



## Summer Practise – planning for the best outcomes possible

### Age Range: KS1 Year 2

During the Home Learning provision, we have identified essential learning that would be most helpful whilst you are at home. If you would like to continue to work on these aspects during the summer holidays, we have collated some links that will be available on CATLIVE.co.uk for you to access. These will provide a way for you to support your child to become increasingly competent in those essentials. However, please be reassured, this is not an expectation! We simply wanted to provide some opportunities for those families who wish to take it up, for a little bit of extra practise

### TO KNOW BY THE END OF AUGUST

**If all else fails, focus on these fundamentals and you will set your children up beautifully for return to school!**

#### Phonics

Read words with the set 1, 2 and 3 speed sounds.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

#### Reading

**Great writers READ, reading is the key that unlocks Curriculum so please, read, read and then read some more!**

Read the Year 2 Common Exception Words without hesitation in a list and in a text.

#### Spelling

Spell the Year 2 Common Exception Words.

[https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords\\_Y2.pdf](https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf)

Spell using the spelling principles taught in Year 2

<https://spellingframe.co.uk/spelling-rule/2/Year-2>

#### Maths

Please practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using  $3 + 7 = 10$ ;  $10 - 7 = 3$  and  $7 = 10 - 3$  to calculate  $30 + 70 = 100$ ;  $100 - 70 = 30$  and  $70 = 100 - 30$ . They can check calculations, by adding to check subtraction and adding numbers in a different order to check addition (for example,  $5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5$ ). This establishes commutativity and associativity of addition. Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.

### Spelling Principles

By the end of July, all children in Year 2 should know a variety of spelling principles as page 7 shows in the National Curriculum which can be downloaded [here](#). All children should also be confidently spelling the days of the week and the months of the year, including using a capital letter at the

beginning of each one. We would highly recommend looking at the **spelling rules 28 to 35** or alternatively you could complete each activity to identify which spellings your child is less secure in applying.

<https://spellingframe.co.uk/>

Select Year 2

Click play

Click practice / test

Click begin test

Click YES

Each section evaluates a specific spelling principle from the Year 2 curriculum. Scores below 8 indicate your child will need more practice over the summer on that specific spelling principle.

### Common Exception Words

There are also common exception words that do not follow the spelling principles mentioned above. A great way to see which words your child needs to focus on before they get to Year 3 is to use the dictation passage below. You should read the passage aloud and pause on the **bold** words and allow enough time for your child to write it down. **This passage is also useful to help determine which of the Common Exception Words your child is able to read within a text**, you can also ask them to read the passage to you. Any words that are misspelt (or misread) should be your focus before they reach Year 3.

In the wonderful countryside, lived a group of **kind people**. **Mr** and **Mrs** Williams were loved by all. They were amazed when they finally became **parents** to the **most beautiful child** in the **whole** world. They named her Sarah. One day, Sarah's **father** decided to take her on an adventure **because** she was a strong girl. They woke up early, closed the **door** quietly, so not to wake her mum, and were quickly on the **move**. They tiptoed over the **grass**, being careful not to knock over the **plant** pots, and followed a **path, which** ran along some flowing **water**. It led to a huge mountain that **everybody** knew was too hard to **climb** unless you wanted to **break** your leg! Sarah thought her dad was too **old** to go up there, but before she **could** blink, his feet were off the floor leaving her **behind**. Sarah let him **pass** her, and he was soon way ahead of her. He obviously wanted to **prove** that he was still able to do it, and in under an **hour**, he was at the top! Sarah quickly followed him up the mountain. "That was **wild!** I can't believe how **fast** you were!" shouted Sarah as they reached the top. **Even** though they were the **only** ones on top of the mountain, Sarah did not feel alone. She could see a **pretty eye** staring at them through a bush. **Who** was it? They **both** carefully crept over to see what it was...It was actually a piece of **gold** glistening in the sun! It felt **cold** in her hand. Sarah started to think about how much **money** it might be worth and all the **clothes** she might buy with it. Her dad **told** her to **hold** it in her hand and think about the **poor children** in their village. Sarah instantly felt guilty. "Let's buy **sugar** and **steak** for everyone in my **class**, and make **sure** they get **any** present they want at **Christmas!**" Her dad hoped to **improve many** things in their village. What a **great find!** In her **mind**, Sarah believed **every** person **should** be happy. **After half** a day on top of the mountain, it was time for them to get back home **again**. They knew mum **would** be **busy** cooking the **last** of the

potatoes. Sarah was already daydreaming of a warm **bath** and a hot cup of cocoa. All of the journey home was walked in silence as they thought, not of the **past** but of the future, and of all the ways they could help the villagers.

### Maths Practise and Flashbacks

Over the Summer, TTRockstars will be set specifically to support the times tables for their year group only, follow the link <https://trockstars.com/>. This will allow curriculum content to be as accurate and secure as possible, as well as fluency and speed of recall as per the national curriculum expected standard for Year 2. Further times tables challenges are still available via the Home Learning section of CATlive. Children will benefit from continued practise with arithmetic and mental maths, we recommend using the activity below.

<https://www.topmarks.co.uk/number-facts/number-fact-families>

select + and –

click up to 100

click on the numbers and select the appropriate operation to complete the four number sentences

**White Rose Maths provide a series of ‘Flashbacks’, these are Powerpoints that provide quick recall with 3 or 4 simple questions on each slide for children to attempt according to an area of Mathematical knowledge.** These are particularly useful for recalling knowledge, identifying strengths and highlighting areas that need attention from the Year 2 curriculum.

### What next?

Teachers won't be responding to emails during the summer break but they will very much be looking forward to welcoming your children back in September – in line with the guidance that will be published.

As ever, we thank you for your ongoing support and positive messages during these strange and challenging times. We wish you all a restful summer when, above all, we hope the children will get lots of opportunities to be with the people they love, to go to places they have missed and enjoy being out in the fresh air. We CANNOT wait to see you all again!

With very best wishes,

The Castleman Academy Trust Team