

St John the Baptist

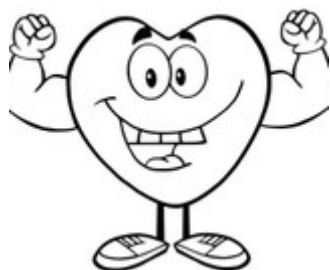
Home / School Reading Diary

Year 2



MAKE HEALTHY
CHOICES!

Name:



Term 1



How to use your Home / School Diary

Writing

On the next page is a list of the skills children in Year 2 need to show in their written work in order to meet the end of Key Stage expectations. We will focus on teaching your child these specific skills throughout the year but it would also be helpful if you were aware of them when completing homework with your child.

Reading

Reading is a central part of your child's learning across the whole curriculum. Please try to read regularly with your child, even if they are becoming more fluent and enjoy reading alone.

As well as reading school books, you could also choose from a range of texts and reading material such as library books and different text types such as poetry, instructions and magazines etc.

- These diaries are intended to be filled in by the adult but children may also like to add a comment about what they have enjoyed reading, etc.
- Each week, we have given some suggestions for reading focuses and things you can discuss together; developing comprehension skills is also a very important skill.
- We have a 'Reading Reward' system in place where they can aim towards Merit Points for reading at home. Please sign the diary and add any comments or questions in the teacher/ parent box.

Spellings

You will see that each week there is a list of bronze, silver and gold spellings to learn for a test each Friday:

Bronze: Usually this is a list of 5 Common Exception Words (CEW).

Silver/ Gold: 10 spellings following a rule from the National Curriculum guidance list.

Spelling the common exception words correctly is very important. If your child needs to learn these words, they can focus on the bronze and silver spellings. If your child can already spell the CEWs, they should practise the silver and gold spellings.

You will also see a page in the diary where we will record spellings that your child is regularly spelling incorrectly in their writing.

Mental Maths

Also on Fridays, we will have a 3 minute mental maths test, focusing on the key mental maths skills for Year 2. Please try to find a few minutes to practise the skill for each week's test.

Year 2 writing expectations - The list below is what a child in Year 2 is expected to include in their writing. When writing at home, use this

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly[^]
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Term One: Autumn 4.9.18–19.10.18

Literacy Focus: This term, our author is **Roald Dahl**. We will be using his books to help develop children's sentence structure, punctuation and choice of language. We will be:

- Using Roald Dahl texts to explore characters and develop descriptive writing.
- Writing instructions (commands) once we've read *George's Marvellous Medicine* to then create our own imaginary marvellous medicines.

You may like to read some Roald Dahl books to your child and find good examples of descriptions and look at the language used.

Theme linked to Literacy - Health and Growth:

- Writing from a historical perspective (Florence Nightingale).
- Patterns in poetry, linked to our Health and Growth topic.

Science Focus—Health and Growth:

- Knowing the importance of a balanced diet, exercise, hygiene and how humans and animals grow and change over time.
- You may want to help children take more notice of what they eat, reading labels and packaging of foods.
- Medicine safety.

Maths Focus:

- Place Value.
- Developing key skills in mental and written calculations, using concrete, pictorial or abstract methods.
- Develop problem solving and reasoning skills.
- Recognising units of measure and applying in practical activities.



Reading Rewards



We are aiming to develop a class full of **fluent and confident readers** who love reading. Children need to **read regularly** to build up their pace, accuracy and comprehension. At home, please hear your child read regularly and enjoy sharing books with them. Merits will be awarded to the children reading frequently.

1	2	3	4	5 Merit
6	7	8	9	10 Merit
11	12	13	14	15 Merit
16	17	18	19	20 Merit

Week Ending - 7.9.18

This week we are assessing how well children can spell the Year 1 common exception words.

Next week we will send home a list of which words your child still needs to practise.

For those who can spell most of them already, we will send the Year 2 CEW list home.

a	is	said	be	no	put
ask	his	says	he	go	push
	has	the	me	so	pull
are		they	she		full
our		there	we	of	one
	was	here		love	once
do	were	I	by	come	school
to	where	you	my	some	friend
today	want	your			house

Reading Domain—Vocabulary:

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- What other words/phrases could the author have used?

<u>Book Title</u>	<u>Comment</u>

<u>Parent/Child comments:</u>	<u>Spelling Score:</u>	<u>Teacher Checked:</u>
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Week Ending - 14.9.18

Please look at which of these Year 1 CEWs your child still needs to learn.

This Friday we will retest these spellings.

a	is	said	be	no	put
ask	his	says	he	go	push
	has	the	me	so	pull
are		they	she		full
our		there	we	of	one
	was	here		love	once
do	were	I	by	come	school
to	where	you	my	some	friend
today	want	your			house

Reading Domain—Fiction/Non-Fiction:

- ✦ Who are the characters in the book?
- ✦ Where in the book would you find...?
- ✦ How do the title/contents page/chapter headings/glossary/index... help me find information in this book?

<u>Book Title</u>	<u>Comment</u>

<u>Parent/Child comments:</u>	<u>Spelling Score:</u>	<u>Teacher Checked:</u>
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Week Ending - 21.9.18

Bronze (CEW)	Silver	Gold
cup	fruit	vegetables
plate	eat	healthy
knife	lunch	unhealthy
fork	snack	breakfast
spoon	diet	dinner

Reading Domain—Sequencing:

- ✦ What happens first in the story?
- ✦ Use three sentences to describe the beginning, middle and end of this text?
- ✦ You've got 'x' words; sum up this story.

<u>Book Title</u>	<u>Comment</u>

<u>Parent/Child comments:</u>	<u>Spelling Score:</u>	<u>Teacher Checked:</u>
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Week Ending - 28.9.18

Bronze (CEW)	Silver	Gold
door	copying	replying
climb	crying	marrying
every	flying	skiing
father	trying	taxiing
again	drying	carrying

Reading Domain—Inferences:

- ✦ What makes you think that?
- ✦ Which words give you that impression?
- ✦ How do you feel about...?

<u>Book Title</u>	<u>Comment</u>

<u>Parent/Child comments:</u>	<u>Spelling Score:</u>	<u>Teacher Checked:</u>
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Week Ending - 5.10.18

Bronze (CEW)	Silver	Gold
water	patting	running
only	patted	sadder
fast	dropped	saddest
was	dropping	humming
hour	runny	hummed

Reading Domain—Prediction:

✦ Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea?

✦ What do you think will happen to the goodie/baddie/main character? Why do you think this?

<u>Book Title</u>	<u>Comment</u>

<u>Parent/Child comments:</u>	<u>Spelling Score:</u>	<u>Teacher Checked:</u>
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Week Ending - 12.10.18

Bronze (CEW)	Silver	Gold
floor	nicer	shiny
most	nicest	shining
everybody	hiking	scary
again	hiker	scaring
half	hiked	being

Reading Domain—Vocabulary:

- ✦ How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/ lonely/bitter etc? Can you find those words?
- ✦ Which words and /or phrases make you think/feel...?

<u>Book Title</u>	<u>Comment</u>

<u>Parent/Child comments:</u>	<u>Spelling Score:</u>	<u>Teacher Checked:</u>
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Week Ending - 19.10.18

Bronze (cew)	Silver	Gold
bath	flies	countries
class	berries	stories
path	tries	carries
sure	babies	cherries
hour	copies	bullies

Reading Domain—Fiction/Non-Fiction:

- ✦ Through whose eyes is the story told?
- ✦ Which part of the story best describes the setting?
- ✦ What part of the story do you like best?

<u>Book Title</u>	<u>Comment</u>

<u>Parent/Child comments:</u>	<u>Spelling Score:</u>	<u>Teacher Checked:</u>
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Mental Maths/ Rapid Recall

Week and focus	Differentiation	Score
7/9/18 Sequences	<p>Count in steps of 2 (e.g. 4,6,8,__,__)</p> <p>Count in steps of 2,5, 10</p> <p>Count in steps of 2, 5 and 10 forwards and backwards</p>	
14/9/18 Times Tables	<p>10 times table, $5 \times 10 = 50$ (random order)</p> <p>2 times table,</p> <p>5 times table</p>	
21/9/18 Number Bonds	<p>Bonds to 5, e.g. $3+2$, $1+4$</p> <p>Bonds to 10, e.g. $8+2$, $3+7$</p> <p>Bonds to 20, e.g. $3+17$, $11+9$</p>	
28/9/18 Doubles	<p>Double numbers to 5, e.g. double 3</p> <p>Double numbers to 10, e.g. double 8</p> <p>Double numbers to 20, e.g. double 15</p>	
5/10/18 Halves	<p>Halve even numbers to 10 (half of 2,4,6,8,10)</p> <p>Halve even numbers to 20 (e.g. half of 16)</p> <p>Halve even numbers to 30</p>	
12/10/18 Mental addition facts	<p>Add 2 numbers up to 5 mentally ($3+4$)</p> <p>Add 2 numbers up to 10 mentally ($7+8$)</p> <p>Add 2 numbers up to 20 mentally ($13+14$)</p>	
19/10/18 Mental Subtraction	<p>Subtract from 1 digit number ($8-3$)</p> <p>Subtract from a number up to 20, ($15-6$)</p> <p>Subtract from a number up to 30 ($27-11$)</p>	

Please do not hesitate to speak to us if you need any advice about practising mental maths skills at home. Remember that "little and often" is the best way and try to make it fun.