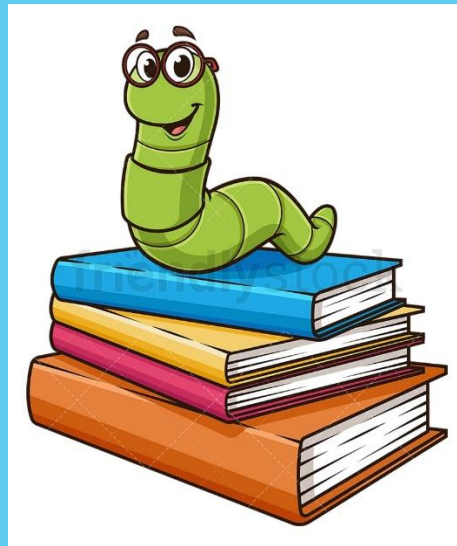


Parent Workshop

Developing reading and Maths skills in Year 2

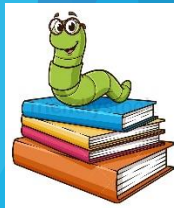


Wednesday 13th October

Developing reading and Maths skills in Year 2

This afternoon we will be discussing:

- How your child will be taught reading in Year 2 at The Gateway
- How to support your child when developing their comprehension skills
- How your child will be taught Maths in Year 2 and the methods/resources they will use in school.



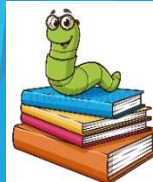
What will my child be taught in reading this year?

Over the year your child will be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes



- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

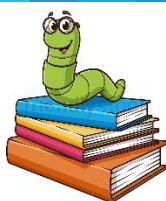


My Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	se 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

*even

We have just recapped phase 5 during our daily phonics and spelling sessions and alternative pronunciations.

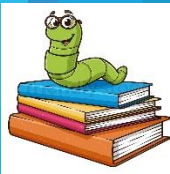


Phonics Screening Check

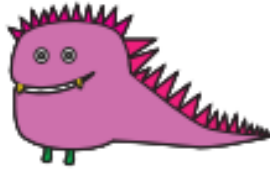
At the end of Year 1 all of the children normally will undertake the 'National Phonics Screening Check'. This check is designed to identify if children have reached the expected standard in phonics and are on track with their word reading skills to become fluent, confident readers.

As a result of lockdown the children did not complete this. They will complete it with me one to one over the first two weeks back after half term. They will be asked to read 40 words (20 real words and 20 nonsense words).

Their result will be shared with you our November parents meeting.



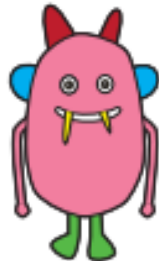
vaw



meast



waib



zome



few

fried

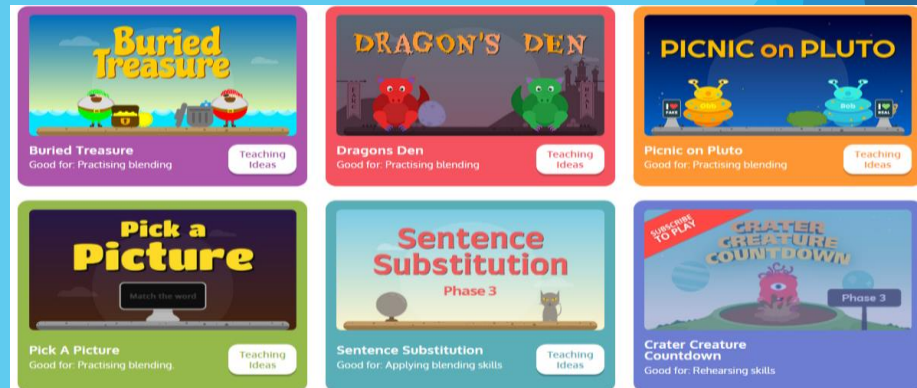
beak

cute

How would you read the nonsense words?

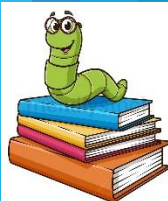
Supporting your child with phonics at home 1:

- Use the sound mats to support your child at home when reading and writing. Have them available when completing your sentence writing for home learning.
- Play sound bingo
- Ask your child to point to the sounds and say the sounds e.g. ai as in rain.
- Access the free [phonicsplay.co.uk](https://www.phonicsplay.co.uk) resources for phase 5. When you are set home learning it will outline which sound has been covered that week in class.



Supporting your child with phonics at home 2:

- Reading regularly (ideally daily) at home and encouraging your child to use their knowledge of sounds to sound out unknown words.
- When tackling longer words encourage them to break down into syllables by using their finger to cover a part of the word.
- Use of magnetic letters or post it notes to build words.
- Encourage your child to reread a sentence when it doesn't sound right.



Year 2 Common Exception Words

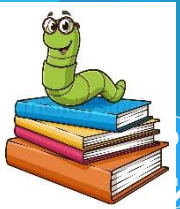
after
again
any
bath
beautiful
because
behind
both
break
busy
child
children
Christmas

class
climb
clothes
could
cold
door
even
every
everybody
eye
fast
father
find

floor
gold
grass
great
half
hold
hour
improve
kind
last
many
mind
money

most
move
Mr
Mrs
old
only
parents
pass
past
path
people
plant
poor

pretty
prove
should
steak
sugar
sure
told
water
whole
who
wild
would



Strategies for reading and spelling the Year 2 common exception words:

- Look, cover, write, check

floor	poor	door	every	everything
-------	------	------	-------	------------

Have a go at spelling the tricky words using the look, say, cover, write, check strategy.

<u>Look, say the word</u> <u>then cover</u>	<u>Write and check</u>	<u>Cover, write and</u> <u>check</u>	<u>Cover, write and</u> <u>check</u>	<u>Cover, write and</u> <u>check</u>
floor				
poor				
door				
every				
everything				



- Identify and discuss the tricky part of the word e.g.

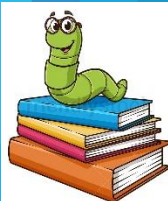
asked

- Add the sound buttons underneath

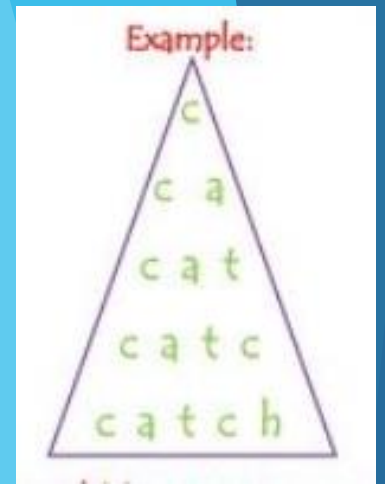
asked

- Identify the syllables in a word and clap out the syllables. Encourage child to put their hand under their chin to help them identify the syllables.
- Write the vowels and consonants in different colours

e.g. asked



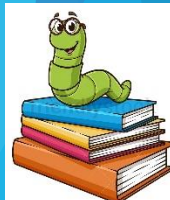
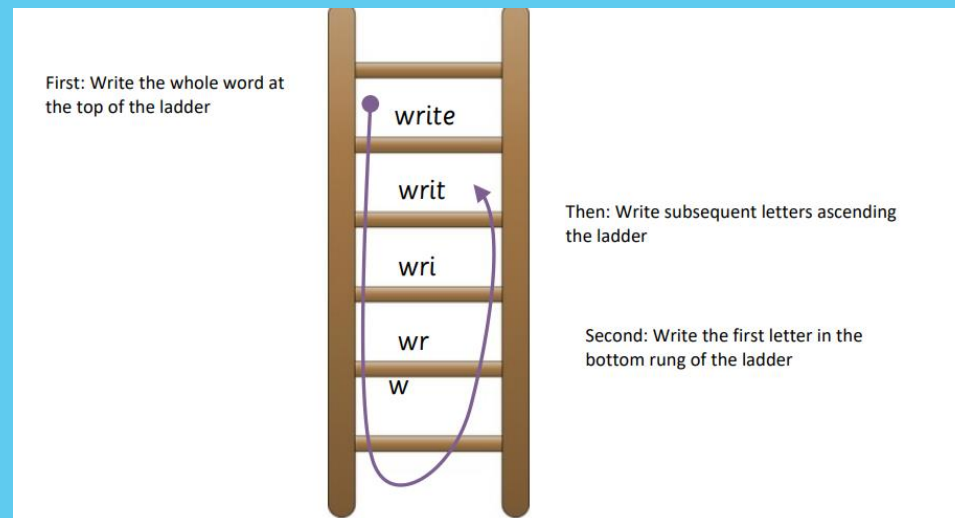
- Create a spelling pyramid using the word



- Use rainbow writing to practice writing it



- Ladder writing



Focussing on word shapes can help some children to learn the word as whole word approach e.g.

been

before

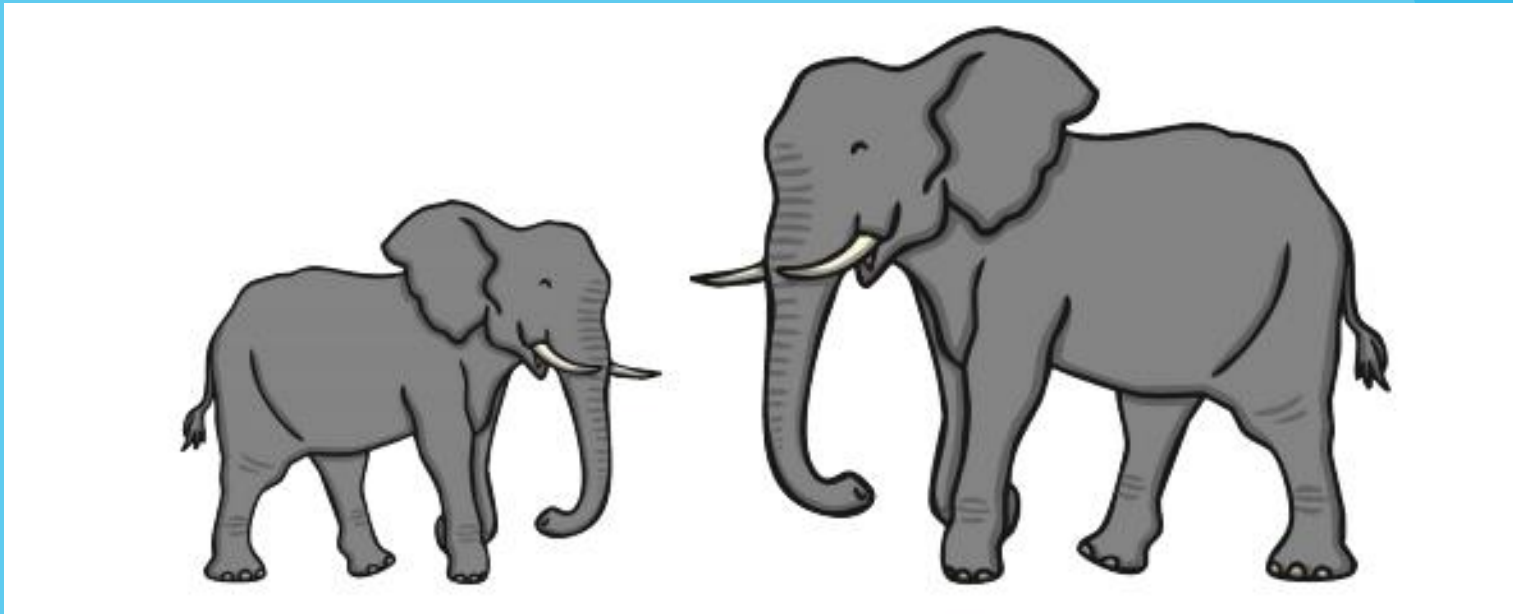
began

best

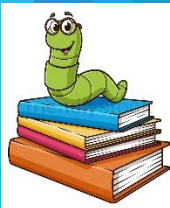


because

Big *e*lephants *c*an *a*lways
*u*nderstand *s*mall *e*lephants



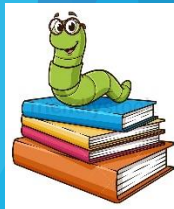
Creating fun mnemonics as a family.



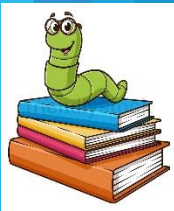
Reading Comprehension in Year 2

It is really important that children in Year 2 still have the opportunity regularly to:

- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction
- Discuss the sequence of events in books and how items of information are related
- Become familiar with and retell a wide range of stories, fairy stories and traditional tales
- Be introduced to non-fiction books that are structured in different ways.



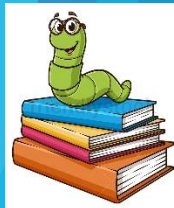
- Recognise simple recurring literacy language in stories and poetry
- Discuss and clarify the meaning of words, link new meanings to known vocabulary
- Discuss their favourite words and phrases
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.



Understand both the books that they can already read accurately and fluently and those that they listen to by:

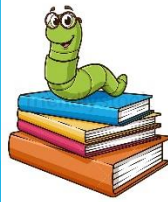
- Drawing on what they already know or on background information and vocabulary provided by the adult
- Checking that the text makes sense to them as they read and correct inaccurate reading
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



Developing Vocabulary

- Drawing on what they already know or on background information and vocabulary provided by the teacher
 - Discuss word meanings, linking new meanings to those already known
-
- What does the word mean in this sentence?
 - Find and copy a word which means
 - What does this word or phrase tell you about?
 - Which word in this section do you think is the most important? Why?
 - Which of the words best describes the character/setting/mood etc?
 - Can you think of any other words the author could have used to describe this?
 - Why do you think is repeated in this section?

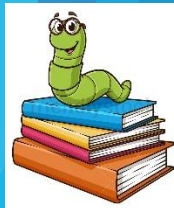


Developing Inference Skills

Making inferences on the basis of what is being said and done

Questions to develop inference skills:

- Why was..... feeling.....?
- Why did happen?
- Why did say?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?

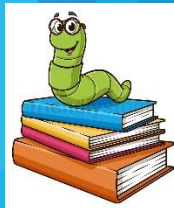


Developing Prediction Skills

Predict what might happen on the basis of what has been read so far

Questions to develop prediction skills:

- Look at the book cover/blurb - what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

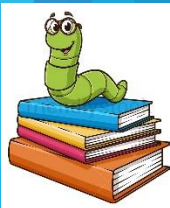


Developing Explanation Skills

- Explain clearly their understanding of what is read to them.

Questions to develop explanations:

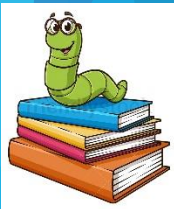
- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?



Developing Sequencing Skills

Sequence the key events in the story

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



Developing Retrieval Skills

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information

Key Questions to develop retrieval:

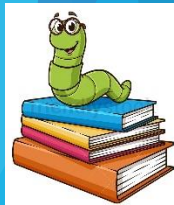
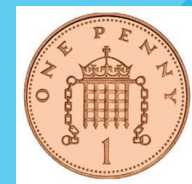
- What kind of text is this?
 - Who did....?
 - Where did....?
 - When did....?
- What happened when....?
 - Why did happen?
 - How did?
 - How many....?
- What happened to.....?



KSI Maths - Place Value

A solid understanding of the place value of numbers to 100 is key to the Year 2 maths curriculum. Children should be able to read, write, compare and order numbers to 100.

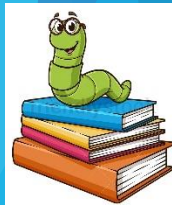
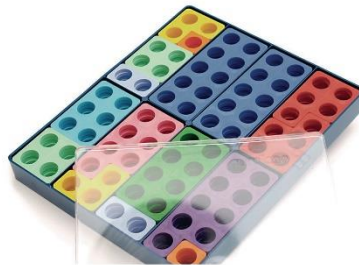
How can you use the resources on your table to make 43?



KSI Maths - Place Value

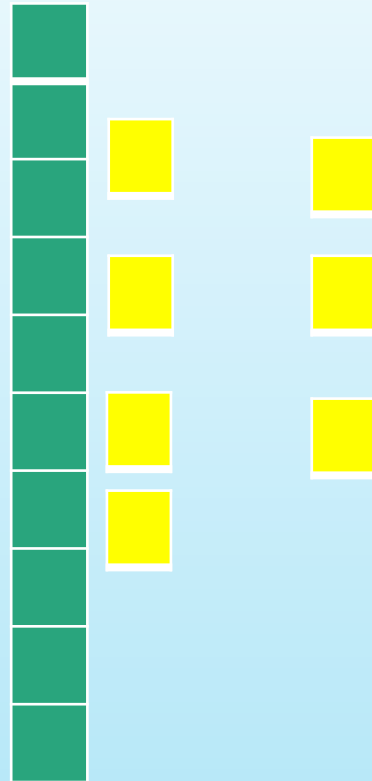
How many ways can you partition 87?
e.g. $87 + 0 = 87$, $77 + 10$, $67 + 20 =$

Can you spot a pattern? Can you
continue the pattern?



Using Place Value to Add

$$14 + 3 =$$

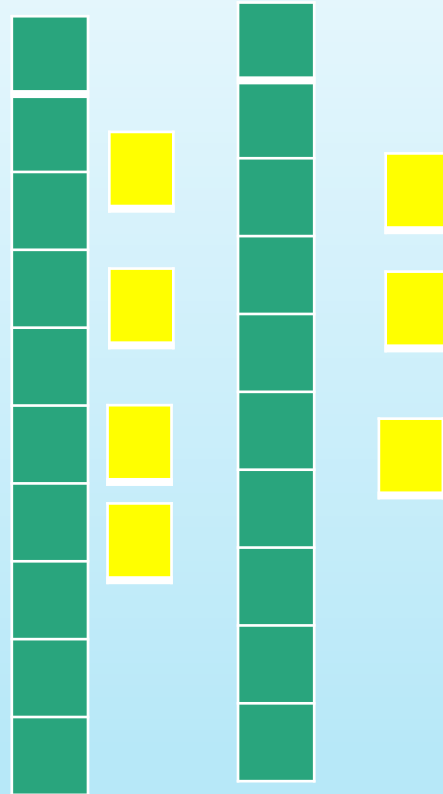


We begin with two digit + one digit.

Children have access to dienes equipment in every lesson then children are encouraged to record pictorially.

Using Place Value to Add

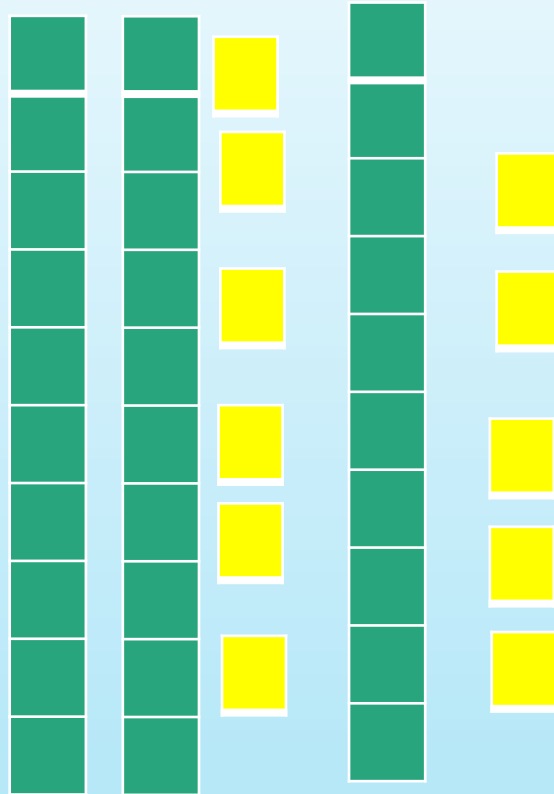
$$14 + 13 =$$



The children are then taught two digit + two digit without crossing the tens boundary. They are asked to count the tens first then the ones.

Using Place Value to Add

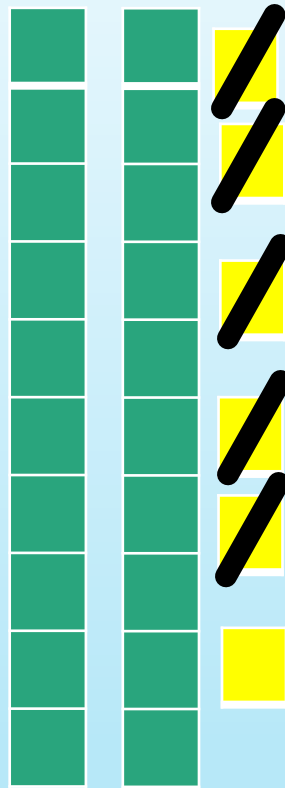
$$26 + 15 =$$



By the end of Year 2 the children should be able to add two digit + two digit numbers which involve crossing the tens boundary. When we cover money after half term they will be asked to use 10ps and 1ps to represent this.

Using Place Value to Subtract

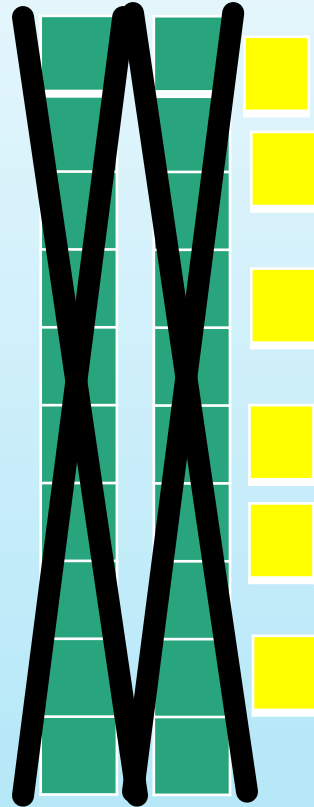
$$26 - 5 = 21$$



We begin by subtracting a one digit number.

Using Place Value to Subtract

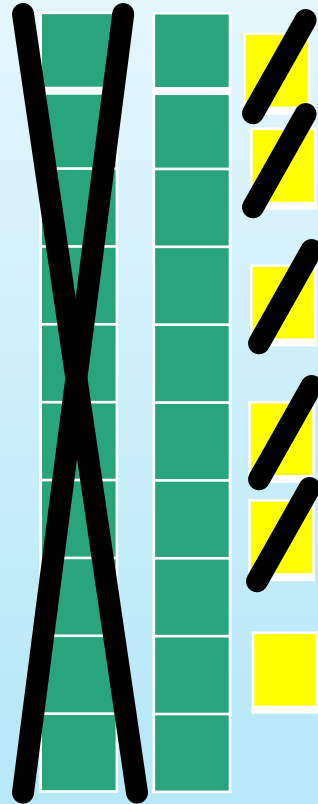
$$26 - 20 = 6$$



We then move
onto
subtracting
tens numbers.

Using Place Value to Subtract

$$26 - 15 =$$



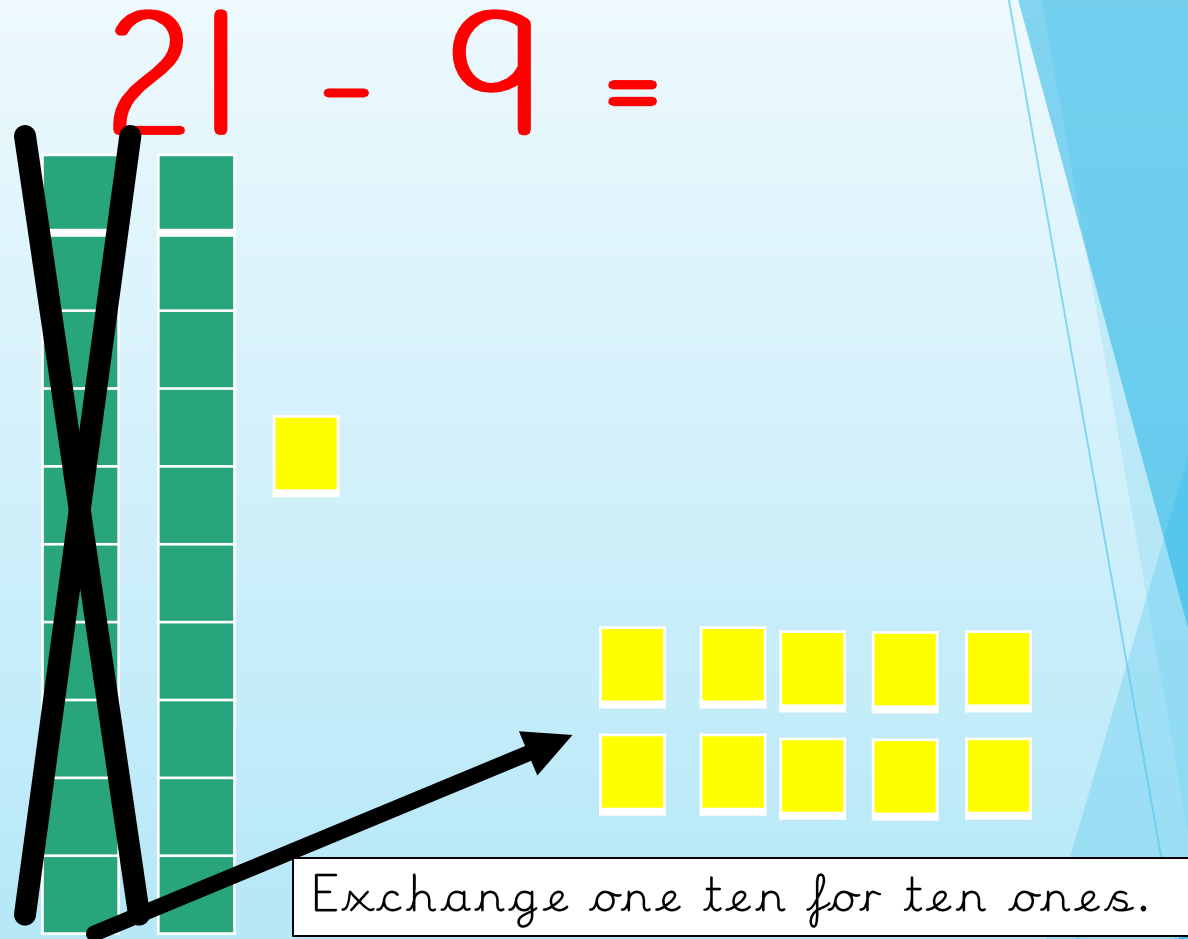
We then move onto subtracting two digit numbers but not crossing the tens boundary.

Using Place Value to Subtract

$$21 - 9 =$$

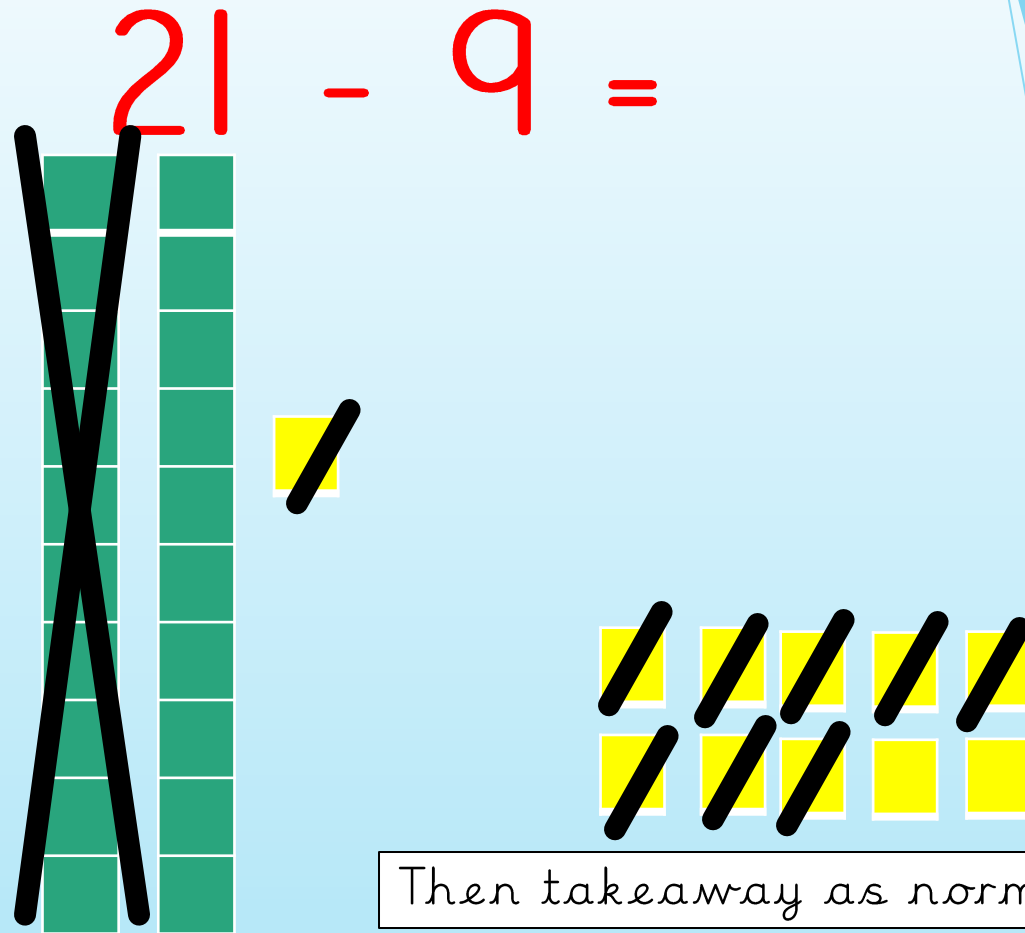
How would you approach this question with your child?

Using Place Value to Subtract



We will cover this in class in
Term 3.

Using Place Value to Subtract



Then takeaway as normal.

We will cover this in class in
Term 3.

Developing Multiplication in Year 2

$$3 \times 2 =$$



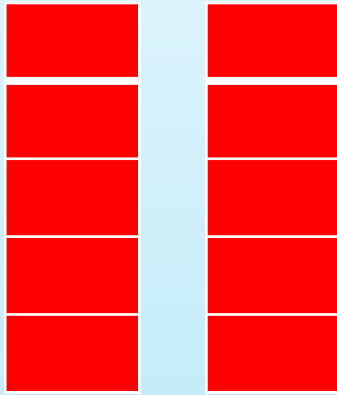
Lots of

Groups of

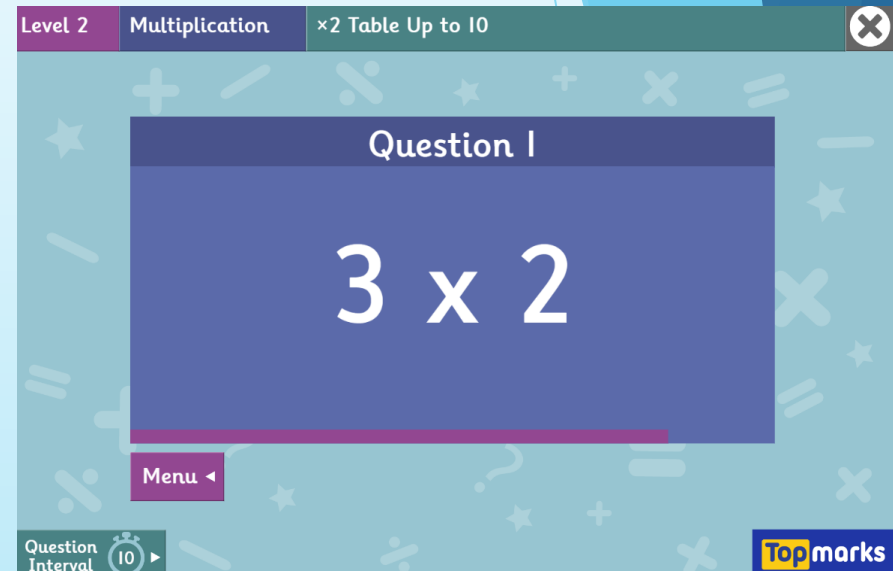
In term 2, we will be learning the $2\times$. Beginning in order, then out of order.

Developing Multiplication in Year 2

$$2 \times 5 =$$



[Daily 10 - Mental Maths Challenge - Topmarks](#)



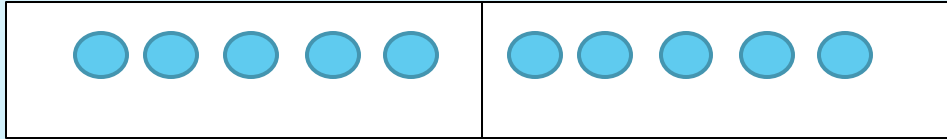
In Term 3 we focus on learning the 5x table and then the 10x table in Term 4.

Developing Division in Year 2

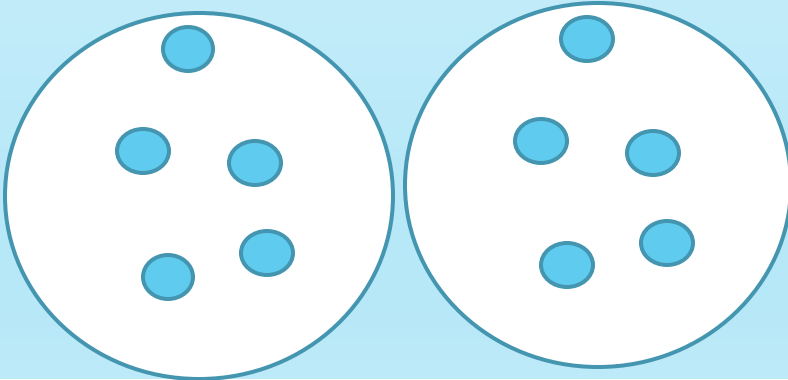
$$10 \div 2 =$$

sharing

Use the bar model



An alternative visual representation



By the end of Year 2 children will be taught to divide by
2s, 5s and 10s.

Developing Division in Year 2

$$10 \div 2 =$$

grouping

Counting in 2s

2, 4, 6, 8, 10

How many groups of 2 are there in 10?

$$80 \div 10 =$$

Counting in 10s

10, 20, 30, 40, 50, 60, 70, 80

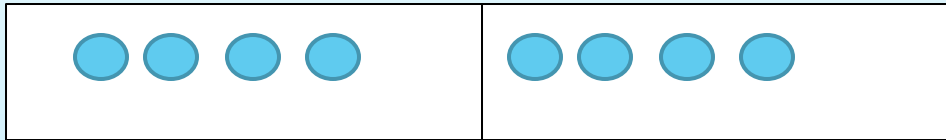
How many groups of 10 are there in 80?

By the end of the year children will be introduced to the idea of remainders e.g. how many pairs of socks can I make out of 11 socks? How many are left over?

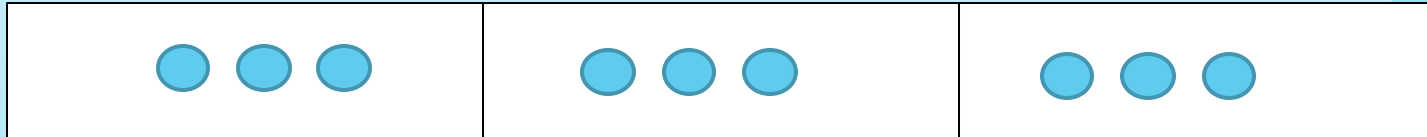
Linking division and fractions

Using the bar model:

$$\frac{1}{2} \text{ of } 8 =$$



$$\frac{1}{3} \text{ of } 9 =$$

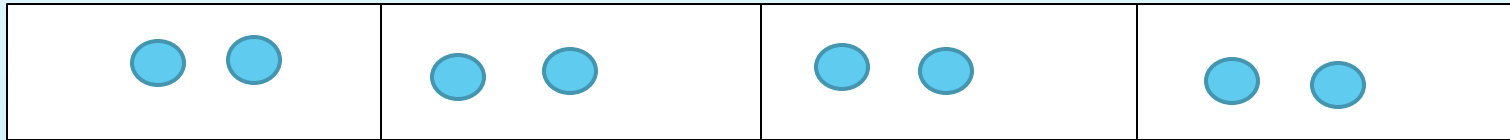


Key Objective: Recognise a half, a quarter, two quarters, and three quarters of a shape and an amount.

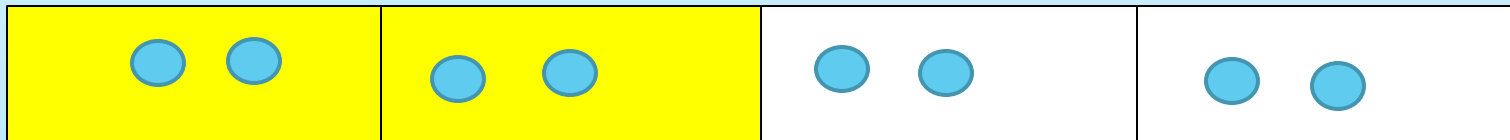
Linking division and fractions

Using the bar model:

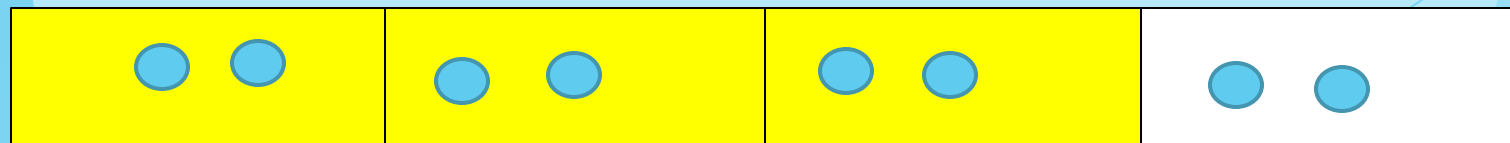
$$\frac{1}{4} \text{ of } 8 =$$



$$\frac{2}{4} \text{ of } 8 =$$



$$\frac{3}{4} \text{ of } 8 =$$



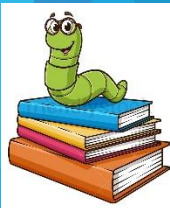
We will
also
cover
that $\frac{1}{2}$ is
the same
as $\frac{2}{4}$

KSI SATs

Just be aware that the children will undertake the *statutory assessment tests* in May.

During this week they will complete 2 reading papers - Paper A and Paper B and complete an arithmetic paper and reasoning maths paper.

Your child's result will be discussed with you at the end of year parents meeting.



Thank you for attending the
workshop this afternoon.

Any Questions?

Please complete the evaluation
sheet on your table.

