



YEAR 2 HOME LEARNING BOOKLET

2026-2027



HOME LEARNING

The purpose of Home Learning at Pirbright is to ensure that pupils have the necessary skills to reach their potential in school. We want to guarantee that pupils all the way through the school practice their **reading, mental arithmetic, rapid recall of maths facts** and **spellings** four or five times a week, every week. We also want to continue to foster the love of learning that our pupils have and so you will find activities for pupils to engage in, these are classed as 'optional' for parents (not pupils) allowing parents to manage their children's time effectively. If you have a family gathering over the weekend and fitting in extra activities is going to be tricky, then you can choose to leave these activities until a more convenient time, if you have a child that has a particularly busy schedule outside of school, perhaps they swim or train regularly, then again you can make the decision as to how and when these tasks can be completed and which ones to tackle.

In summary, the learning is split into two key areas:

- Essential Learning - relating to regular activities that should be completed four or five times a week every week. Later this week, your child will bring home a helpful guide to give parents further support.
- Further Learning - relating to activities to allow pupils to extend and further their interest in aspects that have already been covered in school.

It will also contain weekly spelling lists, key information to remember (including dates), a learning synopsis and a space for you to add any comments. In Year 2, Home Learning will be sent home every **Friday** and needs to be returned to school the following **Thursday**. Please ensure Home Learning folders and sheets are returned so we can keep you informed about spelling test results. We love to see what the children have been doing at home so please encourage them to bring in their learning to show and share at school.

Within this booklet you will find further information and guidance on how to support your child with their Home Learning. Please also see the email sent out regarding specific Year Group Expectations and the school website.

If you need any help or if you have any questions please contact us.

Miss Todd, Miss Cass and Mrs Docis



Sharing a book with your child is still vitally important even as they get older and more independent. As the children move through the school the emphasis is less on decoding and fluency of reading and more on comprehension and discussion of the meaning of texts. By having conversations whilst reading, the children will develop and deepen their understanding of what they read. During our guided reading sessions, we will be focusing on learning and applying the Year 2 reading skills which you can support us with at home. In class we have a book corner filled with 'sharer books'. These books can be taken home and enjoyed with an adult to encourage a love for reading. Your child can choose these themselves and change them as often as they wish. Your child will also take home their Phonics book each week which will be phonetically decodable.

Here are a few more Ideas:

<u>STORY SNAKE</u> Draw a big S and sequence/ retell your story from start to finish using sentences and drawings.	Improve expression and tone when reading—You could try putting different voices on for the characters in your book.	Create your own fact-file showing what you remember after reading a non-fiction book.	Discuss the use of vocabulary the author uses—why did they choose that particular word? Is there a different word they could have used?
Talk about the characters' feelings, thoughts and motives based on what they do, how they do it/say it. Ask children to back up their ideas with evidence from the text and pictures.	Skim and scan for key information	<u>STOP!</u> Stop after looking at the front cover and blurb and predict what will happen next. Stop at any point within in the book, review your prediction.	Share a book with your child by reading one page and then your child reads the next.
<u>COMIC STRIP</u> Retell the story as a comic strip or storyboard. Remember to use a caption and picture to explain each part.	<u>MY FAVOURITE PART</u> Write about your favourite part of your book and explain why you like it.	<u>NEW COVER</u> Design a new cover for the book. Include a picture, title, author and illustrator.	<u>NEW PICTURE</u> Find a part of your story that doesn't already have a picture. Draw a new picture to show what happens.
<u>QUIZ</u> Write 5 questions which can be answered by reading the book.	<u>ACROSTIC POEM</u> Choose a character in your book and write an acrostic poem about them.	<u>BOOK REVIEW</u> Did you like or dislike your guided reading book? Explain why. Who do you think would like it?	<u>WRITE A LETTER</u> Write a letter to one of the characters in your guided reading book. Include at least one question you want to ask them.
<u>BLURB</u> Write your own blurb for the book. Remember to make it exciting to encourage people to read on.	<u>WHAT NEXT?</u> Predict what might happen in the next part of the story. Continue writing in the style of the author.	<u>TIMELINE</u> Using pictures explain the order of events in your guided reading book.	<u>SEQUEL</u> What might happen if the book continued? Write the next part of the story.
<u>CHARACTER PROFILE</u> Write a description of the main character in your guided reading book. Include their appearance and likes or dislikes.	<u>POSTER</u> Make a poster to advertise your guided reading book. It should encourage people to read it.	<u>POINT OF VIEW</u> Retell the last part of the story from a different character's point of view.	<u>DRAW</u> Draw a picture of a scene from the story. Write 1-2 sentences to explain it.

Online Ideas

- Online books, quizzes and activities:
- <https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/owl/>
- <https://www.topmarks.co.uk/english-games/5-7-years/learning-to-read>
- <http://www.primarygames.com/reading.php>

SPELLING

To help your child it will benefit them greatly if you could support them in learning their spellings and exploring the spelling rules covered within the weekly spelling lists. We recommend 10 minutes a day. Here are some ideas to help you:

Rainbow Words First write your spelling words in pencil. Trace over the words 5 times using a different coloured crayon each time.	Pyramid Writing Pyramid write your spelling words. Try to write neatly! Example: s su sun
ABC Order Write out your spelling words in alphabetical order.	Fancy Letters Write out each of your spelling words using fancy writing. Your letters could be curly or dotty.
Silly Sentences Write silly sentences with a spelling word in each sentence. Underline your spelling words.	Backwards Words Write out your spelling words forwards and then backwards. Example: home emoh
Across and Down Write each word across and down, sharing the same first letter.	Bubble Words Write your spelling words in bubble letters. After you have written them you can colour them in with crayons.
Headlines Cut letters out of newspapers and magazines to spell out your words. Stick them down to a piece of paper.	Curly Words Firstly, write your spelling words out in normal letters. Then write them again in curly letters!
Tell a Story Write a story using all of your spelling words. Make sure you underline your spelling words.	Three Times Write each of your spelling words three times using a different coloured crayon or pen each time.
Acrostic Poem Choose one of your spelling words. Write an acrostic poem using that word. Illustrate your poem. Example: sun Summer is here	Blue Vowels Write each of your spelling words. Trace the vowels in your words with a blue coloured pencil. Vowels: a e i o u
Spelling Shapes Count your spelling words. Draw one shape for each word. Now write a spelling word in each of the shapes.	Upper and Lower Write each of your spelling words two time. First, write each word in upper case letters. Then write each word in lower case letters.
Connect the Dots Write your spelling words using dots. Connect the dots you've drawn by tracing over them with a coloured pencil.	Spelling Flowers Draw a big flower. Write each of your spelling words on one of the petals.
Air Write Write your spelling words in the air with your finger. Ask someone to read your words as you write. You could also ask someone to air write while you read the word!	Trace, Copy, Replicate <u>Trace</u> over the word and say it at the same time. <u>Copy</u> the word at the side of it Turn your page over and re-write the word (<u>replicate</u>) then check that you have spelt correctly.
Online Ideas: – http://www.learninggamesforkids.com/spelling_games.html – http://www.bbc.co.uk/skillswise/game/en21walc-game-paris-word – https://www.spellingcity.com/spelling-games-vocabulary-games.html – http://resources.woodlands.kent.sch.uk/maths/countdown/index.html	

Maths

To support your child with their mathematical development we recommend that you try to fit in regular mental arithmetic challenges each week. This could be rehearsing multiplication facts and number bonds or adding up your shopping list! You could also encourage your child to spend 20 minutes using Mathletics. Remember to look for your login details in your reading record!

Here are some more ideas to help you:

- _ Rehearse times tables and corresponding division facts (also see games and activities booklet)
- _ Practice number bonds to 10, 20 and 100 (also see games and activities booklet)
- _ Try adding items from your weekly shopping trip
- _ Mathletics games and activities
- _ Reading number plates and adding them up when travelling in the car
- _ Get involved in some cooking or baking and help measure out ingredients
- _ Identify 2D and 3D shapes when you are out and about
- _ Practise telling the time on a range of clocks and calculate the length of time of favourite programmes, time until bed etc...
- _ Have discussions including time vocabulary e.g. morning, afternoon, am, pm, noon, midnight



Each week, your child will be set learning challenges on Mathletics which link to their school work. This extra practice is beneficial and allows you to see how to further support your child with areas they may find tricky. Simply log on and go!



Numbots and Times Table Rockstars are a great resource which we purchase at school. Children can log on and work their way through the challenges and play against their peers, testing their number knowledge!

To further help support your child at home, we have created a range of videos which explain key concepts and areas of our Maths Mastery approach. These videos provide ideas and support with calculation methods. They can be found on our school website gallery and are updated throughout the year.

<https://pirbrightvillageprimaryschool.primarysite.media/playlist/maths-help-videos>

Online Ideas:

- ☐ <https://www.topmarks.co.uk/maths-games/hit-the-button>
- ☐ https://mathsframe.co.uk/en/resources/resource/118/adding_time_word_problems#
- ☐ <http://resources.woodlands.kent.sch.uk/maths/countdown/index.htm>
- ☐ <https://www.topmarks.co.uk/Flash.aspx?f=dartboardadd>
- ☐ <http://flash.topmarks.co.uk/2238>

Phonics

ee ur ow
wh y au



Phonics plays a very important role in learning to read and spell in Year 2 and we teach Phonics through a scheme called Little Wandle Letters and Sounds Revised. This is a complete systematic synthetic phonics programme (SSP) developed for schools by schools. It is based on the original Letters and Sounds, but has been extensively revised to provide a complete teaching programme which meets all the expectations of the National Curriculum and Early Learning Goals.

Here are some other ideas to help you support your child at home:

- ✓ Frequently listen to your child read their phonics matched reading book.
- ✓ Read every day materials e.g. shopping lists and road signs
- ✓ How many words can you find with a certain phonics sound in your reading book?
- ✓ Play word bingo. Make your own bingo board with tricky words or sounds.
- ✓ Practice writing your child's spellings in fun ways. In the mud in the garden or sand pit.
- ✓ Make letter-sounds and ask your children to draw the matching letters in sand, with a paint brush and water on the ground or shaving foam.
- ✓ Ask questions linked to making predictions, inferences and vocabulary

Below you will find helpful links and resources that you can use to support your child with their phonics learning at home:

- The parent section of the Little Wandle Website: The resources on this page will help you support your child with saying their phonemes (sounds) and writing their graphemes (letters). There are also useful videos so you can see how your child is taught at school, to be able to confidently support their reading at home.

- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

- The Phonics page on our school Website:
<https://www.pirbrightvillageprimaryschool.com/phonics-2/>

Online Ideas

- ☐ <https://www.phonicsplay.co.uk>
- ☐ <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>
- ☐ <http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>
- ☐ <https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/owl-home>
- ☐ www.ictgames.com/literacy.html

Grow the code grapheme mat						Phase 2, 3 and 5				
S	s	t	p	n	m	d	g	c	r	h
ss	tt	pp	nn	mm	dd	gg	cc	rr	hh	
ce	st	pn	kn	gn	mb	dd	ck	ck	ch	
sc										
b	f	j	l	v	w	x	y	z	zz	
bb	ff	jj	ll	vv	ww			zz	zz	
	ph	le	al	ve	wh			se	ze	
ch	sh	ng	nk	a	e	y	o	u		
ch	sh	ti	ssi	ci						
ture										



These are some of the spelling rules we learn in Year 2.

Suffixes

Suffix	Meaning	Example
-ed	in the past/past tense	walked, climbed
-s/-es	more than one	pencils, boxes
-ing	doing something	singing, running
-ly	how something is done	quietly, angrily
-less	without	fearless, hopeless
-ful	full of	colourful, beautiful
-ness	state or condition	happiness, sadness
-ment	in the action of	movement, enjoyment
-er	more	lower, luckier
-est	most	lowest, luckiest

Contracted Forms

Children need to learn not only how to spell the contracted form of the word, but also how to correctly place the apostrophe to represent the missing letters. (This is not an exhaustive list.)

Original Words	Contracted Form
I am	I'm
you are	you're
he is	he's
she is	she's
we are	we're
they are	they're
cannot	can't
will not	won't
is not	isn't
are not	aren't
I have	I've
you have	you've
I would	I'd
you would	you'd
he would	he'd
she would	she'd
we would	we'd
let us	let's

Homophones

This is not an exhaustive list, but these are the more common words children are likely to come across. Further homophones are taught as children progress through school.

Homophones
be/bee
bear/bare
blew/blue
hear/here
knight/night
one/won
quite/quiet
see/sea
son/sun
to/two/too
there/their/they're

Phase 6 Phonics Spelling Rules and Words

Phase 6 introduces new spelling rules and conventions, especially those concerning the addition of prefixes and suffixes to change the meaning or purpose of a word.

Prefixes

Prefix	Meaning	Example
un-	not, reversal of	unlucky, unhappy
bi-	two	bicycle, bivalve
dis-	not, reverse, opposite	disappointed, disagree
mis-	wrong	misunderstand, misspell
pre-	before	prefix, prepay
re-	again	review, remake
sub-	under, below	submarine, substandard
tri-	three	triangle, tricycle
pro-	for	proclaim, proactive



To support your child with their writing, get them writing whenever possible.

Here are some ideas:

Keep a diary of a holiday or exciting weekend.	Write a thank you letter after a party.	Take pictures when you are out for the day out and then write a caption about each one.
Thesaurus: Use a thesaurus to improve the vocabulary in your writing; can you learn a new word?	Dictionary: Can you find the spelling to a word you are unsure of and check its meaning?	See how many different ways in which you can start a sentence.
Can you look back at something which you've written and make it even better? What needs improving?	Editors Corner! Check for capital letters, full stops, sentence starters, commas, finger spaces and conjunctions.	Write invitations to a birthday party.

Here are a few more writing challenges:

The Time Travelling Machine: Pretend you have gone into a time-travelling machine and ended up in the past – or perhaps, future. Write a story about your adventure, don't forget to talk about: What do you see? What does the place look like? Who do you meet? What do they look like? What do they eat and drink? Where do they live?

There's An Alien Under The Bed!: Write a story about an Alien hiding under your bed. Don't forget to talk about: What does the alien look like? Is it tall or short? Friendly or angry? What does the Alien sound like? Smell like? Feel like? How does it walk and move? Where has it come from and why is it in your house!?

A Whole New World: Imagine you have landed a spacecraft on a new planet. Write a story about your adventure. Try to include things about what can you see? Hear? Smell? Taste? Do people live here? Are there animals? Are there plants?

The Secret Formula: You have been given a special drink by a silly scientist; he wants to explore what happens if you drink it. Imagine what happens when you drink this secret formula. Try to describe what it tastes like, smells like and looks like. What happens if you eat or drink the scientist's crazy concoction, what will happen to you? Write a story about your adventure.

The Magician's School: Imagine you are asked to go to a magic school like Hogwarts. Write a story detailing your adventures at your new school. Don't forget to describe the teachers and the subjects they teach. Do they teach maths and English or do they teach special magic subjects? Which is your favourite teacher? Why? Do you have many friends? What are their names? What do they look like? Do they have any special talents?

Our Year 2 Writing Wishlist shown below outlines our key objectives.

YEAR 2: WRITING WISH LIST

Superstar writers will...

- ✓ Use **capital letters** and **full stops**.
- ✓ Use **question marks** and **exclamation marks**.
- ✓ Use the **four types of sentences** in their writing (statements, questions, exclamations and commands).
- ✓ Use some **expanded noun phrases** to describe.
- ✓ Use the **present and past tense** mostly correctly and consistently.
- ✓ Use **co-ordination** (or / and / but) and **some subordination** (when / if / that / because).
- ✓ **Spell** with greater accuracy, segmenting spoken words into sounds and spelling those sounds using their knowledge from their phonics lessons.
- ✓ Spell many common exception words.
- ✓ Spell some words with contracted forms.
- ✓ Add suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly.
- ✓ Form **lower-case letters correctly**, making sure tops and tails stand out.
- ✓ Use **lead ins and lead outs** and then join their writing.
- ✓ Write **capital letters** and **digits** of the correct size, ensuring they are bigger than lower case letters.
- ✓ Use **spacing** between words.

Superstar editors will...

- ✓ **Re-read** to check that their writing makes sense and that the correct tense has been used.
- ✓ **Proof-read** to check for errors in spelling, grammar and punctuation.
- ✓ **Read aloud** what they have written with appropriate intonation to make the meaning clear.
- ✓ Make changes to **improve** their writing.