How can I help my child?

The most important thing is to take an interest in what your child is learning. The half termly curriculum newsletters will let you know the topics that each class are covering. Helping children with reading, spelling and maths from a young age is vital.

Reading - We cannot overstate the importance of reading at all ages. If your child is a reluctant reader, try to encourage a love of books by reading to him/ her yourself and taking him/her to the library. Children in Key Stage One have a reading scheme book. It is important that ALL children read every night. Please sign the reading diary to let us know that they have read.

Spelling – Children have a list of spellings to learn. These are changed weekly but it is really important that they practice a little every night. They will be test-ed on these spellings each week.

Maths – Children will always benefit from playing number games and counting. Try doing adding and taking away when there is a spare moment.

Children also need to start learning the x tables and the corresponding division facts as well as number bonds to 100. They need to have these at their fingertips. This does **not** need to be written down. You could even spot shapes on the way to school and use clocks to tell the time.

You can always take learning further by playing maths games at home and going to the library for new books. It is really good for children of this age to have a story read to them too.

A Parent's Guide to Assessment Year 2

Your child will be assessed against the objectives of the National Curriculum for the year group they are in. We will be reporting to you at parents' evening, in half termly reports and in end of year reports that they are / have:

'Working towards the expectations for their year group'
'Mostly achieved the expectations for their year group' or
'Achieved the expectations for their year group'.

The DfE expects that most children will end the year having achieved the expectation for their year group. Expectations in the National Curriculum have been raised meaning objectives are harder to attain. Therefore the DfE expects that children will only reach expectations for their year group towards the end of the academic year. As children work towards these year group objectives over the course of the whole year, most children will be 'Working towards the expectations for their year group' during at least the autumn term, if not for much of the spring term too.

The table overleaf will give you some idea of some of the objectives for your child's year group.

Reading	Writing	Maths
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read most words quickly and accurately, without overt sounding and blending. Read further exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales; Being introduced to non-fiction books that are structured in different ways; Recognising simple recurring literary language in stories and poetry. Understand both the books that they can already read and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading; Making inferences on the basis of what is being said and done; Answering and asking questions; Predicting what might happen on the basis of what has been read.	Spelling: Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; Learning to spell common exception words; Learning the possessive apostrophe (singular) [eg. the girl's book] Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. Handwriting : Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined. Write 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. Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional). Writing about real events; Writing poetry; Writing for different purposes. Check that their writing makes sense and that verbs to indicate time are used correctly and consistently. Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Compare and order numbers from 0 up to 100; use <, > and = signs. Read and write numbers to at least 100 in numerals and in words. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Solve calculations mentally, including two two-digit numbers. Recall and use multiplication and division facts for the 2, 5 and 10 x tables. Choose and use standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml), using rulers, scales, thermometers and measuring vessels. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and find different combinations of coins that equal the same amounts of money. Recognise, find, name and write fractions 1/3, 1 / 4, 2 / 4 and 3 / 4 of a length, shape, set of objects or quantity. Tell and write the time to five minutes, and draw the hands on a clock face to show these times. Identify and describe the properties of 2-D shapes and 3-D shapes, including the number of sides and line symmetry in a vertical line, the number of edges, vertices and faces.