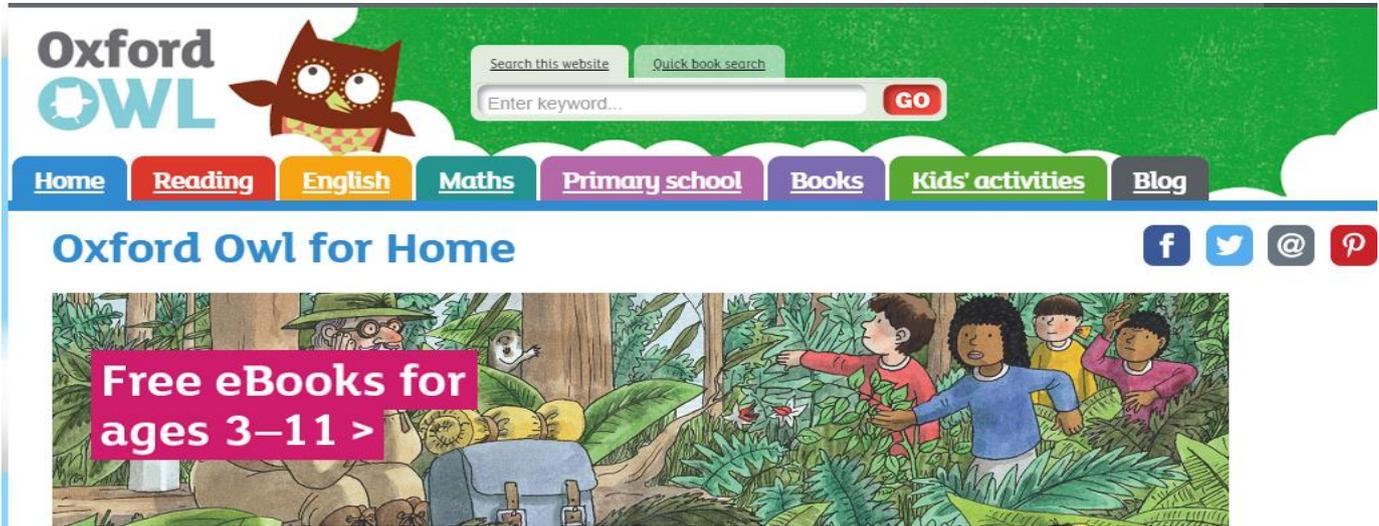


## OTHS red group

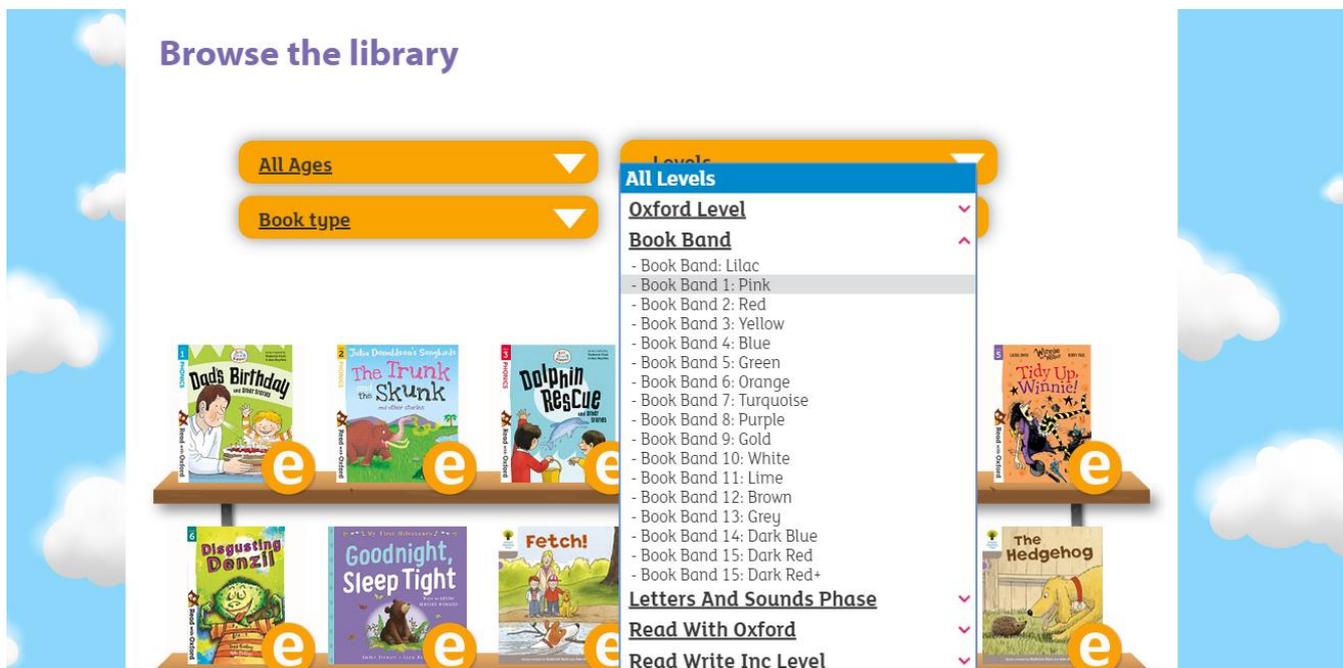
### Reading

It is important that you attempt to read with your child daily and **continually recap HFW spellings** to keep these fresh in their minds. We have uploaded **spelling lists** to help support you with this.

**oxfordowl.co.uk** is our recommended website to support with reading at home. You can create a **login for free** to have access to a vast **e-book library** by clicking on the link on the homepage as pictured below.



Once you have clicked on that link, you will have the option to sort books based on their level. Once you clicked on the levels tab, you can select the **'Book Band'** option and you will need to select the correct colour to find books appropriate to your child's level. These will most likely range from **gold to lime**.



## Writing

On **pobble365.com** you will find a **new picture daily to inspire writing**, this is **free** and there is no need to create a login. The activities on here can be adapted to suit your child's ability. When you go on the website it will look something like this. Not all of the suggested tasks will be directly applicable but I have outlined how they can be **adapted for your child** below.

Not secure | pobble365.com/crash



### Crash!

Crash

+ Use in my lesson on Pobble

PDF

View

### Story starter!

Lawrence was injured, afraid, lost and completely alone. He had been thrown viciously from the aircraft after the flock of birds had attacked the propellers.

As he laid there, listening to his racing heart, he wondered what would happen to him.

How would he make it out alive?

### Sentence challenge!

Using an adverb at the beginning of a sentence makes your writing more interesting.

Add an adverb at the beginning of these sentences:

\_\_\_\_\_, he wondered where he was.

- 1) First of all, discuss the picture with your child using the prompt questions.
- 2) Then, you could chose to complete the suggested tasks online, or simply ask your child to write you a story about what has happened.

Expectation. Children should be aiming to...

- Use capital letters, full stops, commas between adjectives (the small, injured man) and apostrophes (isn't and Jenny's).
- Use **ambitious, effective vocabulary** that is appropriate to the genre.
- Write sentences that make clear sense, are sequence well and meet the **desired purpose** whether that be to **entertain, persuade or inform**. This is the main thing that makes your child a higher standard writer. Are they able to build suspense using short, impactful sentences in a story? Can they use formal language in a persuasive argument? Are they able to use technical language in a factual report?
- Use a range of different sentences starters. For example...

Then,

Suddenly,

Loudly,

Out of the sky,

- Extend sentences with conjunctions. For example, and, but, because, so, as, although.
- They should also be forming all letters correctly and be attempting to join letters appropriately as outlined on the **handwriting policy**
- The majority of spellings should be spelt accurately including all **common exception and HFW words** as listed below.

## Year 2 Common Exception Words

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

## Next 200 High Frequency Words

(in frequency order reading down the columns (order: to laugh and then let's to grow))

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

### Phase 2

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into					

### Phase 3

will	that	this	then	them	with
see	for	now	down	look	too
he	she	we	me	be	was
you	they	all	are	my	her

### Phase 4

went	It's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

### Phase 5

don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put	oh	their
people	Mr	Mrs	looked	called	asked
could					

## Maths

In school, your child has been focusing on a range of maths skills which you can easily continue at home. A range of suggested activities are listed below. For **higher standard** mathematicians it is really important that they are encouraged to use **efficient methods**. This means that they should be able to recognise when it is possible for them to complete a **calculation mentally** and when they are required to use a **written method**. Therefore, choosing the **most appropriate method** for that particular calculation.

- Counting in 2s forwards and backwards to 20.
- Counting forwards and backwards in 10s to 100.
- Counting forwards in 3s and 5s.
- Number bonds within 20 and 100.
- Balancing equations in missing number problems.

For example,

$$\underline{\quad\quad} + 42 = 98$$

$$35 = 88 - \underline{\quad\quad}$$

- Adding a single digit number by counting on.

For example,  $13 + 3 =$

They would hold 13 in their head and then count on 3 more on their fingers to hopefully end up at 19.

- Adding 2 numbers by partitioning them. Where they can do this mentally, they should be encouraged to do so.

$$124 + 322 = 546$$

$$100 + 300 = 500$$

$$20 + 20 = 40$$

$$4 + 2 = 6$$

- Subtracting 2 numbers by partitioning them. Where they can do this mentally, they should be encouraged to do so.

$$962 - 421 = 441$$

$$900 - 500 = 400$$

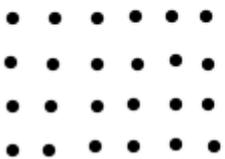
$$60 - 20 = 40$$

$$2 - 1 = 1$$

- Multiplying single digit numbers by drawing arrays. Children should only draw an array where they cannot rely on their times tables knowledge to recall the information (they should be able to do this for 2s, 5s, 10s and 3s)

For example,  $4 \times 6$  means '4 rows of 6' or '4 lots of 6.'

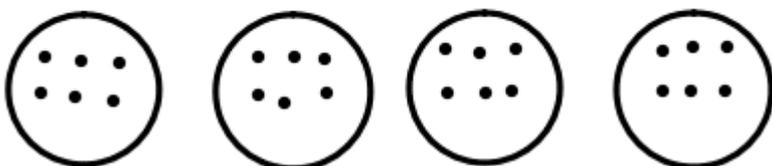
$$4 \times 6 = 24$$



- Dividing numbers which can be equally shared (no remainders). Again, children should be able to apply times tables knowledge to recall this information without using a written method wherever they can.

For example,  $24 \div 4$  means '24 shared into 4 equal groups.'

$$24 \div 4 = 6$$



If you have access to internet on your **phone, tablet or PC** you can also practise many related skills online on a game called **hit the button** accessed at: <https://www.topmarks.co.uk/maths-games/hit-the-button> as pictured below. **Number bonds** to make 10, 20 and 100, and **doubles** and **halves** will be appropriate for their level. They can also

practise their **2, 5, 3 and 10 times tables and division facts**, this is also possible through their usual **times table rockstars** login.

