

Back to School Information for Parents and Carers - Year 2

Maple Class: Miss Ross

Sycamore Class: Mrs Cox

Miss Whitfield, Mrs O'Reilly and Miss Jarrett will support across Year 2 at various times and are all familiar faces from Year 1.

Mrs Hayward will cover the teachers for planning time (PPA)

Each day your child should bring to school (**please name all belongings!**):

- Book bag which includes their reading book, reading record, reading bookmark and library book
- A bottle of water.
- Appropriate clothing for the weather e.g. sunhat/ rain jacket.

Uniform: School uniform and colours either with no logo or the school logo. Black/grey shoes (any colour trainers permitted for PE)

PE kits: Please send a PE kit into school to stay on their peg (we will send home half termly to wash and please then return the next term). PE kit is white t-shirt and black/navy shorts. No shoes needed until summer term. Again please name everything!

Toys and other items

We invite children to bring in items that relate to our learning and medals or achievements to celebrate.

We ask that children don't bring in any toys or personal items from home as this can cause upset when they get lost.

Mobile phones and wearable devices with photo/internet access are only permitted for Years 5 & 6. Watches with apps are a distraction so should not be worn in school. Any with cameras will be taken to be kept in the office. Mobile Phone and Device Policy is available on the school website.

Timings: Gates to the site open at 8:40am. We start at 8:45am. End of the day is 3:20pm

Website: The best place to find out information about learning or anything relative to school is via the website. We update the Year 2 blog weekly on a Friday with information about the coming week's learning and any important information. You may occasionally get emails from the Y2 team or from the office too. There will often be posters on the classroom windows from FHIS. Please look out for these.

Lunch orders: These must be ordered online before 9am in the morning. Please remind your child of their lunch order before they come into school

Communication

Any absence/illness/URGENT safeguarding information must go to the school office ONLY:

office@henleazeinfantschool.org

If you have arranged a playdate or anyone other than named contacts to pick your child up, either tell the teacher in the morning, or email the office before 2:30.

Class emails: maple@henleaze-inf.bristol.sch.uk and sycamore@henleaze-inf.bristol.sch.uk

We cannot check these regularly as we are teaching during the school day so if it is urgent (e.g. pick up arrangements for that day) then email/phone the office. We will aim to reply promptly (school policy is 48 working hours)

Teaching learning behaviours

A **behaviour curriculum** is a structured framework which explicitly teaches students how to behave, treat others, and follow school routines.

While a traditional **behaviour policy** outlines how misbehaviour is managed reactively through rewards and sanctions, a **behaviour curriculum** is **proactive**. It defines the specific, positive actions a school expects to see.



Core components:

1. Daily Routines: eg moving in a quiet, calm line ('5 star line')
2. Social Etiquette & Manners: eg. saying "good morning"
3. Learning Behaviours: e.g active listening (STAR)
4. School Values: Learning how to respect others and thrive in a community

We need all parents/carers to support and reinforce our behaviour curriculum

Teachers will email if your child's behaviour has led to the need for reflection time with a senior leader (the third step of our behaviour change sequence) as this would warrant you to have a discussion with your child.

Safeguarding at Henleaze Schools

Designated Safeguarding Leads



DSL: Sam Mumford
(Deputy Headteacher)



DDSL: Gemma Fricker
(Executive Headteacher)



DDSL: Nicola O'Brien
(School Business Manager)



Child Protection and Safeguarding Governors

Louise Walton and Ben McLewis

Inclusion Team



Ruth Gibson, Assistant Headteacher & SENDCo



Sharon Jones: Deputy SENDCo HJS



Annabel Corbett: Assistant SENDCo HIS, ELSA

Reading in school

We read with the children in school each week.

This will be a mixture of individual 1:1 reading or group reads. As children become increasingly fluent readers comprehension skills become a bigger focus in Year 2.

Reading Questions : Try asking the child questions as they read. Here are some examples of useful, quality question starters. They encourage the child to develop a good reading comprehension.				
Vocabulary	Recall	Sequence	Inference	Prediction
Can you find a word/sentence that tells/shows you that...?	Who is/are the main character(s)?	What happens in the beginning of the story?	What do you think... means? Why do you think that?	Where do you think... will go next?
Why do you think that the author used the word... to describe...?	When/where is this story set?	How/where does the story start?	Why do you think...?	What do you think... will say/do next?
Can you find a word in the text that means the same as...?	Which is your favourite/worst/funniest/scariest part of the story? Why?	What happened at the end of the ...?	How do you think...?	What do you think this book will be about? Why?
Find an adjective in the text.	Tell me three facts you have learnt from the text.	Can you retell the story to me in 20 words or fewer?	When do you think...?	How do you think that this will end?
	Find the part where...	What happened before that?	Where do you think...?	Who do you think has done it?
			How has the author made us think that...?	What might... say about that?

Phonics interventions: children will have these if needed. Support is designed to be rapid and responsive to meet the needs of the individual child-we won't formally notify you of support given as it can be very fluid based on a constant cycle of assessment, but may discuss at parents' evenings. If we feel the support becomes a regular need and more support is being given then we will discuss this with you accordingly.

Homework - Reading and Phonics

Daily reading - we ask for 5 times a week. Reading really is the most important thing and so much research backs up how important the daily short time of reading is.

Sounds and blendable words - on the blog we publish the sounds and keywords for the week so that you can support your child by practising these at home. Posted next to the new sounds there will be words to practise blending.

Common exception words don't follow the phonics rules and can't be sounded out. These are to read by sight. If your child is confident reading all of the words posted then practise spelling them.

In your child's book bag:

1. Phonics reading books - they will bring home 1 phonics book a week. As they move onto our coloured book bands (starting with turquoise) which aren't fully decodable anymore we will send 2 as they will likely have reached a higher level of fluency by this point. Please ensure these are kept in their book bags and in school daily.

2. Reading record - please write in this every time you read. We will monitor reading at home and are here to support if you are struggling with this.

3. Library book and reading for pleasure book

4. Bookmark - to track our [whole school reading incentive](#). We start a fresh in Year 2 so they have a chance to work through bronze, silver, gold and headteachers' award. Maximum of 1 tick per day. This year we are going to be having a special story time with Mrs Fricker when children achieve their headteacher's award.

Supporting maths learning at home

Number fluency - We recommend using the White Rose Minute Maths app (free to download from Apple and Android) to practise number fluency in short bursts.

Particularly knowing the difference between the 4 mathematical operations.

Money and time - children were introduced to both of these in Year 1 and we will build on these. Pocket money and an analogue watch can really support with this learning.



Purple mash: Children have access to PurpleMash. The login codes are the same as before - you can request a code from your teacher if needed. They do not need to be using this at home however sometimes children like to be able to.

Useful resources

If you have any of the following spare or are willing to donate, they are gratefully received in school:

- boxes of tissues
- spare carrier bags
- pants and socks for our spare clothes box
- newspaper

