



**West Park CE
Primary School
Information Book for
Parents
Year 2
2026-2027**

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Dear Parents,

Welcome to Year 2.

We hope you have/had a lovely summer and we are looking forward to an exciting year! We have some super topics planned and we cannot wait to get started.

If you are available to help in class, please let us know via the school front office and we can arrange for your induction and DBS check to be completed.

We would really appreciate help in the afternoons for all four classes, so it would be fantastic if you could spare an afternoon a week.

We value your support enormously, as it makes the biggest difference to your child's development and progress, so please continue to listen to your child read each day and help them to learn their multiplication and division facts for the 2, 5 and 10 times tables.

It is essential that you write your child's name on **all** of their uniform and belongings as this means that lost items can be reunited quickly with their owners.

Thank you,

Year 2 Team

The Staff in Year 2:

Adult	Role	Class
Mrs Calvert	Phase lead and class teacher	Saturn
Mrs Choate	Class teacher	Mercury
Mrs O'Reilly and Mrs Argent	Class teachers	Neptune
Mrs Messenger	Class teacher	Jupiter
Mrs Gregory	PPA teacher	Saturn
Mrs O'Reilly	PPA teacher	Mercury
Miss Moody	PPA teacher	Jupiter
Mrs White	LSA / Learning mentor	Saturn
Mrs Syred	LSA	Mercury
Miss Harding	LSA	Neptune
Mrs Milner	LSA	Jupiter

Our Theologically rooted Christian Vision

The historical foundation for Church of England Schools is to provide an education, including knowledge of the Anglican Faith, to those in the local community who are in the most need.

The Gospel from St Matthew celebrates that God gave each of us talents that should be shared and not hidden away, that we should use these talents to help others and to inspire them. We believe every child, adult and member of our wider school family has a gift or talent they can share and have celebrated in our school. This means that we strive to be truly inclusive, to discover, nurture and celebrate achievements at all levels and to provide opportunities to enable all to shine. We endeavour to be invitational and inclusive at all levels, including during worship.

At West Park Church of England Primary we believe that we should, 'Let your light shine,' in everything we do.

Our School Values

Creativity <i>'He has made everything beautiful in its time'</i> <i>Ecclesiastes 3:11</i> • Find ways to solve problems • Explore our talents • Be confident to be yourself	Faith <i>'Faith can move mountains' Matthew 17:20</i> • Believe in ourselves and others • Believe in something bigger than yourself • Take the messages from worship out into our day
Independence <i>'Be strong and courageous.'</i> Joshua 1:9 • Show perseverance • Be more independent as you grow • Take responsibility for our learning journey	Kindness <i>'Encourage one another and build each other up'</i> <i>Thessalonians 5:11</i> • Be kind to ourselves • Be kind to everyone

Our Aims

To:-

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;
- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.

Teaching and Learning

Reading

Reading is incredibly important for your child. Not only is it a skill which will be needed throughout their lives, it is also proven to enhance writing.

It is expected that your child reads 5 times per week for at least 5 minutes each time and that this is recorded in their planner. Books will be changed in school when necessary. If your child is reading from scheme books, then they will be given a new one to read once the current one has been finished. Your child may also choose their own free choice books. If they choose books with tricky words, then please share these books with your child and encourage them to read parts of the book. Supporting your child with their reading and reading with your child everyday can have a huge impact on their progress.

Reading is taught in class as part of a Shared Reading lesson. During these lessons children discuss the texts that they have shared. Your child will learn comprehension skills. Please ask your child questions about what they have read when you are completing your reading at home. In Year 1 your child was given reading questions as part of their homework task. You can continue to use these questions with your child as they move in to Year 2.

Phonics will continue to be part of your child's development as a reader. Please encourage your child to build on their previous phonics learning and sound out unfamiliar words.

Please speak to your child's teacher if you are able to regularly come into school for an afternoon each week to listen to readers.

Thank you for your continued support with your child's reading.

Spelling – work for year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r / sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /ə/ sound spelt –el at the end of words	The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /ə/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hɒt') sound after w and qu.	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past</i>, <i>last</i>, <i>fast</i>, <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>. <i>Great</i>, <i>break</i> and <i>steak</i> are the only common words where the /ei/ sound is spelt ea.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

Grammar

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>] Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Year 2: Detail of content to be introduced (statutory requirement)	
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

End of year expectations

Reading

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- 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 words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Writing

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Maths

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- 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 $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Science

Interim teacher assessment framework at the end of key stage 1 - science

Working at the expected standard

The first statements relate to working scientifically, which must be taught through, and clearly related to, the teaching of substantive science content in the programme of study.

The pupil can:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:
 - observing changes over time
 - noticing similarities, differences and patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

The remaining statements relate to the science content.

The pupil can:

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.

Curriculum

Autumn 1	The Great Fire of London	Autumn 2	Poles Apart
Spring 1	Living in the UK	Spring 2	Food, Glorious Food
Summer 1	Women of the world	Summer 2	Commotion in the Ocean

Each half term we will add a detailed outline to the school website of the half term which will show both the teaching focus and the expected outcomes.

Occasionally children will be asked to bring in topic related items.

Homework

Your child is expected to spend 5 minutes 5 times per week reading, 5 minutes 5 times per week on their spellings and 5 minutes 5 times per week on their maths. All spellings and maths tasks will be on Class Dojo or the appropriate websites each week. If you do not have any access to the internet and therefore need a hard copy, then please contact your child's class teacher in September.

Timetable-As a school we keep the timetable flexible to ensure we meet the needs of our pupils. The timetable for each class will be slightly different and it may change during the year, however the timings of the day will stay the same.

Class	PE Day	Games Day
Jupiter	Wednesday	Friday
Mercury	Thursday	Friday
Neptune	Tuesday	Friday
Saturn	Monday	Friday

Class	Library
Jupiter	Wednesday
Mercury	Monday
Neptune	Thursday
Saturn	Tuesday

Please make sure your child has the correct equipment each day. This includes their water bottle (water only please), library book, Reading Diary and reading book. PE Kit must be worn to school on the days your child has PE and Games (class days are listed above). Jogging bottoms and a sweatshirt should be worn in the colder months so your child is warm enough doing Games outside.

Healthy Children

At lunchtime the children can either have a hot lunch or bring in a packed lunch. If you would like to order a hot lunch, you will need to do this via the ParentPay website using your login details provided to you by the school. If you have any queries in this regard, please contact the office on 01903 243099.

Please provide your child with a water bottle so they can drink water in the classroom. Squash and fruit juice are not permitted in class but can be included in their lunchbox. If you would like to provide a snack it must be a healthy snack e.g. fruit or vegetables. It should not be sweets, chocolate or biscuits.

Collection and Walking Home Alone Guidance

Parents are legally obliged to ensure their children get to school and attend regularly. This does not disallow independent travel. As a school, we are responsible for the welfare of our pupils and therefore must consider what we believe is good practice in ensuring the safety of our pupils. We also have an obligation to alert relevant authorities should we believe a child's welfare is at risk.

There are no laws around age or distance of walking to school.

We have taken advice from the following:

Department for Education states:

- It is for each school to decide, and enforce, its own pupil collection policy and request that parent/carers formalise collection arrangements in writing.
- The school is not responsible for a child's safety on their way home.

NSPCC states:

- Children under eight can't judge the speed and distance of moving vehicles. They still need help when crossing roads.

Procedures

Pupils in Foundation Stage (EYFS) or KS1 (Years 1 & 2)

All children in EYFS and Key Stage 1 must be brought to and collected from the school site by a named adult.

Older brothers or sisters in school should not bring or collect younger siblings.

No-one other than named people will be allowed to collect unless school has been contacted in advance. If staff do not have this information, they will check with the school office which will delay collection.

Personal Property or Valuables including Mobile Phones

All items of personal property brought into school should be **clearly labelled** with your child's name. Any money brought into school, for whatever purpose, should be in a sealed envelope, which has the child's name and class clearly printed on the front. The envelope should also clearly state the amount contained within it and the purpose for which it is being brought to school. **Money left in school all day must be given to the class teacher.**

Children must not bring valuable items of property to school unless agreed by the class teacher in advance.

Whilst the school will make every effort to safeguard pupils' property, and will do its very best to trace lost items, the school cannot accept responsibility for loss or damage to items.