



Meet the Teacher

Year Two



Meet the Team



Kingfisher Class
Mrs Palfreman



Tawny Owl Class
Mrs Jannah



Woodpecker Class
Ms Khan



Year 2 Teaching Assistants
Shaz and Marie



Safeguarding Team



Mrs A Ratford DSL



Mrs Kumar DDSL

**If you are concerned about a child
you MUST share your concerns without delay.
It is EVERYONE'S responsibility!**



Mrs O'Hara



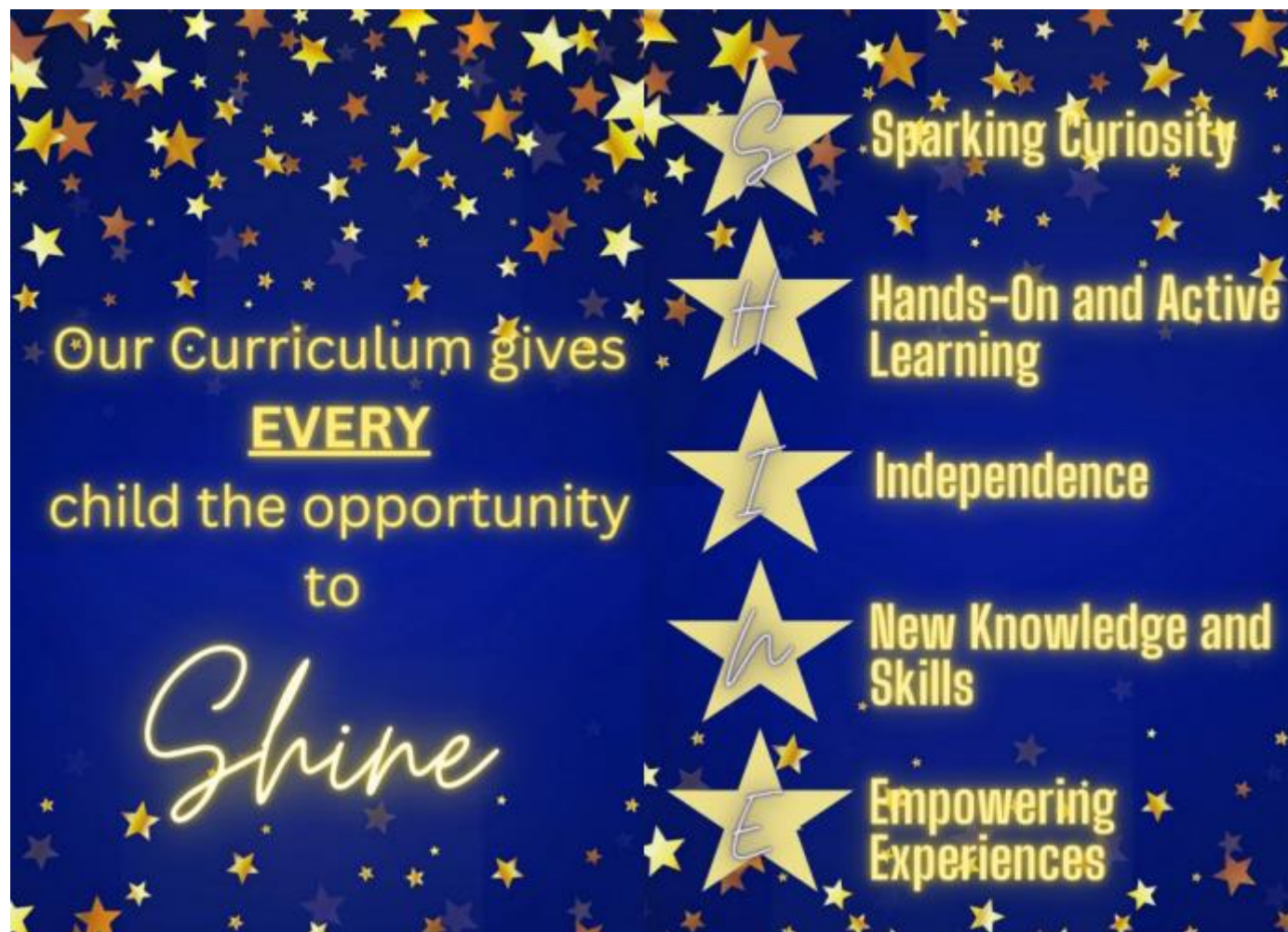
Ms D Scammell



Ms D Bramley



Vision





Values



Character

We value strength of character and try to be the best we can.



Compassion

We show care and compassion to ourselves, each other and in all that we do.



Challenge

We always work our hardest and aim to achieve.



School Priorities 2026-2027

1. Attendance
2. Oracy
3. Meeting the needs of all of our children



A Typical School Day

- Registration- 8.50-9.00am
- Maths and English 9.00-11.00am
- Break- 11.00-11.15am
- Phonics and
Reading Practice -11.15-12.15pm
- Lunch-12.15-1.15pm
- Wider Curriculum or
Reading Practice- 1.15-3.00pm
- Story time- 3.00pm-3.15pm
- Home time-3.15pm





Lunch and Snacks

All children are entitled to a free, nutritionally balanced school meal.

A piece of fruit is provided for all children at playtime.

If you wish your child to have milk at playtime, you can pay at coolmilk.com.

Your child may bring in a named water bottle to have in class.





Lunch – School Grid

You must book your child's school dinners using the School Grid website.

If you are unable to login, please come and see the school office so that we can check your details.





Attendance and Punctuality

There is a soft opening from 8.50am to 9.00am. Your child's regular and prompt attendance at school is crucial to their success, so please ensure they are on time every day. The most intensive lessons begin first thing in the morning. If your child is late, they will miss out on very important learning.



School Uniform

To purchase the uniform, including P.E. kit, book bags etc, please visit Uniform 7's website uniform7.co.uk
Uniform can be either delivered to your home or school. If you require additional information, please speak to the school office.

Bags

Dorothy Barely Infant School **Book Bag** only

Dorothy Barley Infant School **P.E. Bag** only

Please make sure that **All** uniform items are clearly labelled with your child's name.

A full list of the compulsory uniform items is included in the Parent Information Booklet.





Communication

We will mainly communicate using Parent Mail

Weekly newsletter - website

If you wish to speak to your child's teacher, please wait at the end of the day until the other children have been collected.

You may also speak to a senior school leader in the morning and they will pass a message on, or you can phone or email the office.

ParentMail





Phonics and Reading

We follow a Phonics scheme called Little Wandle Letters and Sounds.

We are very proud to be a Champion School!



Reading and library books must be returned each week in the condition you received them. There is a £5 charge for lost or damaged books.



Reading

“A love of reading is the biggest indicator of future academic success.”

OECD (The Organisation for Economic Co-operation and Development)



Phonics

“

Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

”



Phonics

- This term, we will start by revisiting phase 5
- When they are ready, the children will then move on to learning more about spelling rules
- If your child needs extra support in phonics, they will continue to receive this so that they become a fluent reader



Spelling

Spelling



- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



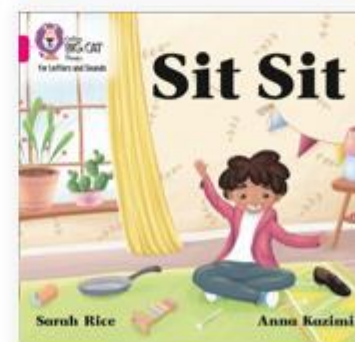


Reading

How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.





Reading

Reading a book at the right level



This means that your child should:

- know all the sounds and tricky words in their phonics book well
- read many of the words by silent blending (in their head) – their reading will be automatic
- only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.





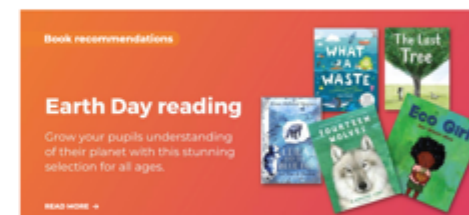
Reading

The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

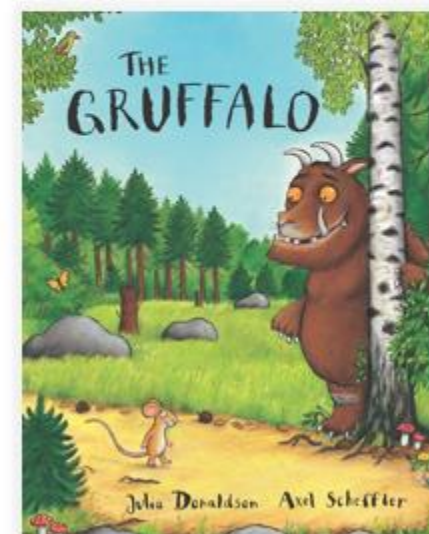
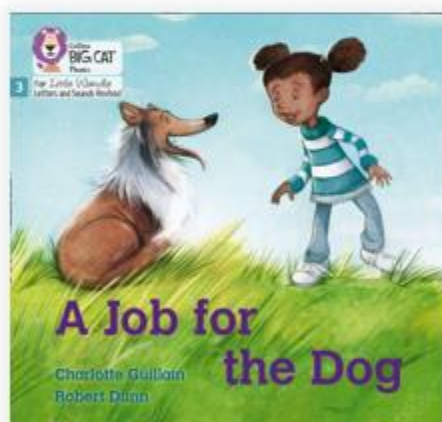
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.





Reading

Books going home





Reading

Listening to your child read their phonics book



- Your child should be able to read their book without your help.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.





Reading

Read to your child



The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language.
 - Encourage your child to use new vocabulary.
 - Make up sentences together.
 - Find different words to use.
 - Describe things you see.





Writing

We use an approach called Talk for Writing by Pie Corbett.

The children spend lots of time talking about and rehearsing a text before they begin writing. This helps them become familiar with the vocabulary, sentence structure and key features of the text that they will need to begin to write independently. Over time, the children will be able to use all these key skills across different subjects.





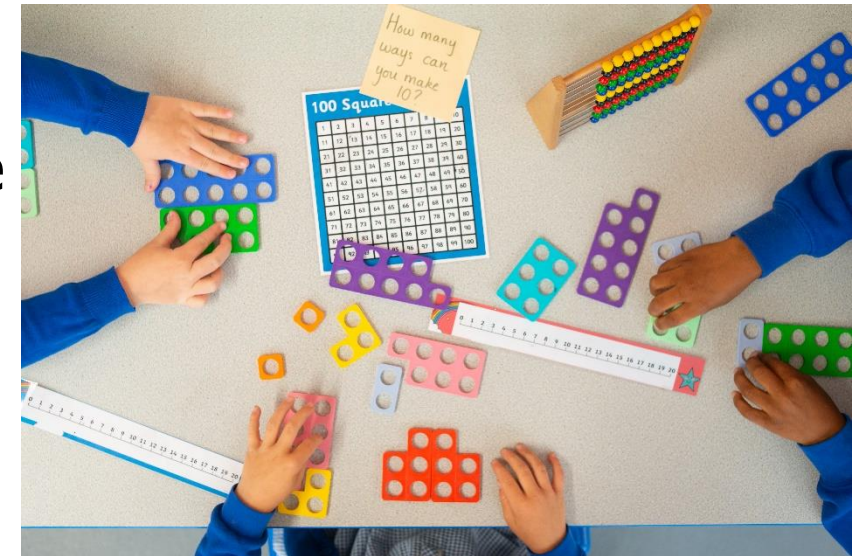
Maths

We base our maths teaching on the White Rose Maths Mastery approach.

Maths Mastery is a teaching and learning approach that aims for pupils to develop a deeper understanding of maths rather than just being able to memorise key procedures.

The children use lots of equipment and visual representations to help them understand.

The White Rose website has more information for parents and there is a link on our school website.





Wider Curriculum

YEAR 2

Autumn 1



What a
Wonderful World

Autumn 2



London's Burning

Spring 1



Welcome to
the Jungle!

Spring 2



Superhuman!

Summer 1



Blooming
Marvellous

Summer 2



Eureka!



PE

The children will participate in PE lessons.

There is a sign outside your child's class saying which day the lesson is on.

They will need to have a PE bag in school with black shorts/tracksuit bottoms/leggings, a white t-shirt and plimsolls or trainers.

PLEASE LABEL ALL ITEMS AND PE BAGS AS THEY DO GET MIXED UP.

Children are **NOT ALLOWED** to wear earrings on PE days. Please ensure they are removed.





Homework

- Children will be given a piece of Maths homework every Friday. This will be based on the work we have covered in class during the week and is a great opportunity for you to consolidate their learning with them.
- Maths homework will be collected in on a Monday morning.
- We ask that children hand in their homework themselves, so please can you remind your child to hand it in from their book bags.
- On Mondays, they will be given weekly spellings to learn which may be a spelling pattern or keywords.
- Spellings should be practised everyday and not done all in one go as this will help the children to remember them.



How to Help at Home

- Read a range of texts to your child **every day** including non fiction and poetry and **ask questions** about the text.
- Practise number bonds and times tables.
- Use number problems in every day life, at the shops, on the bus, telling the time etc.
- Practise the spellings which your child comes home with, including the common exception word list.
- Discuss with your child topics covered in school, using the half termly parent overviews.
- Help your child to complete their homework.
- Encourage conversation through playing games and talking about your day.



How to Help at Home

- Encourage your child to be independent in their self care, for example using a knife and fork correctly and tying shoe laces.



Questions

Please feel free to ask any questions now
or speak to teachers individually.

Thank you!