

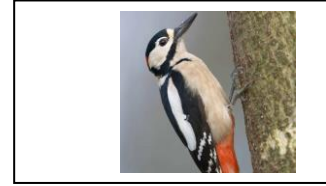
# St. James



C. of E. PRIMARY SCHOOL

Year 2

Autumn Term Newsletter



## Autumn Term 2023

Welcome to the first half term of Year 2! We are incredibly proud of how all the children have settled into their new routines. We are looking forward to a great half term in Year 2 and have lots of exciting learning opportunities planned.

### English: Autumn 1

Weeks 1 - 3	Writing	Grammar	Spelling
	<p>During this unit the children will write; Wanted posters, letters, retellings, speech bubbles, retellings from another point of view and a sequel story.</p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read words containing common suffixes</li> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (Y1)</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> </ul> <p><b>Writing Transcription (Spelling and Handwriting)</b></p> <p><b>Add prefixes and suffixes:</b></p> <ul style="list-style-type: none"> <li>• Using the spelling rule for adding -s or -es as the plural marker for nouns</li> <li>• Learning to spell common exception words</li> </ul> <p><b>Reading Comprehension</b></p> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read</li> </ul>	<ul style="list-style-type: none"> <li>• Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</li> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• Use expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• Correct choice and consistent use of present tense and past tense throughout writing</li> <li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> <li>• Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> </ul>	<p>Common exception words.</p> <p>Contractions</p>

	<p>independently</p> <ul style="list-style-type: none"> <li>• Being encouraged to link what they read or hear read to their own experiences</li> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul> <p><b>Understand both the books that they can already read accurately and fluently and those that they listen to by:</b></p> <ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Answering and asking questions</li> </ul> <p><b>Writing (Composition)</b>  <b>Develop positive attitudes towards and stamina for writing by:</b></p> <ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others (real and fictional)</li> <li>• Writing for different purposes</li> </ul> <p><b>Consider what they are going to write before beginning by:</b></p> <ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about</li> </ul> <p><b>Make simple additions, revisions and corrections to their own writing by:</b></p> <ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher and other pupils</li> </ul>		
<p>Week 3- 6</p>	<p>Writing</p> <p>During this unit the children will write; Narrative re-telling (including dialogue), thought bubbles, informal letters and a sequel story</p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read most words quickly and accurately, without overt sounding and</li> </ul>	<p>Grammar</p> <p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• Sequencing sentences to form short narratives</li> <li>• Correct choice and consistent use of present tense and past tense throughout writing</li> <li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> <li>• Use of the suffixes -er, -est in adjectives</li> </ul>	<p>Spelling</p> <p>Common Exception Words</p>

blending, when they have been frequently encountered

- Words containing each of the 40+ phonemes already taught
- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Apply spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

#### **Reading Comprehension**

**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Recognising simple recurring literary language in stories and poetry

**Understand both the books they can already read accurately and fluently and those they**

**listen to by:**

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far

#### **Writing (Composition)**

- Discuss what they have written with the teacher or other pupils

**Develop positive attitudes towards and stamina for writing by:**

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing for different purposes

**Consider what they are going to write before beginning by:**

and the use of -ly in Standard English to turn adjectives into adverbs

	<ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about</li> </ul> <p><b>Make simple additions, revisions and corrections to their own writing by:</b></p> <ul style="list-style-type: none"> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous/progressive form</li> <li>• Evaluating their writing with the teacher and other pupils</li> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous/progressive form</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>		
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Spelling words this half term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
child	child	child	again	again	again
bath	bath	bath	beautiful	beautiful	beautiful
every	every	every	child	child	child
father	father	father	eye	eye	eye
many	many	many	half	half	half
mind	mind	mind	hour	hour	hour
Mrs	Mrs	Mrs	kind	kind	kind
Mr	Mr	Mr	move	move	move
parents	parents	parents	poor	poor	poor
path	path	path	whole	whole	whole

Children will learn and practise these words at school. Every three weeks, the children will complete a dictation at school, including the spellings they have learned. Children should be encouraged to practise these words at home too.

**Maths: Autumn 1**

<p>Weeks 1- 4 Place Value</p>	<p>Numbers to 20 Numbers to 100 Partitioning Writing numbers in words Ordering objects and numbers Counting in 2s, 5s, 10s Estimating</p>
<p>Week 5- 7 Addition and subtraction</p>	<p>Bonds to 10 Fact families Bonds to 100</p>

Mental Skills we will be developing this term - Children should be encouraged to practise these at home

Counting in tens Counting in twos Counting in fives
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**Homework**

	Activity	Checked/ due
<b>English task</b>  <b>Approx Time:</b>	Children should return their spelling book every week with their spellings written out in sentences  20 minutes	Tuesday
<b>Reading</b>  <b>Approx Time:</b>	Reading five times a week or sharing a book with an adult  15 minutes	Ongoing
<b>Maths</b>  <b>Approx Time:</b>	Numbots - 5 minutes twice a week  Doodle Maths - 10 minutes twice a week.	Ongoing
<b>Topic Homework</b>	This term we are asking all children across the school to complete a creative homework piece under the theme: <i>Our Values</i> . We would like all children to create something (for example: a picture, booklet, presentation, model, poster) that shows home learning about a significant individual who has shown one (or more) of our school values. Remember our school values are: Love, Unity, Respect and Courage	
<b>Book changes</b>	All children will visit the library every week to select a reading for pleasure book.  Both classes will visit the library on Mondays and the children will be able to choose a new book each week if they return their old one.	Reading books can be changed by the children whenever they have finished the book.

Our P.E Days are: Monday and Thursday

Our Library day is Monday.

Wider curriculum:

<p><u>Religious Education</u> What is God like for Christians?</p> <p>Key vocabulary: Creator, shepherd, parent, King</p>	<p><u>Science</u> Plants and materials</p> <p>Key vocabulary: Question, predict, bend, squash, twist, pull, names of common trees and flowers</p>	<p><u>Life Skills/PSHCE</u> Me and My Relationships</p> <p>Key Vocabulary: Happy, kind, emotions, nervous, communication, caring, self-esteem</p>	<p><u>Physical Education</u> Dance</p> <p>Key vocabulary: Repeat, action, facial expression, timing, music</p>
<p><u>Physical Education</u> Fitness</p> <p>Key vocabulary: Steady, speed, pace, jog, sprint</p>	<p><u>Geography</u> Weather and the seasons</p> <p>Key vocabulary: North, East, South, West, stormy, thunder, lightning, gale, sunshine, storm, torrents</p>	<p><u>History</u> N/A</p>	<p><u>Computing</u> What is IT?</p> <p>Key vocabulary: Screen, buttons, keyboard, portable, power source</p>
<p><u>Art</u> Explore and draw</p> <p>Key Vocabulary: Explore, collect, land art, wax resist, composition</p>	<p><u>Music</u> Pulse, rhythm and pitch</p> <p>Key vocabulary: Pulse, rhythm and pitch</p>	<p><u>Design and Technology</u> N/A</p>	<p><u>Trips and Visitors</u> TBC</p>

Year 2 Timetable:

	8:35 to 8:50	8:50 to 9:10	9:10 to 10:30		10:30 to 10:45	10.45 to 11.55		12:00 to 1:00	1:00-2:00		2:05 to 2:15	2:15 to 3:15	
<b>Monday</b>	Early morning work Registration at 8:45am	SLT Assembly	WP Maths KF English	spag	Breaktime	LW	WP English KF Maths	Lunch	MM	RE WP PE KF	Breaktime	RE KF PE WP	
<b>Tuesday</b>		Clergy Assembly	WP Maths KF English	spag		LW	WP English KF Maths		MM	Art WP Geo KF		Art KF Geo WP	
<b>Wednesday</b>		Key Stage assembly	WP Maths KF English	spag		LW	WP English KF Maths		MM	Science		Science	
<b>Thursday</b>		Singing Assembly	WP Maths KF English	spag		LW	WP English KF Maths		PPA PE Joe KF Maya WP - music			PPA PE Joe WP Maya KF - music	
<b>Friday</b>		Celebration Assembly	WP Maths KF English	spag		LW	WP English KF Maths		MM	ICT KF Lifeskills WP		ICT WP Lifeskills KF	