

Year 2 Welcome



Growing together, Learning for life

Year 2 Team



Hazel
Mrs Waters
and
Mrs Goodman



Beech
Miss Mill
and
Miss Fisher



Hawthorn
Miss Tiley,
Mrs Young
and Miss Davies



MENU

LOGIN

SEARCH

TRANSLATE

FACEBOOK



North Baddesley Infant School

Growing together, learning for life

Virtual Tour

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Have a look around our school!

We are so proud of our school and we love showing it off! It's been so hard not to be able to physically welcome you through our doors in the last 18 months or so, but hopefully our introductory video and our Virtual Tour below gives you a flavour of our school!

Please also take a look at our Frequently Asked Questions but of course, if you have any queries that remain unanswered, then please do contact us!



Explore more of the school virtually!



A typical day...

Morning drop off time is 8.45-9.00am

Collection time is 3.15pm

Please inform the school office if someone different is collecting your child and ensure this person knows your password.

Ensure your child has a PE kit in school as the days could change.

Morning task on arrival

Phonics

Reading practise

English/Maths

Snack and break

English/Maths

Lunch

Handwriting

Foundation subject

Discovery time/assembly

Home time



Memorable experiences

We aim to provide as many memorable experiences as possible for our children throughout the year. Below are some examples of experiences we hope to be able to offer this year.

- Open Box Theatre
- Dino day!
- Theatre trip
- Perform4All
- Chocolate day!
- Beach trip
- Marwell Zoo trip
- Sleepover



Year 2 Residential



End of Key Stage Assessments

5 Which word can have the letters un in front of it to make another word?

Tick **one**.

tie

big

hot

sit

1 mark

6 Circle **one** word in the sentence below that can be replaced with the word but.

Paul and Anil went to music club and Joe went home.

1 mark

7 Look at page 7.

(page 7)

Being a park keeper is a good job for Liam. Why?

1 mark

8 Look at page 7.

(page 7)

What makes Liam feel proud and gives him a *real sense of achievement*?

Tick **one**.

keeping fit and active

watching the shrubs and plants grow

working as a team with the other park keepers

watching visitors enjoy the gardens

1 mark

1 $5 + 7 = \square$

4 $17 - 6 = \square$

7 $\square + 5 = 9$

10 $36 + 24 = \square$

14 $2 \times 0 = \square$

15 $3 \times 3 = \square$

17 $35 \div 5 = \square$

24 $\frac{1}{3}$ of 21 = \square

30 A shop has 12 bags of crisps.

It sells $\frac{1}{4}$ of the bags.

How many bags of crisps did the shop **sell**?



bags

How you can help at home





How you can help at home

Reading

“

**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)

”



Reading books

- These have been specifically matched to your child's phonic knowledge and children will have read these at least three times a week.
- **This means the children will:**
- Know all the sounds and tricky words well.
- Read many of the words fluently - this means blending will happen in their heads and their reading will be automatic.
- Only need to sound out about 5% of the words – they should be able to do this independently.

These must be returned on a Friday and the children will take home a new one.



Year 2

- During their time in Year 2, most children will 'complete' the Little Wandle scheme and move onto colour banded books.
- The children will still receive reading practice sessions in the same way so that they are given the opportunity to develop fluency, prosody and comprehension skills.
- The focus will come away from phonics and towards teaching spelling rules.



How you can help at home

Spelling

- Spell common exception words
- Spell homophones
- Spell words with suffixes (-ment, -ness, -ful, -ed, -less, -est, -ly)
- Spell contractions (didn't, wouldn't, don't)

Year 1 and 2 Common Exception Words							
Year 1			Year 2				
the	they	one	door	gold	plant	clothes	
a	be	once	floor	hold	path	busy	
do	he	ask	poor	told	bath	people	
to	me	friend	because	every	hour	water	
today	she	school	find	great	move	again	
of	we	put	kind	break	prove	half	
said	no	push	mind	steak	improve	money	
says	go	pull	behind	pretty	sure	Mr	
are	so	full	child	beautiful	sugar	Mrs	
were	by	house	children	after	eye	parents	
was	my	our	wild	fast	could	Christmas	
is	here		climb	last	should	everybody	
his	there		most	past	would	even	
has	where		only	father	who		
I	love		both	class	whole		
you	come		old	grass	any		
your	some		cold	pass	many		



How you can help at home

Spelling

- **Homophones:** words that sound the same but have different spellings (flour and flower)
- **Suffixes:** a collection of letters added to the end of words (-ment, -ness, -ful, -ed, -less, -est, -ly)
- **Contractions:** Words that are shortened from 2 longer words with apostrophes (didn't, wouldn't, don't)
- **Phonemes:** units of sound
- **Graphemes:** letters which represent units of sounds



Spelling strategies:

- **Underline the tricky bit!**
- In the word beautiful, the eau is tricky as it makes a 'you' sound, but the rest is phonetically decodable.
- Children would write beautiful.
- You could then focus on remembering those 3 letters.



Spelling strategies:

- **Create a mnemonic!**

- A pattern, idea or association that helps you to remember.
- For learning the word because, children might use
- Big Elephants Can Always Understand Small Elephants



Spelling strategies:

- **Segment into Syllables!**

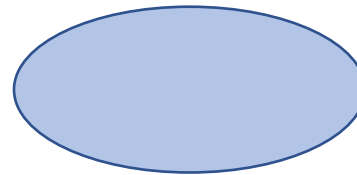
- Break the spelling down into its syllables and write each syllable.
- This is only a few letters at a time, which can be less daunting and helps to identify the bit children might be finding challenging.

- ev-er-y-bod-y

Spelling strategies:

- **Write it out in different ways!**
- If children are not sure which of the letters to use to represent the sound, they could try it in different ways and see which one looks right.

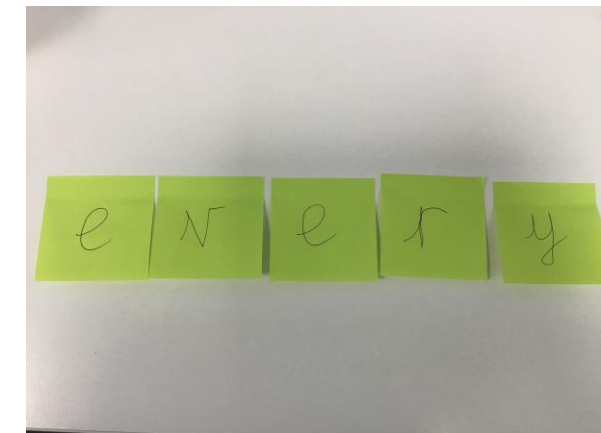
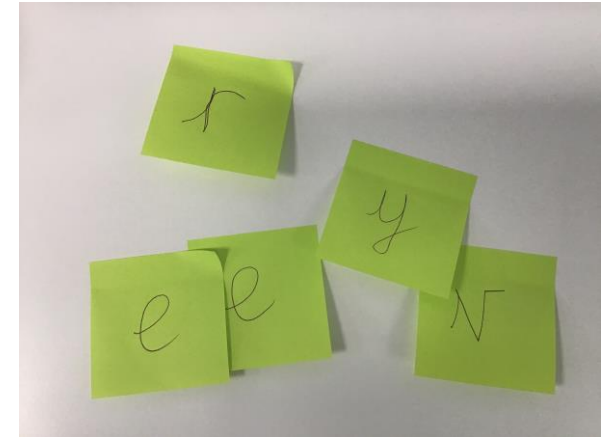
cloaths cloeths clothes



Practise

- **Jumble**

- Write the letters in a spelling word onto post it notes, labels, use magnetic letters (whatever is available).
- Jumble up the letters and ask the children to rearrange them to create the spelling word.
- Make it harder by adding random letters that are not in the spelling word or don't tell the children what the word is. Can they work it out?





Practise

- **Relay Race**

- Children need a piece of paper and pencil at one end of a space. They stand in a team and the first child runs to the paper and writes the first letter of the spelling, they tag the next person who writes the next letter until the spelling is finished.
- Don't forget to check it's correct afterwards!
- Changes: you could use magnetic letters, post it notes or stickers instead of writing if this is a barrier.

Practise

- **Relay Race**





Practise

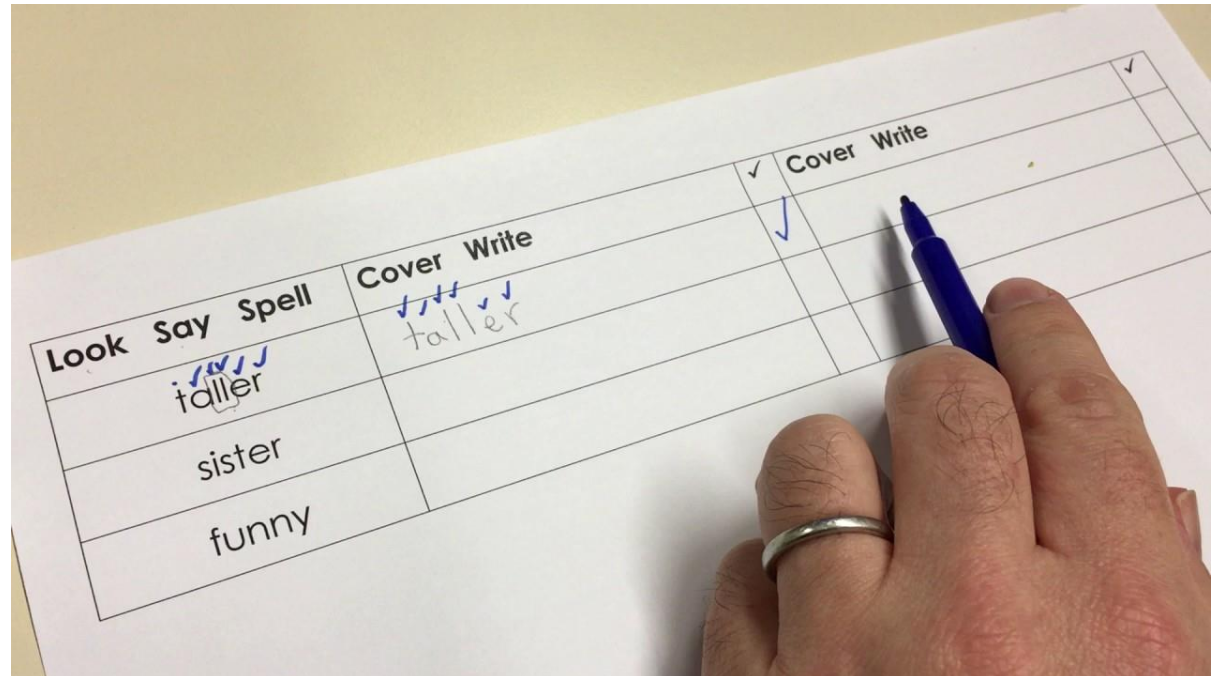
- **Rainbow Write**

- The child writes each letter of their spelling in a different colour.
- Alternatively, they could write the tricky bit in a different colour to help them remember.

behind

Practise

- **Look, cover, write, check**
- The cover is the really important part of this as the child needs to recall the spelling in order to strengthen the memory of it.

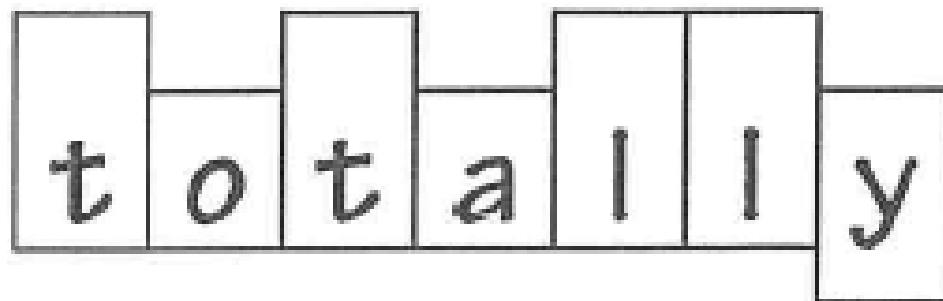




Practise

- **Drawing**

- Draw round the word, making sure it's clear where there are ascenders and descenders.
- Write the word to match the shape.





Practise

- **Pyramid words**

- Start with the first letter, then under that write the next two, then under that, the next 3 etc.
- This helps children to think about each individual letter.
- You could continue it and make a diamond shape too.

p
py
pyr
pyra
pyram
pyrami
pyramid



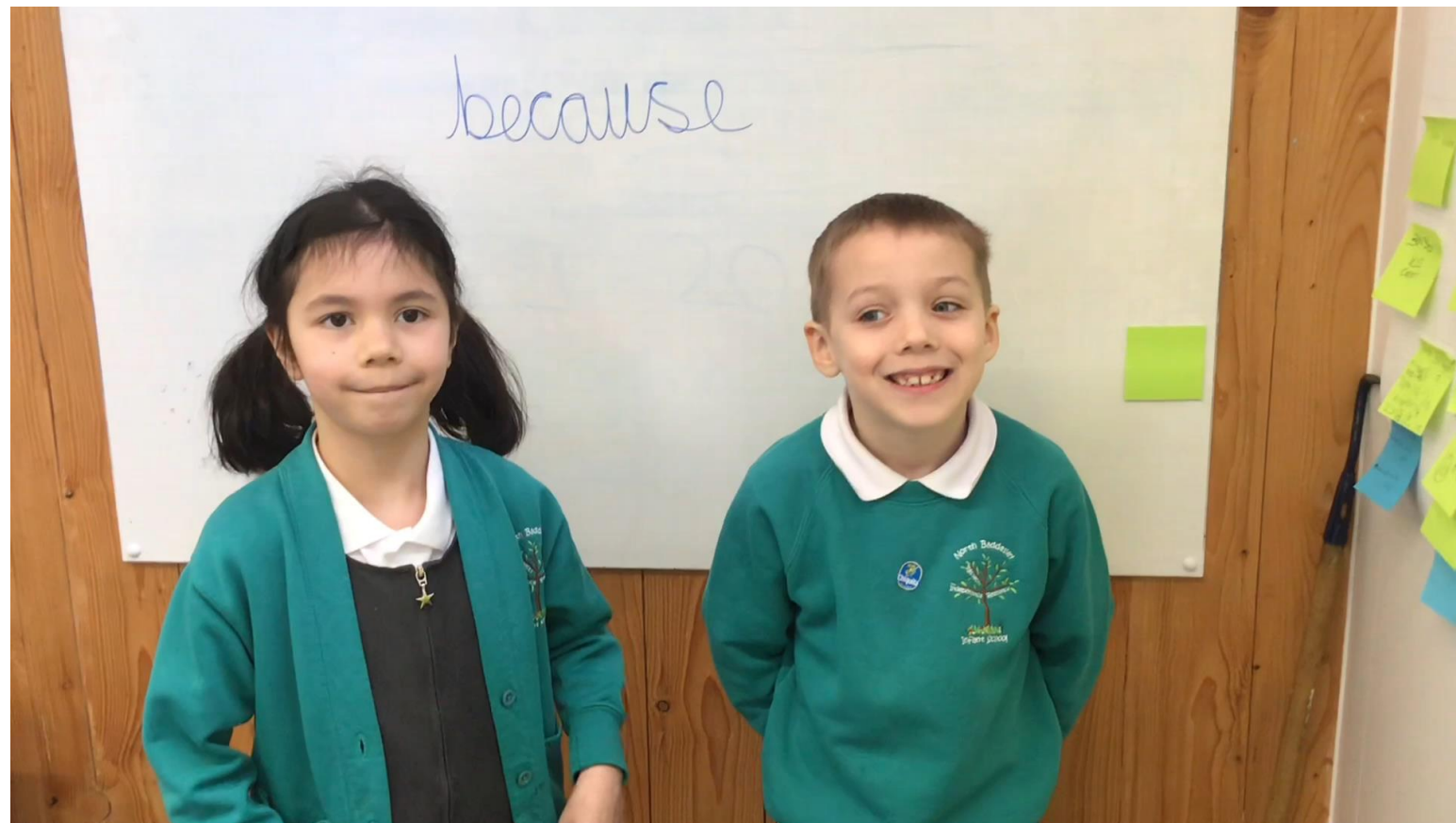
Practise

- **Alternate sounds**

- In pairs, say each letter of the sound alternately.
- I say 't', you say 'h', I say 'e', you say 'r', I say 'e'.
- **there**

Practise

- **Alternate sounds**





Practise

- **Sentences**

- Ask the child to write the word in sentences.
- This is especially useful for homophones and checking that the correct spelling has been used for the correct meaning.
- The **flowers** are pretty.

Practise

- **Books**

- Ask the child to look for the spelling words in books.
- You could cover up one of the spelling words in books and see if they can guess the spelling word using the context of the s





Practise

- **Missing letters**

- Give the child a spelling which is missing some letters (could be the tricky bit or the vowels).
- Can they guess the spelling word?
- Can they fill in the missing letters?

- p_ _ple



Practise

- **Write on backs**
- Write a spelling word onto the child's back.
- Can they guess the word?
- Can they write one on your back for you to guess?



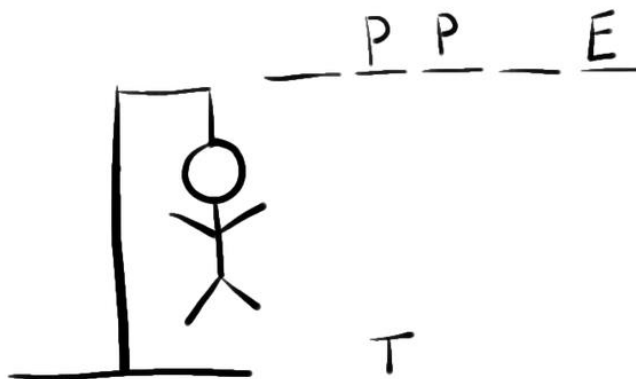
Practise

- **Yes/No game**
- Think of a spelling word.
- The child asks you if certain letters are in the word and you answer yes or no. You cannot give them clues.
- Once they know the letters, can they guess the word?
- Challenge: Can they guess the word in only 5 questions?

Practise

• Hangman

- Draw a line for each letter in the spelling word.
- The child guesses letters and if they are in the word, you write on where they are, if they are not, you begin drawing the hangman.
- Can the child guess the word before the hangman is drawn?





Junior school

Admission type	Applications open	Deadline for applications	Notification date for on-time applicants	Waiting list established
Starting School (Year R)	1 November 2023	15 January 2024	16 April 2024	30 April 2024
Infant to Junior Transfer (Year 3)	1 November 2023	15 January 2024	16 April 2024	30 April 2024

[Applying for a junior school place \(Year 3\)](#)
[Hampshire County Council](#)
[hants.gov.uk](https://www.hants.gov.uk)

Any questions??



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