



Windy Arbor Primary School

Year 2



2025-2026



The Year 2 Team



**Miss Miller
Phase 2 Lead**



**Miss Povey
Year 2 Teacher
Foxgloves**



**Miss Stevens
Year 2 Teacher
Snowdrops**



**Miss Underwood
Teaching Assistant**



**Mrs Silvester
Teaching Assistant**

Year 1 to Year 2

General Information



- The classroom doors are open for 'soft start' at 8.45am, for the school day to begin at 9am.
- Children must ensure they come to school each day wearing the correct uniform (see Uniform Policy).
- Your child will have the same healthy menu for school dinners that they enjoyed in Year 1.
- Fruit in school - they will still have a piece of fruit every day.
- Children should bring a water bottle to school, containing water **only**.
- Children will gain 'dojos' for positive behaviour, learning and attendance.

- P.E will be on **Tuesday and Friday** and children are to come to school in their Windy Arbor PE kit to wear throughout the day.
- P.E Kit can be worn to school on PE days, but it must be correct Windy Arbor PE Kit.
- Homework will be given out on **Fridays** and should be returned by **Wednesday**. Your child will be given Phonics / Spelling and Maths tasks to complete and reading books will also be sent weekly.

End of Year 2 Expectations



The following information provides the end of Year 2 expectations for children in our school.

All of the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve is greatly valued.

If you have any queries regarding these expectations or want further support in knowing how best to help your child at home, please talk to your child's teacher.



Mathematics Expectations



- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- 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
- use place value and number facts to solve problems. Recognise and use number bonds and subtraction facts to 20.
- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time



- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.



- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.



- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).

Reading Expectations

In Year 2, children will be continuing to access decodable books within Reading Practice sessions that correlate with their Phonics ability. These books will be sent home with your child at the end of each week, with the expectation that they are returned to school on the following Monday.

- Apply phonic knowledge and skills to decode words.
- Know the correct sounds to graphemes (i.e. letters or groups of letters) for all 40+ phonemes (i.e. sounds).
- Read accurately by blending sounds in unfamiliar words containing phonemes that have been taught.

Grapheme mat

Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j vv	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				
 ai	 ee	 igh	 oa	 oo	 oo	 ar		
 or	 ur	 er	 ow	 oi	 ear	 air		

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	 yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	 zh su si	

By the end of the year, children will be expected to:

- 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
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently 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 so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

- Apply phonic knowledge and skills to decode words.
- Know the correct sounds to graphemes (i.e. letters or groups of letters) for all 40+ phonemes (i.e. sounds).
- Read accurately by blending sounds in unfamiliar words containing phonemes that have been taught.

Grapheme mat
Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j vv	 w	 x	 y	
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
---	---	---	---	---

 ai	 ee	 igh	 oa	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi ci	 th	 ng	 nk	 a	 e ea	 i y a	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 ou u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

- Read common exception words and high-frequency words.

Common Exception

Words

door
floor
poor
because
find
kind
mind
behind
child
children
wild
climb
most
only
both
old
cold
gold
hold
told

every
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
everybody
even

- Read words containing –s, -es, -ing, -ed, -er and –est endings (for example, cats, dishes, painted, smaller, fastest).
- Read some words with more than one syllable.
- Read words with contractions (for example, I'm, I'll and we'll).

Reading

There will be many opportunities for your child to engage in reading activities such as, 'Shared Reading' that is taught in classes, 'Reading Practice' in small groups and '1-1' reading with adult support.

To promote a love of reading at Windy Arbor, we have introduced an initiative called '**Rainbow Readers Award**' programme.

Each time your child reads at home, it will be recorded and your child will be awarded a coloured badge for every 25 reads, once they have completed the written challenge relating to each colour.

25 reads = red
75 reads = yellow
125 reads = light blue
175 reads = violet

50 reads = orange
100 reads = green
150 reads = dark blue
200 reads = gold

Please ensure you read with your child at home on a regular basis.

Writing Expectations



Spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.



Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, 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.

Pupils should be taught to:

- 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
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.



Attendance

The school day begins at 8:55 a.m. and finishes at 3:15 p.m.

We open our door at the earlier time of 8:45a.m for 'Soft Start'.
This is an opportunity to arrive earlier and supports a smoother transition from home to school, a time to greet friends and share news, before registration time.

It is important that you drop off and collect your child on time as they can become distressed when joining the class late or if left waiting whilst everyone has been collected.

At Windy Arbor, we expect **all** our children to have **excellent** attendance and punctuality. **Our school target for attendance is 96%.**

If your child's attendance falls to 93% or below, the school Attendance Officer will contact you to offer support and establish strategies to prevent further poor attendance.

Please bear in mind that **90% attendance** means that your child has missed 4 weeks of learning in one year! If this continued, by the time they leave primary school, they will have lost a full year's education.

ALL HOLIDAYS IN TERM TIME WILL BE UNAUTHORISED

We reward the children who have 'Good Attendance' with Dojos, certificates and prizes.

Top tips to promote good attendance:

- Inform us on the FIRST DAY if your child is absent.
- Tell us if your child is unhappy or worried – we will help!
- BE ON TIME EVERY DAY – soft start 8.45 a.m.
- Book holidays during the school holidays.

School Uniform

Windy Arbor Primary School Uniform

Uniform can be purchased online at PB Sports.

<https://shopify.pbsonline.co.uk/collections/windy-arbor-primary-school>



Purple school sweatshirt or cardigan with the school logo
Jade Green polo shirt with school logo

(children do not need to wear embroidered uniform)

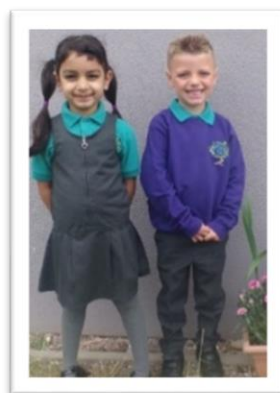
Dark grey trousers or shorts

Dark grey skirt or pinafore dress

Lilac and white gingham school summer dress

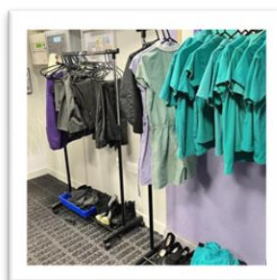
Grey or white socks or grey tights.

Black leather school shoes with black soles or fully black trainers.



Second Hand Uniform

We also have a wide range of second hand uniform available, you can find this in the foyer by Reception. If there is something specific that you need, please don't hesitate to contact Miss Julia Dewsbery.

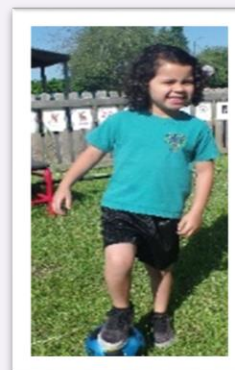


PE Kit

Indoor kit - Jade Green t-shirt with school logo, black shorts and black pumps/trainers.

Outdoor kit – Jade Green t-shirt with school logo, black jogging bottoms and black trainers.

(children do not need to wear embroidered t-shirts)



Please mark EVERYTHING clearly with your child's name.

Although we encourage your child to look after their own belongings and as staff, we try our best to look after these, items of clothing especially jumpers and cardigans are easily muddled up so it is **crucial** that they are clearly labelled.

For safety reasons, rings, earrings and other jewellery (other than a set of studs) should not be worn. Long hair should be tied back and shaved heads and patterns or lines in hair are not suitable for school.