

Welcome to Year 2



Broadstone First School
2020-2021

Who's Who?

Executive Head of BFS & BMS - Dawn Wilks

Head of School - Rebecca Wood

Director of Inclusion - Rachel Milton

Directors of Curriculum - Dani Goulding & Aimee Lancaster

Assistant Head Teachers - Louise Graves & Fiona Lord

Year 2 Team

Louise Graves - Class Teacher

Ella Crocker - Class Teacher

Corina Martin and Beth Hennessey - Learning Support Assistants

Communication

Effective communication is a crucial factor in ensuring all our learners achieve their best and are safe and happy at Broadstone First School. We are constantly striving to ensure we keep you updated and fully informed regarding your child's learning. Below are the main ways we communicate with you:

- Open door Policy*
- School Website
- Letters, texts and emails
- Snapshot of the week
- Official Facebook Page
- Catlive website

**Please note due to COVID restrictions we are currently unable to invite you into school to meet.*

Contacting your child's class teacher

Your child's Class Teacher is your first point of call.

Mrs Graves

lgraves@broadstonefirst.poole.sch.uk

Miss Crocker

ecrocker@broadstonefirst.poole.sch.uk

Class Teacher - Assistant Head (Louise Graves)- Head of School (Rebecca Wood)- Executive Head (Dawn Wilks)

Emailing your child's class teacher

Sadly, we cannot have as much face to face contact with you as we normally like to. Currently emailing is the most effective way to communicate with your child's class teacher.

We ask that emails are used to:

- Communicate positively
- Share vital need to knows
- Ask questions
- Arrange a further telephone appointment

Teachers regularly check their emails however please do bear in mind that they are teaching all day so will not pick up emails straight away but will endeavor to respond in a timely manner. It is important that teachers have a good level of work life balance so emails will not be responded to after 6pm.

Social Media

Please think twice about what you post.

We know we don't always get things right and we welcome your feedback so if you are unhappy with something or we haven't communicated properly. Please do come directly to us, that way we can address it and sort it as best we can.

Behaviour Expectations at BFS

1. We are kind and helpful. We don't hurt feelings.
2. We work hard. We don't waste our own or others time.
3. We are gentle. We don't hurt others.
4. We look after property. We don't waste or damage things.
5. We listen. We don't interrupt.
6. We are honest. We don't tell lies.

Expected behaviours are always modelled and unwanted behaviours addressed with ALL pupils.

Please refer to our Positive Self Esteem Policy on the school website

Uniform

We believe a uniform looks smart, wears well and contributes to a feeling of belonging to our school.

School Uniform

- Green Sweatshirt or Cardigan with school logo
- Grey skirt, pinafore or trousers
- Grey shorts in the summer months, if preferred
- Red polo shirt
- Grey tights
- White, grey or black socks
- Black school shoes (no open toes or trainers)
- Red or Green checked summer dress for Summer months, if preferred

P.E Kit

- Round neck red PE shirt
- Black shorts
- Black Plimsolls
- Trainers
- Tracksuit
- PE bag

Currently learners do not need to bring in a separate PE kit but will need to wear shorts under skirts or dresses. Pupils can wear trainers with their school uniform.

- **Hair Styles-** must be neat and tidy. All long hair must be tied up in school. If hair is too short to be tied up, it must be clipped back. Any hair clips/bands or accessories should be small, discrete and either red or green.
- **Jewellery-** For safety reasons, only stud earrings may be worn. No other jewellery should be worn at school. Jewellery must not be worn in PE.
- **Nail Varnish-** Nail varnish is not to be worn in school.

We ask that you respectfully support us in ensuring that your child arrives each day wearing the correct uniform.

Attendance and Absences

You can help us by:

- Ensuring your child attends school regularly. Absences should only happen when your child is significantly ill and therefore unfit to attend school, or if there is an unavoidable/unforeseen reason or circumstance which is causing a difficulty.
- Ring as soon as you know! Please contact the school office to inform us of your child's absence. If school is unable to contact a parent, a welfare check may be arranged, and The School Attendance Service may be made aware.
- Arranging all non-emergency medical appointments out of school hours or during school holidays.
- Making sure we always have your current contact numbers; this includes all telephone numbers (including child minders') and emergency contact details.
- Holidays- no holidays in term time will be authorised.

Lateness

Doors open at 8.30am and will close at 9am. Your child will be registered as late if they arrive after the gate and doors close.

Being frequently late for school adds up to lost learning:

Arriving 5 minutes late every day = 3 days lost a year

Arriving 15 minutes late every day = 2 weeks lost a year

Arriving 30 minutes late every day = 19 days lost a year

Lateness after the register has closed will impact your child's attendance figure.

Pupil Premium

The **pupil premium** is a grant given by the government to schools in England to decrease the attainment gap for some children.

For each pupil who is eligible for the grant, we receive £1,320 or £300 if a parent is serving in the armed forces or is in receipt of a service pension.

If you feel your family may qualify for Pupil Premium Funding or would like to find a little more out about this, please contact the school office.

office@broadstonefirst.poole.sch.uk

Reconnect and Recovery

For the first six weeks we have adapted our curriculum to best support children on their return to school. We are currently implementing a Reconnect and Recovery curriculum which focuses on the four main areas below:

Emotional Readiness to Learn

Building relationships, developing resilience, establishing routines and regulating emotions.

Basics and Fundamentals

Reinforcing the basics of Reading, Writing and Maths.

Plugging gaps in learning and knowledge to prepare all children for accessing future learning successfully.

The Arts

Opportunities to express feelings, emotions and building self-esteem.

Physical Activity

30 minutes of daily physical activity- physically well is mentally well.

Everything you need to know about Year 2...



Times tables

- When it comes to times tables, speed AND accuracy are important – the more facts your child remembers, the easier it is for them to do harder calculations. This includes division facts too.
- Times Table Rock Stars is a fun and challenging programme designed to help students master the times tables!
- All learners will be sent home with a new login and password for this, so they can access the programme at home.



Phonics

- We teach reading using the Read Write Inc phonics scheme.
- A system that uses pictures and rhymes to help children remember the sounds.
- Continuous learning from EYFS of Set 1, set 2 and set 3 sounds.
- Daily sessions include independent reading with phonics books in their RWI stage.
- This will be supplemented with library books and book bands to read at home.
- Please note that RWI colour books are not the equivalent of book banded books.



Due to the current guidance there are restrictions on what can be sent home. We will continue to review this.

Phonics- Set 1, Set 2, Set 3

Set 1 Speed Sounds: **m a s d t i n p g o c k u b f e l h r j v y w z x**

and sounds written with two letters: **sh th ch qu ng nk ck**

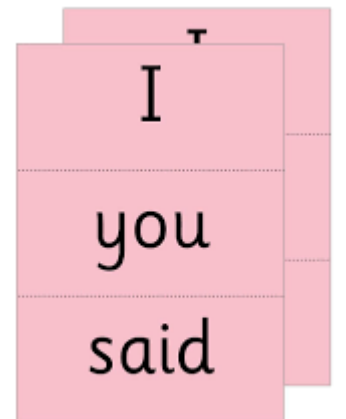
Set 2 Speed Sounds: **ay ee igh ow oo oo ar or air ir ou oy**

Set 3 Speed Sounds: **ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure**



Red and Green Words

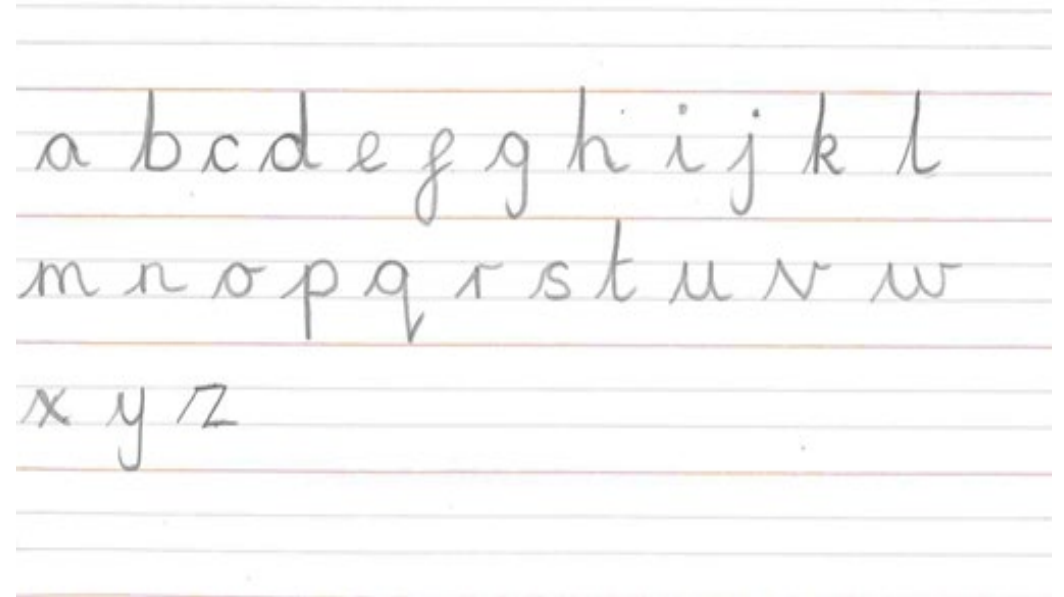
- Green words are words made up of graphemes from these charts. They are called Green because once children have learned these graphemes, they can read and go! Children can read the sounds by sound-blending.
- Red words are common words that contain graphemes that are not found in the charts, e.g. said, want, rough, would. They are called Red because children may have to stop and think about these words, because they cannot easily read the words by sound-blending.



Handwriting

In Year 2 we teach handwriting daily with a focus on:

- How to form lower-case letters of the correct size relative to one another
- How to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (break letters)
- Capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Spacing between words that reflects the size of the letters



Reading

- We send home "Book Bag books" which support decoding and fluency building their confidence. These specific set of books build upon the ideas and many of the words in the books they have already studied in their phonics lessons. Your child should not need support in reading this book
- In school, we use more challenging texts when teaching reading to your child. We also recommend they take home a library book every couple of weeks.
- We have a story time every day at school, so children develop a love of reading. We hope that you will do the same by reading them a bedtime story every night. We suggest audible books if your time is limited.
- Book band levels are not just about decoding words. We only move children onto the next colour band when we know they are secure in all the reading skills we teach in VIPERS lessons. These are explicit reading skills necessary to make important links between reading and into writing.



Year 2- Recommended reads for home

 <p>Red Kite, Blue Kite Ji-li Jiang Illustrated by Greg Ruth</p>	 <p>Enid Blyton 3 books in 1 THE MAGIC FARAWAY TREE COLLECTION</p>	 <p>ANTOINE DE SAINT-EXUPÉRY The Little Prince</p>	 <p>WHAT REALLY HAPPENED TO LITTLE RED RIDING HOOD The Wolf's Story Toby Forward Ischar Cohen</p>	 <p>Three Brave Women C. L. G. Morris Illustrated by Peter Elliott</p>
 <p>The Book With No Pictures E.J. Novak</p>	 <p>MICHAEL ROSEN Aesop's Fables Illustrated by TALEEN HACIFYAN</p>	 <p>THE CHICKENS BUILD A WALL JEAN-FRANÇOIS DUPONT</p>	 <p>The VERY SMART PEA and the PRINCESS-TO-BE MINI GREY</p>	 <p>Black and White David Macaulay</p>
 <p>The Summer My Father Was Ten by Pat Brisson Illustrated by Andrea Shine</p>	 <p>shaun tan THE RED TREE</p>	 <p>ROALD DAHL FANTASTIC MR FOX Illustrated by Quentin Blake</p>	 <p>Jeannie Baker MIRROR</p>	 <p>CLEMENT C. MOORE THE NIGHT BEFORE CHRISTMAS Illustrated by ROBERT INGPEN</p>

KS1 SATS



- Usually during May
- 2 Reading papers
- 2 Maths papers (arithmetic and reasoning)
- Spelling paper
- Grammar paper

We have always ensured this is a stress-free process for the children and it is usually administered in a small group session and not in exam conditions.

How you can help at home...

- Read daily from Book Bag books for practice
- Listen daily to a story for pleasure and to extend vocabulary (these should be far more challenging than what they can read alone – we have a reading spine of books we recommend)
- TTrackstars weekly practice that includes multiplication and division facts (not just rote times tables recital) of the twos, threes, fives and tens times tables
- Know and understand number bonds to 10, bonds to 20 and bonds to 100

Shortly, we will be sending home a foundation learning pack which has lots of ideas of how you can support your child at home as well as examples of the resources we use in school.

Keep in touch...

If at any point you want to discuss your child's learning with us, then please contact us by email. You do not need to wait for scheduled parent/teacher meetings.

Mrs. Graves

lgraves@broadstonefirst.poole.sch.uk

Miss Crocker

ecrocker@broadstonefirst.poole.sch.uk

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Thank you for your
continued support.

