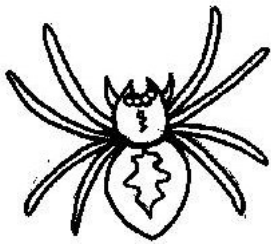


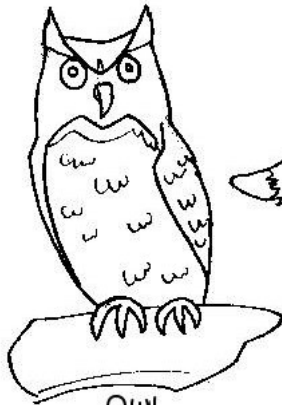
St John the Baptist

Home / School Reading Diary

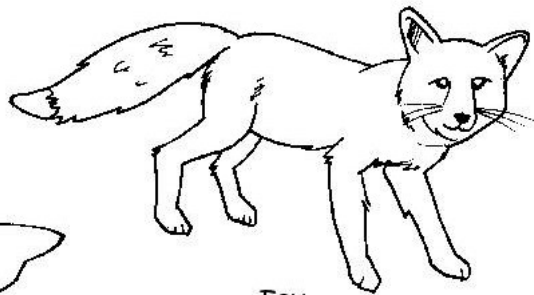
Year 2



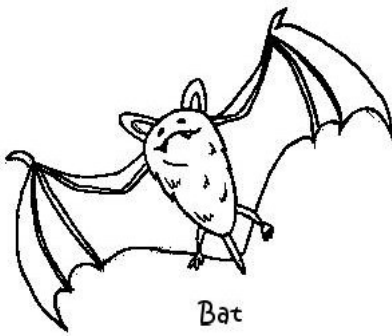
Spider



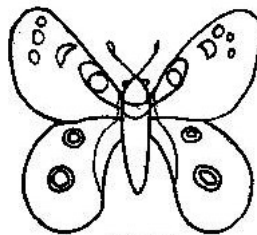
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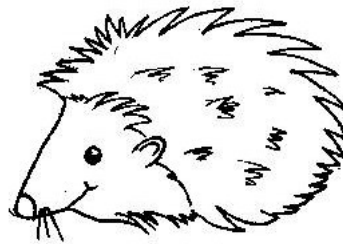
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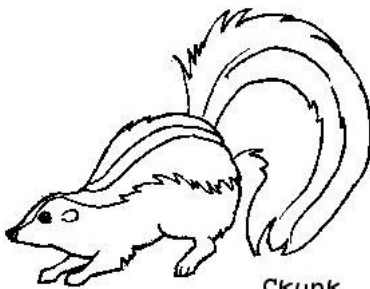
Bat



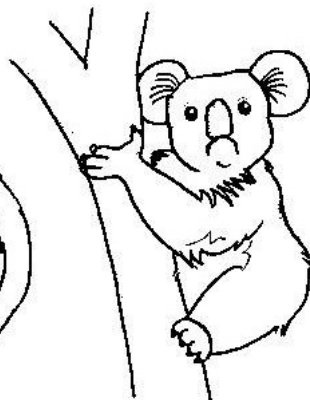
Moth



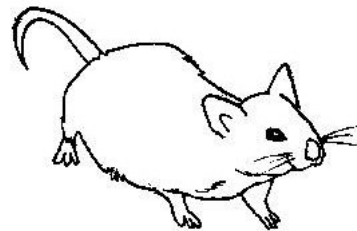
Hedgehog



Skunk



Koala



Mouse

Name:

Term 4



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 explain these to you as we go through the year, but we wanted you to have an understanding of what we will be teaching 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, 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.
- 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.

Below is a list of 'I can' statements to show you the key skills for writing that children are assessed against at the END of Year 2.

Punctuation	My sentences have:	capital letters	
		full stops	
		question marks or exclamation marks (if needed)	
Grammar	I can use present and past tense mostly correctly and consistently		
	I can use conjunctions for co-ordination (or / and / but)		
	I can use conjunctions for subordination (when / if / that / because)		
Spelling	I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly – making phonetically plausible attempts.		
	I can spell many common exception words		
Handwriting	I write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		
	I use spacing between words that reflects the size of the letters (finger spaces)		
Composition	I can write Simple, coherent narratives; real and fictional events; recorded clearly.		

Term four - Spring - 19.2.18 to 28.3.18

Our theme is: Nocturnal Animals

- Notice that animals, including humans, have offspring which grow into adults
- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Discuss the ways in which animals are adapted to live in their particular habitat.

Literacy Focus:

Reading- Dick-King Smith books, including 'The Hodgeheg'

-Non-fiction texts on nocturnal animals

Writing Focus:

Character work on book characters , **Settings** - description of park in the hodgeheg,

Plot -planning out a story (hodgeheg)

Planning alternative story with known character using drama and storyboarding with clear middle/end links

Non- fiction:

Report writing - linked to nocturnal animals

Nocturnal animal fact finding

Maths Focus:

Measures (bodies)

Cross curricular maths problems linked to variation, sorting and Venn diagrams

Fluency- number bonds to 20 and x tables (2's,5's, 10's)

Fractions

Shape - 2-d and 3-d shapes

Telling the time - please keep working on this at home as it is a very important life

Other focuses:

Safety - Safety around pets and animals - handling, hygiene etc.

E-safety- using safer search sites and You tube kids

Week Ending - 23.2.18

Topic words for this term

Bronze	Silver	Gold
night	animal	adapt
sleep	hearing	hibernate
eyes	prey	nocturnal
many	eyesight	predator
come	hunted	camouflage

Focus questions;

- ✦ Where and when did the story take place? Find words that describe it (retrieve).
- ✦ What did s/he/it look like? How do you know? (retrieve/ interpret)

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

Parent/Child comments:

Teacher Checked

Week Ending - 2.3.18

**adding -ing -ed -er -est and -y to words of one syllable;
doubling the final consonant**

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

Focus questions:

- ✦ Can you name the character who did.....? (retrieve)
- ✦ What is the main part of the story? Is there a problem? (deduce)
- ✦ What might happen when.....? (predict)

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

<u>Parent/Child comments:</u>	<u>Teacher Checked</u>
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Week Ending - 9.3.18

The sound /u/ spelt with an 'o'

Bronze (CEW)	Silver	Gold
sugar	other	money
old	mother	cover
past	brother	honey
they	nothing	discover
break	Monday	wonder

Focus questions:

- ✦ What does the word _____ mean? (language)
- ✦ Can you think of another word that means the same thing?
- ✦ Find the word that shows me how the character is feeling.

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

<u>Parent/Child comments:</u>	<u>Teacher Checked</u>
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Week Ending - 16.3.18

The sound /ee/ spelt with 'ey'

Bronze (CEW)	Silver	Gold
wild	key	chimney
cold	donkey	valley
class	monkey	trolley
are	turkey	parsley
steak	hockey	journey

Focus questions:

- ✦ How many words can we find with the spelling pattern (e.g. ight words or ai words, etc.)
- ✦ Let's look for questions in the story. How can we tell that they are questions?

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

<u>Parent/Child comments:</u>	<u>Teacher Checked</u>
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Week Ending - 23.3.18

The /o/ sound spelt with 'a' after w and qu

Bronze (CEW)	Silver	Gold
whole	want	quantity
any	watch	quality
great	wander	squabble
eye	squash	squad
every	quad	quarrel

Focus questions:

- ✦ What are your favourite words or phrases? Why?
- ✦ What questions would you like to ask the main character? What do you think the answers would be?

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

<u>Parent/Child comments:</u>	<u>Teacher Checked</u>
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Mental Maths/ Rapid Recall		
Week and focus	Differentiation	Score
28.2.18 add or subtract numbers	Add or subtract numbers to 10 Add or subtract numbers to 20 Add or subtract numbers up to 100	
2.3.18 Times Tables	10 times table, $5 \times 10 = 50$ (random order) 2 times table, 5 times table	
9.3.18 Number Bonds	Bonds to 10, e.g. $8+2$, $3+7$ Bonds to 20, e.g. $3+17$, $11+9$ Bonds to 30 and above.	
16.3.18 Doubles	Double numbers to 5, e.g. double 3 Double numbers to 10, e.g. double 8 Double numbers to 20, e.g. double 15	
23.3.18 Halves	Halve even numbers to 10 (half of 2,4,6,8,10) Halve even numbers to 20 (e.g. half of 16) Halve even numbers to 30	

These mental maths tests are re-visiting skills practised in previous terms. We hope that children are developing fluency so that they are able to answer the 15 questions set quicker and more accurately.

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.