



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

Year 2 Transition 2026/27

Miss Carroll

EYFS, Year 1 and 2 Phase Leader

Meet the Year 2 team

Mrs Netherton
Vice Principal
Class Teacher

Mrs England
Vice Principal
Class Teacher

Mrs Love
Class teacher

Mrs Bronock
Class Teacher

Mrs Day
Class teacher

Miss Crawford
Assistant Head
Class teacher

Mrs Atkins
Class Teacher



The Year 2 Building

- 'New' classrooms at the front of the school
- Shared communal area between classrooms
- Separate boys and girls toilets in communal area next to classrooms
- All classes have their own set of coat pegs inside the classroom – due to limited space in classrooms, please only use book bags/school rucksack for belongings (no huge rucksacks please)!
- All classes have the same resources available to children

Dropping off and picking up

Beginning of the day:

- Children will go straight to the classrooms between 8.30am and 8.50am via their outside classroom door.
- Children will have early morning activities such as spelling, maths or reading individually with their class teacher.

End of the day:

All classes are dismissed from their classroom door. Please wait outside.

If someone different is picking up your child please ensure the office or class teacher is informed.

Appointments with teachers

- Call the office/email to arrange a meeting with your child's teacher.
- Be mindful at drop off/pick up we are supervising our class/hearing children read, etc.

The School Day

- **Every morning we teach:**
 - Phonics and/or Spelling
 - English Maths
- **Every afternoon we teach:**
 - RE, Science, Computing, PE, PSHE, History/Geography, Art/DT, handwriting and guided reading
- Children have a morning play time at 10.40 for 15 minutes, lunch at 12pm until 1pm and an afternoon play time at 2.00pm for 15 minutes.

Trips and Visitors

Taking trips out of school and inviting visitors in is a fantastic way of enhancing children's learning experiences.

We would love to continue providing children with these opportunities, but, unfortunately, they come at a cost.

This year, the PTA contributed £12.50 per pupil towards a school trip.

Where possible, we take public transport or walk. However, this is not always possible as some visits link exceptionally well to the curriculum but may not always be local.

We appreciate how difficult the cost of living is currently and we are always mindful of this when organising events for the children but we can only continue arranging trips if the cost is covered by parent contributions. Sadly, schools are also working against tight budgets across the education system so the support from families is greatly appreciated.

Expectations

Our key aim for the year is to encourage and support the children in becoming independent learners. We need your help to encourage this.

Your child needs to independently:

- Hand in letters from home.
- Change their reading books.
- Be responsible for their uniform e.g. doing up their laces, looking after jumpers/cardigans.
- Please ensure all clothes are labelled.

Homework

- Weekly homework (uploaded to Google Classroom on Friday at 3:30pm, due in the following Thursday):
 - Reading (at least three times a week)
 - Maths or English task (consolidating weekly learning)

Reading

What can I do to help?

One of your main goals when reading is to get your child more actively engaged and get them thinking beyond the text.

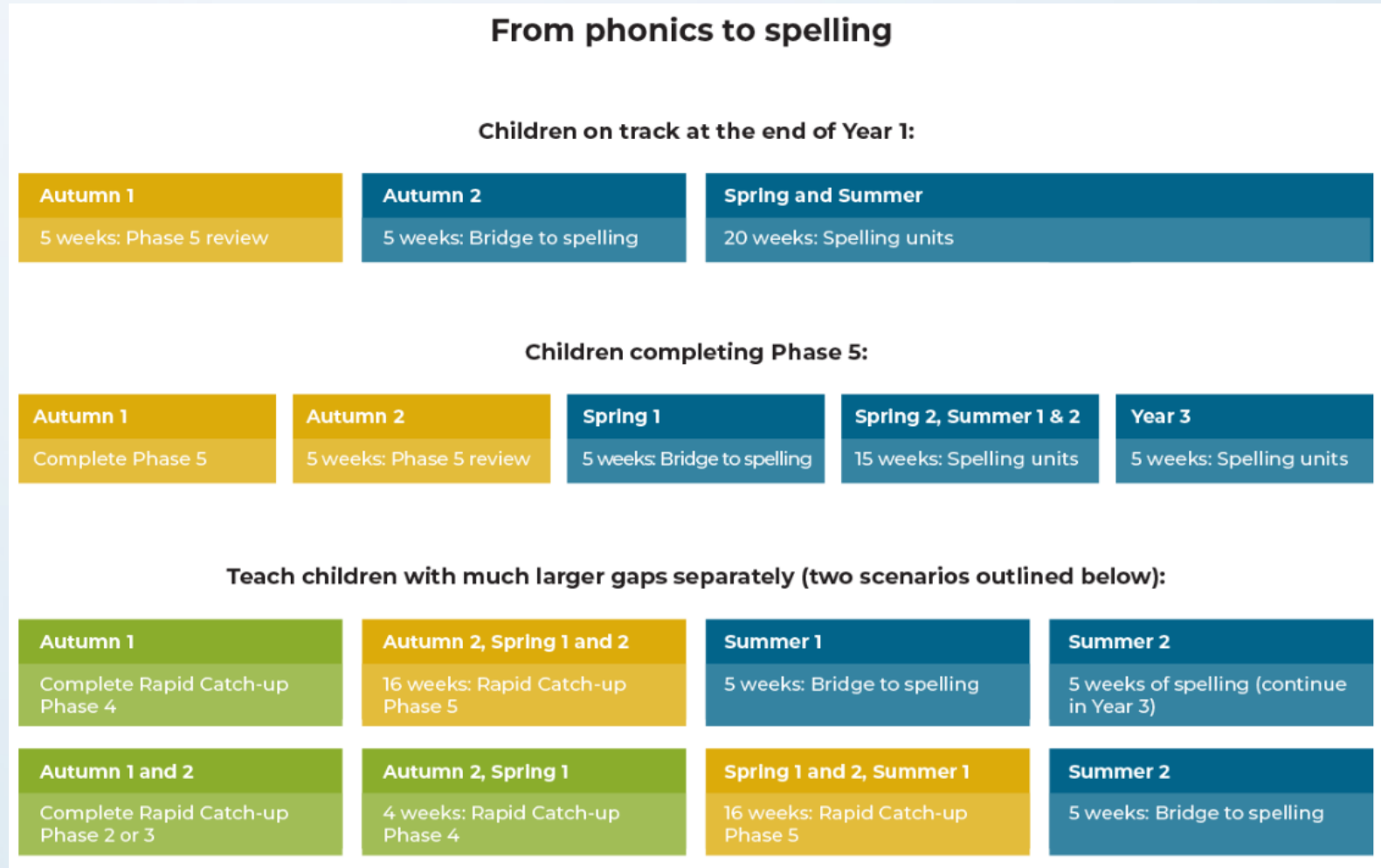
Listen to your child read their book from school and read to them or allow them to listen to an audio story.

Record any reading with your child in their Reading Record.

Please do not use your child's reading record as a means of communication with staff. If you have any concerns please follow the *Appointments with Teachers* guidance.

Phonics & Spelling:

What will phonics look like in Year 2?



Writing in Year 2

Handwriting

- Hold pencil correctly.
- Writing is legible.
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. This is still inconsistent until around the age of 7 (or the end of year 2).
- Spacing is appropriate to the size of letters (finger spaces).
- Some letters are joined correctly, according to the school's handwriting approach.

Writing in Year 2

The school is using “Literacy Tree” for writing lessons and ‘Cusp’ for Guided Reading lessons.

End of KS1 expectations in writing

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Writing – What can I do to help?

Handwriting – practise joins and formation, where appropriate.
Encourage them to check letters are formed and orientated correctly.

Composition – encourage your child to edit their work after writing.
Looking for any errors in spelling, punctuation or grammar.

Punctuation and grammar – encourage your child to extend their sentences by adding more information and using different punctuation.

Spelling – encourage your child to learn by sight the common exception words for Years 1 and 2.

Writing – What can I do to help?

Year 1		
the	a	to
says	today	do
of	said	by
were	is	me
his	has	there
I	your	so
you	they	come
was	be	some
where	no	one
love	go	ask
one	here	friend
are	school	full
he	put	house
we	push	our
once	pull	

Year 2			
door	wild	break	plant
floor	climb	steak	path
poor	most	pretty	bath
find	only	beautiful	hour
kind	both	after	move
mind	old	fast	prove
behind	cold	last	improve
because	gold	past	sure
child	hold	father	sugar
children	told	class	eye
even	every	grass	could
great	everybody	pass	should
whole	many	busy	would
any	clothes	people	who
people	water	again	half
money	Mr and Mrs	parents	Christmas

Maths – What can I do to help?

Count & order numbers up to 100

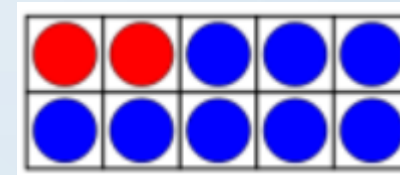
Read & write numbers up to 100

Number bonds to 20 - A number bond is a pair of numbers that always add together to make another, larger, number. Children are introduced to this concept through number bonds to 10: $0 + 10$, $1 + 9$, $2 + 8$, $3 + 7$, $4 + 6$, and $5 + 5$.

Times Tables (2s, 5s and 10s) - ensure counting in 2s begins with concrete manipulatives such as shoes, socks, hands, stairs, etc before moving on to using counters or other manipulatives. Facilitate access to TTRS.

Homework – this will help children consolidate their learning.

$$8 + 2 = 10$$

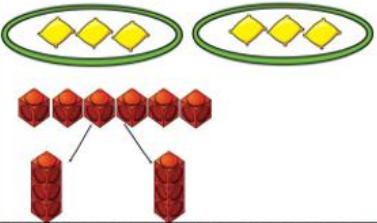
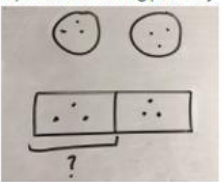
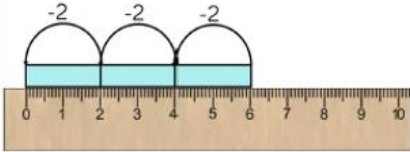
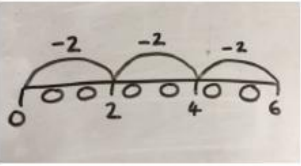
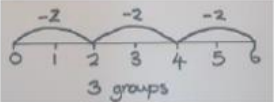


Maths

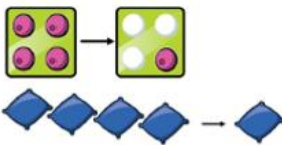
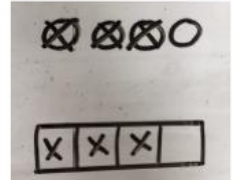
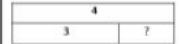
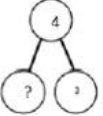
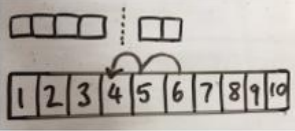
Need help?

Look at the calculation policy on the [website](#)...

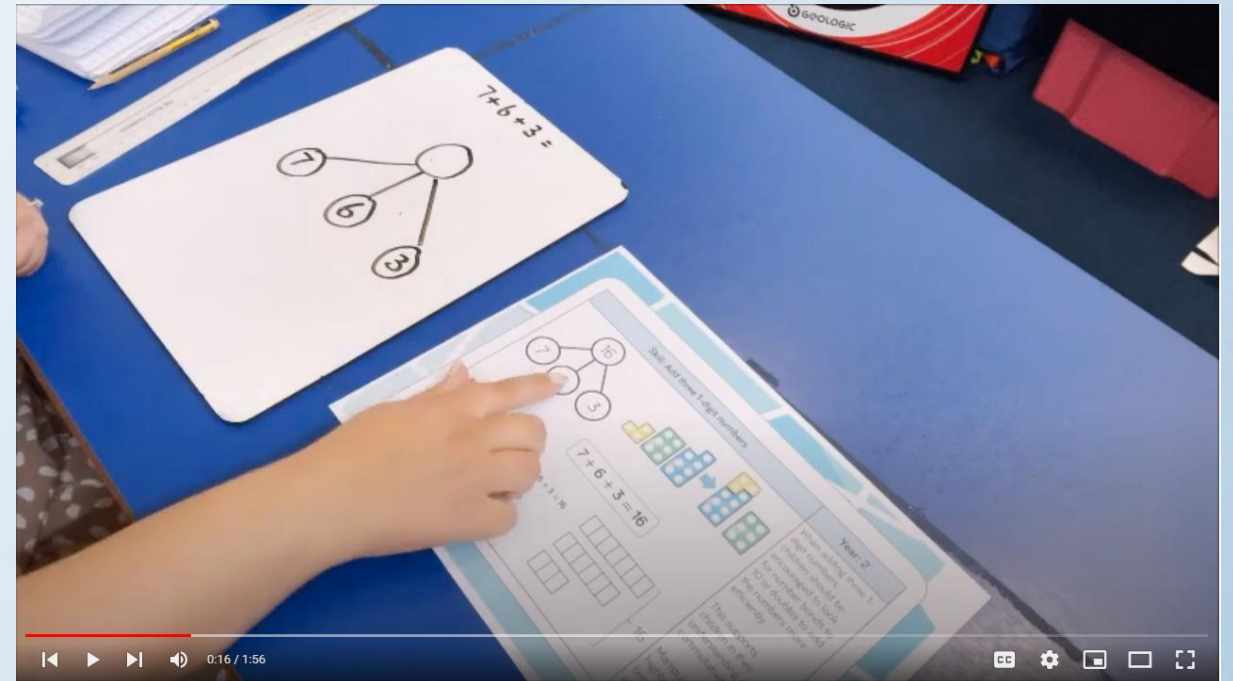
Key language: share, group, divide, divided by, half.

Concrete	Pictorial	Abstract
Sharing using a range of objects. $6 \div 2$ 	Represent the sharing pictorially. 	$6 \div 2 = 3$  Children should also be encouraged to use their 2 times tables facts.
Repeated subtraction using Cuisenaire rods above a ruler. $6 \div 2$  3 groups of 2	Children to represent repeated subtraction pictorially. 	Abstract number line to represent the equal groups that have been subtracted.  3 groups

Key language: take away, less than, the difference, subtract, minus, fewer, decrease.

Concrete	Pictorial	Abstract
Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used). $4 - 3 = 1$ 	Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used. 	$4 - 3 =$  
Counting back (using number lines or number tracks) children start with 6 and count back 2. $6 - 2 = 4$ 	Children to represent what they see pictorially e.g. 	Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line 

Modelled examples are on the Amadeus Youtube channel.



<https://www.youtube.com/@amadeusprimaryacademiestru9797/featured>

Wider Curriculum

History and Geography lessons are taught alternatively each half term. Lessons are weekly. This is similar for Art and DT.

P.E.



Year 2 children will come to school in their PE kit on PE days. Your class teacher will let you know which days you are doing PE in September.

If you have any concerns or further questions then please do not hesitate to contact the school via email or phone and I will be happy to discuss these with you.

We look forward to welcoming everyone back in September.

Thank you for your time.

