



Year 2 – school week beginning 12.01.26



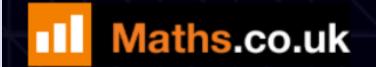
Dear Parents and Carers,

Firstly, we wanted to say a HUGE thank you for the support you have provided your children with their times tables. It has been wonderful to see their competitive streaks this week during our 'Swifts V Swallows' tournament! Homework is a focal point for us this Term and we are super appreciative of all you do with your children to support their education! Please do take a detailed look at the homework expectations below.

Key dates:

Monday 19th January – Clubs start

Homework expectations:

<p>Spellings; Quizzed on Friday</p> <p>See update below!</p> <p>This week's words are words where '-es' is added to words ending in 'y'.</p> <p>tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries</p>	<p>Maths.co.uk – Checked on Friday</p> <p></p>
<p>Times tables – 3 minutes of Times tables practice a day or 21 minutes per week</p> <p></p>	<p>Reading – 10 minutes a day</p> <p>RWI –please read the book your child has brought home.</p> <p>Renaissance</p> <p>RWI –please read the book your child has brought home.</p>
<p>Handwriting practice – the letters we learned at school this week are 's' and 'f'.</p> <p>s - http://schools.ruthmiskin.com/training/view/eU2uuJfc/on5fEoPU</p> <p>f - http://schools.ruthmiskin.com/training/view/32cnBaVv/LOtr3RYT</p>	<p>Find the link to AR here. Please complete at least one Accelerated Reader quiz per week (dependent on the size of the book).</p>

As a reminder the expectation is that the following is completed each week:

- x1 Maths.co.uk assignment
- **Daily reading – Reading at home is a vital part of your child's academic success and complements the learning that takes place in the classroom. We have noticed a recent decline in regular home reading, and we would like to remind families of our expectation that children read regularly with an adult. This consistent practice has a significant impact on progress in all areas of learning. Thank you for your continued support in helping your child develop strong reading habits. Please see additional reading guidance below.**
- x1 Accelerated Reader quiz per week (at least) if on Master Reader.
- Times table rock stars 21 minutes per week (at least)
- Weekly spelling practise

Please come and chat to your child's teacher if you have questions about this.

A huge thank you for all you do to support your child's learning in school. It makes a huge difference to their academic progress and their confidence in class.

School Weekly Spelling Quiz Update

From Spring term, weekly spelling quizzes will include 6 spellings from the current week's list, 2 from the previous week and 2 from an earlier quiz within your child's year group. This approach uses retrieval practice, which helps children strengthen their memory and move spellings into long-term retention, rather than just learning them for a single test.

Please don't be concerned if scores dip slightly at first while children adjust to this format - this is a normal part of the learning process and will support stronger spelling knowledge over time.

Have a wonderful weekend,

Miss Bellapaisiotou

Mrs Murphy



PARENT AND CARER BELONGING WORKING GROUP

Would you like to join a working group looking at what it means to be part of the school community?

This is the Xavier Equity, Diversity and Inclusion Belonging Pledge.

BELONGING PLEDGE

1. The school embraces all children into school life, all staff champion inclusion
2. Trust core Catholic values are integrated to ensure our school cultures are inclusive
3. We work together to ensure children can be the best version of themselves
4. Relationships and trust are central to championing diversity and inclusion
5. Intelligent and dignified support is provided to those who need it
6. A shared language and definition for inclusion and diversity exists within the Trust to ensure a consistent approach
7. Through their school experiences, pupils are passionate about their role as global citizens.
8. We actively listen to the voice of our community and act to empower individuals to be seen and heard. Everyone is seen as an individual
9. Leaders and governors demonstrate commitment in championing equality, diversity and inclusion
10. Staff and governors show empathy and humility; They are consciously aware of their own bias.

PARENT AND CARER BELONGING WORKING GROUP

Mrs Woolley is looking for a small group of parents to attend a working group, meeting termly.

The intent of the group is to discuss your experiences of the school and to ensure the school community is as open as it could be and that everybody feels valued.

If you'd like to be help us deliver our belonging pledge, and would like to be a part of this, please let us know by emailing:

sendinfo@stpolycarps.surrey.sch.uk

Reading in Key Stage 1

Handy Hints

- Make reading part of your daily routine.
- Short sessions – **10 mins** a day is ideal.
- Always make reading fun not a chore.
- Talk and discuss the story.
- **Read a range of books not just the ones from school.**
- You can use the pictures to help read the text.
- Remember to Fred Talk (sound out) any unknown words using phonic sounds.



Please remember to write the date and title of the book in the Reading Record if your child has one. You can also add a comment if you wish.

Read Write Inc.- Children will be reading each day in their RWI lessons. Children will then bring home reading books every 3 days.

Accelerated Reader- Children, who have finished RWI, will progress to reading Accelerated Reader books. Books will be chosen according to the ZPD level and changed regularly. A quiz needs to be completed once the book has been read.

Children's voice – we would love to see what your child thinks about their books. After finishing a book, please encourage them to write a sentence about their book.

VIPERS is an acronym to aid the recall of the 6 reading skills. These are the areas children need to know and understand to improve their comprehension of texts.

Here are some example questions to use.

Vocabulary Questions <ul style="list-style-type: none">• Can you find a word/sentence that tells/shows you that...?• Why do you think the author used the word... to describe...?• Can you find a word in the text that means the same as...?• Find an adjective in the text.	Inference Questions <ul style="list-style-type: none">• What do you thinkmeans? Why do you think that?• Why do you think ?• How do you think?• When do you think?• Where do you think?• How has the author made us think that?
Prediction Questions <ul style="list-style-type: none">• Where do you think.....will go next?• What do you think..... will say/do next?• What do you think this book will be about? Why?• How do you think that this will end?• Who do you think has done it?• What might.....say about that?	Explanation Questions <ul style="list-style-type: none">• What do we call the writing on the back of the book?/What does the blurb tell us?• What is happening in the picture?• What sort of character is.....?• Who/what is an author/illustrator?• What is similar/different about the characters/settings?
Retrieval Questions <ul style="list-style-type: none">• Who is/are the main character(s)?• When/where is this story set?• Which is your favourite/worst/funniest/scariest part of the story? Why• Tell me three facts you have learnt from the text.• Find the part where...	Sequencing Questions <ul style="list-style-type: none">• What happens in the beginning of the story?• How/where does the story start?• What happened at the end of the.....?• Can you retell the story to me in 20 words or less?• What happened before that?