



## Year Two at Walter Infant School and Nursery

### Information for Parents and Carers

Walter Infant School and Nursery is an equitable, safe, secure and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, empathy, kindness, honesty and resilience.



## Walter Infant School and Nursery

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

***'To Be the Best I Can Be'***













## Welcome to our new children and their families

Welcome to Walter Infant School and Nursery; I hope that this booklet will answer many of your questions. If you require any further information, please do not hesitate to contact Mrs Janes or Mrs Hemmings in the school office on [admin@walter.wokingham.sch.uk](mailto:admin@walter.wokingham.sch.uk) at any time.

**Mr Justin Lee**  
**Key Stage One Lead**

## Our Staff Team and Classes

	<b>Class Teacher</b> <b>Mr Lee</b> 	<b>LSA</b> <b>Ms Jones</b> 	
<b>Pine</b>			
	<b>Class Teacher</b> <b>Mr Herlihey</b> 	<b>LSA</b> <b>Miss Dutton</b> 	
<b>Sycamore</b>			
	<b>Class Teacher</b> <b>Mrs Pimm</b> 	<b>Class Teacher</b> <b>Mrs McDonough</b> 	<b>LSA</b> <b>Mrs Wyatt</b> 
<b>Willow</b>			

Mr Lee leads our dedicated and talented team, who have exceptional experience of working with young children at the beginning of their school lives. They are all ready to welcome your children with open arms. They will ensure your child enjoys their time in school; they will enable all children to develop socially, physically and academically in a fun, exciting and stimulating environment following our **'Big Curriculum for Little People'**.



## **Day to Day Organisation**

Year Two's day begins at 8:40 am; the children come into the playground in the morning and wait with the parents or carers until the door opens; Year Two come in through the doors nearest the climbing frame, just outside Oak Class. Their teachers are ready to greet them in their classrooms. If you arrive after 8:50 am you will need to enter school through our reception area.

The children change their home reading books, hang up their coats on their own pegs and organise their belongings into their own drawer, all will be carefully labelled. They will place their water bottles in the trays provided for easy access throughout the day. The children then choose their lunches and the teacher will take the register.

The children will have their lunch at 12:00 am until 1:00 pm. The children eat their lunches in the school hall, supervised by our wonderful team of lunch time controllers.

The children will go home at 3:20 pm. We ask all parents to wait in the playground. Year Two will leave via the same door they entered in the morning. The Year Two teachers' will wait by the climbing frame with their class. Each child will be released one at a time to an expected adult known to the school. We will only release the children into the care of responsible adults that routinely collect the children. We will not release the children to older siblings, unless they are an adult. If there are changes to the usual adult please contact the office before the end of the school day and the class teacher will be informed. You will need to share a password so that we know we can release the child. Please do not try to collect other people's children for them if their parent or carer is running late. Please do not be offended if we refuse to hand over a child that does not belong to you.

## **Absence from School**

If your child is unwell please call the school as soon as possible on 01189 780825; 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.

## **School Uniform**

The children are expected to come to school in their school uniform. This is to help them feel part of our 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
- Black smart shoes which should be sturdy and practical for school life (we politely request Velcro fastening shoes rather than laces).
- In summer, the girls can wear light blue and white checked dresses.
- Trainers are to only be worn in PE lessons (we politely request Velcro fastening shoes rather than laces).

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, including PE kit and shoes. Their PE kit will need to be in school each Monday and will be sent home for washing on a Friday. Their PE kit will remain on their named peg. Their PE kit bag should contain:

- Blue shorts
- Blue tracksuit bottoms or leggings
- Long sleeve jumper/hoodie
- Socks
- Trainers
- White t-shirt

### Stationary

The children will require a pencil case with coloured pencils for your child to use. We will provide everything else.

### Food and Drink

#### Water

The children need to bring in a **named** water bottle, which stays in their classroom which they can access throughout the day. **Filled with water only please.**

#### Snacks

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

#### Milk

If you want your child to receive milk daily then this will have to be ordered. Please register for your child to receive milk.

[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.



### Packed Lunches

Please ensure that if you are packing a lunch for lunch club, that you include food your child enjoys eating. They will need to be able to feed themselves although we will help with opening packets. Please do not include any sweets or nuts. We recommend food that should be eaten cold; we do not have facilities to warm food up. We would usually expect to see a salad or pasta dish, or a sandwich, roll or wrap with a filling that your child enjoys, a piece of fruit or vegetables, yoghurts or cheese and maybe a sweet or savoury snack such as a cake, biscuit, crisps or crackers.



## Allergies/Dietary Requirements

It is very important for us to know about any allergies or food intolerances when your child starts school. We are a **no nuts** school; please do not bring anything to school containing nuts. If you have any concerns please speak with your class teacher.

## Parent Partnerships

We have an 'Open Door Policy' at Walter Infant School and Nursery and staff members are available at the beginning or end of the session. If you need a longer appointment you will be able to organise it directly with the teacher or with the admin teams.

We would like to work in partnership with you to make sure that we give your child the best start to their education. We are available to speak with at drop off or pick up times. Please come and talk to us about your child, let us know if there is anything we should know or if anything changes. Throughout the year there will be times to meet more formally at parent consultations and also times to come in and play with your child.

## Homework

In Year Two 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 Two. 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, Mrs 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 Well-being

Our staff team are qualified paediatric first aiders; we will administer first aid if your child needs it during the school day. You will be informed if your child has an accident such as a cut or a graze via our first aid reporting system.



If your child receives a bump to the head, you will be contacted by telephone, as it is our policy to inform parents because of the risk of concussion or compression.

It is imperative that your contact details are kept up to date.

If a child has an accident that we suspect could be a broken limb, the parent is informed immediately. If necessary we will call an ambulance and inform you of its destination.

### Illness

Childhood illnesses are common; if your child has sickness or diarrhoea please keep them away from school for 48 hours after their last episode. If you have a concern about whether your child should be in school, please telephone the office and we will be able to advise you.



## Our Big Curriculum for Little People: The Year Two Curriculum

We have designed a 'BIG' curriculum to excite, inspire and foster a desire to learn; we want our children to know more about the world around them and to be happy, confident and successful.

We want our children to have very positive behaviours for learning and to ask BIG questions and we want our staff team to support our children in finding authentic, age-appropriate answers to questions which stimulate them to want to learn more.

The children will learn through real-life and practical experiences, as well as through wonderful, awe inspiring fiction texts and exciting non-fiction texts.



### How are Year Two taught?

At Walter Infant School Year Two 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 Two 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 Two.

The National Curriculum subjects are: 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.

English - Writing	Taught daily
Guided Reading	The children have one guided reading session in a group weekly, with follow up activities.
Phonics and Spellings	Taught daily
Maths	Taught daily
PE	Taught twice weekly
Science, Geography, History, PSHE, RE, Art, DT, Computing and Music	Forms part of our big curriculum and taught weekly or regularly.

### End of Key Stage One Teacher Assessment Framework

Year Two 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 Two in Reading, Writing and Mathematics.

## Reading

The children have to be able to:

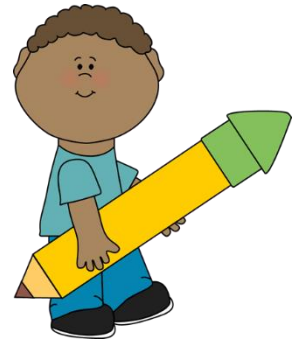
- read and decode using their phonics skills
- read common exception words
- read words containing suffixes
- read words of two or more syllables
- read aloud with good expression and intonation
- check that the text makes sense to them
- answer questions and make inferences based on the characters in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



## Writing

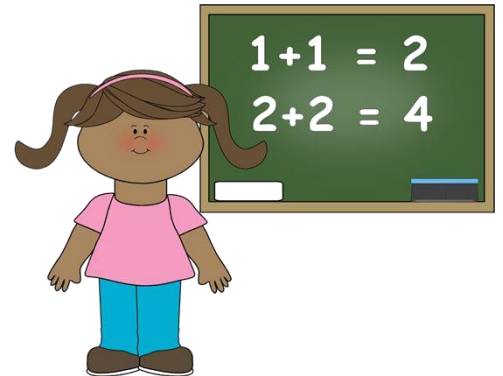
The children have to be able to:

- 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
- name and describe the properties of 2D and 3D shapes
- partition two-digit numbers into tens and ones, and into different combinations of tens and ones
- add and subtract one and two-digit numbers
- 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 Two SATs

As part of the of Year Two assessments the children complete tests, more commonly known as SATs. This consists of 4 test papers; two for reading 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. We will also hold workshops for parents to enable you to help your children at home. These only form part of our assessment procedures and final teacher assessment.

The test papers are as follows:

- Reading Tests










































- The reading tests consists of two papers. They are expected to contain two stories, two information texts and at least one poem.
- Paper 1 – this test has one paper, which consists of the text and questions.
- Paper 2 – this test has two booklets, which consists of a separate reading and question booklet.
- 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 Two 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 One phonics screening check will retake the check in Year Two during June.




s 	a 	t 	p 	i 	n 	m 
d 	g 	o 	c 	k 	ck 	e 
u 	r 	h 	b 	f 	ff 	l 
ll 	ss 	j 	v 	w 	x 	y 
z 	zz 	qu 	ch 	sh 	th 	ng 
ai 	ee 	igh 	oa 	oo 	oo 	ar 
or 	ur 	ow 	oi 	ear 	air 	ure 
er 	ay 	ou 	ie 	ea 	oy 	ir 
ue 	aw 	wh 	ph 	ew 	oe 	au 
ey 	a_e 	e_e 	i_e 	o_e 	u_e 	

## Handwriting

As part of the Year Two National Curriculum the children have to form letters that are joined using a continuous cursive script that is clear and legible. For this reason, we have adopted a handwriting style with leads in. Some of the children may have learned this style of handwriting in Year 1. Please see examples of our handwriting below; we have also sorted the letters in families or groups.

When children first start to join you might notice that their handwriting can become a little untidy and 'scruffy'. This is not uncommon and often happens. Please do not worry as your son or daughter will eventually refine the process and their handwriting will become clearer and develop a better formation over time.

The lower-case letters should join in a whole word; however, capital letters should not join and may take more than one stroke to form. Please see the examples below.

<p>Tortoise Letters </p> <p>a c e i m n o</p> <p>r s u v w x z</p>	<p>A B C D E F G</p> <p>H I J K L M N</p> <p>O P Q R S T U</p> <p>V W X Y Z</p>
<p>Monkey Letters </p> <p>f g j p q y</p>	
<p>Giraffe Letters </p> <p>b d h k l t</p>	

Example of handwriting:

The quick brown  
fox jumped over  
the lazy dog.



## **Pupil Premium Funding**

### **Does your child qualify for Pupil Premium Funding?**

Pupil Premium funding is an additional amount of funding allocated to schools by the government to support the learning and progress of children in receipt of free school meals or those looked after by the local authority. It is for schools to decide how the Pupil Premium Funding is spent and we are held accountable for the impact the funding has on those for whom the money is allocated.

All children in FS2, Year One and Year Two are entitled to a Universal Free School meal; however, we may be able to access additional funding to support your child and other children access the curriculum or indeed extra-curricular activities.

Children who are or have been in care, and children who have a parent who is or was in the armed forces, are also entitled to pupil premium.

If you are in receipt of:

- Universal credit (provided you have a net income of £7400 or less)
  - Income support
  - Income-based jobseekers' allowance
  - Income-related employment and support allowance
  - Support under Part IV of the Immigration and Asylum Act 1999
  - The guaranteed element of state pension credit
  - Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less
- The Pupil Premium for 2019 to 2020 will include pupils recorded in the January 2019 school census who are known to have been eligible for FSM since May 2013, as well as those first known to be eligible at January 2019.

We have included an application form in our pack for you to complete if you think you may be eligible; the funding will benefit your child and other children in our school.

We use the funding to support our children in a wide variety of ways:

- Access to extra-curricular activities in school such as a sports club
- Help with school uniform
- Canine Assisted Learning from our therapy dog Lilly
- Help towards the cost of school trips
- Additional resources for differentiated learning

**Our Pupil Premium Champion; a member of staff who works with the teachers to find the best way to identify barriers to learning and close gaps.**

**Walter Infant School and Nursery  
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: Gordon Waterson

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 – **Ghislene Lokuciewski** 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 2020-2021

## Autumn Term 2020

Inset Days – School Closed	Tuesday 1 <sup>st</sup> and 2 <sup>nd</sup> September
Start of Term	Thursday 3 <sup>rd</sup> September
Half Term	26 <sup>th</sup> October to 30 <sup>th</sup> October
Inset Day – School Closed	Monday 2 <sup>nd</sup> November
End of Term	Friday 18 <sup>th</sup> December – finishing 1 hour early

## Spring Term 2021

Inset Day – School Closed	Monday 4 <sup>th</sup> January
Start of Term	Tuesday 5 <sup>th</sup> January
Half Term	15 <sup>th</sup> February to 19 <sup>th</sup> February
End of Term	Thursday 1 <sup>st</sup> April – finishing 1 hour early

## Summer Term 2021

Start of Term	Monday 19 <sup>th</sup> April
Bank Holiday – School Closed	Monday 3 <sup>rd</sup> May
Half Term	31 <sup>st</sup> May to 4 <sup>th</sup> June
Inset Day – School Closed	Monday 7 <sup>th</sup> June
End of Term	Wednesday 21 <sup>st</sup> July – finishing 1 hour early