



# Parent/School Partnership - HOMEWORK YEAR 2

## *'Working together to achieve the best outcome for your child'*



### READING:

As a parent, one of the most essential ways you can support your child at home is through developing a love of reading. Your child will come home from school with a school reading book at an appropriate level to their reading ability which has been assessed by the class teacher.

To support reading at home you can listen to them read regularly, model reading (my page, your page) and ask your child about what they have read. You may ask your child questions like: What will happen next? What was your favourite part? Explain how you know...?

As a school we expect your child to read at home regularly, at least four times a week, and record these dates into their home/school reading record. Reading will be monitored weekly in school and children who have read on four or more separate occasions will be awarded a reading raffle ticket. At the end of each term the 'Reading Raffle' will be drawn in each class and the lucky ticket holder will receive a prize. Reading records must be in school every Friday to be entered into the reading raffle.

### SPELLING:

In KS1 your child will come home with weekly spellings. Please support your child in learning their spellings as the teacher has specified. This may be through completing LCWC (Look, Cover, Write, Check) tasks or writing these words into sentences to show meaning. The spelling focus will be on the High Frequency Words, starting with the first 100 and progressing into the next 200 throughout the key stage. Each year group will also be learning the spellings as set out in National Curriculum. As a school we will provide you with word lists/spellings for each year group.

Your child will be assessed on these spellings each term in school and assessments will be sent home for you to see your child's progress. This will also enable you to see any words that your child still requires some additional support with. In school, class teachers will assess whether pupils have been learning their spellings from the evidence in their written work. It is important that children learn to spell accurately for life and not just for a test!

### MATHEMATICS – TIMES TABLES:

From Y2 the children will be working at securing and embedding times tables with the related division facts at speed. They will begin working on the times tables award system which continues throughout the school. Children in Y2 will all begin working towards the Bronze Badge but can progress to working on Silver or Gold depending on their success rate.

- **Bronze Badge = 2, 5 & 10 times tables and divisions** – tested weekly out of 10 (6 consecutive weeks of 90% or more success the child will be awarded a Bronze badge.)
- **Silver Badge = 3, 4 & 8 times tables and divisions** – tested weekly out of 20 (6 consecutive weeks of 90% or more success the child will be awarded a Silver badge.)
- **Gold Badge = 6, 7, 9, 11 & 12 times tables and divisions** – tested weekly out of 20 (6 consecutive weeks of 90% or more success the child will be awarded a Gold badge.)

Please support your child to secure recalling these facts at home regularly. This can be done in many ways some of which include using online games on Education City, singing Education City songs, using free apps or games online, using books and quick fire questions on a car journey to name a few.

### TELLING THE TIME & HANDLING REAL MONEY:

These are two crucial life skills in which your support at home is invaluable. Please support your child in Y2 by ensuring that they can tell the time on analogue clocks to the hour, half hour, quarter to, quarter past and 5 minute intervals; with an understanding of how the hour hand changes position between hours after the o'clock. Also giving your child opportunities to handle and count real money, in real-life situations, will support with their number skills.

On occasions your child may receive other homework that the teacher deems appropriate. This will come home either in a maths/topic learning log book, be set on the websites of Education City or Purple Mash or be in the form of SATs style practice. The teacher will give clear instructions as to when this homework is due in. Your child can also log in to Education City or Purple Mash regularly and work on any aspects they choose from their given year group as extra work at home. **If the class teacher has concerns that your child is not making expected progress in any areas above throughout the year contact will be made to parents via Parentmail.**



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## 100 HIGH FREQUENCY WORDS

|      |       |        |          |        |
|------|-------|--------|----------|--------|
| the  | that  | not    | look     | put    |
| and  | with  | then   | don't    | could  |
| a    | all   | were   | come     | house  |
| to   | we    | go     | will     | old    |
| said | can   | little | into     | too    |
| in   | are   | as     | back     | by     |
| he   | up    | no     | from     | day    |
| I    | had   | mum    | children | made   |
| of   | my    | one    | him      | time   |
| it   | her   | them   | Mr       | I'm    |
| was  | what  | do     | get      | if     |
| you  | there | me     | just     | help   |
| they | out   | down   | now      | Mrs    |
| on   | this  | dad    | came     | called |
| she  | have  | big    | oh       | here   |
| is   | went  | when   | about    | off    |
| for  | be    | it's   | got      | asked  |
| at   | like  | see    | their    | saw    |
| his  | some  | looked | people   | make   |
| but  | so    | very   | your     | an     |

## NEXT 200 COMMON WORDS

|        |          |         |           |          |
|--------|----------|---------|-----------|----------|
| water  | bear     | find    | these     | live     |
| away   | can't    | more    | began     | say      |
| good   | again    | I'll    | boy       | soon     |
| want   | cat      | round   | animals   | night    |
| over   | long     | tree    | never     | narrator |
| how    | things   | magic   | next      | small    |
| did    | new      | shouted | first     | car      |
| man    | after    | us      | work      | couldn't |
| going  | wanted   | other   | lots      | three    |
| where  | eat      | food    | need      | head     |
| would  | everyone | fox     | that's    | king     |
| or     | our      | through | baby      | town     |
| took   | two      | way     | fish      | I've     |
| school | has      | been    | gave      | around   |
| think  | yes      | stop    | mouse     | every    |
| home   | play     | must    | something | garden   |
| who    | take     | red     | bed       | fast     |
| didn't | thought  | door    | may       | only     |
| ran    | dog      | right   | still     | many     |
| know   | well     | see     | found     | laughed  |

|          |           |         |         |        |
|----------|-----------|---------|---------|--------|
| let's    | fun       | any     | better  | lived  |
| much     | place     | under   | hot     | Birds  |
| suddenly | mother    | hat     | sun     | duck   |
| told     | sat       | snow    | across  | horse  |
| another  | boat      | air     | gone    | rabbit |
| great    | window    | trees   | hard    | white  |
| why      | sleep     | bad     | floppy  | coming |
| cried    | feet      | tea     | really  | he's   |
| keep     | morning   | top     | wind    | river  |
| room     | queen     | eyes    | wish    | liked  |
| last     | each      | fell    | eggs    | giant  |
| jumped   | book      | friends | once    | looks  |
| because  | Its       | box     | please  | use    |
| even     | green     | dark    | thing   | along  |
| am       | different | grandad | stopped | plants |
| before   | let       | there's | ever    | dragon |
| gran     | girl      | looking | miss    | pulled |
| clothes  | which     | end     | most    | we're  |
| tell     | inside    | than    | cold    | fly    |
| key      | run       | best    | park    | grow   |