Ickleford Primary School

Shared Values · Shared Aspirations · Shared Achievements

Welcome to Year 2

A warm welcome to children and families

Tonight is about partnership

A chance to connect, understand Year 2 and ask questions

- Meet the Year 2 staff team.
- Find out what life and learning look like in Year 2.
- Share questions and make sure you know how we can work together.

Your Year 2 Team

Class Teacher: Mrs Banbury

HLTA: Mrs Parmar, Mrs Ivory Webb

PPA Cover:

Mrs Giggle who teaches Science on Thursday mornings

Learning in Year 2: Building on Year 1

- The pace is faster than in Year 1.
- Children are encouraged to become increasingly independent learners.
- Children's learning and progress are assessed every day through their everyday classroom work and learning. In addition, all children will sit formal tests twice a year.

Learning in Year 2: Building on Year 1

Our aim is to help every child feel confident, capable and ready for the next step.

What will we learn?

Curriculum Subjects

English	Mathematics	Science
Computing	History	Geography
Art & Design	Design & Technology	PE Tuesday & Friday
Music	RE	PSHE (incl. RSE) & Values

Relationship & Sex Education (RSE)

Part of our PSHE curriculum taught in an age-appropriate and sensitive way

- **As part of PSHE, children learn about relationships, their bodies and how to keep themselves safe.**
- In Year 2, children will learn the correct, scientific names for genitalia. We use accurate language so that children can talk clearly and confidently about their bodies.
- This is taught in a calm, age-appropriate way, alongside messages about privacy, respect, personal boundaries and asking a trusted adult for help.
- We recognise that families may have questions about this aspect of the curriculum. If you would like to know more about what we teach or how we approach these lessons, please speak to us.

High expectations with support along the way

The expectations are high.

At the end of the year, your child's report will inform you what your child has achieved:

- Working at the expected standards
- Working towards the expected standards
- Working at greater depth

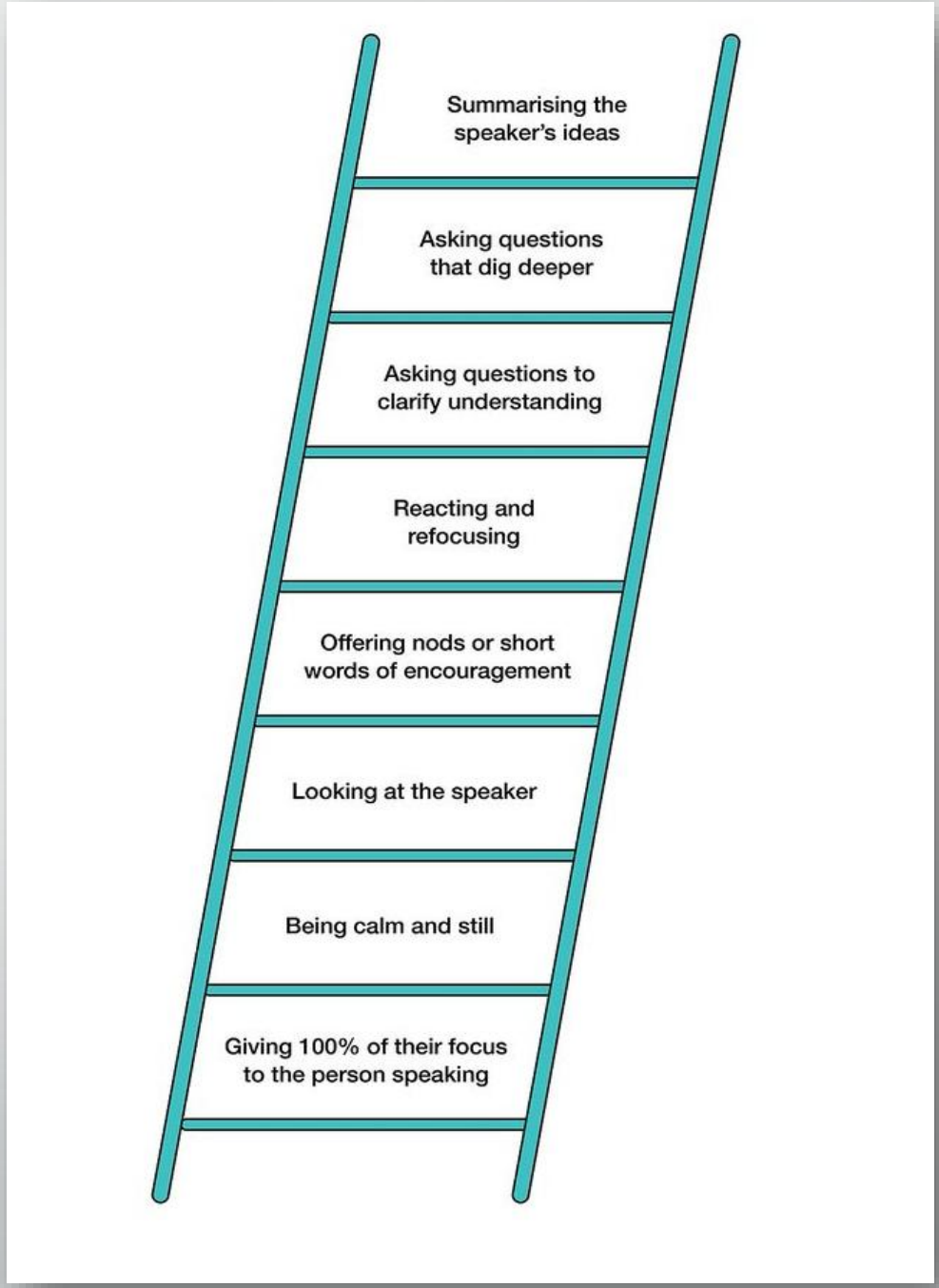
Oracy: helping children find their voice

an umbrella skill

Oracy is the teaching and development of strong speaking and listening skills in our children

- Speak clearly and confidently
- Listen actively with focus and concentration
- Think critically about what is being said
- Engage in meaningful discussions

The Listening Ladder – a visual guide to help support key skills



English Curriculum

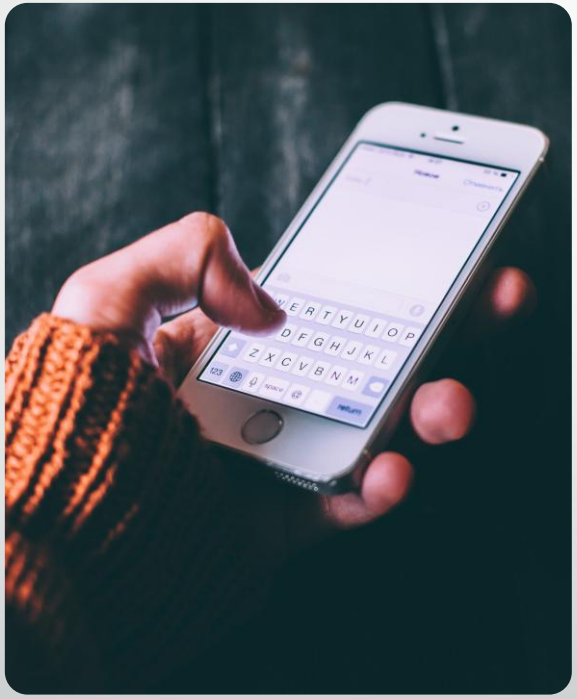
Discrete lessons are taught in phonics, guided reading, handwriting plus English lessons in which all these skills are applied.

Speaking & Listening	Reading	Writing
Oracy skills	Phonics (decoding)	Composition
Vocabulary	Prosody (expression/punctuation)	Phonics (segmenting/spelling)
	Comprehension (vocabulary/grammar)	Punctuation
		Grammar
		Vocabulary
		Handwriting

Reading

Juggling
Field of Go
The Foolish Fo
The King and His Wish
Alison Hawes
Kate Slater
OXFORD
Everyone Says Sh-h-h-h!
QUORK ATTACK
Alison Hawes
Stone Soup
A Traditional Tale from Sweden
SUPERSCRIPTS
PAYBACK
gets taught
he won't forget
PLAYS TO READ
Presented by Julia Donaldson
Steg and the Tar Pit
Written by Alison Hawes
Illustrated by Lalalimala
Children
The Dare
Written by Alison Hawes
Big Game Adventure
Alison Hawes
OXFORD
Jorge Santillan

How many times have you already read today?



Applying phonics when reading books

Reading practice sessions are:

- for some children timetabled three times a week focusing on decoding, prosody and comprehension
- for other children timetabled once per week
- taught by a trained teacher/teaching assistant
- taught in small groups.

Reading a book at the right level

This means that your child should:

- know all the sounds and tricky words in their phonics book well.
- Read many of the words by silent blending (in their head) – their reading will be automatic.
- Only need to stop and sound out about 5% of the words, but the should be able to do this on

their own.

Guided Reading lessons

- Reading practice sessions focus on decoding, prosody and comprehension.
- Children read in small groups with a teacher or teaching assistant.
- Some children have three sessions a week; others have one.

Books going home

Learning-to-read books

- Some children will bring home a Little Wandle book. These are the books your child will read or has read with an adult at school and should be re-read at home to help build confidence and fluency.
- Please read with your child as often as you can, ideally at least once a day.

Building confidence, stamina and motivation

- Some children will bring home two book-banded books (books with a coloured sticker).
- These books will help your child build reading confidence, develop reading stamina and enjoy reading.
- Your child will also read other books with an adult at school as part of their Guided Reading lessons.

Reading together builds much more than reading skills

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
  - Introduce new and exciting language.
  - Encourage your child to use new vocabulary.
  - Make up sentences together.
  - Find different words to use.
  - Describe things you see.
  - Enjoy your time together.

School + home =
a strong reading partnership

At School:

We teach your child the skills they need to become a reader:

- decoding
- prosody
- and comprehension.

At Home

- Your child needs regular practice to build fluency.
- Daily reading is the key homework expectation in KS1.

How do we teach writing?

Developing technical skills and encouraging imagination

Spelling	Punctuation	Grammar	Handwriting	Composition
Phonics lessons	Tasks in English lessons practising a skill	Tasks in English lessons practising a skill	Discrete lessons	Writing in English lessons
Dictation exercises	Dictation exercises		Dictation exercises	Writing across the curriculum
Improvement tasks	Improvement tasks	Improvement tasks	Improvement tasks	Improvement tasks

Maths:
from hands-on to independent thinking

We use the Concrete → Pictorial → Abstract (CPA) approach.

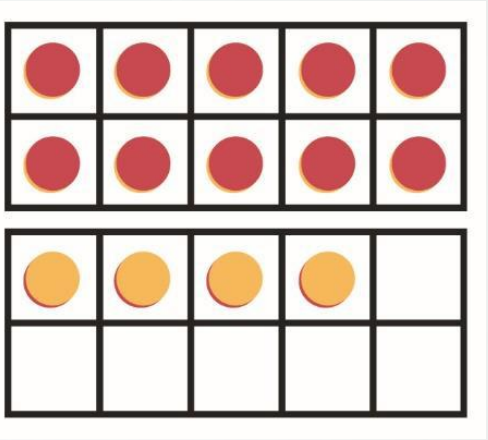
Concrete

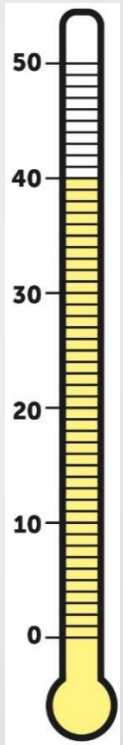
- Children handle practical objects and resources.
- This helps them build understanding through doing.

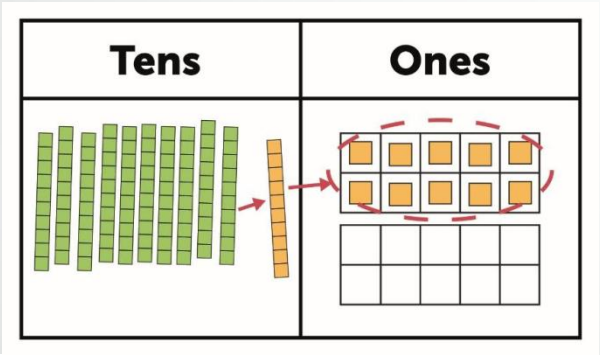
Pictorial → Abstract

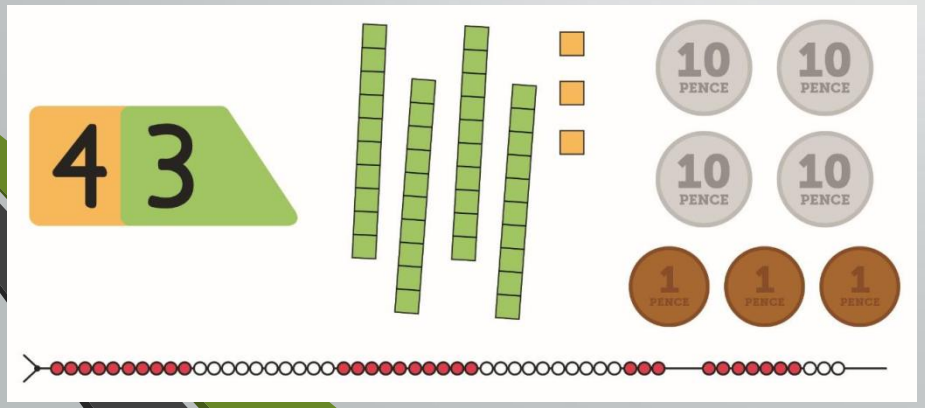
- Children represent ideas with pictures and diagrams.
- They then move towards symbols, numbers and more abstract thinking.

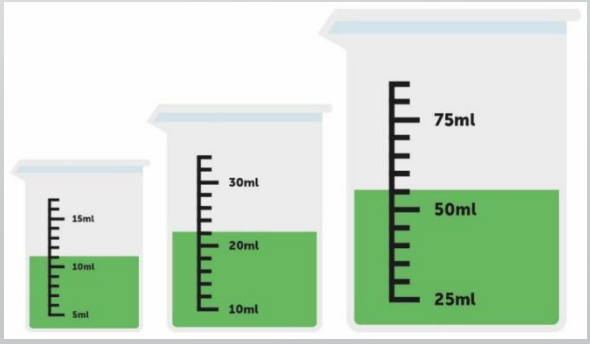
CPA: Concrete



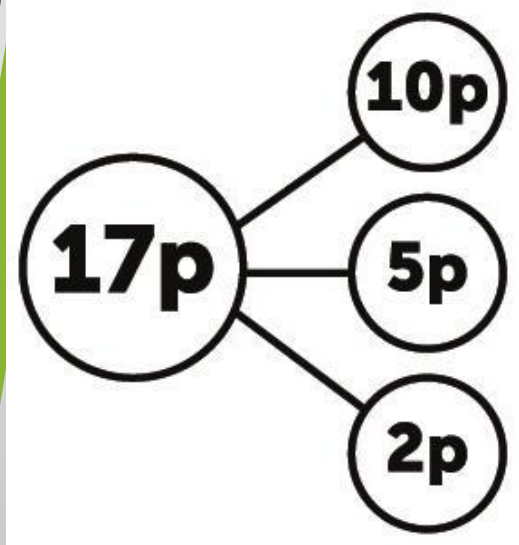








CPA: Pictorial



Tens	Ones

10p	10p			1p
10p	5p	2p	2p	2p

CPA: Abstract

< , > or =

3 tens ? 33 ones

Forty ? Fourteen

6 tens and 4 ones ? 5 tens and 15 ones

Easy ways to support maths at home

- Counting in 1s, 2s, 5s, 10s and 3s — forwards and backwards.
- Practise one more and one less.
- Read an analogue clock: o'clock, half past, quarter past and quarter to.
- Talk about measurement: metre, centimetre, mile, litre, g, kg, £, pence/penny, minutes, hours, days, months and seasons.
- Practise writing numerals correctly.

A positive approach to feedback

We want children to know what they are doing well — and what to try next.

Pink = perfect!

- Successful application of skills is marked in pink.
- It celebrates what children have done successfully.

Green = growth!

- Areas for improvement are marked in green.
- Improvement tasks help children make connections and consolidate their learning and understanding.

A few practical reminders

A few things that help the school day run smoothly and that parents often ask about:

- Small, compact backpacks are best.
- Please name all items so lost property can be returned to the right child.
- Long hair needs to be tied back, helping to keep head lice at bay!
- No nail varnish, tattoos or shaved hair designs
- School book bags protect books and are large enough to hold the books children need. For safety and practical reasons, please do not attach keyrings or ornaments to book bags.
- Please do not put water bottles or fruit in book bags. Water bottles can leak and damage books and fruit can get squashed.

Keeping in touch

- We hold meetings in person, by telephone, e-mail or on secure school virtual platforms. We will not & do not discuss any schoo issues via social media.
- Please be circumspect in your use of 'Whatsapp'.
- Good attendance is important for your child's learning and progress. Please try to bring your child to school whenever possible. If they are unwell, we will always contact you. Whenever possible, please report absences via Arbor.
- Please look at our website for policies, curriculum overviews, term times, etc.

Office Staff:

- Our office administrator is Mrs Morello (8:15 am to 1:15pm).

  Our School Business Manager is Mrs Farrell (9:30 am to 5:30 pm).

Helping children feel safe, calm and ready to learn

- Our principal aim is to create a calm, productive and nurturing environment.
- We develop clear, consistent and thoughtful rules and responsibilities.
- We teach strong listening skills i.e. looking at the speaker, attending with eye contact if able, not interrupting and taking turns.
- We encourage concentration, resilience and a positive attitude to learning.
- We build cooperation, patience, helpfulness and positive relationships.

Home School Agreement

As a pupil of Ickleford Primary School, I can look forward to my parents and teachers working together to support my learning journey. They are committed to helping me enjoy school, reach my potential and grow with confidence. Together, we will:

- Always work hard to learn and achieve my full potential
- Come to school regularly and arrive on time
- Follow the school's golden rules and make positive behaviour choices
- Be polite, friendly and show respect to other children and all adults
- Look after others
- Take responsibility for myself and my actions
- Do my homework regularly and return it to school on time
- Bring all the equipment I need daily, including my PE kit, reading books in a book bag and a water bottle.
- Wear the correct school uniform
- Tell a trusted adult in school if there is something that concerns or worries me
- Take good care of the school equipment, school environment and living things
- Remember I represent Ickleford Primary School both in and outside the school

Child's name: .....

Signed on behalf of the School by SL Wright
Headteacher, Mrs S Wright .....

Ickleford
Primary School

Shared Values · Shared Aspirations · Shared

Home School Agreement
2026 - 2027

A balanced approach to behaviour

- Sometimes sanctions are necessary to remind and reinforce our behaviour expectations.
- Where needed, they are appropriate, proportionate and consistently applied.
- They can range from speaking to a child about their behaviour to a timeout period, escalating according to the seriousness of the situation.

Looking after medicines at school

If your child has an asthma inhaler or epi-pen in school, we are asking families to provide ‘Medpac’ cases to store them.

These cases regulate the temperature of the medicine and also have window pockets for photographs to help with quick recognition.

Things to look forward to this term:

Harvest Festival

A whole school celebration hosted at St. Katharine's Church by Reverend Margaret

The Nativity

A traditional celebration of the Christmas story by children in Reception and Key Stage 1.

Please remember….

- Every child is important to us and we try to ensure that their time at school is as happy as it can be.
- We see our work in partnership with you.
- Please come in for a quick chat if you want to share important news with us.