



# **Year Two Parents' Information**

## **Welcome to Year Two at Walter Infant School**

**We warmly welcome you to Year 2. We hope that this information booklet will cover many aspects of Year 2 life at Walter Infant School. If you need any further information, please check our website, speak to one of the Year Two teachers or contact the school office.**

**Best wishes,  
The Year 2 Team**

## **Walter Infant School**

**Murray Road, Wokingham, RG41 2TA.**

**Tel: 0118 978 0825**

**[www.walter.wokingham.sch.uk](http://www.walter.wokingham.sch.uk)**

**[admin@walter.wokingham.sch.uk](mailto:admin@walter.wokingham.sch.uk)**

**Headteacher: Mrs Judy Wheeler**

## INTRODUCTION

Welcome to Year Two. We hope that your child will enjoy their time with us. This information booklet will hopefully help you to prepare your child for Year Two. It should help to answer any questions that you might have about Year Two at Walter Infant School. If you have any further questions, worries or concerns please do not hesitate to speak to myself or the other Year 2 Teachers.

**Mr Justin Lee**

**Year Two Team Leader**

## CLASSES, TEACHERS AND SUPPORT STAFF

There are three class in Year Two. As well as the Class Teacher, a Learning Support Assistant supports each class in the morning. The names and the adults in each class are listed below.



**Pine Class**



**Sycamore Class**



**Willow Class**



**Mr Lee**



**Mr Herlihey**



**Mrs McDonough**



**Mrs Pimm**



**Mrs Cheslin**



**Mrs Simper**



**Mrs Bolton**

## SCHOOL DAY



### Start of the School Day - 8:40am

All Year Two classes come in through the side door near the garden and proceed to their classrooms for early morning activities and registration. The door will be open at 8:40 and promptly shut at 8:50. If you and your child arrive after the door has been closed they will need to enter through the main entrance near the school office. Anyone arriving after 8:50 will be marked as late in the register. Please make sure your child is safely in the school building before you leave the premises.

The deputy head or head teacher and a member of staff will be present on the door every morning who will be happy to take messages that need to be passed on to the class teacher. It is helpful that any important information or messages are passed on in written note form.

When the children come into the classroom they are expected to change their home reading book by themselves, put away their things and choose their lunch on the class computer. They will then be ready to start the school day.

### End of the School Day - 3:20pm

The school day ends at 3:20pm. Each class will be led out by their class teacher via the same door they entered in. We will only release the children into the care of responsible adults that routinely collect children. We will not release the children to older siblings, unless they are an adult. If there is a change to the usual adult please contact the office before the end of the school day and the class teacher will be informed. Please do not try to collect other people's children for them if their parent or carer is running late. If you are late collecting your child they will be left in the care of the school office staff. Please do not be offended if we refuse to hand over a child that does not belong to you. Please understand that we have a duty of care to look after the children and procedures to follow. Please do not allow any children to play on the equipment and leave the playground promptly after collecting your child.

## ABSENCES

If your child is unwell please call the school as soon as possible; you can leave a message and tell us why your child is absent.

Please let your class teacher or the office know if your child needs to attend a medical appointment.

Forms to apply for leave are located outside the school office.

## **THINGS TO BRING TO SCHOOL**

### **School Uniform**

The children are expected to come to school in their school uniform. This is to help them feel part of a community and to keep the children looking smart and ready to learn. Our school uniform is as follows:

- Grey trousers or shorts, grey skirt or tunic dress
- White or sky blue polo shirts
- School sweatshirt or cardigan
- Trainers should not be worn – shoes should be sturdy and practical for school life. In Summer the girls can wear light blue and white checked dresses.

If you would like to order any of the school uniform please visit the following website. The website contains an up-to-date price list and is sorted by year groups for easy ordering:

<http://walter.gooddies.co.uk/>

Please ensure that all clothing is named to minimise a risk of loss.

### **PE Kit**

The children are expected to bring their PE kits in at the start of the week and take them home again to be washed at the end of the week. The PE kit is as follows:

- White t shirt
- Blue shorts
- Trainers or plimsolls
- For the winter months the children are still expected to go outside, unless it is raining. For these months your child can wear longer jogging bottoms and a hoody or suitable longer sleeved top for PE.

Some of the school's PE kit and bag can be ordered from: <http://walter.gooddies.co.uk/>

Please ensure that all clothing is named to minimise a risk of loss.

## **FOOD, DRINK AND LUNCHES**

### **Lunch**

Children can have a hot school dinner or choose to bring a packed lunch to school. At the moment hot school dinners are free for all infant aged children.

### **Hot dinners**

We will send home a menu card for you to decide with your child what they would like to eat. The children will be asked in the morning to order their lunch, choosing from the main meal or the vegetarian option.

## **Packed lunches**

Alternatively your child can bring in a packed lunch. Please provide this in a named bag/box. We are a nut free school so please don't include anything that may contain nuts! As part of the National Curriculum we learn about healthy lifestyles, therefore, please can you help us by leaving chocolate and sweets at home.



## **Water**

The children need to bring in a named water bottle, which stays in their classroom, which they can access throughout the day. Please ensure that their water bottles are filled with water only.

## **Snacks**

We provide a piece of fruit or a vegetable for every child daily. Please do not send in your own snacks.

## **Milk**

If you want your child to receive milk daily then this will have to be ordered. Please use the contact details below:

[registration@coolmilk.com](mailto:registration@coolmilk.com)

[www.coolmilk.com](http://www.coolmilk.com) or call 0844 854 2913

Alternatively please contact the school office for a 'Cool Milk' form.





## LEARNING AT HOME AND PARTNERSHIP WITH PARENTS

### Homework

In Year 2 we set the following homework:

- Weekly spellings that are linked to your child's phonics learning. They will receive a test on these and the results will be sent home.
- Reading at home. A little and often approach at home is best. Ideally we would like you to read with your child on a daily basis for about 10-15 minutes. We ask that you would record this into their reading records that they take home. This is to ensure that we can keep track of their reading at home. We will also record in this book after every guided reading session.
- Learning counting patterns for Maths. This could be number bonds to 10, multiples, division or any other number work that would help their learning in Year 2. The children will complete a short weekly test based on these counting patterns and the results will be sent home.
- We may also ask the children to complete research projects at home. This would be linked to an area of learning and the curriculum within school.

### Helping Your Child with Reading

- Listening to your child read on a daily basis, at least 10-15 minutes every day.
- Enjoy stories and sharing books together.
- Choose from a wide range of texts, which includes fiction, non-fiction and poetry.
- Talk about the text before, during and after reading. Discuss the character's feelings and actions, the plot, try to predict events and discuss new vocabulary.
- All reading is valuable. This could be books, magazines, newspapers, poetry, comic books and the internet.
- Encourage free choice. Don't just read books taken home from school; visit the local library or bookshop.



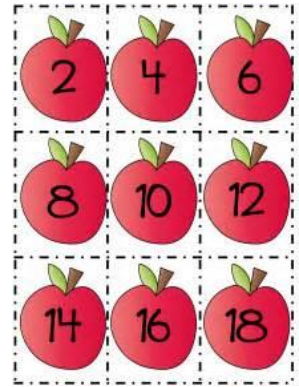
### Helping Your Child with Writing

- Practise the spellings they are given every week – try to make it fun.
- Encourage opportunities for writing. Write letters, shopping lists, notes, stories, diaries or poems.
- Write together. This will help the children see writing for a purpose and allow them to have a role model for writing.
- Read through the writing with the children. Discuss how they can edit mistakes.
- Always show praise and encouragement for their writing. Mistakes are okay to make, as writing can always be edited.
- Practise joined up handwriting.

### Helping Your Child with Mathematics

- Count and Play games involving the multiples of 2, 3, 5 and 10.
- Play mental games, including counting different amounts forwards and backwards.
- Encourage children to read and tell the time to the nearest five minutes.

- Counting, including money.
- Taking children and involving them in shopping. This can involve many aspects of mathematics.
- Look for and identify 2D and 3D shapes at home or when out and about.
- Cooking involves the application of many areas of mathematics.
- Play board games.



### Parent Helpers

At Walter Infant School, we welcome parent or adult support and help from home. We will send letters home requesting help from parents and adults to enable additional opportunities for reading. Throughout the year, Mr Wheeler will run a session on reading and how you can help in school or at home. You have to attend this training before you can come in to read with the children. Your child's class teacher will send a letter out just before the first half term to invite any parent helpers in with suitable times.

## HEALTH AND WELBEING

**First Aid Notes:** we will send home notes if your child has an accident at school.

**Head injuries:** if your child has a head injury we may contact you during the school day and ask you to sign a note to ensure that you have been informed. If your child has a head injury at home please can you inform the school when dropping your child off in the morning so we can continue to monitor them.



**Sickness or diarrhoea:** please keep your child at home for 48 hours following the last episode of vomiting or diarrhoea.

**Head lice:** please regularly check your child's hair and treat if necessary. Please could you also let your teacher know.

**At Walter Infant School Year 2 are taught following the objectives from the National Curriculum. This made up of various subjects that are taught following themes or various contexts. In Year 2 we plan thematically, which means that all our work or learning that term will centre around a singular theme to help generate ideas. Each term we will publish our Curriculum Overview on the school's website. This will outline what we are teaching and learning in Year 2.**

English, Mathematics and Science are core subjects. The other subjects, Geography, History, PSHE, RE, Art, DT, Computing and Music are referred to as Foundation Subjects. That means that the core subjects of English, Mathematics and Science would be taught discretely and will be taught in other subjects. For example, we might design a collage of a habitat in Art with links to Science, write a diary entry as if we were a famous person from history which would link History and English or taking temperature readings across the world linking Geography and Mathematics together.

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## End of Key Stage One Teacher Assessment Framework

Year 2 marks the end of Key Stage One. As such, the children are thoroughly assessed in English (Reading and Writing), Mathematics and Science. This includes how the skills that are taught in these subjects are used throughout the curriculum. Based on the children's learning, work in their books and through the use of tests, often referred to as SATs, the teachers make an assessment or judgement based on the children's progress and ability. We will decide if they are either *working towards age related expectations*, *working at age related expectations*, or *working at greater depth*. We currently use the Teacher Assessment Framework, published by the Department for Education, to assess and inform our teaching alongside the National Curriculum. Below are the standards or objectives that the children have to meet to be at age related expectations nationally for Year 2 in Reading, Writing and Mathematics.

### Reading

The children have to be able to:

- read and decode using their phonics skills
- read common exception words
- read words containing suffixes
- read words of two or more syllables
- read aloud quickly and accurately
- check that the text makes sense to them
- answer questions and make inferences based on the characters in the story



### Writing

The children have to be able to:

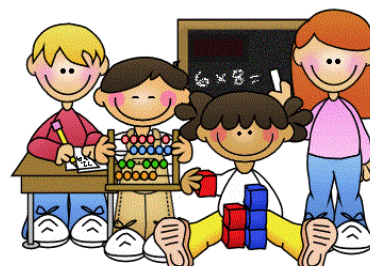


- write sentences that are sequenced to form simple and coherent narratives
- write about real events and record these simply and clearly
- write for a range of different purposes and audiences (letters, postcards, narratives, poetry, instructions, recounts etc.)
- demarcate sentences with capital letters, full stops or question marks
- write consistently in the past or present tense
- use conjunctions in their writing (e.g. or, and, but, when, if, so that, because)
- spell words using their phonics and know how to spell common exception words
- have a good standard of joined up and legible handwriting

### Mathematics

The children have to be able to:

- demonstrate an understanding of place value up to 100
- read and write numbers in numerals to 100
- know and use number bonds to 10 and 20
- double and halve numbers to 20
- name and describe the properties of 2D and 3D shapes
- partition two-digit numbers into tens and ones, and in different combinations of tens and ones



- add and subtract one and two-digit numbers
- use estimation to check their calculations are reasonable
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- count, use and recall multiplication and division facts for 2, 3, 5 and 10 and use these to solve problems
- identify  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a shape, number or object and know that all parts must be equal parts of a whole
- use different coins to make the same amount
- read scales in divisions of 1, 2, 5 and 10 in a practical situation where all the numbers are given
- tell the time on an analogue clock to the nearest 15 minutes

## **Year 2 SATs**

As part of the of Year 2 assessments the children complete tests, more commonly known as SATs. This consists of 6 test papers: two for reading; two for spelling, grammar and punctuation; and two for mathematics. They will take place during May. The tests are nothing to worry about and should not cause any concern. We will hold a meeting for parents closer to the time of the tests. These only form part of our assessment procedures and final teacher assessment.

The test papers are as follows:

- **Reading Tests**
  - Paper 1 – this consists of three different text types: a short narrative, an information text and a poem. It can be between 400 and 700 words, with questions about the text.
  - Paper 2 – this consists of a longer narrative and information text. This test has two booklets, one with the text to read and one to record their answers.
- **Spelling, Punctuation and Grammar (SPaG) Tests:**
  - Paper 1 – spellings (20 word and marks)
  - Paper 2 – questions testing the children's understanding of punctuation and grammar (20 marks)
- **Mathematics Tests:**
  - Paper 1 – arithmetic test. This paper is not timed, however, it is expected to last approximately 25 minutes. It is worth 25 marks and covers calculation methods for addition, subtraction, multiplication, division, finding fractions of a number and the use of inverse.
  - Paper 2 – reasoning, problem solving and mathematical fluency test. It covers all aspects of mathematics taken from the Year 2 National Curriculum objectives.

## PHONICS AND SPELLING

At Walter Infant School, we use phonics as the prime method for teaching reading and spellings. The children have access to the following phonics card to help them to encode or spell a word. Some words cannot be spelt using phonics and these are known as Common Exception Words. A list of some of these are included below.

The children that did not pass their Year 1 phonics screening check will retake the check in Year 2 during June.



Walter Infant School

Spelling Mat



Common Exception and High Frequency Words:

Phase 2	I no the to go into
Phase 3	he she we me be you are her was all they my
Phase 4	said have like so do some come little one were there what when out
Phase 5	oh Mrs people their called Mr looked asked could
Days	Monday Tuesday Wednesday Thursday Friday Saturday Sunday
Numbers	one two three four five six seven eight nine ten eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty thirty forty fifty sixty seventy eight ninety hundred
Conjunctions	and because so when but if or

# Walter Infant School

## Safeguarding Policy & Procedures

**We are committed to safeguarding children and have a duty to refer any suspected cases of neglect or harm to the appropriate agencies.**

### **The Role of the Designated Person for Safeguarding**

- Listen and act when adults report concerns
- To make referrals to Social Care if necessary
- Ensure confidential records are kept
- Attend case conferences and provide reports
- Ensure all staff are aware of school's Safeguarding Policy and procedures
- Ensure unexplained absences are referred to the Education Welfare Officer
- Keep themselves up to date with knowledge to enable them to fulfil their role and attend training every two years
- Provide an anonymised report to the Governors once a term
- Notify Social Care when a child is privately fostered
- Ensure that any concerns about a pupil who leaves the school are forwarded to the next school.

### **The Safeguarding Children Team at Walter Infant School**

**Designated Person for Safeguarding is the Head Teacher, Judy Wheeler 0118 978 0825.**  
**Deputy Designated Person for Safeguarding is the Deputy Head Teacher, Fiona Prickett. The Inclusion Manager is Lucy Ambler.**

**Your Safeguarding Children Team also links with the Nominated Governor for Safeguarding who is Ghislene Lokucieski.**

**The welfare of the child is our paramount concern. If you are concerned, report your concerns to the Designated Person for Safeguarding — Judy Wheeler or Chair of Governors - Karen Hampton 0118 978 0825**

**For a copy of our full Safeguarding Policy please go to [www.walter.wokingham.sch.uk](http://www.walter.wokingham.sch.uk) or ask at the School Office**

## **TERM DATES 2017 - 2018**

### **Autumn Term 2017**

<b>Inset Days - School Closed</b>	<b>Monday 4<sup>th</sup> and Tuesday 5<sup>th</sup> September</b>
<b>Start of Term</b>	<b>Wednesday 6<sup>th</sup> September</b>
<b>Half Term</b>	<b>23<sup>rd</sup> to 27<sup>th</sup> October</b>
<b>End of Term</b>	<b>Tuesday 19th December – finishing 1 hour early</b>

### **Spring Term 2018**

<b>Inset Day – School Closed</b>	<b>Wednesday 3rd January</b>
<b>Start of Term</b>	<b>Thursday 4th January</b>
<b>Half Term</b>	<b>12th to 16th February</b>
<b>End of Term</b>	<b>Wednesday 28<sup>th</sup> March – finishing 1 hour early</b>
<b>Inset Day – School Closed</b>	<b>Thursday 29<sup>th</sup> March</b>

### **Summer Term 2018**

<b>Start of Term</b>	<b>Monday 16th April</b>
<b>Bank Holiday - School Closed</b>	<b>Monday 7th May</b>
<b>Half Term</b>	<b>28th May to 1st June</b>
<b>Inset Day - School Closed</b>	<b>Monday 4th June</b>
<b>End of Term</b>	<b>Tuesday 24th July – finishing 1 hour early</b>