



## St Stephen's C.E. Primary School

Winchester Road

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Building Each Other Up in Love and Learning

September 2019

Dear Parents/Carers,

We hope that you and your families have had a good and restful break and that your children are ready and keen to start their new academic year. As a staff team, we are already looking forward to the excitement and new opportunities which getting to teach a new class of children brings.

### Curriculum

Attached at the end of this letter is an outline of what your year group will be covering in the curriculum this term.

### Reading

It is impossible to over emphasise the positive impact that reading has on your child's education and development. This key life skill, when learned and enjoyed at an early age will improve your children's independent writing, expand their vocabulary, broaden their viewpoint on life, improve their concentration and expand their imagination. For these reasons we would ask that you devote a little time each day for reading together with your child. You can share a book, take it in turns to read, listen to your child read or pose questions about what has been read. Your child has been allocated their reading book along with their reading diary. The allocated book should be read and discussed with your child. Please aim to return the book and diary with a comment and a signature as these will be checked weekly.

### Spelling

The children will be taught a spelling rule or pattern each week and a weekly spelling test based on the spelling pattern taught the previous week, will be given on a Monday. As part of your child's homework, we would like the children to learn a list of 5 spellings. We don't expect the children to have to record their learnt spellings unless they wish to, but we do encourage daily practice using a variety of learning techniques.

### Homework

All homework will be given out on Monday and will be expected to be handed in the following Monday. This year, homework expectations will be:

- 5 spellings (4 based on the spelling pattern of the week and 1 common exception word. Please see attached). Use of Spellodrome will support this.
- Daily reading
- Alternate weeks of Scofield and Simms maths or Mathletics.

All homework folders will be given out each Monday indicating the spellings to be learnt, and which maths activity we wish your child to complete. Homework will be checked by a member of staff. If your child struggles with the homework or has found a particular task difficult, please inform your child's teacher who will support your child on any concepts found difficult.



### Timetable

A copy of your child's timetable is attached. Children are expected to come to school dressed for their PE lesson on their PE days. They will remain in their PE kit for the whole day.

Marigold Class: Monday and Tuesday

Cornflower Class: Wednesday and Friday

### Equipment

The children will be provided with stationary needed for learning in school. Therefore, please could the children keep their personal pencil cases and stationary at home for home use.

### Religious Education and Worship

Each year group has been allocated with a spiritual value. The children will be encouraged to take ownership of their year group value by thinking about how it could be implemented in to the school and wider community, for example raising money for charities or helping the school to be more eco-friendly. The spiritual value for Year 2 is Kindness.

### Birthdays

As a Healthy School, if you wish to share something with the class to celebrate your child's birthday, please can we ask that instead of a sweet treat, a book could be donated to the class library.

### Communication

As always, if you have any concerns, worries or just want a quick informal chat, please do not hesitate to get in touch with any of us.

With very best wishes to all of you,

The Year Two Team

Mrs Cahil

Miss Taylor

Miss McLellan



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### Questions to Support Progress in Reading

**Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.**

What was happening at the beginning of the story?

What is 'animation'?

True/False based on text

How many...

Give one example...

Which character...

Choose the best word to fill the gap...

**Deduce, infer or interpret information, events or ideas from texts**

Explain the use of the word...

What impression do you get of the feelings of this character from the text?

Why did...?

Fill in the thought bubble: what might this character have been thinking?

Why did he feel...?

How did the character feel before... and after...?

How did the characters feelings change?

**Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.**

Label these parts of the text

How do the timeline / image / diagram / layout make it easier to understand?

Why is this element in bold / underlined / in italics?

What would be a suitable heading for this text?

**Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.**

Why does the writer use the word...

What words help the reader to imagine...

Which phrase best describes...

Why is the word ... in inverted commas?

