

Year 2 Homework

13th September 2019

Dear Parents,

In English, we've enjoyed being authors. Using the new skill we learnt last week, (expanded noun phrases) we have re-written Owl Babies. We have also begun learning about commas, and now are aware that we use commas when we list things eg. "scary, spooky and mysterious" and "eggs, bread, milk".

In Maths, we have continued to learn about place value. This has included doing lots of counting forwards and backwards from various starting points. Counting has been in 1's 2's, 5's and 10's. Some children have used the hundred square to help them with this learning. A big part of our learning this week has been partitioning or breaking up 2-digit numbers into tens and ones. Eg. $73 = 7 \text{ tens and } 3 \text{ ones}$ and can also be partitioned as $70 + 3$. We have also been ordering numbers up to 100, with an emphasis on explaining how we know a number is next in the order. Eg. 43 is greater than 31 because when you count forwards you say 31 before 43. Some children have extended this learning and can now reason by saying, "31 is smaller than 43 because it has 1 less ten". Moreover, we've consolidated our learning on the = (balance, equal to, the same as) sign as well as < (less than) and > (greater than). We've enjoyed using the signs to solve problems when comparing numbers.

Thank you for your continued support,

Miss Murphy and Mrs Fitzgerald

Activities

1. Counting Challenge!

Practise counting forwards and backwards in 1's from different numbers.

Count in multiples of 2, 5, 10 forwards and backwards.

Use the hundred square below of this sheet if you need it.

For an additional challenge, you could try counting money in different denominations eg. Show three 10p coins, a 5p coin and two 2p coins and calculate the answer.

2. Spelling Challenge!

Below is a list of common exception words (words that cannot be spelled phonetically because they don't follow the usual spelling rules) from Year 1. Before we send the Year 2 list out, it would be helpful if your child could spell the words from the Year 1 list. Please practise spelling a **few** of the words from the Year 1 list. We have attached a list of strategies (some of which we have already introduced in school and some that we will be introducing over the coming weeks) to help children with their spellings.

Hundred Square

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 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 |

Year 1 Common Exception Words


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|--------|-------|------|--------|-------|-------|
| a | full | is | our | so | we |
| are | go | love | pull | some | were |
| ask | has | me | push | the | where |
| be | he | my | put | there | you |
| by | here | no | said | they | your |
| come | his | of | says | to | |
| do | house | once | school | today | |
| friend | I | one | she | was | |



Spelling Strategies

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| <p>Look, say, cover, write, check</p> | <p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p> |
| <p>Trace, copy and replicate (and then check)</p> | <p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p> |
| <p>Segmentation strategy</p> | <p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p> |

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| Quickwrite | <p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p> |
| Drawing around the word to show the shape | <p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> |

| | |
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| <p>Drawing an image around the word</p> | <p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p> |
| <p>Words without vowels</p> | <p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p style="text-align: center;">f _ _ _ ld</p> |
| <p>Pyramid words</p> | <p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p> |
| <p>Other strategies</p> | <p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word. |

