

A Booklet for Year Two Parents

End of Year Expectations- Social and English



These are the things our Year Two children are expected to show at all times throughout the year.

SOCIAL

- To be able to play co-operatively
- To be able to resolve problems independently
- To be able to take turns and share consistently
- To be able to take responsibility for the choices they make
- To be able to adapt to change, such as different events and social situations and routines
- To follow the golden rules consistently
- To be able to understand consequences of their actions
- To be able to accept responsibility for actions and express themselves in an appropriate way
- To take responsibility of own belongings and other peoples
- To show respect for self and others

ENGLISH

These illustrate what most children are expected to achieve by the end of Year 2. However, some children may need consolidation of earlier objectives, or structured support to help them achieve aspects of these, therefore greater focus will be given here. Some children will have exceeded these targets, and will be working to more challenging objectives, deepening their understanding and application skills.

Speaking and Listening

- To be able to communicate simple information showing awareness of what the listener needs to know
- To be able to sequence and sustain talk
- To be able to take turns when speaking and respond to what has been said
- To use a range of varied vocabulary linked to topic
- To be able to speak clearly and audibly to a large group
- To be able to speak with expression
- To be able to listen with sustained concentration to stories and people talking
- To be able to ask relevant questions, follow instructions and remember main points
- To answer questions clearly and in full sentences
- To be able to identify points of interest when listening to a story told or broadcast

Writing

Form letters of the appropriate size, using capital letters where appropriate

- Use appropriate spaces between words when writing
- Begin to use joins between letters where needed
- Spell longer words by breaking them into their sound parts
- Learn to spell some common homophones, recognising the difference between them
- Use the possessive apostrophe in simple phrases, such as 'the boy's football'.

- Write about real events and personal experiences
- Plan out writing in advance, including by writing down key words
- Re-read writing to check that it makes sense and to make corrections, including punctuation
- Use question marks, exclamation marks, apostrophes and commas in lists
- Use the present and past tenses correctly in writing
- Begin to write longer sentences by using conjunctions, such as 'and', 'but', 'if' or 'because'

Reading

- Read words aloud confidently, without obvious blending or rehearsal
- Learn letter patterns so that decoding becomes fluent and secure by the end of Year 2
- Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound
- Read aloud words which contain more than one syllable
- Recognise common suffixes, such as -ing and -less
- Read words which don't follow phonetic patterns, such as 'one' and 'who'
- Become familiar with a wide range of fairy stories and traditional tales
- Discuss favourite words and the meaning of new words
- Check that what has been read makes sense, and self-correct reading where necessary
- Make predictions about what might happen next in a story

Tips and ideas for Supporting English at home. For more ideas please see our English section on the school website <http://www.salford.bathnes.sch.uk/curriculum>

Speaking and Listening

- Discuss their day with them when you see them after school
- Try to have a family meal together as often as possible
- Encourage your child to talk about their views and interests with others, include what is going on in the news into your discussions (the BBC Newsround site is an excellent stimulus)
- Ask them about their homework and get involved with it
- Switch off television and laptops well before bedtime: chat or read a bedtime story together instead
- Play family games together, like I Spy, Charades, Chinese Whispers and Articulate
- Nursery rhymes, songs, jokes and puppets are an important way of helping younger children learn language
- Re-tell familiar stories and have fun making up your own

Writing

Draw and cut out some speech and thought bubbles. Go through one of your child's favourite stories with them. At various key moments in the story, ask them to suggest what the characters might be thinking, or what they might like to say. Encourage them to write in the thought and speech bubbles, and stick them temporarily onto the page (using Blu-Tack or similar).

Does your child have a favourite story where a toy or a character gets lost (Dogger in *Dogger* by Shirley Hughes or Courtney in John Burningham's *Courtney* are two examples)? Help them design a LOST poster, and then discuss how they'll need to describe the character or toy in detail; encourage them to think of size, colour, defining characteristics, etc. If they wish to write these as a list they can format it with bullet points or numbers, which will give you the chance to talk about how this can make a list easier to read

If a character went on a shopping trip, what would they need? Children can write out some items a character needs in a story (what does the Little Red Hen need to make her cakes, for instance). For older children, it could get more creative –making up new plots for their favourite character, and then suggesting some items they might need to purchase.

Children typically love writing invitations – perhaps because they love parties! They also tend to like sticking to such a rigid and seemingly grown-up format. Discuss with them what they will need to include on the invitation: time, cause for celebration, place, dress code, food, entertainment. They can have huge fun decorating, too. For example, they could write an invitation to Cinderella's wedding, or to the Hungry Caterpillar's birthday party – imagine the food at that do!

Provide your child with some Post-it notes, and explain how sometimes we might use these to write memos to remind us of tasks we need to carry out. Ask them what certain characters might need to remember. Think Elmer, for instance – perhaps he needs to remember that it's fantastic to be different. Or Baby Owl in Martin Wadell's *Owl Babies* needs to be reminded that his Mummy has only gone for a short while.

Having your child write to their favourite story character is a great way to teach them how to set out a letter properly. How about the tiger in *The Tiger Who Came to Tea*? What would they like to say to him? Or suggest they try writing a letter of apology from Goldilocks to the three bears.

Frequently leave notes on pillows, desks, mirrors, wherever. Have your child write you a note in return. A family chalkboard or message board is a great tool for encouraging your child to write messages.

Make letter writing a habit for your child. Have your child write letters to family and friends. Say "Thank You" - Let your child get in the habit of writing "Thank You" notes for gifts or whenever it is appropriate to do so.

Have your child write and post postcards on family holidays or special outings.

Make a Menu - Let your child design and write the menu for a family dinner. This is a great activity that will keep a child busy while mum or dad is cooking. If some of the words are difficult, write them down on a separate sheet of paper for the child to copy.

Spellings

Write words in alphabetical order

Try splitting the word into parts (syllables). Every syllable must have a vowel in it, e.g. four-teen, tea-cher

Colour in and illustrate words – write a word in one colour, then go over it again and again in different rainbow colours. Repetition will help your child to learn the shape of the word.

Writing words with coloured chalk on black paper is another way of carrying this out.

Count the number of letters each word has. Focus on how many vowels, consonants, double letters etc. Jumble up the letters and see if your child can unscramble them correctly to spell the word.

Let your child use their finger to write words on your back – guess what they have written and then reverse the process. Children seem to love doing this! Have fun writing words in the air, on different textures e.g. sand, condensation. Flatten a piece of plasticine and use a pencil to write the word into it. Note any patterns within the word and then smooth the plasticine and challenge your child to write the word from memory.

Encourage your child to draw pictures to accompany their spelling words and then write the words underneath.

See if your child can spot their spelling words in a reading book or comic. Make flashcards to help you when revising spellings with your child.

Find a picture in a magazine and try using the spelling words to write sentences relating to the picture.

Reading

Please see our comprehensive reading section on the school website:

<http://www.salford.bathnes.sch.uk/reading/>

As well as reading aloud to someone who is listening carefully and giving help where needed, children need to talk about the book and be read to themselves.

Try to take a regular time as often as you can to read and enjoy books. You could read a book to your child and get him/ her to join in when he/ she can. Children can do this best with rhymes and repeating patterns of words and at the end of sentences.

Join the local library.

If they really like or dislike a book, encourage them to identify why. Is it the story line or the characters? Who is their favourite character in the book? Perhaps the story goes too slow or too quick for them?

Make cakes and biscuits together, read the recipe together. You could try to make biscuits in the shape of letters.

Take one of your child's favourite books and ask them to retell it – verbally, pictorially or by writing down what happens. Discuss what happens at the end of the story. Do they like the ending? Work together on what could be a different ending – ask if they want it to be happy/sad/funny/shocking, etc. Help them write it out, then tell or read the entire story with their new ending.

Re-read books that are familiar to your child:

- i) they enjoy and get satisfaction from re-reading good books. This helps to turn them on to reading and gives them confidence.
- ii) When they know most of the words, they can then turn their attention to reading fluently and with expression

- iii) Children can read on their own without having to wait for someone to help them. This means they can do more reading which helps them to become better readers.
- iv) When children know most of the words, they can learn about common letter strings, about forming new words from the ones they already know and about similarities and differences between words.

Recorded books are excellent, as they can let your child experience books that he/she couldn't manage on his/her own. They can also be borrowed from libraries.

Check your child really understands the book by asking them to relate the story to you.

When your child reads and gets a word wrong, allow them to complete the sentence before correcting them. Children can often work out the 'difficult' word by understanding the rest of the sentence. You can also help your child to break down 'difficult' words into parts that they recognise.

Confident readers can read to younger members of the family.