this to info@cranmere.surey.sch.uk and they will forward it accordingly.

Helping in the classroom

- If you are available to help hear children read then please let us know. You will need a DBS
- Class reps (2 per class)
- Please give us your email address



Reading With Your Child

Some questions to ask your child whilst reading together:

1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?



Writing Toolkit

Year 2

Wendy, John and Michael looked down and recognised at once, they had seen the stunning island in their dreams.

"Look John, there's your lagoon." Wendy shouted.

Below was a deep blue mysterious looking lagoon.

"Look Michael, there's a flamingo," shouted John. The dazzling pink gleamed from the beautiful birds below.

"Yes, I can see the Indians too," Michael replied as a group of extraordinary Indians were gathering below.

As the children landed on the puzzling land the sky began to get darker. As the night drew in the children began to get nervous about this unfamiliar daunting new place.

(Extract taken from Peter Pan by J.M Barrie)

Examples of 'wow' word vocabulary

Prepositions: behind, above, along, before, between, after

Alliteration e.g. wicked witch slimy slugs

Similes using...like... e.g. ... like sizzling sausages ...hot like a fire

Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails.

Adverbs for description e.g. Snow fell gently and covered the cottage in the wood.

Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.

Generalisers for information, e.g. Most dogs....
Some cats....

Formation of nouns using suffixes such as **-ness**,
-er

Formation of adjectives using suffixes such as **-ful**, **-less** (A fuller list of suffixes can be found in the

Spelling: Use of the suffixes **-er** and **-est** to form comparisons of adjectives and adverbs

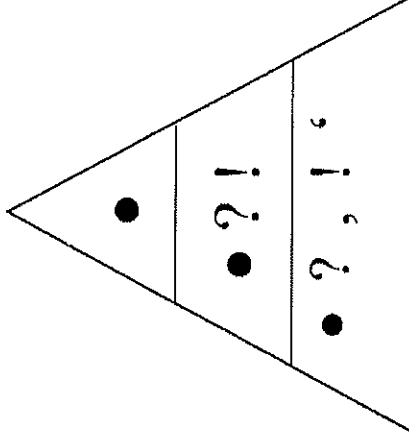
Key Terminology

Consolidate Year 1 terminology

Introduce.....

- Commas for description ‘
- Speech marks’
- Suffix
- Verb / adverb
- Statement
- Question
- exclamation
- Command (Bossy verbs)
- Tense (past, present, future)
- Adjective / noun
- Noun phrases
- Generalisers

Progression of Punctuation in Year 2



Text Types

Fiction

In Year 2 children begin to develop an understanding of the 5 part to a story structure and start to use more complex vocabulary in their story writing.

Story structure:

Opening e.g. In a land far away....
One cold but bright morning.....

Build-up e.g. Later that day

Problem / Dilemma e.g. To his amazement

Resolution e.g. As soon as Ending e.g. Luckily, Fortunately,

Ending – This should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation, mark actions in progress (e.g. she is drumming, he was shouting)

Non Fiction

Structure of Non-Fiction texts

Introduction:

- Heading
- Hook to engage reader
- Factual statement / definition
- Opening question

Middle section(s)

- Group related ideas / facts into sections
- Sub headings to introduce sentences /sections
- Use of lists – what is needed / lists of steps to be taken
- Bullet points for facts
- Diagrams

Ending

- Make final comment to reader
- Extra tips! / Did-you-know?
- Facts / True or false?
- The consistent use of present tense versus past tense throughout texts
- Use of the continuous form of verbs in the present and past tense

Types of sentences:

Statements, Questions, Exclamations, Commands

ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...

Vary openers to sentences

Embellished simple sentences using:

Adjectives e.g. The boys peeped inside the dark cave.

Adverbs e.g. Tom ran quickly down the hill.

Secure use of compound sentences (Coordination) using connectives

Complex sentences (Subordination) using:

Drop in relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.

Additional subordinating conjunctions:

what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees.

Use long and short sentences:

Long sentences to add description or information

Short sentences for emphasis

Expanded noun phrases e.g. lots of people, plenty of food

List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears

