



Thrive

Let's help every child
thrive 



- Telford Infant School is a Thrive school .
- Thrive is a whole school approach which supports the emotional wellbeing of all pupils.
- Thrive is embraced daily through our language and teaching and school policies.
- We have two licensed practitioners who work 121 with children when needed.
- For more information see the Thrive section on the website



TELFORD INFANT SCHOOL LOVING LEARNING

Every child to be an inquisitive, resilient and successful learner who is eager for their next challenge.

English in Year 2



Aims of this presentation

- To provide an insight into our approach to writing.
 - Reading
 - Grammar, punctuation and spelling
 - Handwriting
- To give ideas for supporting writing at home and keeping it fun.



Reading

- During year 2, the focus continues to be on establishing children's accurate and speedy word reading skills.
- Children should listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.
- The sooner children can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.



Writing at the beginning of year 2

- In writing, children should be able to compose individual sentences orally and then write them down using capital letters and full stops. They are then encouraged to read their sentences to check they make sense.
- They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt.
- Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.



GPS

Grammar

Children learn how to use:

- Sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify [for example, the blue butterfly]
- The present and past tenses correctly and consistently
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)



GPS

Grammar

Children learn the terminology for:

- Noun, noun phrase
- Statement, question, exclamation, command
- Compound, suffix
- Adjective, noun, adverb, verb
- Tense (past, present)
- Apostrophe, comma



GPS

Punctuation

- Full stops
- Capital letters
- Exclamation marks
- Question marks
- Commas for lists
- Apostrophes for contracted forms and the possessive (singular)



GPS Spelling

Children learn:

- To spell common exception words (words which cannot be sounded out). We put a few on tapestry each week for you to practise at home.
- To spell more words with contracted forms (e.g. couldn't)
- Learn the possessive apostrophe (singular) [for example, the girl's book]
- Distinguish between homophones (e.g. blew and blue) and near-homophones (e.g. quiet and quite)
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly (e.g. excitement, happiness, thankful, careless, quickly)



GPS Spelling

It is important to recognise that children begin to meet extra challenges in terms of spelling during year 2.

- Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt.



GPS Spelling

Ways to support spelling:

- Highlight the tricky part of the word.
- Look, cover, write, check
- Learn a mnemonic (e.g. big elephants can add up sums easily - because)
- Write sentence using that word
- Play games on Education City

Spelling – Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

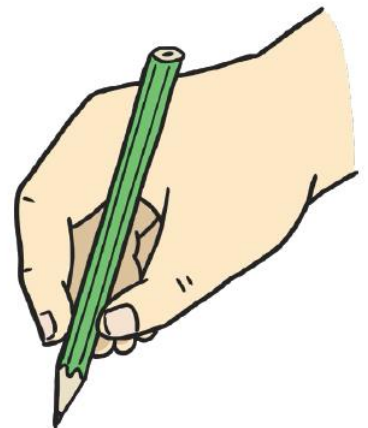
Handwriting

National Curriculum

Notes and guidance

Children should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which they are able to write down what they want to say. This, in turn, will support their composition and spelling.

- Encourage your child to sit up straight and hold the pencil
- Practise fine motor exercises





Handwriting

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz



How you can support at home

- Encourage opportunities for writing, such as letters or cards to family or friends, shopping lists, notes or reminders, diaries, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling.



How you can support at home

Reading helps your child be a good writer.

- Identify good writing features when reading (e.g. discussing new and exciting vocabulary, sentence structure, punctuation).
- Talk to your child about the characters, the plot, alternative ending to the story and encourage them to make predictions about what might happen next.
- In non-fiction texts discuss features that make it different to a fiction text (e.g. subheading, captions),



Education City

- Everyone has an individual log in.
- Lots of activities in all curriculum areas.