



**Houghton Conquest**  
Lower School  
Growing together

# Parent Handbook 2020/2021

## Owls Class



## Who is in Owls class?



**Miss Heaslip**  
(Monday - Wednesday)



**Mrs Blake**  
(Thursday - Friday)



**Mrs Sebborn**



**Miss Dancer**

## What does Owls classroom look like?



Dear Parents/Carers,

We hope you find this booklet useful and it helps you to support your child's learning in Owls class at home.

During the year there may be times when you have questions about your child's learning or there may be things you need to inform school about that may affect your child's learning.

You can contact us by informing the school office, writing a little note in the home school communication book, a telephone call or contact us via our class email address [owls@hcschool.org.uk](mailto:owls@hcschool.org.uk). You can also ask for an appointment if more time is needed and we will get back to you with a convenient time. Urgent messages could be delivered to the member of staff on gate duty.

There will be consultation evenings in the autumn and spring terms which will provide opportunities to discuss your child's progress and see their work. Considering the given restrictions, we are currently discussing how to hold our parent consultation evening, ensuring it is in a COVID secure; thereby keeping everyone safe. More information to follow.

Thank you for your support.

Mrs Blake and Miss Heaslip

# Key Information

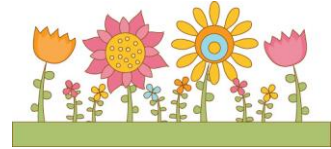
## Topics



**Autumn** - Splish, Splash, Splosh

**Spring** - Turrets and Tiaras

**Summer** - Into the Secret Garden



## Forest School

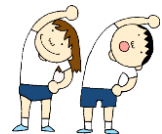
Throughout the year all the children in the school will have the opportunity to attend forest school. Your child must come equipped with wellies, waterproof coat and spare clothes (hats, gloves and scarfs in winter). More information regarding dates will follow.



## P.E

This year Owls will have P.E on a **Wednesday**. Please ensure your child arrives wearing the appropriate PE kit.

Your child may also wear tracksuit bottoms to cover their legs and their school jumper.



## Behaviour

Staying on **Green** but going for **Gold**!



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# Learning at Home in Year Two

We expect children in Year Two to be completing *no more than one hour* of homework each week. Children in Owls Class are expected to complete the following Learning at Home on a weekly basis:

- Reading at home: 3 times a week (5 minutes each time)
- Home Spelling book: 3 times a week (5 minutes each time)
- Key words: 3 times a week (5 minutes each time)
- Maths homework: no more than 15 minutes
- Learning Log activities (optional)

## Reading

Owls should read at home three times a week for five minutes each time; please make a short note in your child's reading record to show they have read. Reading books will be changed twice a week, when your child has completed their book. Reading records will be checked every day and stamps will be awarded to those children who have read three or more times at home that week. Once six stamps are earned, the child will receive a Reading Reward for their efforts; these are given out during our Celebration Assembly.

**Please ask your child questions about their reading to help their progression. Suggested questions are included in this booklet and in your child's reading record.**

## Home Spellings

Your child will bring home a 'Home Spellings' book which is to be completed three times per week. A list of spellings can be found at the beginning of each main page and should be practised three times during the week with the date at the top of the column. Please fold the pages to help your child follow our Look, Cover, Write, Check strategy (See spelling book for information on this strategy). Please ensure your child brings their Home Spelling book back to school on a Friday.

**Spellings will be set on a Monday and will be collected in on a Friday.**

## Key Words

Key words will be sent home in a plastic wallet; please can you show your child the words and ask them to repeat what they see. This is a short activity and is aimed to build fluency in your child's ability to recall these common words. These words will be tested in school on a bi-weekly basis and updated on the following Monday.

## Home Maths learning

Your child will be sent home with a maths home learning book, in which there will be a designated task for your child to participate within on a weekly basis. This task should take them no longer than 15 minutes and it will be a task your child is familiar with. This means, the task set would have been taught to your child in the previous week allowing them to consolidate their learning in a different environment.

**Your child will be sent home their maths home learning book on a Monday and please could it be returned to school on a Friday.**

# Key words your child should know



By the end of year 2 children should be able to read and spell...

<u>first</u>	<u>good</u>	<u>home</u>	<u>house</u>	<u>because</u>	<u>ball</u>	<u>bed</u>	<u>not</u>
<u>girl</u>	<u>took</u>	<u>came</u>	<u>about</u>	<u>saw</u>	<u>call</u>	<u>but</u>	<u>got</u>
<u>sister</u>	<u>would</u>	<u>name</u>	<u>out</u>	<u>your</u>	<u>called</u>	<u>dig</u>	<u>did</u>
<u>over</u>	<u>should</u>	<u>made</u>	<u>our</u>	<u>door</u>	<u>school</u>	<u>must</u>	<u>very</u>
<u>water</u>	<u>could</u>	<u>make</u>	<u>now</u>	<u>more</u>	<u>last</u>	<u>just</u>	<u>will</u>
<u>people</u>	<u>put</u>	<u>take</u>	<u>how</u>	<u>or</u>	<u>laugh</u>	<u>much</u>	<u>from</u>
<u>back</u>	<u>push</u>	<u>time</u>	<u>down</u>	<u>live</u>	<u>half</u>	<u>has</u>	<u>his</u>
<u>had</u>	<u>pull</u>	<u>can't</u>	<u>off</u>	<u>love</u>	<u>after</u>	<u>as</u>	<u>him</u>
<u>have</u>	<u>another</u>	<u>want</u>	<u>if</u>	<u>do</u>	<u>next</u>	<u>an</u>	<u>ran</u>
<u>their</u>	<u>brother</u>	<u>don't</u>	<u>boy</u>	<u>new</u>	<u>night</u>	<u>man</u>	<u>many</u>
<u>than</u>	<u>these</u>	<u>jump</u>	<u>where</u>	<u>little</u>	<u>her</u>	<u>once</u>	<u>too</u>
<u>them</u>	<u>with</u>	<u>may</u>	<u>there</u>	<u>old</u>	<u>so</u>	<u>again</u>	<u>two</u>
<u>then</u>	<u>three</u>	<u>that</u>	<u>here</u>	<u>seen</u>	<u>some</u>	<u>help</u>	
<u>when</u>	<u>by</u>	<u>what</u>	<u>were</u>	<u>been</u>	<u>one</u>	<u>who</u>	

...in addition to the 100 keywords (caterpillar words) that your child brought home in year 1.

Year 2 children are also expected to be able to read and write the following list of common exception words correctly.

<u>door</u>	<u>children</u>	<u>cold</u>	<u>beautiful</u>	<u>path</u>	<u>eye</u>	<u>many</u>	<u>half</u>
<u>floor</u>	<u>wild</u>	<u>hold</u>	<u>fast</u>	<u>bath</u>	<u>whole</u>	<u>busy</u>	<u>about</u>
<u>poor</u>	<u>climb</u>	<u>every</u>	<u>last</u>	<u>plant</u>	<u>clothes</u>	<u>again</u>	
<u>because</u>	<u>most</u>	<u>everybody</u>	<u>past</u>	<u>hour</u>	<u>could</u>	<u>people</u>	
<u>find</u>	<u>only</u>	<u>even</u>	<u>after</u>	<u>move</u>	<u>should</u>	<u>Mrs</u>	
<u>kind</u>	<u>both</u>	<u>pretty</u>	<u>father</u>	<u>prove</u>	<u>would</u>	<u>Mrs</u>	
<u>mind</u>	<u>told</u>	<u>great</u>	<u>class</u>	<u>improve</u>	<u>who</u>	<u>parents</u>	
<u>behind</u>	<u>old</u>	<u>break</u>	<u>grass</u>	<u>sure</u>	<u>whole</u>	<u>Christmas</u>	
<u>child</u>	<u>gold</u>	<u>steak</u>	<u>pass</u>	<u>sugar</u>	<u>any</u>	<u>money</u>	



# Help your child with **spelling**

## **Different media**

Provide different media for children to write and make marks with e.g. paint and paintbrushes, chunky markers on large paper, chalk on the pavement or patio, dry-wipe markers on the mirror or using fingers in shaving foam, or custard. You could also encourage children to explore making marks on a computer or tablet device.

## **Flashcards**

Have flashcards, letter tiles or similar items around for children to use to spell out words.

## **Make a copy**

Children could copy out the spelling list in alphabetical order or from shortest to longest.

## **Grab a dictionary**

Have a dictionary to hand for looking up unfamiliar words

## **Narrow it down**

Narrow down long lists and focus on 4 to 5 at a time.

## **Get moving**

Use physical activity - for each letter of the word get children to do a star jump, walk up or down a step, touch their toes etc.

## **Games**

Make the list into a game - try playing hangman, making word searches or coming up with crosswords.

## **Shout out**

Encourage your child to spell words out loud on long car journeys or when walking to school.

Encourage your child to read.

**Good readers are often good spellers!**

# Learning Logs



Learning Logs are one of the ways we promote learning at Home. We hope that your child will enjoy completing the activities and that they encourage you to work with them to complete the tasks.

## How they work

Learning Logs are sent home every term. Inside will be a number of **optional activities**, which you may wish to complete to support your child's learning at home. Complete the activity or activities you prefer - the choice is yours!

## How can I do my work?

- ✓ Writing
- ✓ Drawing
- ✓ Diagrams
- ✓ Photographs
- ✓ Anyway you see fit - the more creative the better!



## *Learning Log Guidelines*



## When are they due?

Learning Logs are handed out during the term of each new topic in Owls and should normally be returned by the date set on the activity sheet.

## Presenting my learning

- ✓ A double page should be used
- ✓ Please only use grey pencil for writing
- ✓ Coloured pencils for colouring - not felt tip pens
- ✓ Use rulers to draw lines



"Tell me and I forget. Teach me and I remember.



*Involve me and I learn."*



- Benjamin Franklin

**WORK HARD & BE  
PROUD OF WHAT  
YOU ACHIEVE**

# Our Reading Scheme Explained

Our reading books are arranged into colour coded boxes which link to the National Curriculum. Last year the Friends of Houghton Conquest funded some wonderful new reading resources for your children to use at home.

We use a variety of 'reading schemes' in our school including Rigby Star, Project X and Oxford Reading Tree, to support independent reading. We have a clear reading progression system that runs through the school and we regularly assess the pupil's progress against this to implement additional support and/or challenge. Teachers talk to the children regularly about their strengths and areas of development and communicate with parents via children's reading records. All reading books are colour-coded to indicate level of difficulty.

## **To promote a love of reading, we:**

- Read aloud to children to introduce them to new authors and styles of writing,
- Encourage and model reading for pleasure and establish an appreciation and love of reading,
- Ensure that reading is made fun by teachers and other adults, providing excitement and inspiring the imagination,
- Establish and develop a varied range of texts in the classroom,
- Hold an annual World Book Day event,
- Work with parents and carers to ensure that reading is regularly shared at home, promoted by our reading reward scheme,
- Each class has its own dedicated 'Book Nook' reading space,
- Celebrate a range of authors and illustrators across varying genres.

**Children move onto a different level according to the development of many skills, not just being able to read all the words. There are some reading questions in this booklet to help you discuss stories and books.**

If your child brings home a book which they have read previously, use the opportunity to talk about it - why have they chosen it again, can they remember what happened? Remember, we all like to re-read a good book!

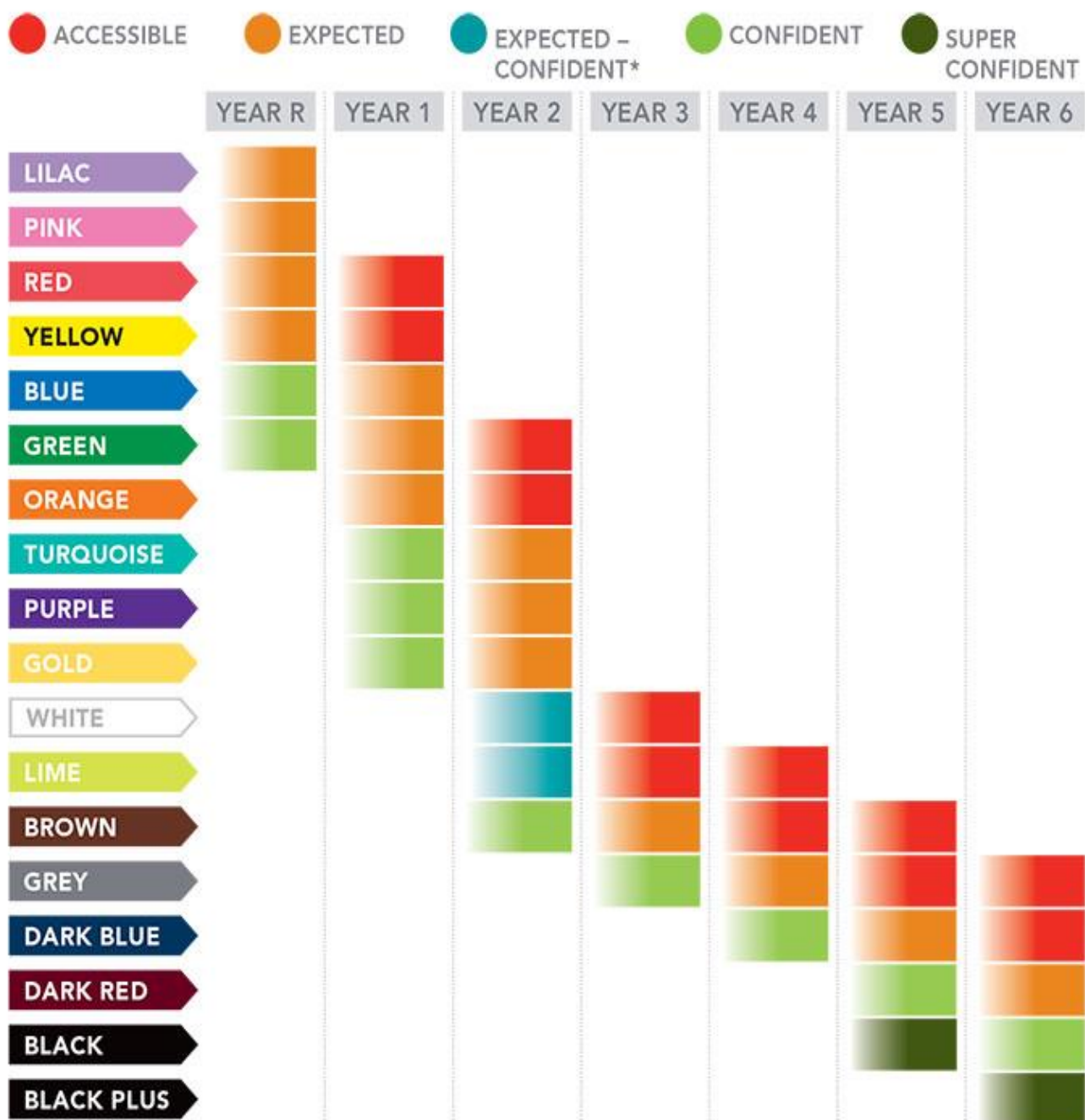
Please encourage your child to read lots of different books at home. The children need to discuss many different stories and texts so I would not recommend buying reading scheme books for home.

Owls should read three times a week for about five minutes each time, making a short note in your child's reading record each time. Stamps/ticks will be awarded to those children who have read three or more times a week, checked every Monday. When the children have gained six stamps/ticks they will receive a Reading Reward for their efforts; these are given out during our Celebration Assembly.



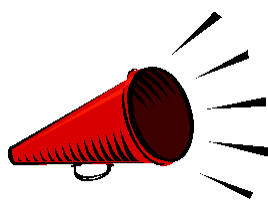
# Our Reading Scheme Colours

All children are different but as a general guide these are where your child is expected to be.



# Reading Strategies

I use the pictures to help me.



"C-A-R-P-E-T"  
"CAR - PET"  
"CARPET"

I sound out/blend words I don't know.

I look for smaller words inside words.



"tEACHer"



"en - joy - able"  
"Enjoyable"

I can break words down into syllables.

I use punctuation to help me make sense of what I am reading.



I go back and read a word or sentence again if I don't understand it.

I read on to see if I can work out the meaning of a word I don't know.



I listen to what I am reading to see if it makes sense.

Help your child with

# reading

## I spy

Play 'I Spy' games.  
Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

## Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

## Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

## Create

Use reading to inspire drawings or new stories.

## Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

## Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

## Go online

Look online & in app stores for appropriate word & spelling games.

## Make space

Have a special place or a certain time when you read together.

## Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels... anything that is close to hand!



## How can I help my child with reading?

As a parent you are probably helping your child with reading much more than you may realise. If your home contains books, magazines and catalogues that your child sees *you* reading (you are modeling skills they need to learn), you read to your child and talk together about familiar stories, also, if you use printed materials to find things out, then your child already has a head start in this area.

- Remember that **talking** about reading is very important, so if your child is sometimes reluctant to read aloud, discussing a book will also help to develop reading skills.
- Concentrate on **enjoyment** and grasping the meaning rather than absolute accuracy.
- Keep reading time **relaxed**, comfortable and pleasurable, in a quiet corner, with the television turned off.
- Talk about the cover and read the title before rushing your child into the text, asking questions such as: what do you think it will be about; what sort of book is it; have you read one like this before?
- Look through the book, noticing interesting pictures and words, then read the opening together.
- Don't correct too quickly. If your child makes an error suggest having another go, searching the pictures for a clue, sounding out the first letter or reading on before you 'tell' the problem word. Try some of the reading strategies.
- If your child is really struggling, take over the reading yourself so that it remains a fun activity and let the teacher know.
- When your child brings home a book that has been read before ask for a summary before reading it again, then discuss the book at a deeper level than last time.
- As your child progresses, talk about authors, characters and plots or what new information has been learnt.
- Join your local library and use it regularly. Watch out for storytelling events, summer reads and reviews of new titles.

# Reading Questions

## To help your child develop comprehension skills

### Knowledge

Where is the story set?  
When did the story take place?  
Who are the main characters?  
What does the character look like?  
Where does the character live?



### Comprehension

What is happening?  
What happened at the end of the story?  
Who is telling the story?  
Which parts of the story do you like best?  
Which parts describe the setting?  
What problem does the character have?

### Analysis

How do you feel about...?  
Why did the author choose these words?  
How has the author shown the character is afraid?

### Application

Can you think of another story with a similar theme? With the same issues?  
Can you think of another story character that acted this way?  
What I did would you borrow from this story if you were to write your own

### Evaluation

What makes a successful story?  
Which one is better? Why?  
Could the story be improved? How?  
Who would enjoy reading this story?



### Being critical

What is your opinion about...?  
What evidence do you have to back up your opinion?  
Have the views in the text affected your opinion?  
What would the main characters think about...?



# Handwriting

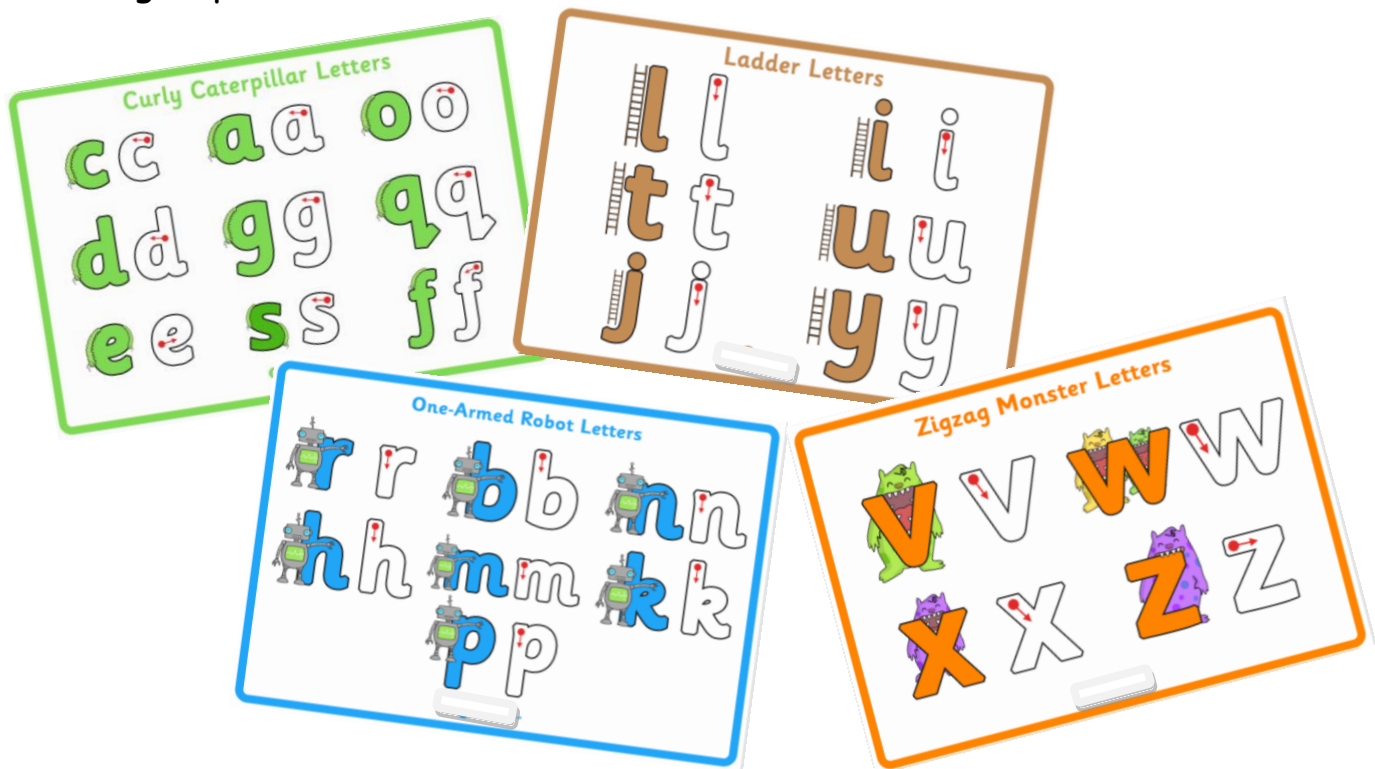
We use the Cambridge Penpals scheme for handwriting. Letter formation should be becoming familiar and secure. A reminder of letter formation:

In year 2 the children will continue to learn different joins.

- Diagonal joins - *am, un, lp*
- Horizontal joins - *op, wi, ot, wh, oo, wa*
- Joins from *q*, joins to and from *r*, joins to and from *s* and joins from *f*.

Some letters are not joined: *b, g, j, p, y, x* and *z*.

To support and encourage the correct letter formation we categorise letters into four groups:



Here are some useful websites that may help your child with handwriting:

- [http://www.ictgames.com/sky\\_writing.html](http://www.ictgames.com/sky_writing.html)
- <http://www.doorwayonline.org.uk/literacy/letterformation/>

# Maths Mastery

At Houghton Conquest Lower School, Maths Mastery has been developed to ensure that every child can achieve excellence in mathematics. It provides pupils with a deep understanding of the subject through concrete, pictorial and abstract approaches. This ensures pupils fully understand what they are learning.

At Houghton we use the Power Maths scheme as it is a UK curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in maths. This programme is an enriched approach that cleverly combines interactive teaching tools, rich and quality textbooks, and practice books. It is built around a child centred lesson design that models and embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of maths concepts. It embeds a deeper understanding of maths by utilising concrete, pictorial, and abstract approaches so that pupils understand what they are doing more, rather than learning to repeat routines. Pupils are given the opportunity to fully reason as well as develop fluency.



Ash



Flo



Astrid



Dexter

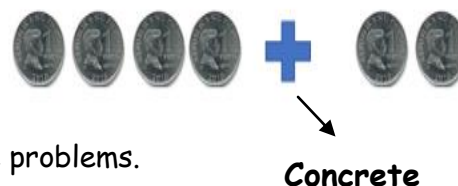


Sparks



## Concrete

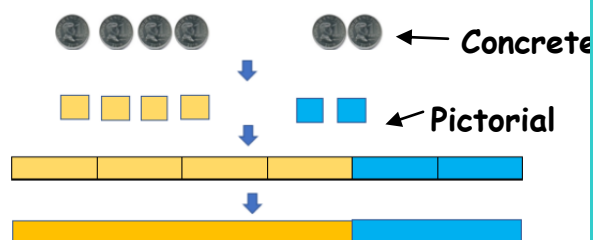
Concrete is the '**doing**' stage where they use concrete objects as the model. This approach brings a mathematical concept into reality by allowing children to experience and use some physical resources to reason and solve problems.



## Pictorial:

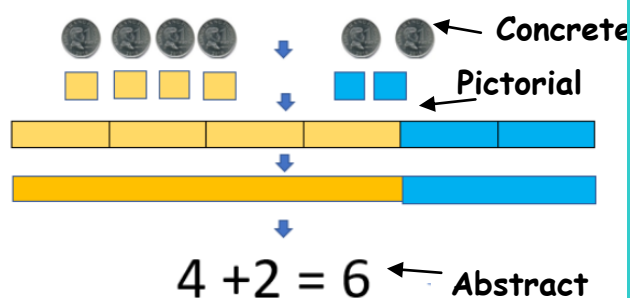
The pictorial is the '**seeing**' stage where the children see the representations of the objects using varied templates, such as a part whole model or a bar model. It encourages children to see a mental

connection between the physical objects and abstract concepts by looking at the pictures, circles, or any model that represents the objects. Building or drawing a model makes it easier for children to visualise the problem.



## Abstract:

The abstract is the '**symbolic**' stage, where children can use abstract symbols to model problems. Once a child already has a solid understanding of '*Concrete*' and '*Pictorial*' then we can introduce the '*Abstract*'. In this stage, problems are represented using the symbolic concepts, such as numbers and mathematical symbols, for example the four basic arithmetic operations (+, -, x, /).



## Owls Class Visit Costs 2020 – 2021

*Please do understand that our school trips are currently on hold until we gain additional guidance from the government that it is safe to conduct them. Below are the events that usually take place in year 2. If these trips cannot go ahead we will look at alternative curriculum enriching activities that are COVID-19 secure.*

<u>Term/Topic</u>	<u>Details</u>	<u>Type of visit</u>	<u>Cost breakdown</u>
Summer Term  Into the secret garden.  Curriculum focus: Literacy, Science, Geography & Art	Trip to Swiss Gardens- (subject to confirmation) Visit to include: - Bean hotel workshop - Texture bingo activity - Plant finder trail activity - Sculpture trail activity - Antique bus ride around garden	Off site (all day)	Coach - £250 Entry to garden - £4  Cost per child (based on 18 children): £17.50 (price excludes the cost of adults for the boat trip)
Summer Term  Into the Secret Garden  Curriculum focus: Science, Mathematics and Geography	Tree Identification walk - Identify and name trees in the locality using information - Classify the trees as deciduous or coniferous - Create a tally chart of our findings.	Off site (one afternoon)	Free
Costs are based on 2018-19 prices and may increase subject to supplier costs. Permission letters advising of the exact cost will be sent out near to the date of each visit.  Please note that the type and number of trips per class takes into account a number of criteria including the age of the children.			



# Owls Timetable Autumn



	8.50 -9	9 - 9.30	9.30 - 10	10 - 10. 15	10.15 - 10.45	10. 45 - 11	11 - 12 (12.15)	12 - 1:15	1:15 - 1:2 0	1:20 - 2:10	* 2:10 - 3	3:15 - 3.30
<b>Monday</b>	<b>Register / Morning Task/challenge/ SEMH activity</b>	Phonics	Maths Mastery Input	<b>Break</b>	Maths Book Work	<b>Assembly in class</b>	Literacy (Handwriting)	<b>Lunch (In classrooms)</b>	<b>Register / SEMH activity</b>	Science	Science	Story time
<b>Tuesday</b>		Phonics	Maths Mastery Input		Maths Book Work		Literacy			Geography	Creative Curriculum	Story time
<b>Wednesday</b>		Phonics	Maths Mastery Input		Maths Book Work		Literacy (Handwriting)			PE (Children come dressed for PE to school)		Music
<b>Thursday</b>		Phonics	Maths Mastery Input		Maths Book Work		Literacy (Guided Reading)			History	Computing	Story time
<b>Friday</b>		Phonics	Maths Mastery Input		Maths Book Work		Literacy (Guided Reading)			RE	PSHE	Golden time