



# Year 2

# National Curriculum Workshop

Wednesday 18<sup>th</sup> October 2017

- Reading, writing, grammar and spelling
- Number skills, strategies and problem solving
- Assessment and testing arrangement for the end of Year 2

# The National Curriculum

- The National Curriculum builds on what has gone before in Year 1 but there is also a lot of new learning
- It also includes aspects of learning that would have previously been taught in a higher year group
- We use it to plan our Topics and units of work – for this term it's 'Jack and the Flum Flum Tree'.

# Assessment and Testing during the year

- Continual teacher assessments throughout the year which informs teaching and learning needs and
  - corrects misconceptions
  - 'plugs gaps'
  - informs about next steps
  - Lets children know what they are good at and what they need to do to make things even better
- Children may do tests and activities in class during the year to show what they have learnt
  - Spelling
  - Grammar
  - Maths
  - Comprehension

# Assessment and testing at the end of the year

The Department of Education has made significant changes to the way assessments are made at the end of Year 2.

- Main way is Teacher Assessment of the work that is done through the year - particularly the last term where children are applying their learning
- Tests in reading and maths back up Teacher Assessment - these take place during May
- Assessments are then made against three standards
  - Working towards the expected standard
  - Working at the expected standard
  - Working at greater depth within the expected standard
- Each standard has a list of bullet points. Children need to have shown that they have understood and can apply each point within their work in order to achieve that standard.  
This is the biggest change from previous years where a 'best fit' approach was used.

# Phonics

## Phase 5 - Alternative Code

This is where the complexities of the English language and spelling gets taught. However, for all rules there exceptions!

Although children have already started learning alternative spellings for some phonemes and alternative pronunciations of some graphemes, and will be able to apply this when reading, it takes longer to apply this to spelling. They need to learn which words use which spelling alternative - the more children read, the more familiar they will become with the spelling of words. We teach a small selection of words which use each alternative spelling and we expect these to be spelt correctly in writing, other words with that phoneme can be spelt in a phonetically plausible way (using any grapheme that represents the phonemes) **eg spighrle (spiral)**

# Phase 6

Children worked on **Phase 5** in Year 1 and are now consolidating this and learning further alternatives in Phase 6. So they are now practising:

- **Alternative graphemes for phonemes**
  - /ee/ - seed / read / theme / chief / very / donkey / people
  - /e/ - red / read / said
  - /f/ - fun / phone / rough
  - /j/ - jug / giant / badge
- **Alternative pronunciation for graphemes**
  - c - cone / circle
  - ow - clown / flow
  - a - apple / apricot / fast / want
- **Alternative pronunciation of words with the same spelling**
  - read - I read books in bed. Have you read this book?
- **Alternative spelling of homophones (words which sound the same)**
  - been / bean

## Phase 6 also works on:

- Investigating and learning about how to add suffixes, including: -s, -es, -ing, -ed, -er, -est, -ful, -ly, -y, to the root word (the word in its basic form)
  - hat > hats  / box > boxes  / bunny > bunnies
  - jump > jumping > jumped / hop > hopping  
> hopped / like > liked / liking
  - heavy > heavier / heaviest
  - happy > happily / sad > sadly
  - hope > hopeful > hopefully

# Reading

Children need to read fluently, comfortably and confidently at their own level.

In age appropriate books they should be able to read

- most words quickly and accurately
- without too much sounding out
- taking note of punctuation
- using some expression

# Reading

Children should:

- read lots of books and have books read to them
- read the same book more than once and re-read books they have read before
- develop fluency by reading familiar books - this is an important part of learning to read

If your child gets stuck on word remind them to:

- use their phonics - chunking - **sat/is/fy**, snowballing - **glisten**
- look for the root word and the suffix - sleeping**ing**, bright**ly**
- think whether it's a tricky or a common word

# Reading - Comprehension

In familiar books children should

- check that what they have read makes sense
- discuss any unfamiliar words to understand their meaning
- answer questions about the text eg *What colour is Jack's boat?*
- make some inference on the basis of what is being said and done eg *Why were the children worried when water came into the boat?*
- Be able to write down answers to comprehension questions

# Grammar

Children have to learn very specific aspects of grammar and use these in their writing and recognise them in isolation or when reading.

- Noun - person, animal, place or thing
- Verb - a doing or action word
- Adjective - describing words
- Adverb - describes the verb

*Jack carefully built a big red boat.*

Which word is a:

noun

verb

adjective

adverb

# Grammar

## Expanded noun phrases

An expanded noun phrase gives more information about the noun.

Children need to understand and recognise expanded noun phrases in their reading and use them in their writing.

*Jack carefully built a big red boat.*

..big red boat is the expanded noun phrase.

*The clever children looked in the patchwork sack.*

Can you see any expanded noun phrases?

# Grammar - tenses

Children need to recognise which tense to use and use the correct form of the verb in their writing.

*Jack cleaned the red boat.*

Which tense is this written in?

How would you make it into present tense?

# Spelling

- Spell common and tricky words correctly
- Use phonic knowledge to support spelling
- Use plural noun suffixes -s, -es
- Use suffixes to change tense of a verb -ed, -ing
- Use prefixes for negation or undoing -un
- Add suffixes to spell longer words -ment  
-ness, -ful, -less, -er, -est, -ly

# Grammar - Sentences

Children need to understand that there are different types of sentences.

- Question - Shall I make boat?
- Command - Get me some nails.
- Exclamation - What a heavy hammer this is!
- Statement - I've made a very nice boat.

# Punctuation

- Full stop
- Question mark
- Exclamation mark
- Comma (to separate items in a list)
- Possessive apostrophe eg Sam's ball
- Apostrophe for contraction eg wasn't
- Speech marks will be introduced

# Writing

Children will know what they are writing about as they have been given a theme but need time to think what they want to write and to order their ideas.

They will need to discuss this before they start writing.

There are lots of things to include in writing

- Grammar and punctuation
- Spelling
- Handwriting and presentation of work
- Content

# Writing

Children need to develop their writing to make it more interesting and informative, or to include certain information or facts.

They can do this by

- using a range of different types of sentences (appropriate to the style of writing)
- using adjectives, adverbs and expanded noun phrases
- extending sentences to explain things or to add more information - using *when, if, that, but, because*

# Writing

*Jack built a boat. He sailed to the island. He got the medicine.*

Jack got a hammer and lots of shiny nails and he built a big red boat. He sailed through the blue, shark infested waters to get to the Isle of Blowyernose. He got the medicine and sailed home across the rough sea.

# Writing - editing

Children should proof read their work to

- check it makes sense and to make any corrections eg *Jack made boat* - insert the missing word
- *Thay jumpt on board* - correct the spelling and correct suffix to ed
- make simple additions and revisions so  
*They saw a shark and they were frightened*  
becomes....  
*They saw a huge shark and they were frightened because it had lots of sharp teeth*

# Handwriting and Presentation

Use a copy of our school script which shows the correct formation of letters and how letters are joined.

Children should

- form their letters correctly
- use joined up handwriting
- write letters that are of the correct size in relationship to one another eg *cat had*
- leave appropriately sized spaces between words - 'finger spaces'
- write capital letters so they can be clearly seen as such eg a capital w can look like a lower case w, RUN

## Helping your child at home

- Read regularly with your child
  - Read books beyond their own reading level to them, discussing vocabulary and the plot
  - Listen to them read books at their own level, support word recognition use of phonics without overt sounding out
  - Listen to them re-reading familiar books to include expression

- Help to learn spellings
  - Tricky words and Common exception words
  - Use of patterns and rules
  - New spellings will be sent out when children are spelling them correctly in their spelling tests and in their written work
- If any writing is done look for joined handwriting, letters formed correctly, correct punctuation and that writing makes sense