

# Barnfields Primary School

## Year 2



Barnfields Primary School

### SCHOOL VISION:

At Barnfields, **academic excellence** runs alongside **sporting and artistic excellence**. The whole child is nurtured as **positive wellbeing** is encouraged and supported, enabling them to make **outstanding progress** across the curriculum. This learning is underpinned by **strong values** that encourage and guide the children through the rest of their academic journey and as **citizens of the future**.

Responsibility

Reflection

Positivity

Resilience

Respect

# Meet the Teachers

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**Mrs Turton**  
Year 1 Teacher &  
KS1 Phase Leader



**Miss Mobley**  
Year 2 Teacher



**Miss Collins**  
Year 2 Teacher

# Year 2 Timings of the Day

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Start of the day - Gate opens at **8:40am** and closes at **8:50am**. **Year 2 will enter through the main school gate behind the Co-Op.** *Please help us start promptly by ensuring your child arrives at school on time. Learning begins promptly at 8:50am.*

Break time - **10:20am** – **10:35am**

Lunch time – **12:00pm** – **12:55pm**

Afternoon break – **2:00pm** – **2:15pm**

End of the day – Children will be dismissed from the main school gate at **3:20pm**.

# The Importance of Attendance

Regular school attendance is the key to enabling children and young people to **maximise the educational opportunities** available to them and become **emotionally resilient, confident and competent** adults who are able to **realise their full potential and make a positive contribution to their community**. Promoting excellent attendance is the responsibility of the whole school community.

Attendance during the school year	Number of days absent	Number of weeks absent	Number of lessons missed
90%	19 days	4 weeks	95
80%	38 days	8 weeks	190
70%	57 days	11.5 weeks	285

<p>96% - 100% WELL DONE - THIS IS EXCELLENT!</p>	<p>YELLOW GROUP 90% - 95.9% LOW ATTENDANCE</p>	<p>RED GROUP Less than 90% PERSISTENT ABSENCE PUPIL</p>
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# Provisional Dates

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**Tuesday 2<sup>nd</sup> September** – Autumn Term 1 begins

**Tuesday 9<sup>th</sup> and Wednesday 10<sup>th</sup> December** - Year 2 Nativity

**Wednesday 22<sup>nd</sup> and 23<sup>rd</sup> October** – Parent's Evening 1

**Wednesday 11<sup>th</sup> and Thursday 12<sup>th</sup> February** – Parent's Evening 2

**Information regarding key dates can be found on the school calendar on website which is updated regularly (under Parent News).**

**School Trips – TBC in September**

# Contact with School Staff

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If you need to contact us, email the school office at [office@barnfields.staffs.sch.uk](mailto:office@barnfields.staffs.sch.uk). Your email will be acknowledged and actioned, with a response back within 48 hours.

For urgent messages, please contact the school office, who will inform the necessary staff immediately.

Alternatively, you may speak with us at the end of the school day during pick up.

The Senior Leadership Team open the gates each morning and are available should you require assistance at the start of the day.

For safeguarding purposes, if your child is going home with another child or family, please ensure that a message is communicated to the school in advance.

# Stay Connected with the Arbor App!

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We are encouraging all parents to download and start using the new Arbor app, which offers a range of useful features, including:

**Communications from school (via push notifications)**

**Reporting absences quickly and easily.**

**Paying for school trips and other items**

We'll continue to expand its use and features from September onwards.

# Home-School Partnership

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# Promoting Excellent Attitudes and Behaviours at Barnfields



**READY**

**Learning Behaviour**

READY TO LISTEN,  
READY TO LEARN

Listen to others when they talk to us

Stop when the whistle is blown

Line up quietly and sensibly when asked

Wait for an adult instruction




**RESPECTFUL**

**Attitude to Others**

RESPECTFUL ATTITUDE,  
RESPECTFUL WORDS

Demonstrate our STEPS to good manners

Smile, be positive and have a go!

Look after the equipment on the playground

Treat others as we would want to be treated

Be tolerant to others and their opinions




**SAFE**

**Behaviour**

SAFE CHOICES,  
SAFE ACTIONS

Use kind hands, feet and words

Act in a calm and considerate manner

Make good choices

Use equipment correctly

Play games that are appropriate for the school playground




**STEPS**  
to good  
**manners:**

**S**mile  
**T**hank-you  
**E**xcuse Me  
**P**lease  
**S**orry

The school's core values shine out in pupils' responsible attitudes and thoughtful behaviour',

OFSTED 2024

# Rewards and Celebrations

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**Daily:** Verbal praise, celebration of work in class, stickers, sent to partner year group teacher/Phase Leader, raffle ticket reward (drawn at end of week)

**Weekly:** Phase Leader sticker, email to parents, Hot Chocolate Friday with Phase Leader, raffle ticket draw, Celebration Assembly (Well Done)

**Half-termly:** Postcards home from Headteacher, Reward Afternoon, a golden band to wear


**Termly:** Award Assembly, Reward Day

# Parent Code of Conduct

At Barnfields, we strongly believe that a positive and honest relationship between home and school is essential to your child's education.

This year, we have created a Parent Code of Conduct, which clearly outlines what we will strive to provide for you and what we expect in return. Please take a copy to read, agree to, and sign before returning it to the school as soon as possible. Kindly note that this agreement only needs to be signed once during your child's time at Barnfields.

This will be sent out in September by the school office.



**South East Stafford Academy Trust**  
**Parent Code of Conduct**

At SESAT we value and understand the importance of building a strong and positive relationship with parents. This helps us to create a stimulating learning environment that will form a bridge of positive communication between school and home, therefore providing the children with the best opportunity to reach their full potential.

When working with parents, all staff are expected to follow SESAT policies and procedures, including the vision and values applicable to each given school. In addition to this, all teachers must abide by the Teachers' Standards, as set out by the Department for Education. Part two of this refers to Professional Conduct and included within this, teachers must 'treat people with dignity, building a relationship of mutual respect' and 'show tolerance and respect of others'. For positive relationships to build, we truly believe that this approach must work both ways.

<p><b>What the School will offer you:</b></p> <ul style="list-style-type: none"> <li>• A vision and values that enable your children to flourish.</li> <li>• A caring and safe environment.</li> <li>• A professional and welcoming environment.</li> <li>• Clear, prompt and appropriate communication between school and home.</li> <li>• A point of contact appropriate to the concern.</li> <li>• Staff who will empathise with a given situation.</li> <li>• Staff who will listen to your concerns, take them seriously and approach them with integrity.</li> <li>• Opportunities to interact with your child and their education within and outside of school.</li> <li>• Strict confidentiality, including through social media.</li> </ul>	<p><b>What we expect of you:</b></p> <ul style="list-style-type: none"> <li>• Ensure that your child attends school every day possible.</li> <li>• Ensure that your child is in school on time and that they are picked up at the right time at the end of day.</li> <li>• That you treat and talk to the staff in the manner in which you would expect to be treated.</li> <li>• Seek to clarify a child's version of events which includes the school's point of view.</li> <li>• Support the school to enable the children to live by the school values and charter.</li> <li>• Use any social media linked to school, including WhatsApp, in an appropriate and respectful manner.</li> <li>• Never use defamatory or offensive language when discussing the staff of the school; online or offline.</li> <li>• Understand that decisions made are for the good of all children.</li> </ul>
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Please note that there will be times when we get things wrong; we are, after all, human beings. Additionally, so are the children, who are learning their social norms every day. We will all make mistakes along the way, which we endeavour to learn from and put right wherever possible.

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I understand the importance of adhering to the SESAT Parent Code of Conduct at all times and will endeavour to do so throughout my child's time at the school.

Name of my Child/ Children:	Signed (parents):	Date:
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# Books, Images and Videos Parental Consent

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Working together is central to our teaching and learning approach.

We proudly share images of children engaged in group activities and learning experiences. At the end of the year, we would love to celebrate your child's progress by sending some books home. Please note, permission is required for this.

Other photo and video permissions (such as for social media or the school website) are optional.

We are always careful about what we share, why, and how we share images. We also need permission before taking group photographs.

**If you wish to update your child's permission settings, please contact the school office staff.**

# Year Group Timetable

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## Typical Mornings

Core subjects: Reading, Writing, Spelling (and/ or phonics) and Mathematics.

## Typical Afternoons:

Science (Core Subject), Geography, History, Art, Design & Technology, Computing, PSHE, PE and RE, Music and other wider curriculum related activities.

All children will begin the afternoon with reading time or time to improve mathematical fluency.

PE days: To be confirmed.

**PE: Children must be able to remove earrings by themselves. Plasters are not permitted.**

All of Year 2 take P.E one class after the other.

# Curriculum Intention

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Our curriculum is underpinned by six key drivers: *ambition, values, knowledge, retrieval, relevance and enquiry*. These determine the direction and development in the work that we do.

We deliver a **knowledge-engaged curriculum** (we recognise that knowledge and skills are the two core components to learning).

Our curriculum encompasses the statutory requirements of the National Curriculum.

We offer a **broad and balanced curriculum** that values the discipline and importance of each subject (e.g. *true to discipline*).

**Coherently planned and ambitious lesson sequences** ensure progression of knowledge and skills within the year and throughout the years.

We understand that children learn and progress at different rates. We ensure that the curriculum is taught at the appropriate level and challenge for the stage of the child's development.

# Curriculum Outlines



Barnfields Primary School

Year 2

**Curriculum Outline  
2025-2026**

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.

Reading Texts	
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Writing Texts	
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Writing Y2 National Curriculum	<p><b>Writing: Sentence Structure/Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Uses correctly structured simple and compound sentences.</li> <li>• Growing variety of simple conjunctions being used: subordination (when, if, that, because) and coordination (or, and, but).</li> <li>• Uses a variety of sentence openings.</li> <li>• Mostly consistent use of the tense that is appropriate to the task.</li> <li>• Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command).</li> <li>• Correct use of progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting).</li> <li>• Mostly uses capital letters and full stops to demarcate sentences.</li> <li>• To use question marks and exclamation marks, realising their effect on the reader.</li> <li>• To consistently use capital letters for the personal pronoun 'I' and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names).</li> <li>• Use commas to separate an item in a list.</li> <li>• Uses apostrophes to mark where letters are missing (omission) – simple common contractions.</li> <li>• Starting to use apostrophes to mark singular possession in nouns.</li> </ul> <p><b>Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)</b></p> <ul style="list-style-type: none"> <li>• Narrative features are beginning to be developed in a chronological order.</li> <li>• Writes simple narratives about personal experiences and those of others, writes about real events, and writes simple poems.</li> <li>• Some characteristic features of a chosen form are beginning to be developed (e.g. in narrative a sequence of events, in non-narrative sections of writing sequenced appropriately).</li> <li>• Simple additions, revisions and corrections to their own writing include:             <ul style="list-style-type: none"> <li>• Rereading to check for sense</li> <li>• Proof reading for errors</li> </ul> </li> <li>• Uses grammatical vocabulary from Appendix 2 when discussing work (year 1 and year 2).</li> <li>• Uses adjectives, adverbs and expanded noun phrases to describe and specify.</li> <li>• Uses some specific vocabulary linked to the topic in non-narrative writing</li> </ul>
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# Year 2 English Expectations: Reading

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Building on the foundations lay in Year 1, children will **continue to apply phonic knowledge and skills** as the route to decode words until automatic decoding has become embedded and reading is fluent.

Children will read accurately words of two or more syllables by blending sounds in words that contain taught graphemes, especially recognising alternative sounds for graphemes.

They will **read aloud books closely matched to their improving phonic knowledge**, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Children will e-read these books to build up their fluency and confidence in word reading.

# Reading at Home

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Reading is vital and **proficient reading ability** is strongly linked to success in later life. Just a few minutes each day adds up! On average...

<b>20 minutes a day =</b>	<b>5 minutes a day =</b>	<b>1 minute a day =</b>
1.8 million words per year	282,000 words per year	8,000 words per year

**Role model reading for pleasure at home** – children see, children do.

Reading supports children's learning through fostering better attention, brain development and cognitive ability.

Readers have better speech and language development and literacy skills. It also develops imagination, empathy and creativity.

# Selecting Appropriate Books: Book Trust



Search here...



Recommended children's booklists sorted by age or topic

[New Books](#) ▾ [Booklists by Topic](#) ▾ [Booklists by Age](#) ▾ [Reading for Pleasure](#) ▾ [Seasonal Booklists](#) [Resources](#) ▾ [Blog](#)

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## Booklists by Age

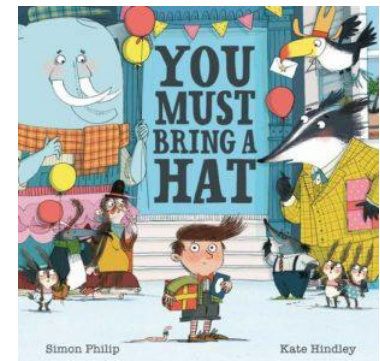
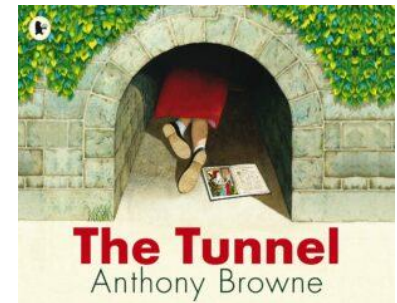
### Booklists Sorted by Age or Year Group

Our age-related booklists are here to help you to find the best books recommended for each age and stage of development, sorted by primary school key stage. Whether you are looking for the **best picturebooks for EYFS**, first **independent chapter books for KS1** or top recommended **novels for Year 6**, this is the place to find children's book recommendations by age.

Browse our lists to explore reading for pleasure recommendations and **curriculum topic booklists** handpicked for each age group.

Most of our lists are organised by school key stage:

- **Books for EYFS** (ages 2-5)
- **Books for KS1** (ages 5-7)
- **Books for KS2** (ages 7-11)
- **Books for KS3** (ages 11-14)



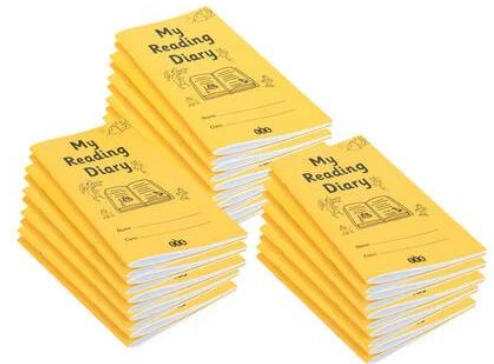
# Parental Support: Reading

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Reading Diaries will be used to support children with securing early fluency.

**Reading regularly** with your child at home (15 minutes a day) is the most important way you can impact your child's education. To check children's understanding, **discuss what they have read by asking simple questions** such as *"What do you think will happen next?"* or *"Why do you think the character do that?"*

Most importantly, encouraging a love of reading will help build confidence and fluency.



# English Expectations: Writing

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By the end of year 2, children should be able to write for a range of purposes. They are encouraged to plan their writing by thinking or talking about their ideas. Their **writing should be clear and organised, using full sentences with capital letters, full stops question mark and explanation marks.**

Children will begin to **use more descriptive language, such as expanded noun phrases and join their ideas with conjunctions.** They are expected to keep their verb tenses mostly consistent throughout their writing.

In spelling, children should correctly **spell many common words from Year 1 and Year 2 word lists,** and **use phonics** to spell unknown words. Handwriting should be neat and letters properly formed and spaced.

# Parental Support: Writing

Encouraging fun written activities at home (stories, lists, lyrics, etc) is a great way to get your child writing at home. Praise effort and creativity as confidence is just as important as accuracy at this stage.

**Statutory Year 2 Spellings:** Please refer to the handout to see the Year 2 spelling list.

Alongside this, working on handwriting is also really beneficial.

Year 1 and 2 Common Exception Words											
Year 1						Year 2					
the	they	one	door	gold	plant	clothes					
a	be	once	floor	hold	path	busy					
do	he	ask	poor	told	bath	people					
to	me	friend	because	every	hour	water					
today	she	school	find	great	move	again					
of	we	put	kind	break	prove	half					
said	no	push	mind	steak	improve	money					
says	go	pull	behind	pretty	sure	Mr					
are	so	full	child	beautiful	sugar	Mrs					
were	by	house	children	after	eye	parents					
was	my	our	wild	fast	could	Christmas					
is	here		climb	last	should	everybody					
his	there		most	past	would	even					
has	where		only	father	who						
I	love		both	class	whole						
you	come		old	grass	any						
your	some		cold	pass	many						

# Mathematics Expectations

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By the end of Year 2, **children are expected to confidently work with numbers up to 100**, understanding the value of each digit in a two-digit number. They should be able to count in steps of **2, 3, 5 and 10**, and compare and order numbers.

Children should know **number facts up to 20** and use them to solve addition and subtraction problems. They **begin to add and subtract two-digit numbers using different methods**. They also learn to solve problems involving money and simple measurements.

Children are introduced to multiplication and division, starting with **the 2, 5 and 10 times tables**. They should understand the difference between odd and even numbers.

In shape and space, children need to recognise and describe 2D and 3D shapes. They also learn how to measure length, weight, temperature, and time.

# Parental Support: Mathematics

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Provide children the opportunity to use Maths at home:

- Everyday tasks (food shopping, baking, etc.)
- Practising times tables
- Basic number bonds
- Number games and puzzles



# Homework

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Alongside a reading book, homework will be sent out weekly every **Friday**. This will be a piece of work to support the learning taking place in school.

This should not be onerous and should take no longer than 25 minutes.

# Keeping in Touch

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Email: [office@barnfields.staffs.sch.uk](mailto:office@barnfields.staffs.sch.uk)

Mr Ball: [headteacher@barnfields.staffs.sch.uk](mailto:headteacher@barnfields.staffs.sch.uk)

Mrs. Darlington: [deputy@barnfields.staffs.sch.uk](mailto:deputy@barnfields.staffs.sch.uk)

Miss Chesworth [senco BP@barnfields.staffs.sch.uk](mailto:senco_BP@barnfields.staffs.sch.uk)



We also publish **Barnfields' Bulletin** every two weeks which contains important information, such as any upcoming events.