

Year 2 Newsletter 4

Friday 3rd October

Dear Parent/Carers,

In our Phonics lessons this week, we have recapped the alternative phase 5 graphemes for the j, s, and alternative short vowel sounds (e, i, o, u).

Our spellings for next Monday's quiz are:



Spellings: 29.9.25 Test: 6.10.25

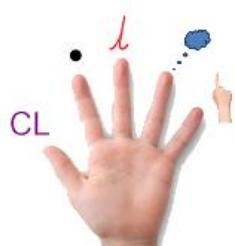


Spellings

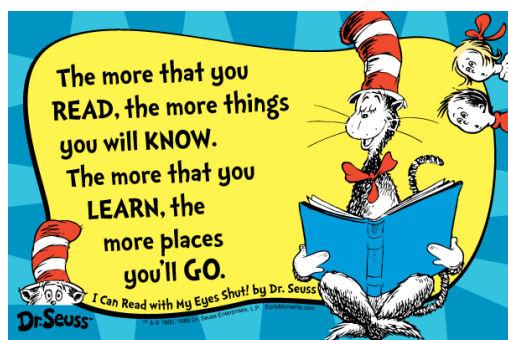
badge	listen	castle	instead
colour	young	charge	mother

Tricky words

once	because	pretty
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In English, we started our new unit of learning based on 'Instructions'. The children read a set of instructions called 'How to Defeat Fire Giants' and learnt this from memory. Following this, we looked at how imperative (bossy) verbs are used in instructions and how coordinating conjunctions (and, so, but) can be used to add extra detail. Ask your child to recall these instructions by acting out each step.



We would like to thank you for your continued support with regards to reading at home with your child. We constantly see how this makes a huge impact on a child's progress across the curriculum.

At the moment in Year 2, all children read in reading groups three times a week and this allows everyone to become familiar with their book and practise at their own stage. As well as this, it is extremely beneficial for children to be reading the same book at home as often as possible. We are

seeing a huge increase in fluency with those children that are regularly reading their scheme books at home – 3-5 times a week. Regular reading is so important to develop a child's fluency (ability to read without undue hesitation), automaticity (ability to recognise words) and comprehension (ability to understand what they are reading). Keep up the amazing work!

In Maths this week, the children have been comparing numbers using the less than, greater than and equals signs (< > =). For example:

1 ten	\approx	10 ones
2 tens	$>$	9 ones

1 ten and 3 ones	$>$	10 ones
2 tens and 4 ones	$<$	42

3 tens and 2 ones	\approx	2 tens 12 ones
5 tens 4 ones	$>$	4 tens 11 ones

We then ordered a set of numbers from smallest to largest or largest to smallest. We learnt that the first digit that we look at when ordering numbers is the tens digit and that we only have to look at the ones digit if the tens are the same. The children have become experts at explaining how they know a number is smaller/larger using the correct mathematical language!

Have a lovely weekend,

Mr Bale, Mrs Hardcastle, Mrs Hirst and all of the Year 2 team 😊