



Houghton Conquest
Lower School
Growing together

Parent Handbook 2021/2022

Owls Class



Dear Parents/Carers,

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

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, emailing our class account owls@hcschool.org.uk or a telephone call. 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. The dates are as follows:

Autumn Term:

- Tuesday 19th October 2021 (Times to be confirmed)
- Thursday 21st October 2021 (Times to be confirmed)

Booking information will be available via the office closer to the dates.

Thank you for your support.

Miss Heaslip and Mrs Blake

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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 over two weeks (5 minutes each time)
- Numb Bots: 3 times each week (5 minutes each time)
- 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 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 into school each day as I will be checking them at random intervals.

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

Please log into NumBots each week and allow your child to spend time making progress with the questions asked. NumBots is all about every child achieving the 'trip win' of understanding, recall and fluency in mental addition and subtraction, so that they move from counting to calculating.

Key words your child should know



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

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

...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.

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

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."



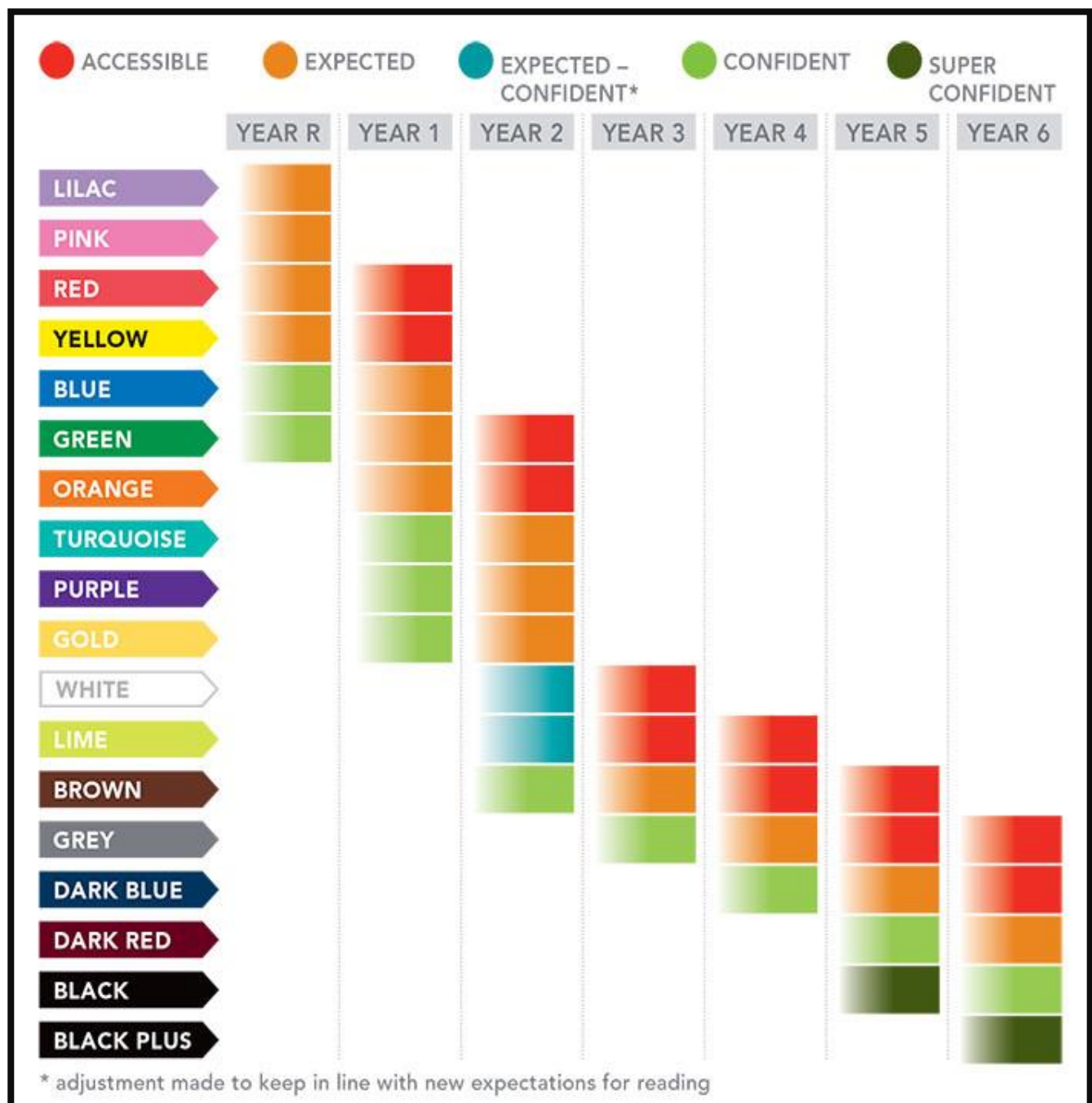
- Benjamin Franklin

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

Our Reading Scheme Explained

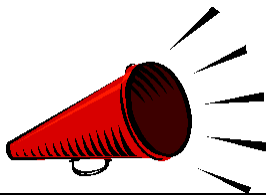
At Houghton Conquest we have been able to update and modify our school's reading scheme, in line with other schools in our cluster and standardised bandings. This has allowed us to gain new reading material, of different genres and difficulties, which will help capture and excite children to continue their reading journey.

Below is a guide to the 'colour bands' per year group, which will help inform teaching staff and parents on the progress that children are making with their reading. All children's journeys may start at a different stage, so please remember that children learn in different ways and make progress at different times; and we look forward to watching the children progress using the new reading material!



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

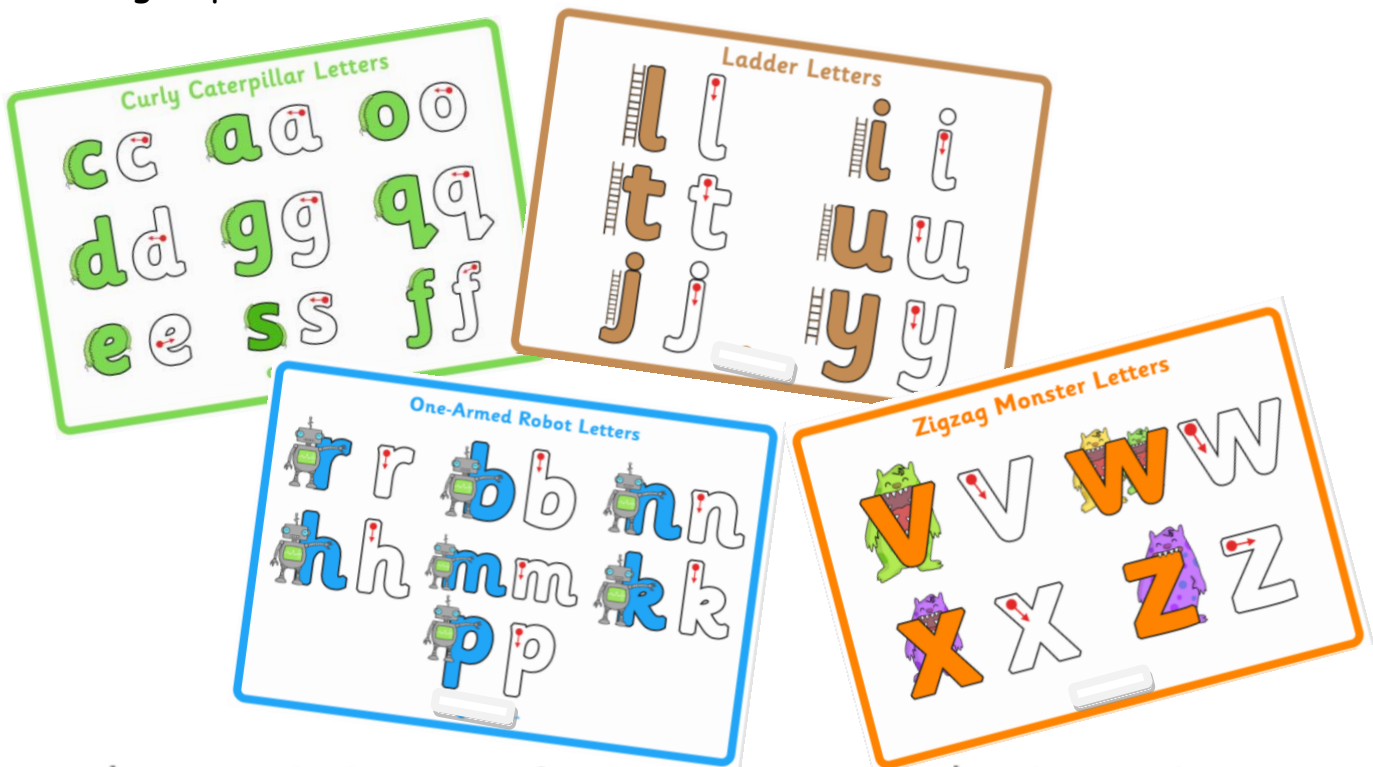
We use the Cambridge Penpals scheme for handwriting. Letter formation should be becoming familiar and secure. A reminder of letter formation:

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:



The quick brown fox jumps over the lazy dog.

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

- 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.

Maths Mastery places emphasis on the cumulative mastery of essential knowledge and skills in mathematics. 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.

Concrete

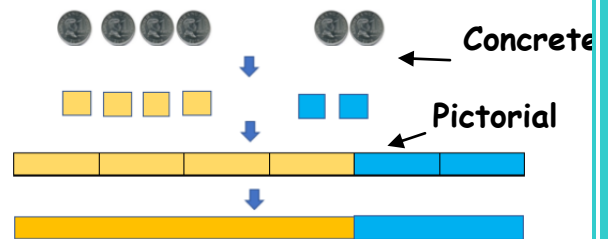
Concrete is the '**doing**' stage where they use concrete objects as the model. This approach brings a mathematical concept into reality by allowing children to experience and use some physical resources to reason and solve problems.



Concrete

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.

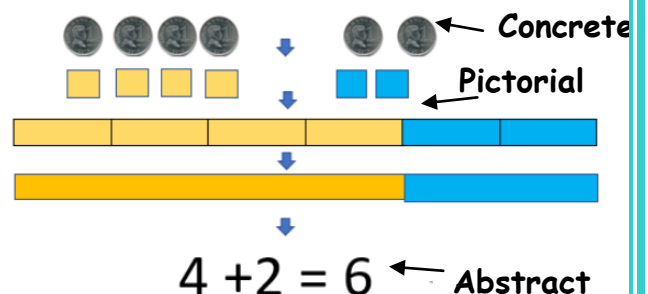


Concrete

Pictorial

Abstract:

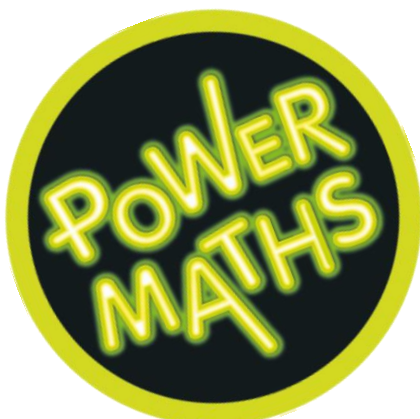
The abstract is the '**symbolic**' stage, where children can use abstract symbols to model problems. Once a child already has a solid understanding of 'Concrete' and 'Pictorial' then we can introduce the 'Abstract'. In this stage, problems are represented using the symbolic concepts, such as numbers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



Concrete

Pictorial

4 + 2 = 6 ← Abstract



Owls Class Visits

Term/Topic	Details	Type of visit	Cost breakdown
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
<p>Costs are based on 2018-19 prices and may increase subject to supplier. Permission letters advising of the exact cost will be sent out near to the date of each visit.</p> <p>Please note that the type and number of trips per class takes into account a number of criteria including the age of the children. We will also be closely looking at the guidance issued by the government regarding COVID-19 to support the planning and risk assessments process, that will take place to support the trips scheduled.</p>			



Owls Timetable Autumn



8:50 9:00

9:30

10:00

10:30 10:45 11:00

12:00 1:15 1:30

2:05 2.15

3:00 3:15

	8:50 - 9:00	9 :00– 9.30	9.30 -10:15	10.15 – 10.30	10:30- 10:45 10. 45 - 11	11 – 12:00	12 – 1:00	1 - 1:10	1:10 – 2:00		* 2:00 – 3:00	3:00– 3.10/15
Monday	R e g i s t e r	Phonics	Maths Mastery	Break	(Gui ded Rea ding)	Literacy (handwriting)			Science		Science	DEAR Time
Tuesday		Phonics / SPAG/Multiplic ations	Maths Mastery		(Gui ded Rea ding)	Literacy (handwriting)			Art		Music	DEAR Time
Wednesday		Phonics / SPAG/Multiplic ations	Maths Mastery		(Guide d Readin g/)	Literacy (Editing/handwriting)			PE		PE	DEAR Time
Thursday		Phonics / SPAG/Multiplic ations	Maths Mastery		(handw riting)	Literacy (Editing/handwriting)			History/geogr aphy		Computing	DEAR Time
Friday		Phonics / SPAG/Multiplic ations	Maths Mastery		handwr iting)	Literacy (Editing/handwriting)			RE		PSHE	DEAR Time

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Notes

Notes