Included in this handbook are a number of hand-outs which will provide you with some information about our curriculum and other areas of school life. They include:

- Order of the school day (however this can be subject to change at the class teachers' discretion).
- An overview of some of the learning objectives your child's year group. This will give you an idea of some of the learning that will take place this year.
- Maths handbook for your child's year group. This will provide you with some handy tips on the strategies and methods used within maths in our school.
- Grammar glossary. Some of the terms used within the teaching of grammar can be confusing so we have created a glossary which you may find helpful when doing homework with your child.
- Statutory spelling lists for your child's year group. These spelling lists have been set by the government and we assess your child's spelling against these lists on a termly basis.
- Questions to use during home reading sessions. Our parent's forum suggested that we hand out some example questions that you can use to challenge your child during home reading sessions.

Hopefully you will find these useful throughout the school year.

If there are ever any questions you wish to ask or if you would like to speak to me, do not hesitate to contact me at school. If I cannot see you straight away, an appointment will be made to do so as soon as possible.

We look forward to working closely with you and your child this coming year.

Kind Regards

Mrs Parry & Mrs Mulvihill

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...

Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/ scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...

Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?

If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

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Year 2 Questions for Reading Bookmark

Cut out the shapes below and stick them back to back. Whilst reading with your child, try to choose one question from each section. You could ask more than one type of question per page. This will check that your child really understands what they are reading and could lead you into further conversations about the book.

Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?

Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?

If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means...., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Model good reading.
- Just five minutes every day makes a huge difference.

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New Curriculum Spelling Lists Years 1 and 2

the
a
do
to
today
of
said
says
your
they
be
he
me
she
we
no

come
some
one
once
ask
friend
school
put
are
were
was
is
his
has
I
you

go
so
by
my
here
there
where
love
push
pull
full
house
our
door
poor
find

mind
floor
because
kind
behind
whole
any
child
wild
most
both
children
climb
only
old
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clothes
cold
gold
hold
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every
great
break
steak
busy
people
pretty
beautiful
after
fast
last

past
father
class
water
again
grass
pass
plant
path
bath
hour
move
prove
half
money
improve

sugar
could
would
sure
eye
should
who
Mr
Mrs
parents
Christmas
everybody
even

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Year 2	
Adjective	A word which describes a **noun**, e.g. shiny, fragrant.
Adverb	A word which describes how a **verb** action is being carried out, e.g. noisily, very.
Apostrophe '	A punctuation mark used to show possession or to represent missing letters in a **contracted form**. See also **possessive apostrophe**.
Comma ,	A **punctuation mark** used in a **sentence** to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce **ambiguity** and increase **cohesion**. Primary pupils are taught to use commas to separate items in a list, to demarcate clauses and before introducing direct speech.
Command	A type of **sentence** which instructs or orders an action to take place. Contains an **imperative verb** which does not need a **subject**. Often a command will begin with this imperative verb or with a **time connective**. For example, 'Eat your dinner. Next add the eggs to the mixture'.
Common exception word	A word which does not follow the common phonetic spelling rules of the language, or where the usual rules act in an unusual way. Children have a list of these words which they are expected to learn by the end of each year in primary school.
Comparative	The comparative form of an adjective compares one thing with another. For example, 'My cake is big but hers is bigger'. Usually formed by adding the **suffix** '-er' (smaller, higher, happier) or the word 'more' (more beautiful). See also **superlative**.
Compound sentence	Formed by joining two **main clauses** with a **co-ordinating conjunction**. The two clauses can stand on their own as **sentences**. For example, 'I like dogs but my friend likes cats'.

Compound word	A combination of two or more individual words that have a single meaning. For example, 'football', 'carwash', 'sunflower'.
Conjunction	A type of **connective** that joins **clauses**. **Co-ordinating conjunctions** include 'and', 'but' and 'so'. **Subordinating conjunctions** include 'because', 'if' and 'until'. See also **subordinating clause**.
Contracted word	Short words made by putting two words together and omitting some letters, which are replaced by an **apostrophe**. For example, 'did not' is contacted to 'didn't'.
Co-ordination	The joining of **clauses** in a way that gives each one equal importance. For example, 'I am seven and my friend is eight'.
Co-ordinating conjunction	A conjunction which joins two **main clauses** to create a **compound sentence** (for, and, nor, but, or, yet, so).
Exclamation	A **sentence** which expresses surprise or wonder, and ends with an **exclamation mark** in place of a **full stop**. Begins with the words 'how' or 'what' and must also contain a **verb**. For example, 'What big eyes you have, Grandma!' or 'How cold it is today!'
First person	A **sentence** is written in the first person if it is written from the point of view of the subject – in other words, using the **pronouns** 'I' or 'we'.
Grammar	The rules that cover spoken and written language.
Homophone	Words that sound the same but have different meanings. Some have different spellings and meanings but sound the same – for example, 'there/ their/they're'; some are spelt the same but have different meanings – for example, 'fair' ('Let's go to the fair!'/'That's not fair').
Noun phrase	A small group of words that does not contain a **verb**. A noun phrase contains a noun plus words to describe it – for example, 'the spotty, black dog'.
Past tense	Any one of a set of verb tenses which describe action that took place in the past. See also **progressive tense**, **past perfect tense**.
Past progressive tense	Also known as past continuous tense, a form of the **past tense** where something goes on for a period of time in the past – for example, 'I was walking in the park'. Usually formed by adding the suffix '-ing' to a verb.

Possessive apostrophe	An **apostrophe** used before the letter s to show ownership. For example, 'This is Sally's coat'.
Present tense	Any one of a set of tenses that describe actions which are happening now. See also **present perfect tense** and **present progressive tense**.
Present progressive tense	A tense which describes an action which began in the past and is still going on now. For example, 'I am learning to speak French'.
Question	A type of **sentence** which asks a question. It either begins with one of the question words (who, what, where, when, how, why) or reverses the **(pro)noun/verb** order in a **statement** - for example, 'Sarah is washing the dishes' becomes 'Is Sarah washing the dishes?'
Statement	A **sentence** that conveys a simple piece of information. For example, 'It is a sunny day today'.
Subordinating conjunction	A **conjunction** that connects a main **clause** to a **subordinating clause**. Examples include 'because', 'until', 'when', 'as', 'since', 'whereas', 'even though'.
Subordination	The joining of clauses and phrases in a way that links a main clause to a subordinate clause that does not stand alone.
Superlative	A form of an adjective used to compare one object to all others in its class. Usually formed by adding the **suffix** '-est' or the word 'most'. For example, 'Mia ran fastest on Sports Day'. 'I am hungry, you are hungrier than me, but he is the hungriest of all'. See also **comparative**.
Syllable	A sequence of speech sounds in a word. The number of syllables in a word sounds like the 'beats' in the word, and breaking a word into syllables can help with spelling. One-syllable words include words such as, 'dog', 'cat', 'walk' and 'bath'; two-syllable words include, 'teacher' and 'Christmas'; three-syllable words include, 'beautiful', 'manager'.
Time conjunction	Words or phrases which tell the reader when something is happening. For example, 'After dinner you must do your homework. Then you can read your book'.

Year 3	
Clause	Clauses are the building blocks of a **sentence**. They are groups of words that contain a **subject** and a **verb**. They can be '**main**' or '**subordinate**'.
Complex sentence	Formed by joining a **main clause** with a **subordinate clause** using a **subordinating conjunction**. They can also be called **multi-clause sentences**. The main clause can stand alone but the subordinate or dependent clause cannot. For example, 'I burned dinner when I was on the phone'.
Consonant	Any letter of the alphabet other than the vowels (a, e, i, o, u).
Direct speech	A sentence where the exact words spoken are represented, and shown in **speech marks** (also known as **inverted commas**). ("Tidy your room, please," said Mum).
Formal speech	A type of speech or writing used in formal, 'serious' texts and situations. Children in primary school start to be taught the difference between the language we use when speaking informally (for example, to our friends) and the language we may use for a formal text, such as a letter of complaint.
Inverted commas	Punctuation marks used to demarcate **direct speech** in a sentence. Also known as speech marks, but in the 2014 National Curriculum children are taught the term inverted commas instead.
Main clause	The leading **clause** in a **sentence** which indicates the main **subject** and action of the sentence. It stands alone without any additional **clauses**. For example, 'Even though the weather is bad, I will still go for a walk'.
Paragraph	A distinct section of a piece of writing, which usually has a single theme. It is indicated by starting a new line or indenting the start of the first sentence.
Preposition	A linking word in a sentence, used to show where things are in time or space. For example, 'under', 'after', 'next', 'behind'.
Reported speech	See **indirect speech**.

Year 2 Key Representations

Find out more...

Watch the **Unit tutorial** before planning each unit.

Read the **planning guides** for suggestions of representations.

Make use of **PD videos** on unit pages and Progression in Calculations page.

Representations of number

Pupils have primarily used counters, cubes and other discrete objects to represent number. Cubes have been used to support the process of **regrouping** – one ten is equal to ten ones. A ten frame supports this alongside number bonds for 10. Both are used to represent teen numbers.

One ten is regrouped for ten ones. Ten ones is regrouped for one ten.

17 is one ten and seven ones.

Pupils have also encountered Dienes equipment to represent larger integers to 100. Counting in tens to identify these numbers has also been developed.

Number lines

Number lines can be used to represent and compare numbers and can be used alongside a bead string. They demonstrate the continuous nature of the number system. Pupils have ordered numbers on a number line.

Equations

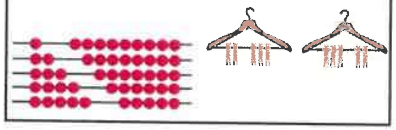
The phrase 'is equal to' is used consistently to refer to the = symbol. What is on one side of the symbol is equal to what is on the other side. Present equations in different ways to support this:

$7 = 3 + 4$

$3 + \square = 7$

Number bond knowledge

Pupils should be increasingly fluent in number bond recall for all numbers to 10 and use representations to consider commutativity.



Deriving facts

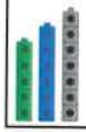
Pupils use known facts such as number bonds and understanding of place value and magnitude to derive further facts. Commutativity for addition is also used.

If I know $3 + 4 = 7$ *then I know* $13 + 4 = 17$

If I know $3 + 4 = 7$ *then I know* $4 + 3 = 7$

Comparing numbers

Pupils have experienced a range of language to compare numbers.

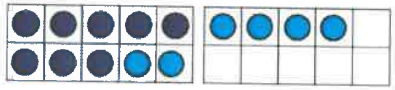


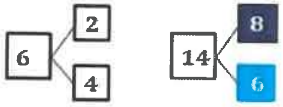
Five is less than seven. Five ones is fewer than seven ones.
Seven is greater than five.
Six is between five and seven. It is after five and before seven.

The 'make 10' strategy

Pupils apply number bonds to 10 to calculate how many more/less to the next multiple of ten. They partition the part into two parts to calculate mentally. Using concrete or pictorial representations can scaffold thinking.

$8 + 6 = ?$ *I know eight and two make 10 so I can partition six into two and four.*



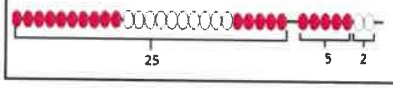


Ten more / ten less

Pupils have explored ten more and ten less than numbers within 50 using manipulatives. They also skip count on and back in tens from different starting points. Mental recall of this can be developed in Maths Meetings.

Finding the difference

Pupils recognise that in a subtraction calculation where the numbers are close together in value, a count on strategy can be used to find the difference.

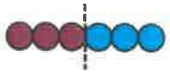


$32 - 25 = ?$ *I can count on from 25 to find the difference. Five more is 30, two more is 32. The difference is seven.*

Representing fractions

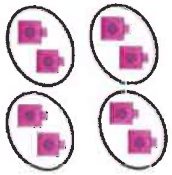
Pupils identify half and quarter of a shape and a quantity within 20 using practical experiences including equal sharing for a quantity. They are also familiar with half turns, linking this to half past on a clock face.

One half is one of two equal parts.
One quarter is one of four equal parts.



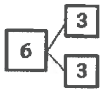
Half of six is three.

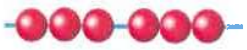
One quarter of eight is two.



Doubling and halving

Pupils have had opportunities to represent doubling and halving within 20 using concrete and pictorial representations. This is connected to their understanding of half. Some facts will be recalled.

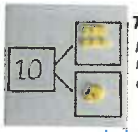




Double three is six. Three plus three is equal to six.
Half of six is three. Six take away three is equal to three.

Part-whole language and representations

A part-whole model is used to represent the relationship between numbers and will have been used for addition and subtraction. The model is made of a **whole** and two or more **parts**.

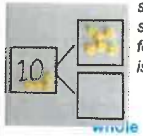


The whole is ten. One part is six and one part is four. Six plus four is equal to ten.

whole = part + part

10 = 6 + 4

By moving the manipulatives the model represents subtraction. Care should be taken to ensure connections between the movement of the manipulatives: *I subtract one part of six. I am taking away one part of six.*



The whole is ten. I subtract one part of six. The missing part is four. Ten subtract six is equal to four.

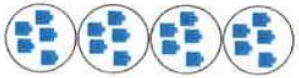
whole – part = part

10 – 6 = 4

Division by sharing / grouping

Pupils have been exposed to the concept of division within 20 through equal grouping and equal sharing. They have also explored unequal grouping and sharing. Pupils should explore the terms grouping and sharing and be familiar with both.

20 shared into five equal groups gives four in each group.



20 grouped into groups of five gives four groups.