



WELCOME TO
YEAR 2

Aims

- Curriculum Overview
- Trips and Workshops
- End of Year Two expectations
- Assessment
- Ways to support your child at home
- Meet your child's teacher



The Year Two Teachers



2Y – Mr Regall



2R – Miss Moore



2B – Miss Lawler
Mon/Tue/Wed



Miss Goodwin
Thurs/Fri

The Year Two Teaching Assistants



Mrs Perry
Mon, Tues



Mrs Wells
Mon, Tue, Wed



Mrs Westwood
Wed, Thur, Fri

Leadership Team



Mrs Smith
Headteacher,
Designated
Leader for
Mental Health



Mrs Desogus
Deputy Head,
Designated
Safeguarding Lead



Mrs Evans
SENCO,
Designated
Leader for LAC
and Post LAC



Mrs Hegarty
Early Years Lead

Curriculum Overview



The Oracy Framework

Here are some things to think about when you are using your oracy skills:



Physical

Are you thinking about the **speed** and **volume** of your voice?

Are you using **gestures** and **expression** to help make your point?

Are you facing who you are **speaking** or **listening** to?



Linguistic

Are you using **sentence stems** to link others' ideas?

Are you using **new** and **appropriate** vocabulary?



Cognitive

Is what you want to say **clear** and **organised**?

Are you asking **relevant questions** and **responding** to others?

Are you giving **reasons** for what you are saying?



Social & Emotional

Are you **taking turns** to talk and **listen** and **encouraging** others to take part?

Are you talking **confidently** and **thinking** about your **audience**?

Voice 21 | KS1 Oracy Framework

Build Year Two

Develop, add to or elaborate on an idea.

△ *Building onto...*

Instigate Year 2

Present an idea or open up a new line of inquiry

△ *I believe...*

Challenge Year Two

Disagree or present an alternative argument

△ *Respectfully disagreeing...*

Summarise Year Two

Identify and recap the main ideas

△ *Our group thinks that...*

Our School Values



kindness

forgiveness

bravery

perseverance

justice

"Do all things with love"

1 Corinthians 16:14

love

for

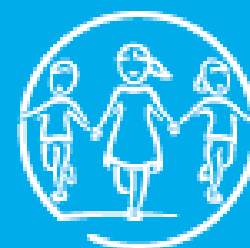
Learning,

Life

and

Each Other

St Laurence Church Infant School



RIGHTS
RESPECTING
SCHOOLS

unicef
UNITED KINGDOM



SILVER – RIGHTS AWARE



REST, PLAY,
CULTURE, ARTS



Year Two Curriculum - Reading

- Daily Twinkl Phonics- Level 6 sounds and tricky words / Streamed KS1 Phonics session
- Class Teacher will read 1:1 with each child weekly
- Reading books will be changed each week matched to your child's phonic level
- Shared reading lessons - comprehension focus
- Book swaps, book fair, library visits

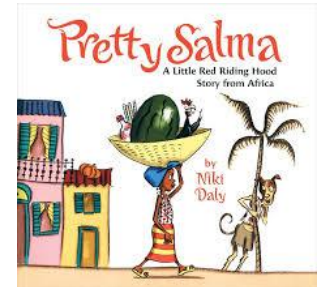
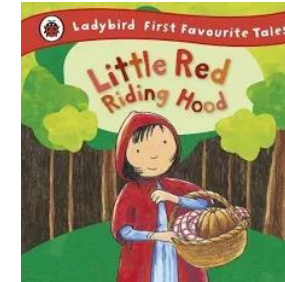


Year Two Curriculum - Writing

- Taught through a rich variety of texts – essential for building broad knowledge and vocabulary, deep comprehension and strong critical thinking skills.
- Texts to put skills into context to maintain engagement (expanded noun phrases, commas in lists)

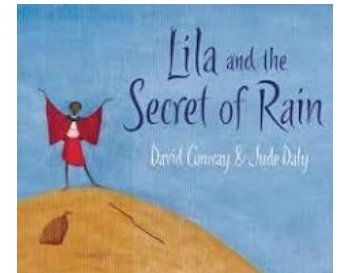
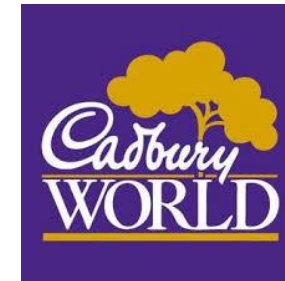
Autumn Term

- Skills based teaching
- Traditional Tales: Little Red Riding Hood / How to trap Mr. Dog (Pretty Salma)
- Kassim and the Greedy Dragon (character)



Spring Term

- Greek Myth – Icarus (setting)
- Recount from our school trip
- Birmingham Poetry
- Information text about George Cadbury

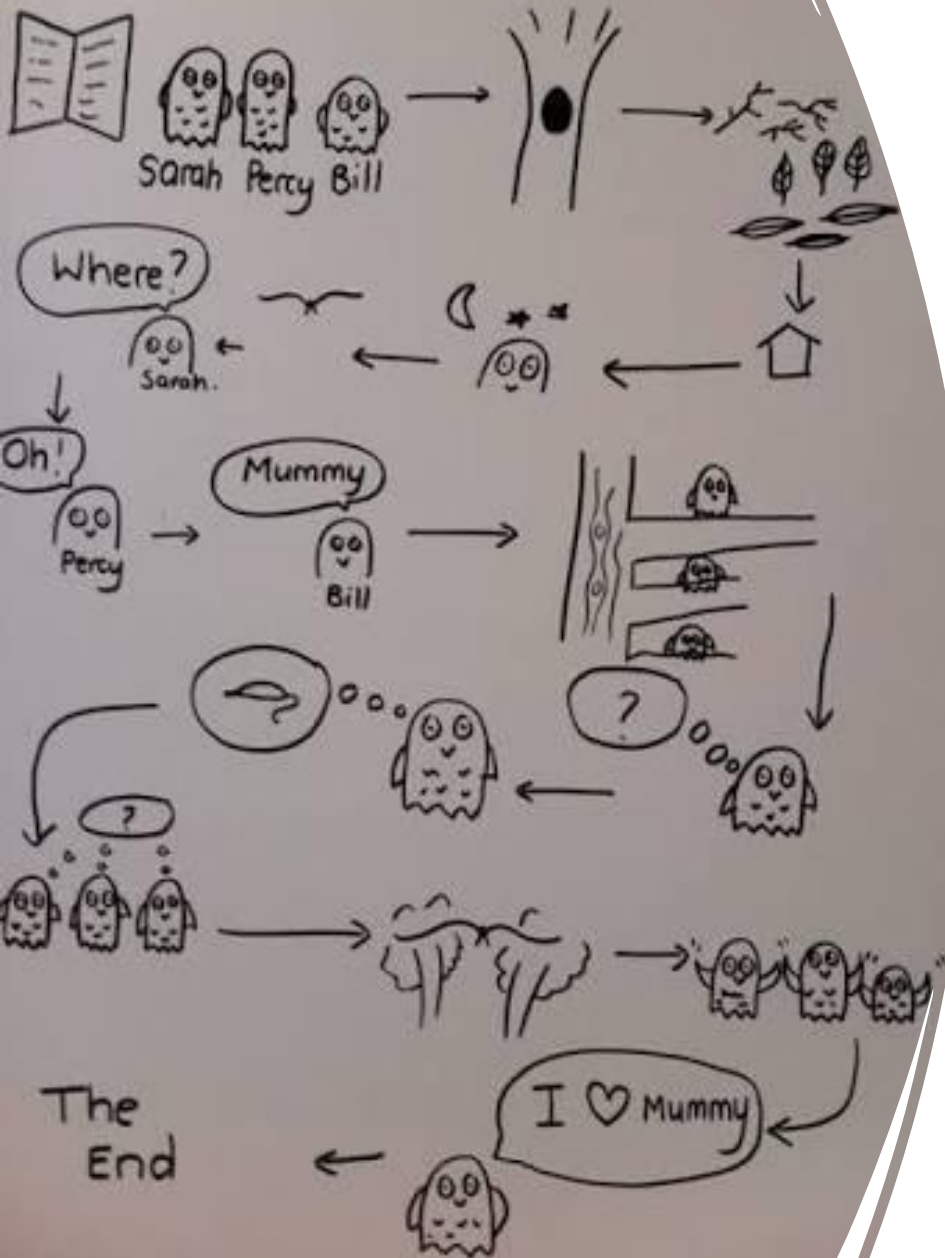


Summer Term

- Lila and the Secret of Rain
- The Titanic



Owl Babies



Year Two Curriculum - Writing

- **Talk For Writing**
 - Story and text maps
 - Drama
 - Vocabulary development
 - Short burst writing
 - Fictional writing
 - Grammar and punctuation
 - Checking and editing

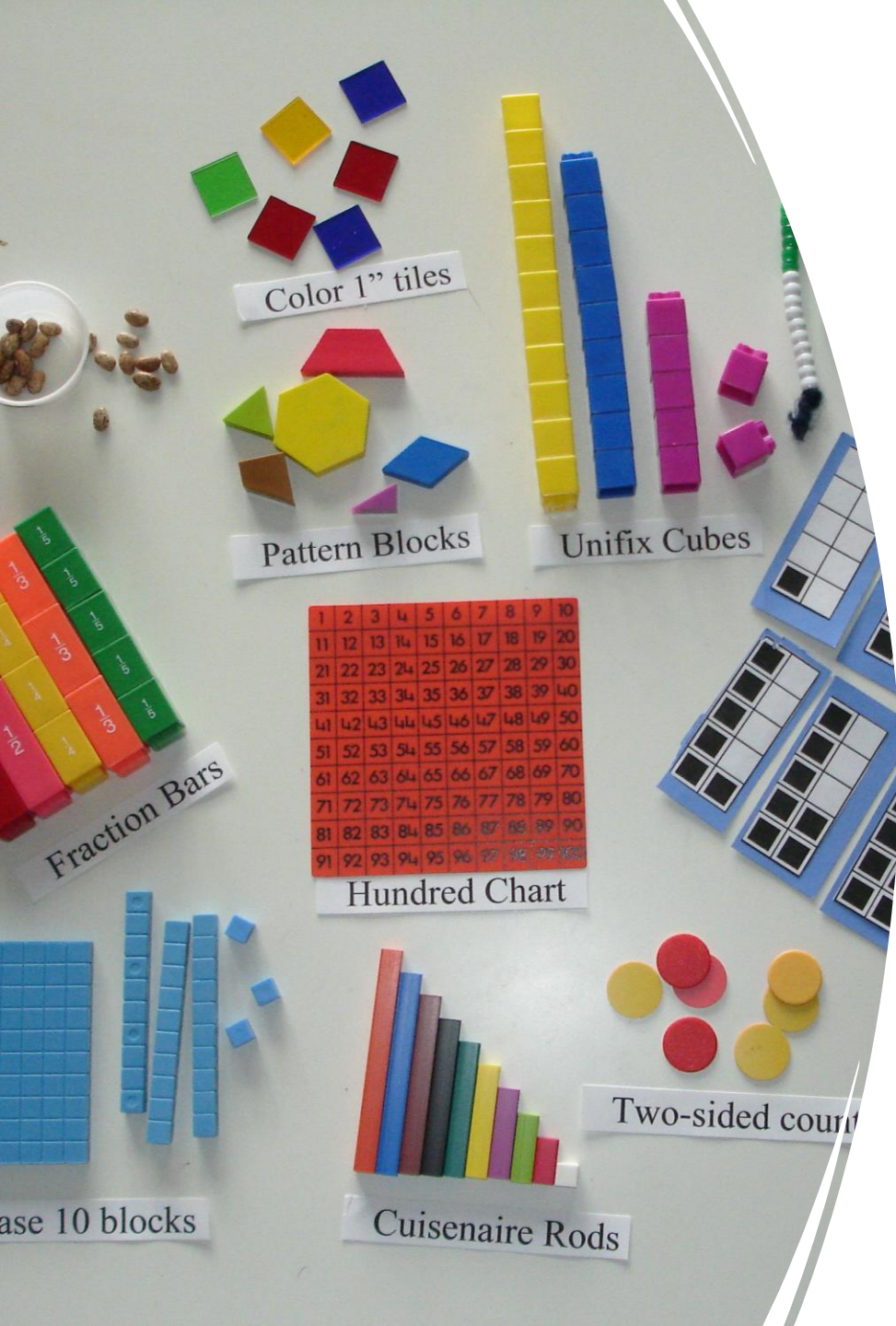
Handwriting and Spelling

- Penpals – joining letters
- Year Two handwriting lines
- Year Two Common Exception Words
- Applying spelling rules from Twinkl
Phonics sessions



Year Two Curriculum - Maths

- **White Rose Maths**
 - Mastery Approach
 - Models and Images
 - Concrete Pictorial Abstract (CPA)
 - Small steps for learning
 - Focus on depth of understanding



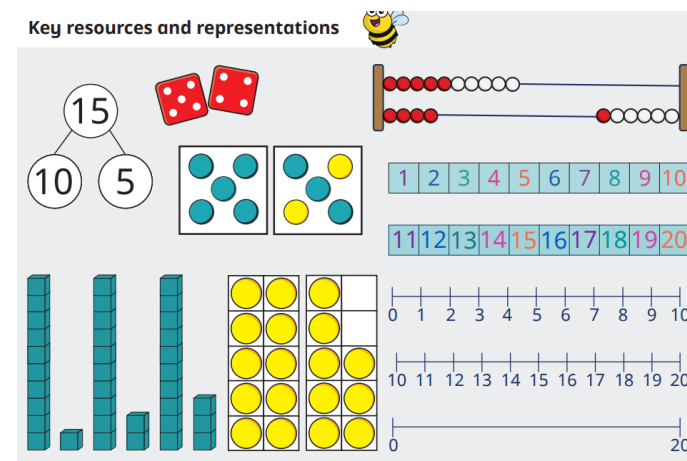
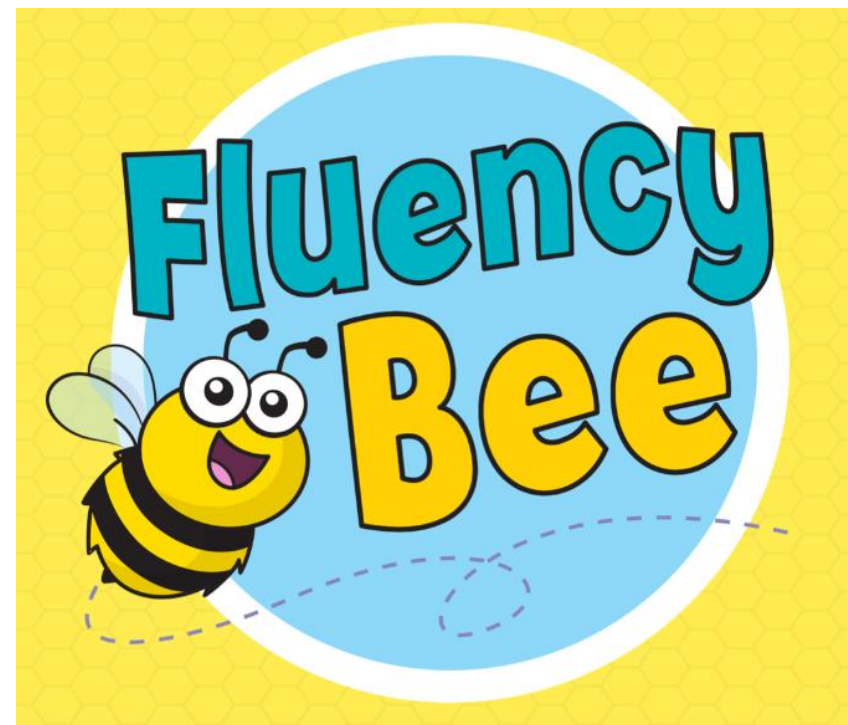
Year Two Curriculum - Maths

- Partitioning 2-digit numbers into tens and ones
- Using efficient addition and subtraction strategies
- Multiplying and dividing with 2's, 5's and 10's
- Recognising and finding halves, quarters and thirds
- Naming and describing common 2D and 3D shapes
- Recognising notes and coins and calculating money
- Telling the time to 5 minutes on an analogue clock



Year Two Curriculum - Maths

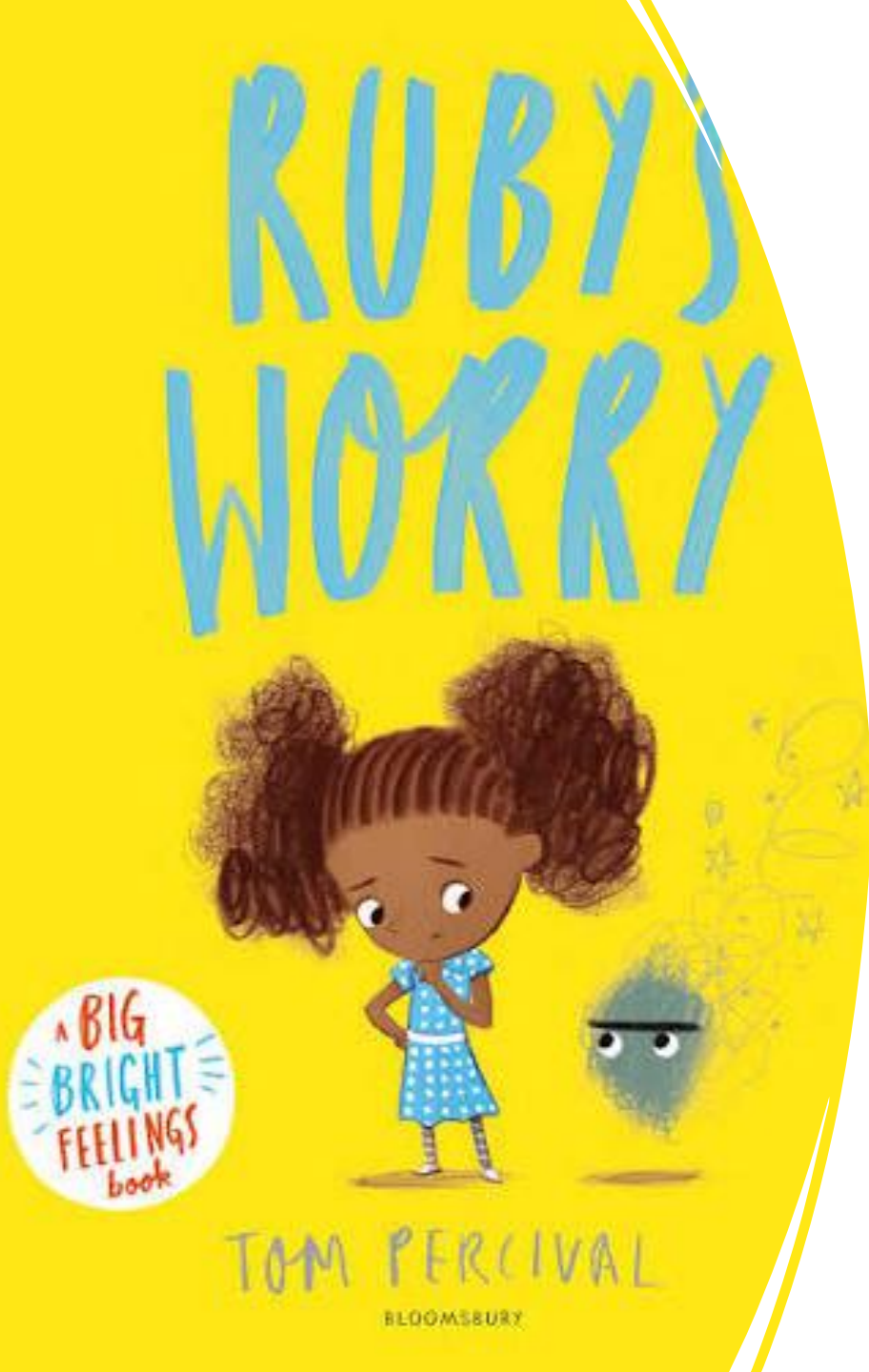
- **Fluency Bee**
 - Daily number practice
 - Key to instant recall and efficiency
 - Consistent models and images



Year Two Curriculum – Science

- Animals including humans
- Living things and their habitats
- Microhabitats
- Everyday materials
- Plants





Year Two Curriculum – PSHE

- Personal, Social, Health and Economic Education
 - Relationships - resolving conflicts
 - Digital well-being – internet usage
 - Money matters – keeping money safe
 - Thinking positively – transition work
 - ***Diverse Britain – our community***
 - ***Growing up – scientific names for body parts***

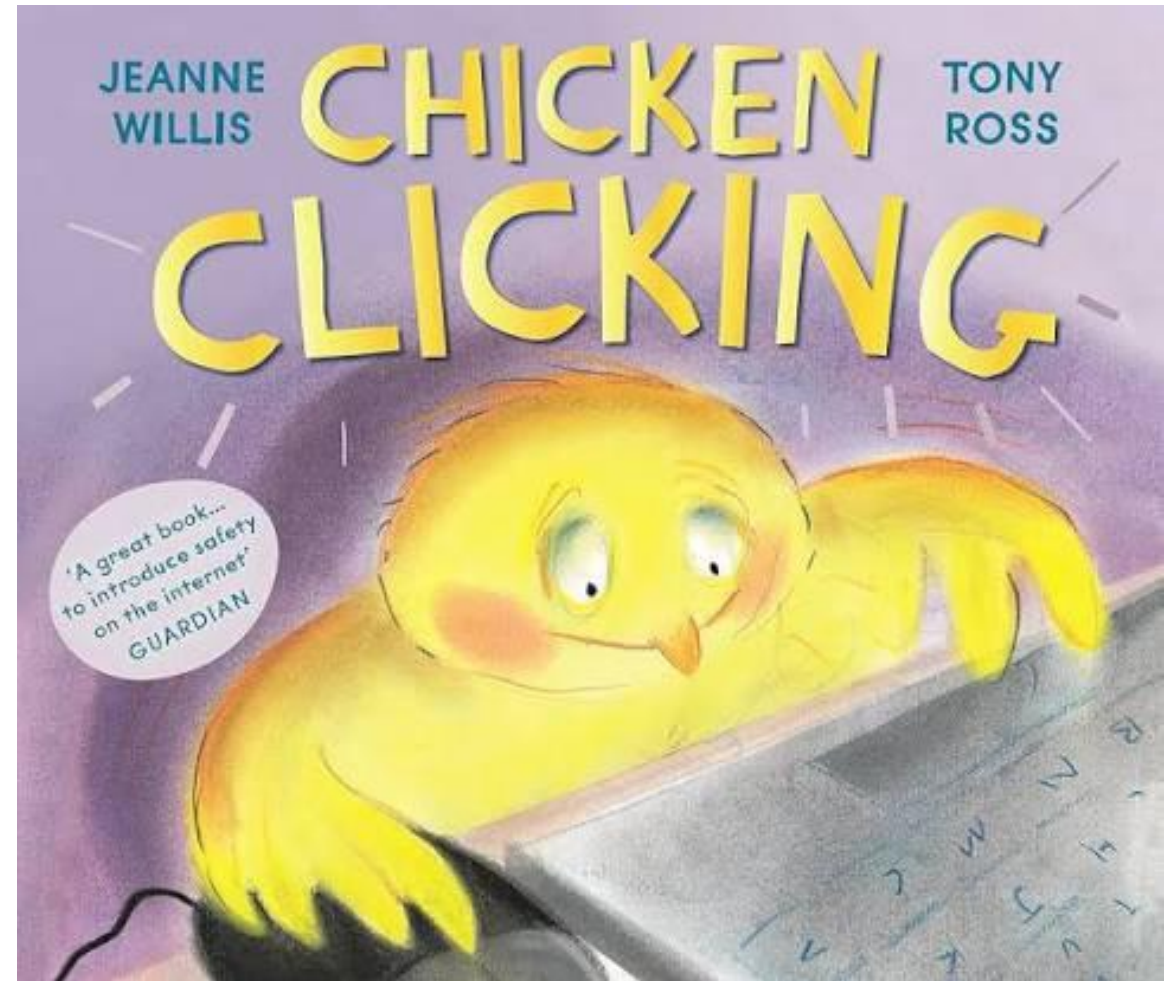
Year Two Curriculum – Religious Education

- What do Christians believe God is like?
- Judaism - Hanukkah / Christmas
- Islam
- Easter
- Who made the world? / Judaism - Shabbat
- What is the Good News Jesus brings?



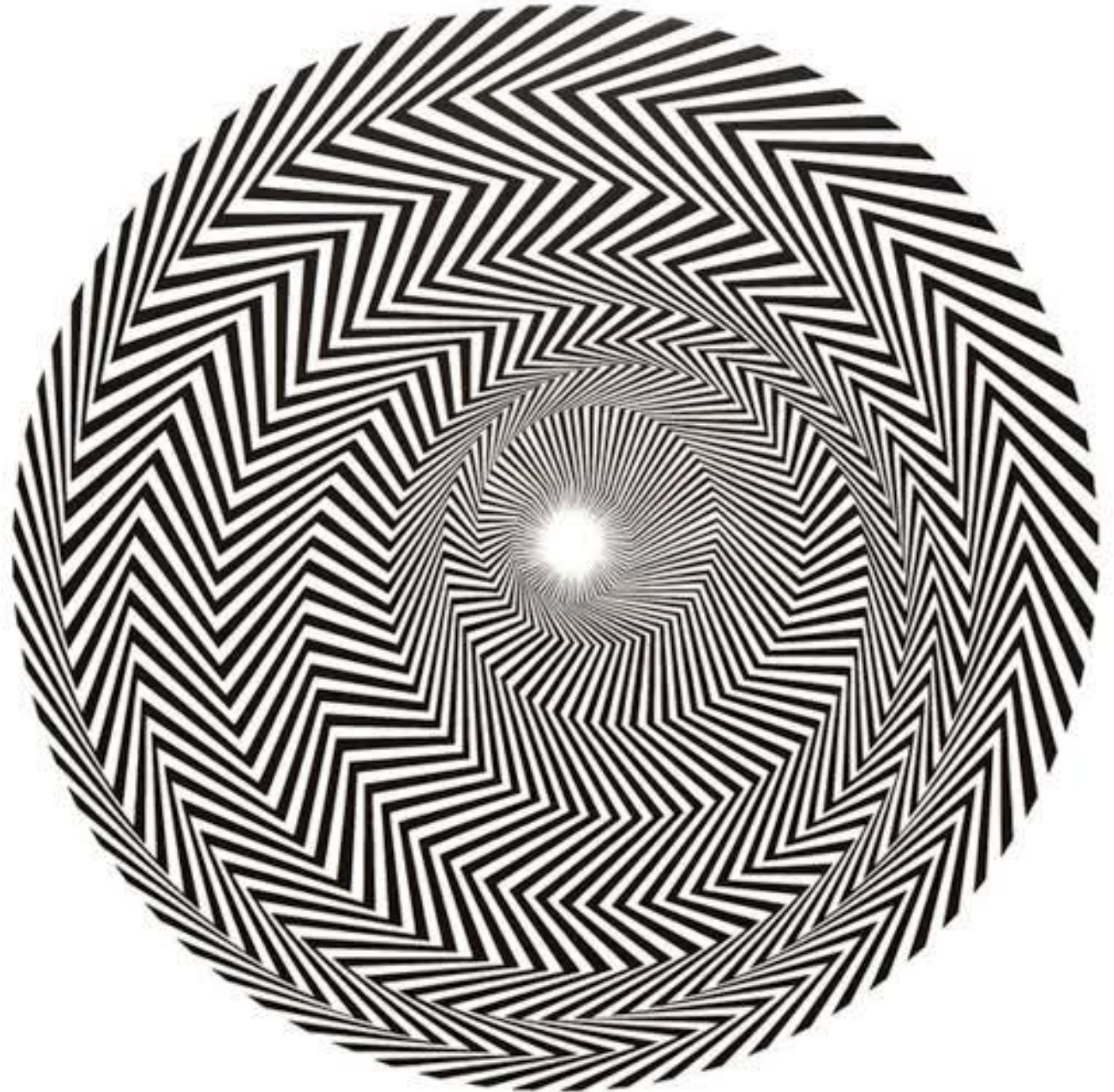
Year Two Curriculum – Computing

- E-safety
- Block coding and algorithms
- Creating stop-motion animations
- Word processing
- Data Handling



Year Two Curriculum – Art

- Optical art work – Bridget Riley
- Sculpture – Birmingham landmarks
- Painting – Famous Artists



Year Two Curriculum – Design and Technology

- Moving mechanisms – Castles
- Textiles – Mother's Day craft
- Food technology – Pasta salad



Year Two Curriculum – Geography

- Use geographical vocabulary
- Conduct simple field work
- Use maps and atlases
- Compare Birmingham and the wider world
- Recognise human and physical features



Year Two Curriculum – History

- Understand chronology
- Significant people and events
- Use historical sources
- Compare the past and present
- Ask their own questions



Year Two Curriculum – Music

- Pitch and musical expression
- Dynamics and tempo
- Feelings and emotions in music
- Music creation and production
- Musical heritage from around the world



Year Two Curriculum – Physical Education

- Fundamental skills, competitive elements, healthy lifestyle/diet
- Tennis
- Basketball/Netball
- Rounders
- Football
- Gymnastics
- Dance
- Athletics



Mr Coley



School Trips and Workshops

- **Autumn**
- Tamworth Castle Trip
- Stay and Make a Castle Parent Workshop – 17.11.2026
- **Spring**
- Cadbury World Trip
- Stay for Some Eggcellent Maths Parent Workshop
- **Summer**
- Local Trip
- Leavers' Service

Assessment

Teacher Assessment

- Reading, Writing and Maths
- Wider curriculum subjects
- Personal comment and Report
- Parent meetings

English - Reading
Can read accurately most words of two or more syllables.
Can read most words containing common suffixes.
Can read most common exception words (tricky words that cannot be sounded out).
Can, in age-appropriate books, read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
Can, in age-appropriate books, sound out most unfamiliar words accurately, without undue hesitation.
Can check, in a book they can already read fluently, that it makes sense to them, correcting any inaccurate reading.
Can answer questions and make some inferences in a book they can already read fluently.
Can explain what has happened so far in what they have read in a book they can already read fluently.
English - Writing
Can write simple, coherent narratives about personal experiences and those of others (real and fictional) and write about real events, after discussion with the teacher.
Can demarcate most sentences with capital letters and full stops and use question marks correctly when required.
Can use present and past tense mostly correctly and consistently.
Can use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.
Can segment spoken words into sounds and represent these by letters, spelling many correctly and making phonetically plausible attempts at others.
Can spell many common exception words.
Can add suffixes to spell some words correctly in their writing e.g. ~~ful~~ -less, ~~ly~~ .
Can form capital and lower-case letters and digits correctly and use spacing between words that reflects the size of the letters.
Mathematics
Can read scales in divisions of ones, twos, fives, and tens.
Can partition two-digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.
Can add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus.
Can recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships e.g. If $7+3=10$ then $17+3=20$.
Can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary e.g. $2 \times 5 = 10$ so $5 \times 2 = 10$.
Can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape and know that all parts must be equal parts of the whole.
Can use different coins to make the same amount.
Can read the time on the clock to the nearest 15 minutes.
Can name and describe properties of 2-D and 3-D shapes including number of sides, vertices, edges, faces and lines of symmetry.



End of Year Two Expectations (reading, writing and maths)

- Government expectations for when a child reaches the end of Year Two

English - Reading

an read accurately most words of two or more syllables.

an read most words containing common suffixes.

an read most common exception words (tricky words that cannot be sounded out).

an, in age-appropriate books, read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.

an, in age-appropriate books, sound out most unfamiliar words accurately, without undue hesitation.

an check, in a book they can already read fluently, that it makes sense to them, correcting any inaccurate reading.

an answer questions and make some inferences in a book they can already read fluently.

an explain what has happened so far in what they have read in a book they can already read fluently.

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an write simple, coherent narratives about personal experiences and those of others (real and fictional) and write about real events, after discussion with the teacher.

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an segment spoken words into sounds and represent these by letters, spelling many correctly and making phonetically plausible attempts at others.

an spell many common exception words.

an add suffixes to spell some words correctly in their writing e.g. -ful, -less, -ly.

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Mathematics

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an use different coins to make the same amount.

an read the time on the clock to the nearest 15 minutes.

an name and describe properties of 2-D and 3-D shapes including number of sides, vertices, edges, faces and lines of symmetry.

Assessment

- **NTS Assessments**

- Termly assessments for reading and writing
- A raw score is converted into a standardised score
- Found in reports and discussed in parents' evenings.

English Reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	90
15	90
16	91

English Reading	
Raw score	Scaled score
17	92
18	93
19	93
20	94
21	95
22	96
23	96
24	97
25	98
26	98
27	99
28	100
29	101
30	101
31	102
32	103
33	104

English Reading	
Raw score	Scaled score
34	105
35	105
36	106
37	106
38	107
39	107
40	108
41	108
42	109
43	109
44	110
45	110
46	111
47	111
48	112
49	112
50	113

Assessment

End of Key Stage One Assessments

- 'SATs' have now become non statutory
- Assessments can still be used by schools
- Administered Summer 2026



Assessment

End of Key Stage One Assessments

- Reading Paper 1
- Reading Paper 2
- Maths – Arithmetic
- Maths - Reasoning

Further details to follow



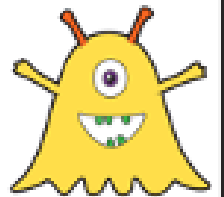
Assessment

- **Year Two Phonics Screening Check**
 - All children who did not pass in Year One
 - Year Two phonics screening check: **week beginning 8th June 2026**
 - The check will consist of 40 words, that include 20 real words and 20 nonwords (alien/pseudo words)
 - Administered 1:1, no time limit and designed not to be stressful

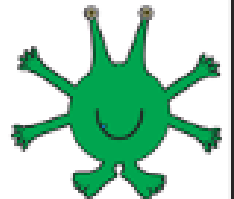
brend



throst



stret



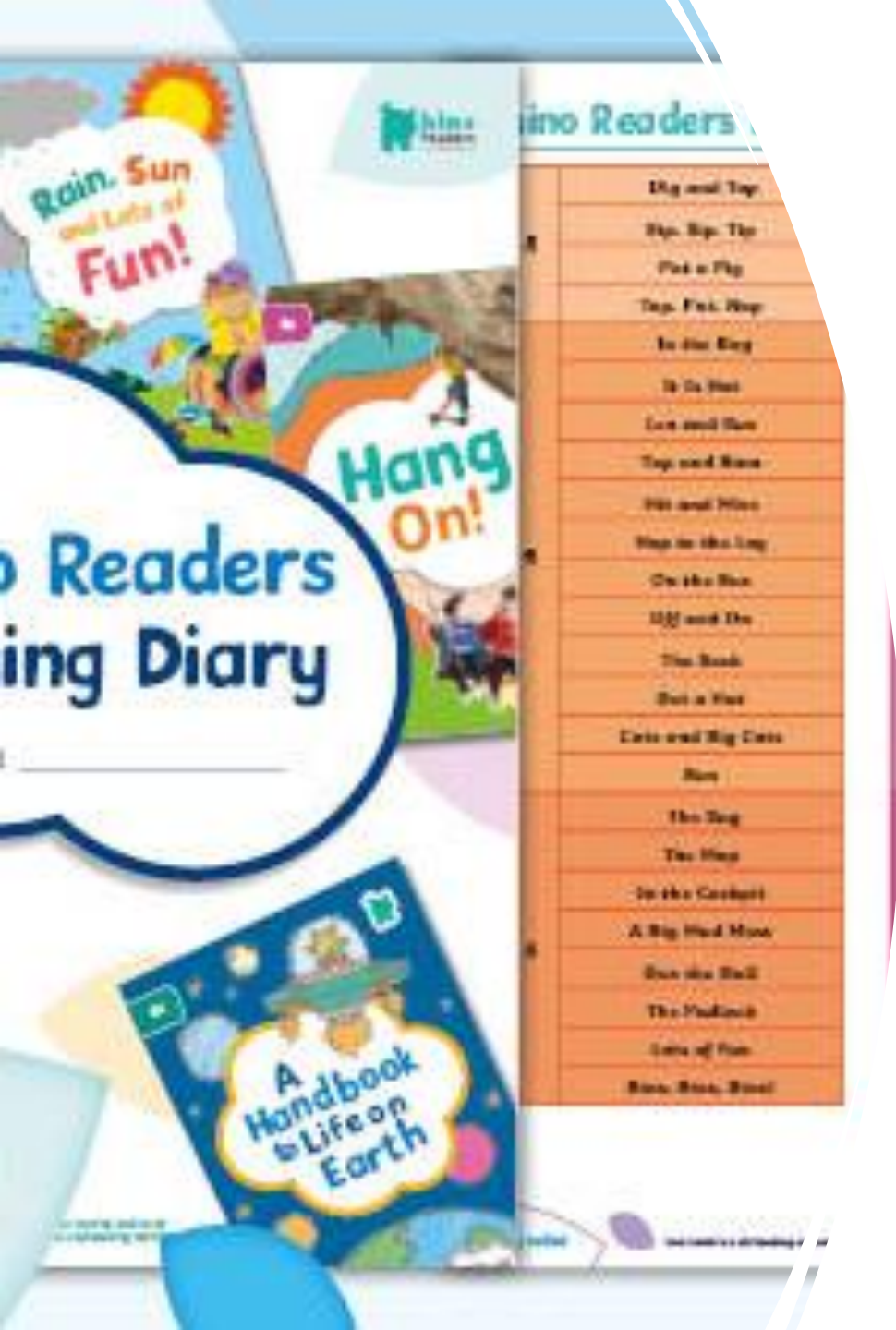
Ways to support your child at home

- Support and reassurance
- Attendance
- Talk to your child
- Weekly newsletter
- Good sleep
- Healthy breakfast



Working together to improve school attendance

Guidance for maintained schools, academies, independent schools, and local authorities



Reading at Home

- Reading every day
- Enjoy stories together
- Talk about the story before, during and afterwards
- 5 W questions
- Try to read a range of texts
- Visit the local library
- Use the Rhino Reader and Twinkl Originals to share new texts

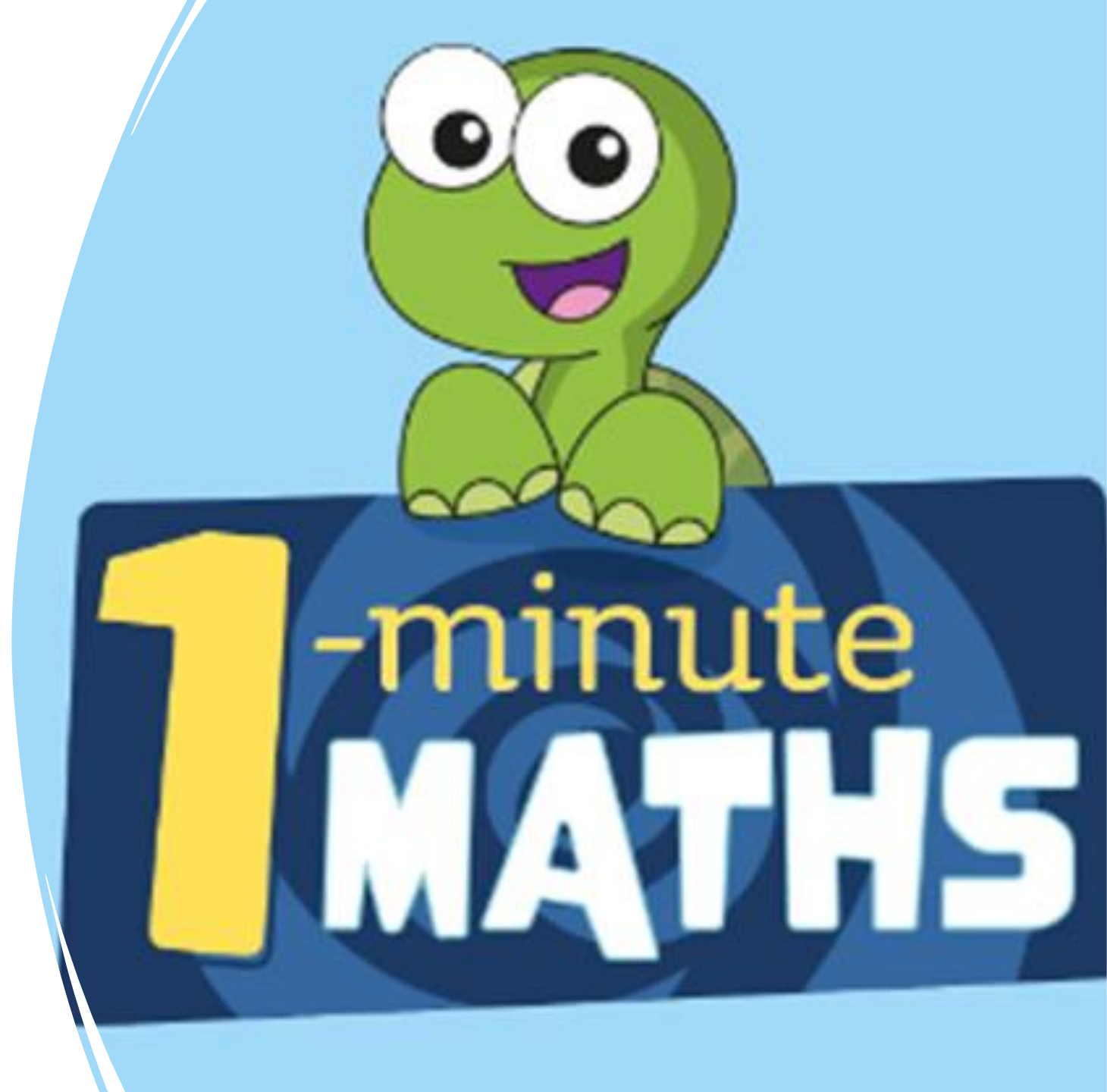
Writing at Home

- Encourage opportunities for writing
- Love To Write books
- Write together – modelling
- Remember that good readers become good writers!
- Talk about writing features in texts
- Common Exception Words



Maths at Home

- Recall of number facts
- Noticing and spotting patterns
- Play games
- 1 minute Maths
- Twinkl Mental Maths App



Home School Agreement

	As a school we will do our best to...	As a parent or carer I will do my best to ...	As a child I will do my best to ...
School Ethos	Provide a secure, happy and stimulating learning environment where Christian faith leads our way.	Having chosen St Laurence Church Infant School for your child, accept the school's aims and Christian values, positively supporting the school.	Be proud of being a member of St Laurence Church Infant School.
Attendance and Punctuality	Encourage good attendance and punctuality. Support you if your child is absent more than 5 days per term.	Ensure that my child attends school every day unless ill. Inform school on first day of absence. Not take holidays during term time. Ensure that my child arrives at school by 8:45am and is collected at 3:15pm.	Go into my classroom quickly and sensibly. Wash my hands to kill the germs.
Being Ready for School	Encourage the wearing of school uniform at all times.	Send my child to school in correct uniform or PE kit.	Always wear my school uniform and keep myself tidy.
Encouragement and Motivation	Encourage and motivate children to do their best and feel a valued member of the school.	Encourage and motivate my child to do his/her best and value all of their achievements.	Listen carefully, work hard and take a pride in all I do.
Good Behaviour	Have a clear Behaviour Regulation Policy and support children to follow the rules. Take bullying seriously and act to keep children safe.	Encourage my child to follow the standards of behaviour expected by the school. Be a role model to my child by being courteous to school staff.	Be ready, be respectful and be safe.

**Children sign
Parents/carers
to read, sign
and return to
school**



Thank you for listening!

Meet your child's class teacher(s)!



2Y – Mr Regall



2R – Miss Moore



2B – Miss Lawler
Mon/Tue/Wed



Miss Goodwin
Thurs/Fri

