



Welcome to
St Luke's
'Meet the teacher'
session

Year 2 & 3

The Staff



Year 2

Purple class: Mrs Cook

Supported by: Miss Kaur

Orange class: Miss Mansell

Supported by: Mrs Reynolds

Year 3

Ruby class: Mrs Runkowska

Supported by: Mrs Jassi, Miss Bailey

Sapphire class: Miss Holding

Supported by: Mrs Parkes/Mrs Patel,
Mrs Lewis/Mrs Gupta

Working across the phase:

Mrs Aldridge (KS1 Phase Leader)

Mrs Barnard (Reading support teacher)

Miss Kumar (HLTA) Mrs Smith Wed pm Y3

Our Budget needs your help!

- Pupil premium / Free School Meals
- Still important for KS1 children to be registered (even though meals are free!)
- See office staff if you need help with this.



It's not just about who pays for their lunch - this money into our budget allows for employing extra staff to meet their education needs.



School uniform

- Please ensure uniform has their name clearly marked inside it.



- Please note uniform **does not** have to have a school badge on it

PE kit



- Please ensure all jackets/ jumpers that are likely to be removed have the children's names in.



Sending money into school

Please ensure all money is put into an envelope with your child's name and what the money is for.



The children should be encouraged to be responsible enough to remember to hand their money in to their teacher.

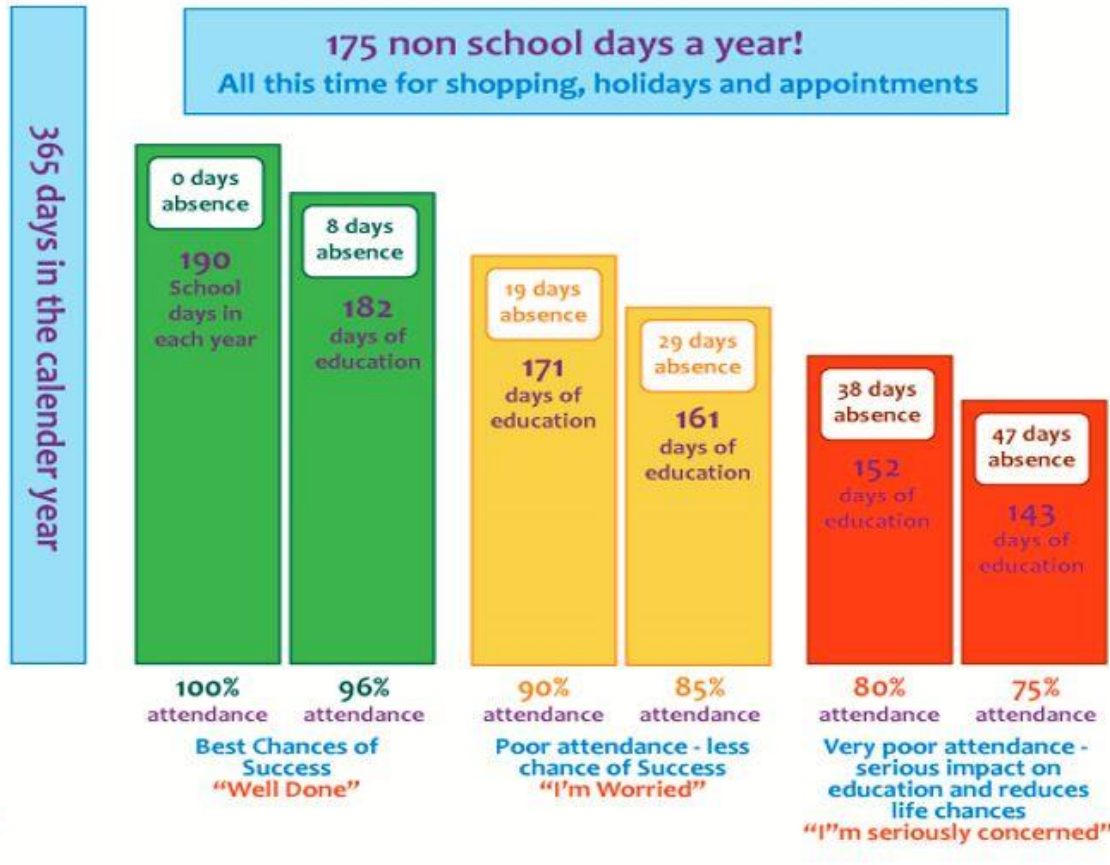
It is also possible to pay online – speak to the office staff.

Attendance & Punctuality



Good Attendance Means...

being in school at least 96% of the time. This means 8 Days Off!



Our St Luke's Family

Throughout the year, we are hoping that there will be opportunities for you to get involved with your child's learning.

Learning Together sessions

Parent/carer consultations

Family worship

Special Events

Parent workshops





Keep informed!

We try to be paperless as much as possible, however, check your children's bags regularly just in case they have a letter in there, i.e. for trips.

Look out for text messages and links via text to the weekly newsletter. This can also be found on your child's Teams account.




L Skywalker 10/09 14:33

Newsletter, Celebrate & Praise 10.09.21  

Please share with parents and carers!
[St Luke's CE \(A\) Primary School Newsletter 10.09.21 \(office.com\)](#)

Please click on the link above to see this week's newsletter.

[See more](#)

 KAldridge 10/09 14:47
Yellow

[Reply](#)

Homework

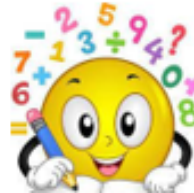
Read your
book



Practise your
spellings






Have another
go at your
Arithmetic test



Year 2 Maths Home Challenge

ms. 9124

		
Finding 1 more or less than a given number.	Finding 10 more or less than a given number.	Finding 2/10 more or less than a given number.
1. $43 + 1 =$	1. $87 + 10 =$	1. $45 + 2 =$
2. $27 - 1 =$	2. $256 - 10 =$	2. $60 - 2 =$
3. $37 + 1 =$	3. $373 + 10 =$	3. $78 + 10 =$
4. $25 - 1 =$	4. $84 - 10 =$	4. $96 - 10 =$
5. $48 + 1 =$	5. $67 + 10 =$	5. $32 + 2 =$
6. $32 - 1 =$	6. $55 - 10 =$	6. $57 - 10 =$
7. $18 + 1 =$	7. $47 + 10 =$	7. $25 + 10 =$
8. $46 - 1 =$	8. $32 - 10 =$	8. $83 - 2 =$
9. $29 + 1 =$	9. $22 + 10 =$	9. $63 + 10 =$
10. $50 - 1 =$	10. $105 - 10 =$	10. $86 - 2 =$

Visit My Maths



Visit Times
Table Rock
Stars



Year 2 Maths Home Challenge

w.b. 9.9.24



Finding 1 more or less than
a given number.

1. $43 + 1 =$
2. $27 - 1 =$
3. $37 + 1 =$
4. $25 - 1 =$
5. $48 + 1 =$
6. $32 - 1 =$
7. $18 + 1 =$
8. $46 - 1 =$
9. $29 + 1 =$
10. $50 - 1 =$



Finding 10 more or less than
a given number.

1. $87 + 10 =$
2. $56 - 10 =$
3. $73 + 10 =$
4. $84 - 10 =$
5. $67 + 10 =$
6. $55 - 10 =$
7. $47 + 10 =$
8. $32 - 10 =$
9. $22 + 10 =$
10. $105 - 10 =$



Finding 2/ 10 more or less
than a given number.

1. $45 + 2 =$
2. $60 - 2 =$
3. $78 + 10 =$
4. $96 - 10 =$
5. $32 + 2 =$
6. $57 - 10 =$
7. $25 + 10 =$
8. $83 - 2 =$
9. $63 + 10 =$
10. $86 - 2 =$

How we help your child
achieve their personal
best at St Luke's





Our school day

8:45 a.m. All pupils arrive

Snack available

Morning work

8:55 a.m. Registration

9 a.m. Mornings include: Phonics / Reading &
Spelling, Maths, Worship, playtime, English

*Handwriting

12:15 p.m./12:30 Dinner hour

Afternoons include: Science/ Geography/ History/
Music/ ICT/ RE/ Art or D&T lessons, playtime with
fruit, storytime

3:30 p.m. End of school day

*Handwriting is in the morning for Y3 and in the afternoon for Y2



Our school day Y2

Year 2 Timetable

Autumn Term 2024

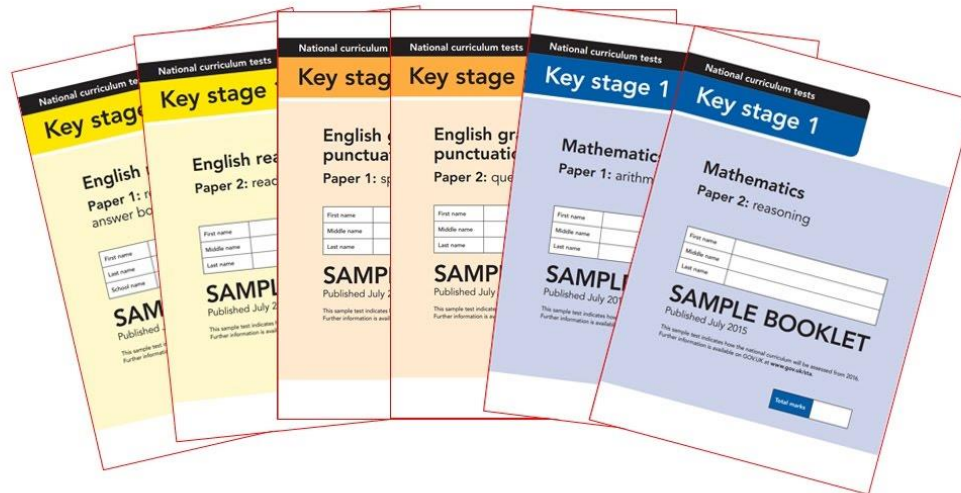
		9.00 – 9.45	9.45 – 10.45	10.45-11.00	11.15 – 12.15	12.15-1.15	1.30- 3.30
Monday	8.45 – 9.00 - Registration & Morning Task	STOP! Reading Time / Phonics	English	Sing & Praise	Maths		Topic
Tuesday		STOP! Reading Time / Phonics	English	Whole School worship	Maths		PE Music
Wednesday		STOP! Reading Time / Phonics	English	Class worship	Maths		LCK PPA (KA to cover) Science
Thursday		STOP! Reading Time / Phonics	English	Class worship	Maths		RE Computing
Friday		STOP! Reading Time / Phonics	English		Maths		PE Soccer 2000 PSHE AM PPA
						Handwriting 1.15-1.30	Celebrate & Praise

Our school day Y3

Year 3 Timetable (Autumn 2024)																				
		8:45	9:00	9:30	10:30	10:45	11:00	11:15	12:15	1:15	1:30	3:00	3:30							
Mon	Registration, Talk Topic & Snack	Stop! Reading Time	Maths	Worship	Playtime		Spelling	English	Lunchtime				Handwriting		Topic (NH & KR)		3:10-3:30 Target lowest 20% readers and non-readers at home			
Tue	Registration, Talk Topic & Snack	Stop! Reading Time	Maths	Worship			Spelling	English											NH (Topic)	PE (SK) KR PPA
Wed	Registration, Talk Topic & Snack	Stop! Reading Time	Maths	Worship			Spelling	English											RE (AS - KR ECT)	Music (KA) and FL (NH) (KA alternate even weeks)
Thurs	Registration, Talk Topic & Snack	Stop! Reading Time	Maths	Worship			Spelling	English											Computing KA (NH PPA)	PE (KR)
Fri	Registration, Talk Topic & Snack	PHSE	Maths	Worship			Spelling	English											Science (NH and KR)	

End of Key Stage

SATs tests are no longer statutory this academic year



Key Stage 1 tests

Teaching Groups

English and the other subjects are taught in mixed-ability classes. Reading and Maths are taught in target groups across the year group so we can adapt our teaching to the needs of the children. Progress is constantly being monitored and children are able to move groups if they progress well or fall behind for any reason.

Intervention groups are there to support those who need extra help. Each child is set individual targets to ensure that good progress is made throughout the year. You will be notified if your child is getting additional support. It may happen before school, during the school day or after school.



Some children will have individual education plans (personal targets) to cater for their specific needs. You will be invited to discuss these and asked to sign.



Phonics

We follow the Ruth Miskin Literacy programme called Read Write Inc. for our Synthetic Phonics.

Children in Year 2 who did not pass this in the summer will be re-assessed on their Phonics knowledge during June 2024.

Read Write Inc. Phonics Desktop Speed Sounds Chart

Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

© Oxford University Press, 2016

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

Vowel sounds

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

Vowel sounds

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore	are	er					
ew			aw							
			au							

Homework
RWI Folder
 Given out every Monday
 Return on **Friday**



Reading beyond phonics

- Reading is important!
- Read TO your child as well as letting them read independently.
- Ask your child questions about the book to test their understanding.
Who/What/Where/When/How/Why
- Encourage reading for pleasure at home
- Encourage a love for reading by sharing stories with your child
- Sign up and visit the local library
- MODEL READING WHERE POSSIBLE



Reading beyond phonics

At St Luke's, we love to read and we promote reading at all times of the day, in and out of school hours. We encourage the children to read a variety of texts including: Fiction and non fiction books, magazines, e-books, websites and comics. We have even designated an area in each classroom just for reading.

Reading time

A balance of independent reading and teacher-led reading

Comprehension: Answering questions about the text

Epic Books: These can be accessed at school and at home (sign up for a free account and the children can read 1 book for free each day no need to subscribe).

Library: Children can borrow books from our library.

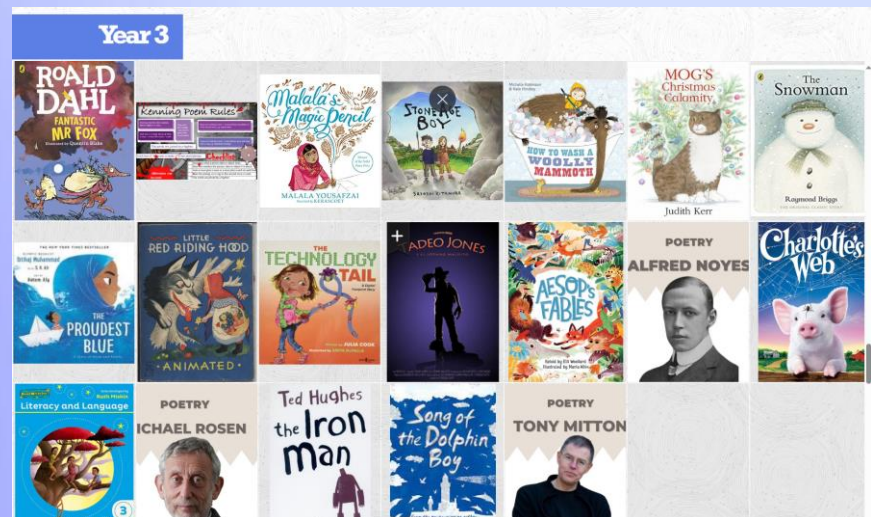
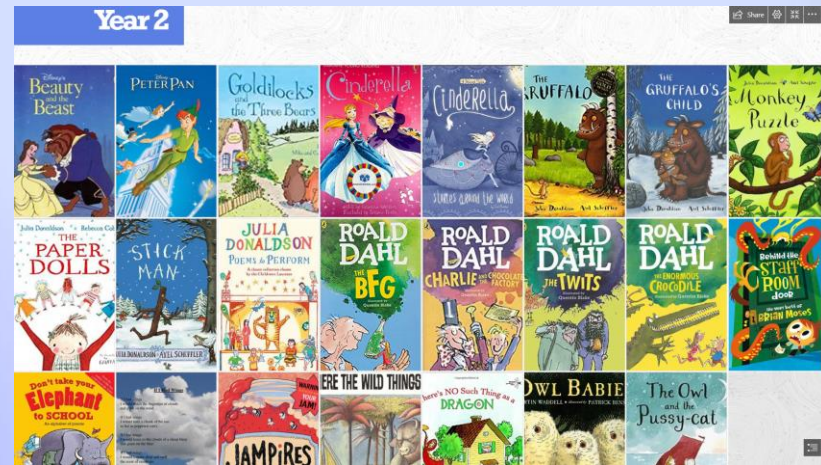
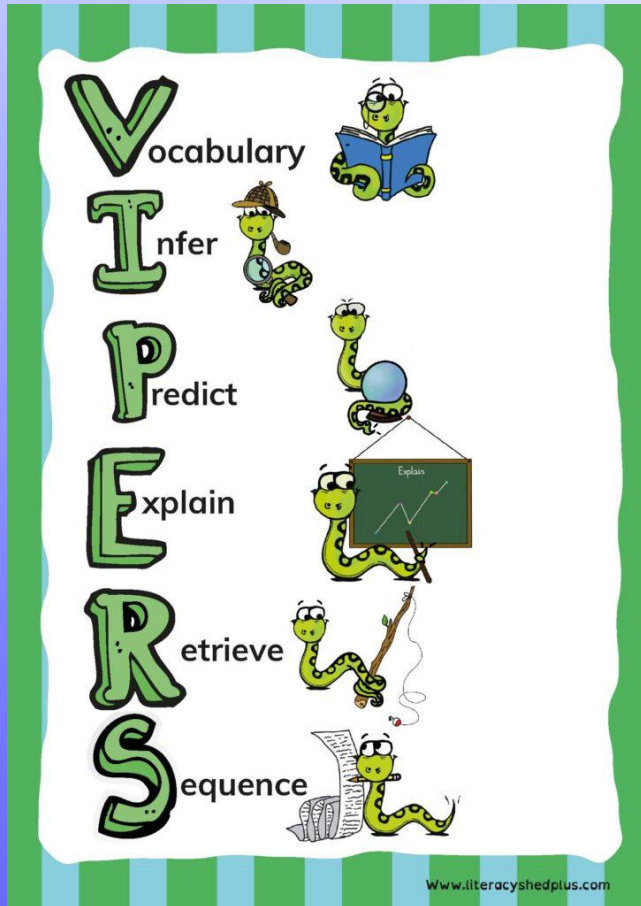
Home reading can be recorded using Boom Reader, a digital reading record.



Reading

Once they have exited Read Write Inc. the children will be in a reading group and taught reading skills.

Teaching of Reading | St Luke's
(stlukesprimary.co.uk)





Story time

It is **so** important for children to hear stories. To get transported to another world, to hear about a range of characters and experiences.

Stories can teach us life lessons; develop in us empathy with, and understanding of, others and a range of situations.

Hearing a good model of reading can be an invaluable learning experience. This help children to understand language play, i.e. rhyme, alliteration, also developing good 'reading' skills of prediction, causality and understanding of vocabulary.



Reading



At St Luke's, we love to read, and we promote reading at all times of the day, in and out of school hours. We encourage the children to read a variety of texts including: Fiction and non-fiction books, magazines, e-books, websites and comics.

What can you do to help?

Every time your child reads at home, please write in their reading record.

This could be a comment

- Simran kept missing words out.*
- Arun found this book easy.*
- Elijah enjoyed this story.*
- Angel learnt the word 'trustworthy'*



Or you could draw a face to show how they are doing



And sign or write your name to show who they read to.



Reading Homework



Homework
RWI Folder
Given out
every Monday
Return on
Friday

Homework
Reading
Folder
Weekly Home
Reader Given
on a Monday

Homework
Library Book
3 times a term –
Return within 2
weeks of
receiving a new
book

Maths

We have an emphasis on including practical activities in Maths lessons, trying to make maths real, relevant and fun.

NC Y2S	Number & Place Value (N)
1	I can read and write numbers to at least 100 in numerals and in words.
2	I can identify, represent and estimate numbers in different ways including spatial representations, considering place value of two digit numbers.
3	I can recognise the place value of each digit in a two digit number and can partition and recombine them in different ways: $23 = 20 + 3$ or $23 = 10 + 13$
4	I can show understanding of the number system beyond 100 and am familiar with different representations relating to place value including zero as a place holder.
5	I can compare and order numbers to 100 and can use $<$, $>$ and $=$ signs.
6	I can count forwards and backwards in steps of 2, 10, 5 and 3 including from any given multiple.
7	I can count forwards and backwards in steps of 10 from any given number within 100.
Calculating (C)	
1	I can add three single digit numbers.
2	I can add 2 two digit numbers using partitioning with apparatus.
3	I can subtract two digit numbers with partitioning with apparatus.
4	I can find the difference between 2 two digit numbers by counting on a number line.
5	I can solve problems with addition and subtraction using objects and pictures involving numbers, quantities and measures (mental and written methods as appropriate).
6	I can recall all pairs of multiples of 10 to equal other multiples of 10. $70 + 20 = 90$ $50 + 60 = 110$ $70 + 60 = 130$
7	I can solve problems involving inverse operations.
8	I can find the change from a given amount (10p, 20p, 50p, £1).
9	I can recall and use multiplication and division facts for the 2, 10 and 5 x tables making links to odd and even numbers, place value by moving the digits and divisions on an analogue clock.
10	I can recall doubles of all numbers to 20 and corresponding halves of even numbers.
11	I can record multiplication and division number sentences using the \times and \div signs and know that multiplication can be done in any order.
12	I can solve problems involving \times and \div using materials, arrays, repeated addition, mental methods and \times and \div facts including problems in context.
Fractions (F)	
1	I can find $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity and record the calculation. $\frac{1}{2}$ of 20 = 10
2	I can recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
3	I can count in quarters up to 10 from any number. '3 $\frac{1}{4}$, 3 $\frac{2}{4}$ (1/2), 3 $\frac{3}{4}$, 4, 4 $\frac{1}{4}$, 4 $\frac{2}{4}$ (1/2), 4 $\frac{3}{4}$...'

NC Y2S	Geometry (G)
1	I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.
2	I can identify and describe the properties of 3D solids, including the number of edges, faces and vertices (cone, sphere, pyramid, cube, cuboid, cylinder, prism) by looking at and handling them.
3	I can compare and sort common 2D shapes and 3D solids, including everyday objects, and read and write the shape names (to my spelling ability).
4	I can use a ruler to draw straight lines and stencils to draw shapes.
5	I can order and arrange combinations of shapes in patterns and sequences including those in different orientations.
6	I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and turning.
7	I can use the language of right angles to describe turns and apply this in practical contexts.
Measuring (M)	
1	I can choose use appropriate standard units to estimate and measure length/height in any direction (m/cm), mass (kg/g), temperature ($^{\circ}$ C), capacity (l/ml) to the nearest appropriate unit, using measuring equipment.
2	I can compare and order lengths, mass, volume or capacity and record the results using $>$ $<$ and $=$.
3	I can tell and write the time to 5 minutes and draw the hands on a clock face to show these times.
4	I can recall the number of minutes in an hour and the number of hours in a day.
Statistics (S)	
1	I can interpret and construct simple pictograms (many-to-one correspondence with simple ratios 2, 5, 10), block diagrams, simple tables and tally charts.
2	I can ask and answer simple questions by counting and sorting categories by quantity.
3	I can ask and answer questions about totalling and comparing categorical data.

Homework
TT Rockstars
& My Maths
Online





Maths

We have an emphasis on including practical activities in Maths lessons, trying to make maths real, relevant and fun.

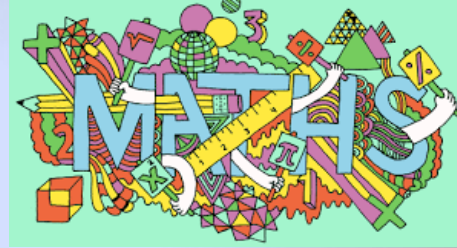
What can you do to help?



- Practise mental maths and times tables with your child
- Talk about numbers and shapes at home
- Problem solving

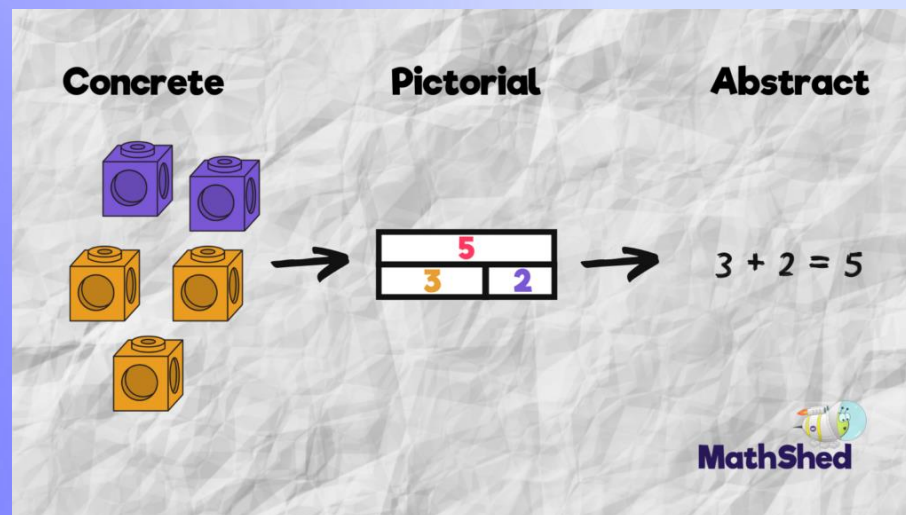


Maths



Each week the children complete arithmetic and reasoning tests which we analyse to find common weaknesses, this will then inform our teaching for the following lessons.

The main part of our teaching relates to Number and Place Value, Calculation, Fractions, Geometry, Measuring and Statistics. We try to use a CPA approach (concrete, pictorial and abstract) to our lessons.



Maths



You can encourage and support your child in maths by

- Counting forwards and backwards in steps of 1, 10, 2 and 5 from different starting points
- Counting forwards and backwards in steps of 3 and 4 from different starting points
- Practising mental maths and times tables with your child (in and out of order)
- Talking about and identify numbers and shapes at home
- Practise telling the time/ understanding of the passing of time
- In the shop, finding totals and working out change
- Encouraging them to go on TTRock Stars and My Maths regularly



English

Children are taught different skills throughout a two-week programme.

Children will be taught:

Reading Skills – VIPERS


SPaG – Capital Letters .?!

nouns, verbs, adjectives, adverbs, noun phrases, 'a' /'an', conjunctions, prepositions, paragraphs, headings and sub-headings, inverted commas for speech

Authors – Big Write

English

Children are assessed against the expected standard statements for Y2:

Working towards the expected standard	Teacher	Working at the expected standard 	Working at greater depth within the expected standard	Teacher
The pupil can write sentences that are sequenced to form a short narrative, after discussion with a teacher		The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher	The pupil can write for different purposes, after discussion with the teacher	
<ul style="list-style-type: none"> • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops 		<ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly 	<ul style="list-style-type: none"> • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing 	
<ul style="list-style-type: none"> • demarcate some sentences with capital letters and full stops 		<ul style="list-style-type: none"> • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required 	<ul style="list-style-type: none"> • make simple additions, revisions and proof-reading corrections to their own writing 	
<ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others 		<ul style="list-style-type: none"> • use present and past tense mostly correctly and consistently 	<ul style="list-style-type: none"> • use the punctuation taught at key stage 1 mostly correctly[^] 	
<ul style="list-style-type: none"> • spell some common exception words* 		<ul style="list-style-type: none"> • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses 	<ul style="list-style-type: none"> • spell most common exception words* 	
<ul style="list-style-type: none"> • form lower-case letters in the correct direction, starting and finishing in the right place 		<ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others 	<ul style="list-style-type: none"> • add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)* 	
<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another in some of their writing 		<ul style="list-style-type: none"> • spell many common exception words* 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes needed to join some letters. 	
<ul style="list-style-type: none"> • use spacing between words. 		<ul style="list-style-type: none"> • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 		
		<ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. 		

WAGOLLS for end of Y2 expected standard/ beginning of Y3 expectation:

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ^{Snack} ~~snack~~. Next we went into the woods. Vicki gave us a mirror. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a silly position party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favorite part of the day was identifying the trees.

There was a time when elephant had no nose. He was huge, he was clumsy and he was very smelly like a skunk. The other animals, especially the monkeys, laughed loudly at him because he was as smelly as old socks. The monkeys told him to tell the monkey flies to buzz off. Elephant tried it but it didn't work. Monkey laughed and said "it was a joke." Elephant said "Oh, sorry big head, tiny brain." Elephant went away to walk into the bush. Tortoise was his oldest friend so lion and monkey decided that he should go and tell elephant that he is very pongy. While that was all going on elephant met chameleon and chameleon asked if he could eat some of the flies and elephant said he could so he did. When he was full chameleon got a tummyache.

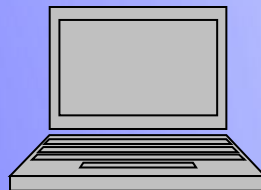
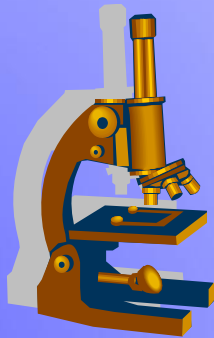
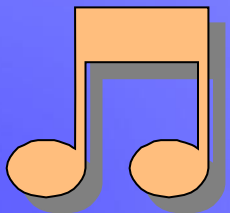
Afternoon lessons

Science

RE

Computing

Topic: History, Geography, Art, DT, Music,
PSHE

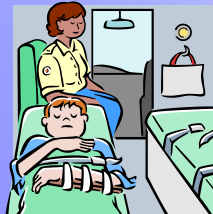




Year 2 Topics

I need a hero

Autumn Term



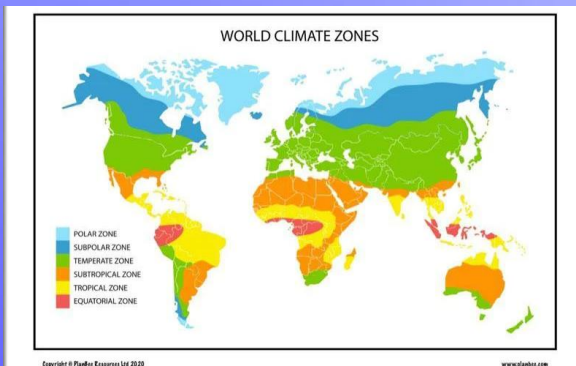


Year 2 Topics



Whatever the Weather

Spring Term





Year 2 Topics

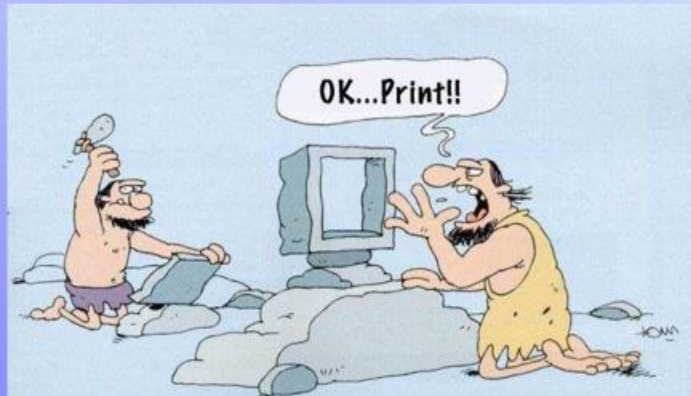
The Wander of Wolves

Summer Term



Year 3 Topics

Yabba Dabba Do



Phunky Pharaohs



Bostin ay it!



Educational Visit: Kingswood Residential

- Year 2 pupils
- Date: Mon 19th - Tue 20th May 2025
- One night stay!



<https://discover-kingswood.org.uk/>

Educational Visits: Year 3

- Tue 26th Nov – Think Tank, Birmingham
- Fri 10th Jan p.m. – The Snowman
- Fri 27th June – Black Country Museum



**Other important
information!**



School clubs



- **A programme of extra school activities will be starting soon.**

Please ensure all children are collected promptly after clubs at 4.30 p.m.

Once your child has chosen the clubs he/she wants to join, please ensure that they come every week: a register of attendance is kept for every club we offer.

If there is an emergency and your child cannot attend club, please send a letter/note for the staff leading the club to explain why.

We encourage commitment and it is not safe to allow children to just go home without knowing the reason why.

Rewards & Discipline policy and procedures



Rewards & Discipline policy and procedures



Verbal Warning



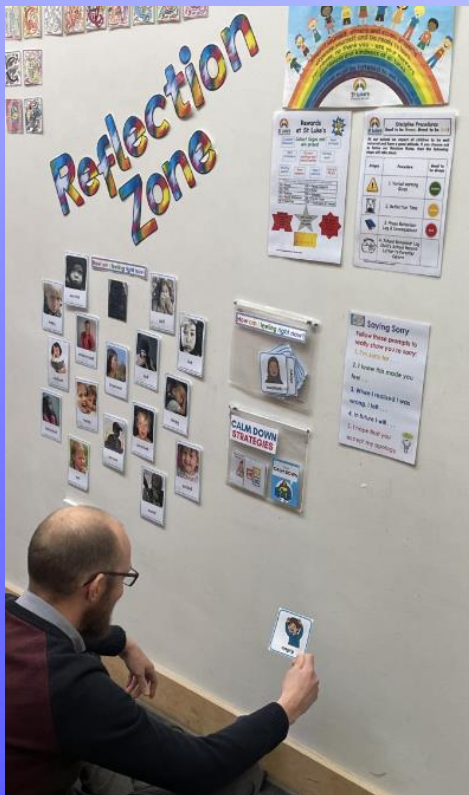
- ✓ Your teacher will privately give you a polite warning to remind you of the behaviours that are expected.
- ✓ Remember we will praise in public and reprimand in private.



ME



GTBG




PBIS: Positive Behavioral Intervention and Supports







ClassDojo

Give feedback to [Redeem points](#) ✕







Creative me




Physical me




Social me



Spiritual me



Thinking me



Edit skills

Speaking to staff

We have an 'Open door policy' at St Luke's.

Staff are very approachable

Please treat all members of staff with respect

A sign with a red background and white text. The word 'ZERO' is in a large, bold, sans-serif font. Below it, the word 'Tolerance' is in a smaller, bold, sans-serif font. The sign is enclosed in a black border.

ZERO
Tolerance

Our workers have the right to be treated with dignity and respect at all times.

They should be able to do their jobs without being physically or verbally abused.

Most people respect this.

Thank you for being one of them.

Contact information

Please ensure that we have up-to-date contact information – school text messaging service!

Please make sure that children and the child's teacher are aware of the arrangements for hometime.

If anything changes regarding who will pick your child up, please call the school to inform us.





**Breakfast Club is run by qualified
by school staff from 7:45 – 8.45
a.m.**

**After School Club is run every
afternoon at from 3.30 to 5.30p.m.**

**Holiday schemes are also on offer
during specific holidays, subject to
demand and availability.**

Who should I speak to regarding

My Child's progress	Class teacher
Any issues involving my child	Class teacher (in the first instance)
Absence from school / Holiday forms	Mrs Garcha, Attendance Officer
Finance	Mrs Ferguson, Finance Officer
Lunchtime (Issues)	Mrs Ferguson, Senior Supervisor
Skoolz Out (Child Care)	Miss Kumar/ Mrs Shinton
After-school clubs	School Office
Child Protection & Safeguarding	Mrs Grennan, Mrs Smith/Mrs Samuels
Complaints	Mrs Aldridge (Mrs Grennan / Mrs Smith)
General information	School Office Staff
Family programmes / support	Mrs Samuels
Changes in address / contact details	School Office Staff
Any other queries	Mrs Aldridge

Remember to look out for our weekly newsletters.

Thank you!



Any questions?

Please contact school!