

Spelling: Phonics in Year 2

November 2017



The National Curriculum 2014

- Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.
- End of KS1 assessment framework
 - segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others



A	m a s d t i n p g o c k u b f e l h r j v y w v x z
B	sad fan tap map cup bid run hen gep rup baf lid ved
C	sh th ch qu ng nk shop chip rush thin ring sink quan losh chup ling thip
D	splosh thick hand dress click scomp roll steff pand plick
E	ay ee igh ow oo oo play sleep flight blow spoon shook
F	ar or air ir ou oy part horse fair whirl shout toy
G	night round joy chair girl hard slorf slair flarf zay stoon trow ploun pleeg
H	a-e i-e o-e ea shake pipe smoke clean pake jike doke feap
I	û-e ai oa ew oi ire ear er aw ow ure are ur slain float shrew spoil fire hear her claw brown pure share burn rude scur gloip slaw gler scare plare clowp smire skew scroap ruke graip hure
J	complain delay mistake disagree recognise tomorrow continue remark disappoint inspire admire attention delicious



The Vocabulary of Phonics

- Phoneme: The smallest unit of sound
- Grapheme: The written representation of a sound
- Digraph: When 2 letters make one sound
- Split digraph: When 2 letters make one sound but are not together in the word
- Trigraph: When 3 letters make one sound
- Schwah: The 'ugly uh'



In Year 2...

- We would expect that children will now know all of the sounds that they need to learn and use them in their reading and writing
- Most will have reached the expected standard in the phonics check
- Those who haven't will be receiving extra help to ensure they reach the standard next time
- Children will begin to learn the rules for using different graphemes for different sounds
- We will also begin to look at exceptions to the rules



Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c					
					ce					

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							



When to use each sound

- Children learn rules to help them decide when to use each sound
- We give them ways to help them remember
- Children know where to find resources in the classroom to support them



Phonically Plausible Attempts

- By the end of KS1 children are expected to spell most words correctly where they are able to sound them out but are allowed to make some ‘phonically plausible’ attempts. For example...

mountain spelled ‘mowntain’



Reading

- In order to use their sounds to blend words for reading, children need to recognise digraphs, trigraphs and split digraphs in words
- It helps to point out these sounds if a child is finding a word tricky
- If a child is sounding out an unfamiliar word it is important that they don't add schwah to the phonemes
- More confident readers will begin to notice similarities in exceptions to the rules. Eg head, read



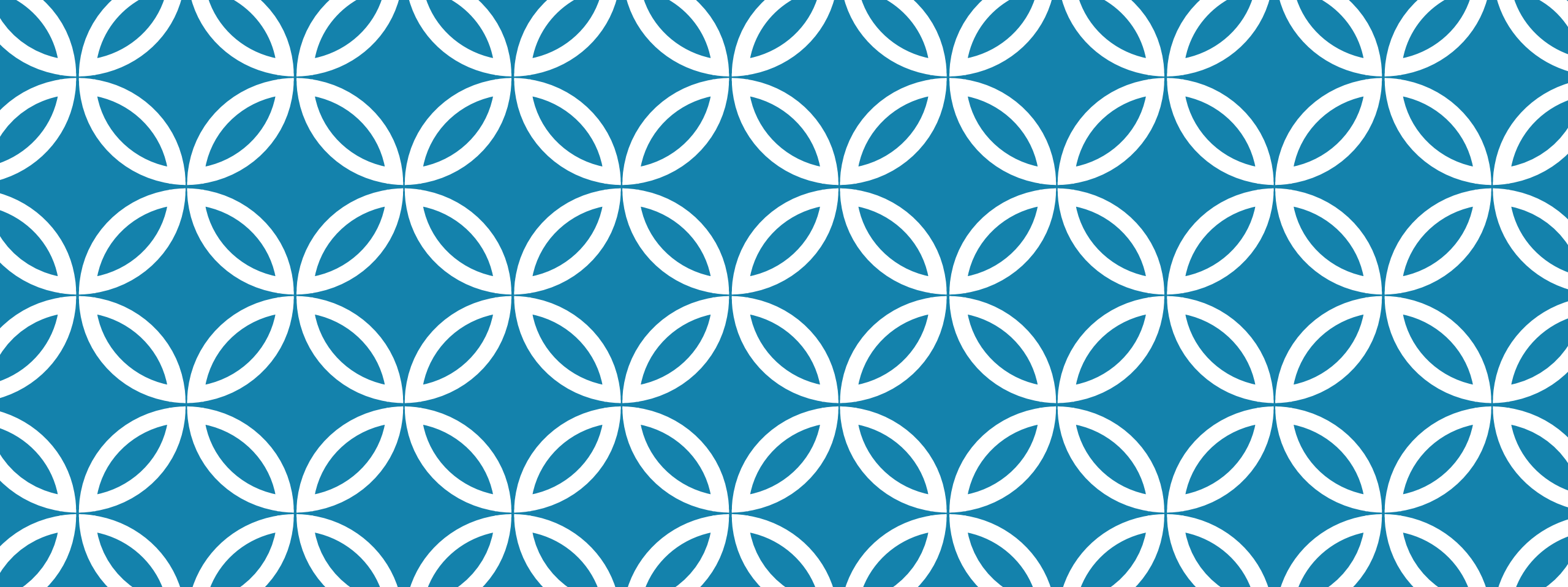
Writing

- When segmenting words for spelling, children need to say the sounds clearly and make decisions about which graphemes to use
- Children can use sounds charts to help decide on a grapheme
- Editing is encouraged and supported so children can correct their mistakes



How to support your child at home

- Play sounds detectives and search for certain sounds in books
- Make up alien words to practice segmenting and blending
- If your child struggles with a specific sound, write a list of words with that sound in to practice
- Talk about words you see out and about
- Get them to teach you/siblings/others about phonics
- Lots of great apps
- All practise should be in joined script



MATHS IN YEAR 2 NOVEMBER '17



To be the best I can be..

THE NATIONAL CURRICULUM FOR MATHEMATICS

Aims to ensure that all pupils :

- * Become fluent in the fundamentals of mathematics.

- * Reason mathematically

- * Solve problems by applying their mathematics

BROMLEY HEATH INFANTS

KEY STAGE 1 MATHS CURRICULUM

At Bromley Heath we love to have fun with our Maths learning! Everyday we experience our Maths learning through problem solving, which enables us to apply our Maths knowledge and understanding to real life situations. We have a real focus on Mathematical thinking and reasoning, using models and images to help us.



REQUIREMENTS OF THE YEAR 2 CURRICULUM

Number and Place Value

- Count in steps of two, three and five from 0, and in tens from any number, forwards and backwards.
- Compare and order numbers from 0 to 100 using the $<$ $>$ $=$ signs correctly.
- Use place value and number facts correctly to solve problems.

Addition and Subtraction

- Solve problems with addition and subtraction ~ see the calculation session in January
- Recall and use addition and subtraction facts to 20 and 100
- Know the facts to 20 fluently

REQUIREMENTS OF THE YEAR 2 CURRICULUM

Multiplication and Division

- Recall and use multiplication and division facts for the 2,5 and 10 multiplication table.
- Recognise odd and even numbers
- Solve problems involving multiplication and division.

MULTIPLICATION: KEY VOCABULARY

❖ X

❖ repeated addition eg 5×3 is the same as
(equals) $3 + 3 + 3 + 3 + 3$

❖ times

❖ lots of

❖ groups of

❖ multiplied by

❖ multiply

❖ times tables

❖ double



To be the best I can be..

DIVISION: KEY VOCABULARY



❖ Repeated subtraction

❖ eg $20 \div 5 = 20 - 5 - 5 - 5 - 5$

❖ Divide

❖ Divided by

❖ Share

❖ Share equally

❖ Groups

❖ Lots

❖ Halve

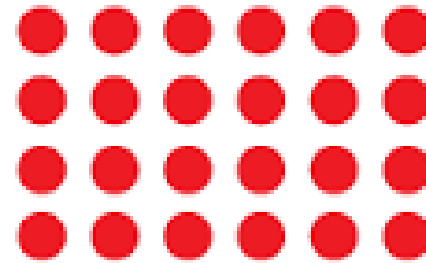


To be the best I can be..

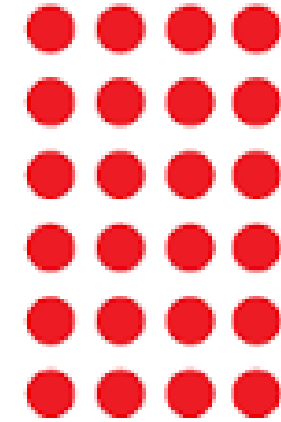
MULTIPLICATION: ARRAYS



commutativity



$$4 \times 6 = 24$$



$$6 \times 4 = 24$$

COMMUTATIVE OPERATIONS

Addition and multiplication are **commutative** operations. This means that for these operations the numbers can be added or multiplied in any order and the answer will still be the same.

So $8 + 4 = 12$ is the same as $4 + 8 = 12$

And 8×5 gives the same answer as 5×8 .

But subtraction and division are **not** commutative.

$8 - 4 (= 4)$ is not the same as $4 - 8. (= -4)$

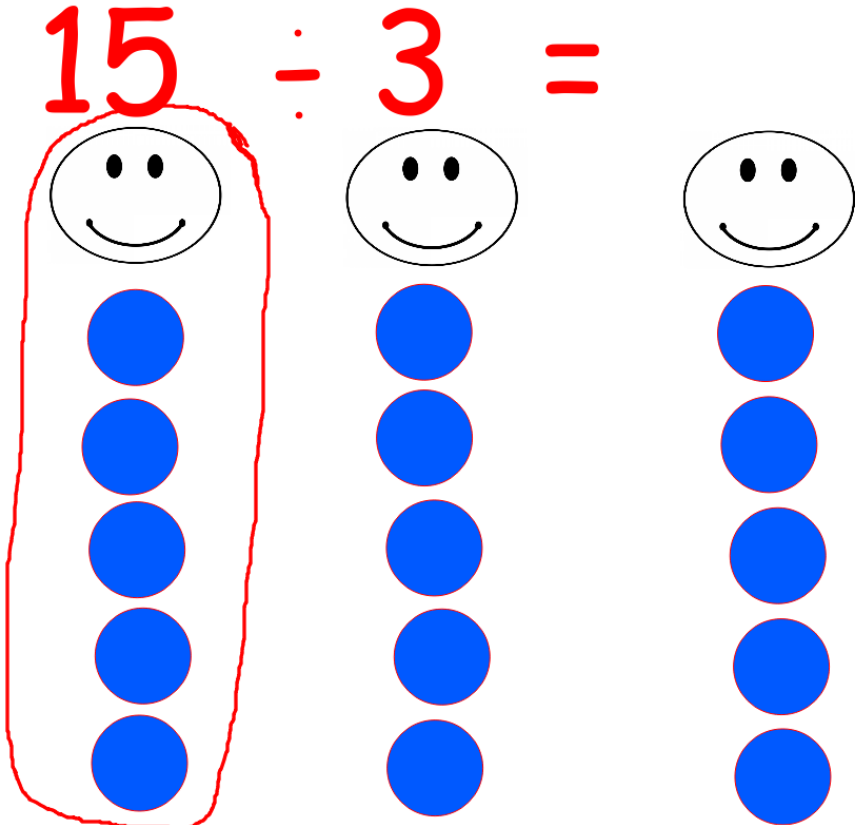
And $40 \div 5 (= 8)$ is not the same as $5 \div 40 (= 0.125)$



To be the best I can be..

DIVISION: ARRAYS

15 ÷ 3 =



INVERSE OPERATIONS

Multiplication and division are **inverse** operations. This means they are the reverse of each other.

Addition and subtraction are also inverse operations.

So an answer can always be checked by carrying out the calculation the other way round.

$$8 \times 10 = 80$$

$$80 \div 10 = 8 \quad \text{or} \quad 80 \div 8 = 10$$



MULTIPLICATION AND DIVISION

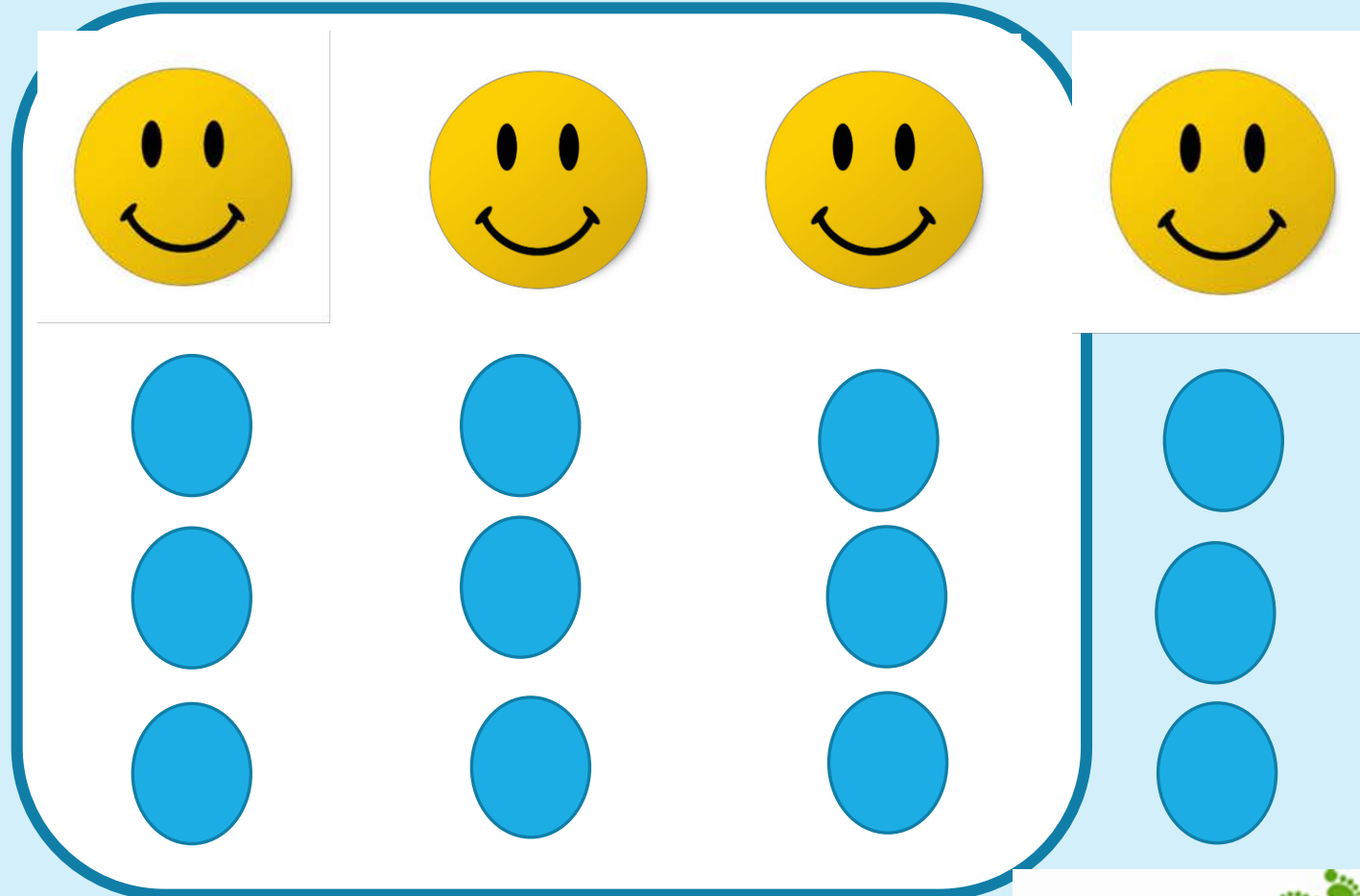
At the end of Year 2 Pupils should be able to:

Recall and use multiplication and division facts for the 2, 5, 10 and 3 times tables including recognising odd and even numbers.



FRACTIONS: ARRAYS

Find $\frac{3}{4}$ of 12



YEAR 2 HELPING AT HOME

- Continue to support your child with the number facts and times tables they are learning .Lots of quick fire practice of facts concentrate on the tricky ones and keep recapping the ones they already know. This will take time and retention is key.
- **Hit The Button** great for multiplication and then inverse
- Lots of counting forwards and backwards in 1's and 10's across the 10's and 100.
- Learning to tell the time to the nearest 15 mins, then 5 mins . This is a vital skill they need to know by the end of the year.
- Money: counting coins in your purse/ pocket.