

Home Learning Booklet



Supporting your child at home

Year 2

2026-2027

'Strengthening the partnership between home and school.'

At Becontree we are proud of our partnership between home and school. We work hard to ensure that all school experiences are positive for all of our children and their families, whilst ensuring that the needs of all children are met.

This policy was developed following a consultation with Parents/Carers and our teaching staff, as well as looking at current research related to the value of home learning in primary school.

We define home learning as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At Becontree we have a strong commitment to parental involvement and see home learning as one way of developing this partnership.

Becontree is not a school at which home learning dominates home and school life. We believe that home learning should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict, it ceases to be a constructive aspect of teaching and learning.

We will be:

- expecting children to be reading for at least 10 minutes daily;
- expecting parents to have frequent conversations with children to support their language and speaking skills;
- expecting children to practise spellings using Spelling Shed online 2-3 times a week;
- making available to purchase, CGP workbooks, for an additional home learning resource if needed;
- sharing planning and schemes of work on our school website;
- assigning a family project over half terms and holidays;
- sharing information about suggested activities to do at home if further home learning ideas and guidance are needed.



Language and communication

Listening and communication is one of the most important skills for primary school children to master, but it doesn't always come easily, especially in the early years of school. But with a bit of work, you can help your child develop their listening and speaking ability, with

knock-on improvements in their achievement at school.

The National Curriculum states that children should be taught to:

- listen and respond appropriately to adults and their peers;
- ask relevant questions to extend their understanding and knowledge;
- use relevant strategies to build their vocabulary;
- articulate and justify answers, arguments and opinions;
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;
- speak audibly and fluently with an increasing command of Standard English;
- participate in discussions, presentations, performances, role play, improvisations and debates;
- gain, maintain and monitor the interest of the listener;
- consider and evaluate different viewpoints, attending to and building on the contributions of others;
- select and use appropriate registers for effective communication.

Considering that children spend only 30 of the 168 hours per week in school, parents/families play a significant part in developing children's language and communication.



Top Tips for Supporting your Child's Language and Communication

Get your child's attention before you talk.

Pay attention when your child talks to you.

Praise your child when they tell you something. Show that you understand their words.

Pause after speaking. This gives your child a chance to respond.

Keep helping your child learn new words. Say a new word, and tell them what it means, or use it in a way that helps them understand. For example, you can use the word "vehicle" instead of "car." You can say, "I think I will drive the vehicle to the shop. I am too tired to walk."

Help your child follow two- and three-step directions. Use words like, "Go to your room, and bring me your book."

Ask your child to give directions. Follow their directions as they instruct you.

Play word games with your child such as Pictionary and Scrabble.

Watch movies together on TV or a tablet. Talk about what your child is watching. Have them guess what might happen next. Talk about the characters. Are they happy or sad? Ask them to tell you what happened in the story. Act out a scene together, or make up a different ending.

Use everyday tasks to learn language. For example, talk about the foods on the menu and their colour, texture, and taste when in the kitchen. Go grocery shopping together. Talk about what you will buy, how many things you need, and what you will make. Talk about sizes, shapes, and weight.

Discuss vocabulary you come across as you are reading with your child.



There are also specific activities you can do with your child to help them develop their listening skills.

These include:

games like Simon Says and Traffic Lights, which help your child listen and follow instructions;
listening walks, where you take time to stop and pay attention to the sounds you can hear;
clapping a rhythm for your child to repeat;
playing Chinese Whispers;
describing a picture to your child, which they have to draw based on your description;
playing 'What's That Sound?', using household objects to make a noise (e.g. shaking a peppermill, deflating a balloon) and getting your child to guess what it is.

The way you talk to your child matters.

Children generally struggle to multi-task, so rather than expecting them to follow a long sequence of instructions ('Can you brush your teeth, comb your hair, put your homework in your school bag and get your shoes on, please?'), break it down, giving them one or two at a time.

It's also important to use your child's name to attract their attention, make eye contact, speak clearly and give them plenty of thinking time before expecting a response. These techniques are used to great effect by teachers in the classroom.

Although many children struggle to listen attentively at times, some children have particular difficulties. If you think your child's listening is a problem, get their hearing tested in case there's a medical issue. Some children, particularly those who have lots of colds and snuffles, have intermittent hearing loss which can affect listening skills.

If you're still concerned, speak to your child's teacher. If they have noticed problems too, the school's special educational needs coordinator (SENCO) might suggest an assessment with a speech and language therapist to see if your child would benefit from extra help.

Reading

Reading practice at home is one of the most valuable forms of home learning and we encourage children to read daily. Our goal is to motivate children to want to read so they will practise reading independently and, thus, become confident readers.

Reading and sharing stories can help your child to get to know sounds, words and language and develop early literacy skills. It can spark your child's imagination and stimulate curiosity. It can help your child's brain, social skills and communication skills develop too.

By the end of year 2, children need to...

read accurately most words of two or more syllables;

read most words containing common suffixes;

read most common exception words (see spelling lists);

read most words accurately without overt sounding and blending;

read fluently and with understanding;

sound out most unfamiliar words accurately;

check that it makes sense to them, correcting inaccuracies;

answer questions and make some inferences;

explain what has happened so far in what they have read.

(2014 National Curriculum

for year 1 and 2)



What are the Signs of Poor Reading Fluency?

Here are some clues that your child may have problems with fluency:

your child knows how to read words but seems to take a long time to read a short book or passage silently;

your child reads a book with no expression;

your child stumbles a lot and loses his or her place when reading something aloud;

your child reads aloud very slowly;

your child moves his or her mouth when reading silently (sub-vocalising);

your child struggles to recall information of a text they have just read.

What can Parents do to Help Develop Reading Fluency?

Support and encourage your child. Realise that he or she is likely frustrated by reading.

If your child can decode words well, help him or her build speed and accuracy by:

reading aloud and having your child match his or her voice to yours;

having your child practice reading the same list of words, phrases, or short passages several times;

reminding your child to pause between sentences and phrases;

read aloud to your child to provide an example of how fluent reading sounds;

use recorded books and have your child follow along in the print copy.



How to Make More of a Book

Choose a time when you can both relax and enjoy the activity. The last few minutes before bedtime is ideal!

Before you start to read, you can talk to your child about the book:

- Look at the cover together. Ask your child, “What do you think the story is going to be about?”
- Point to the author’s and illustrator’s name; make sure your child knows what these words mean. Discuss whether you have read books by this author before.

While you are reading the book, occasionally ask questions. You might ask:

- “What do you think will happen next?”
- “What do you think about that?” (about something which has happened in the story which might arouse emotions).

Make comments about similar situations/characters in other books you have read together.

When you have finished the book, ask your child for their opinion: “Which was your favourite part?” for example.

You will need to be aware of your child’s mood. Sometimes he/she will respond to questions. At other times it’s best to allow them to just listen.

Give your child time to ask and answer questions.

More confident readers: They will be doing more reading independently now. It is still good to ask them to read to you regularly and encourage them to tell you about their reading.



Fun Reading Activities to do at Home

Show your child that reading is important. Be positive about it! It is especially good if you are a reader yourself.

Join a library and visit frequently.

Talk about reading.

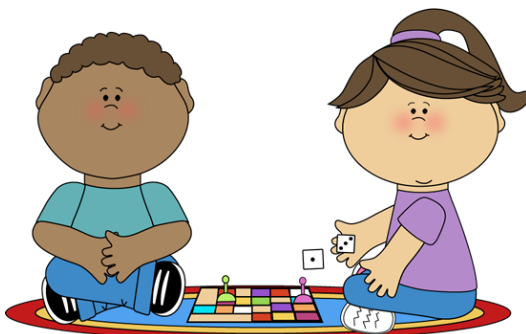
Buy your child a book as a gift.

Spend regular quality time together – 10 minutes a day sharing a book.

Write a book review on a book they have just read and publish it on sites like www.amazon.co.uk.

Play word games.

Play board games.



Types of Books

Ensure that your child is exposed to a range of books.

If English is not your family's main language, buy or borrow dual text books.

Look for books on topics you know your child is interested in, e.g. dragons, cookery, insects, sport,



Good Websites to Support Reading

<https://www.oxfordowl.co.uk/welcome-back/for-home> - Oxford Owl is packed with expert advice, top tips and activity ideas for reading.

<https://www.lovereadings4kids.co.uk/> - LoveReading4Kids is a recommendation site for children's books. They offer a variety of FREE services for parents interested in buying the best books for boys and girls of all ages. It has a kid zone (<https://www.lovereadings4kids.co.uk/#kidszone>), an area designed specifically for children, with competitions, quizzes and additional book related content. By signing up, it also gives you to access first chapters to many books and can create book recommendations based on your child's taste in books.

<https://www.carnegiegreenaway.org.uk/> - this website allows you to shadow the Kate Greenaway Medal, an award for books aimed at young children, and the Carnegie Medal, an award for books aimed at older children.

<http://cbca.org.au/> – Children's Book Council of Australia has some good recommendations under Book of the Year– Short Lists and also Winners.

<https://www.booktrust.org.uk/> – a site full of book lists under categories, e.g., authors from different cultures, graphic novels; books about themes, e.g., love, environment, books featuring characters with disabilities, books for children with autism etc.

<https://www.nationalgeographic.org/education/> - National Geographic provides access to non-fiction texts on diverse subjects from the ring of fire to icebergs in the North Atlantic. These can be accessed for free under the Education tab and by using the search bar.

<https://www.storynory.com>
Storynory features a collection of original, fairy-tale and classic children's audio stories.



Writing

To be a successful writer by the end of year 2, children need to be able to ...

write simple, coherent narratives about personal experiences and those of others (real or fictional) after discussion with the teacher;

write about real events, recording these simply and clearly;

demarcate most sentences in their writing with capital letters;

demarcate most sentences in their writing with full stops;

use question marks correctly when required;

use present and past tense mostly correctly and consistently;

use co-ordination (e.g. or / and / but) to join clauses;

use some subordination (e.g. when / if / that / because) to join clauses;

segment spoken words into phonemes and represent these by graphemes, spelling many correctly;

make phonically-plausible attempts at spelling unknown words;

spell many common exception words*;

form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters;

use spacing between words that reflects the size of the letters.

(2014 National Curriculum and Becontree Writing Rubric)



Spelling List for Year 2 (Common Exception Words)

These are the government-set spellings that year 2 are expected to know by the end of the year. Children will be tested on these each half term as part of Becontree's Spelling Challenge.

Evidence of these spellings in children's writing also contributes to children meeting the expected standard in writing in year 2.

because
children
father
parents
wild
climb
most
only
both
poor
even
pretty
after
plant
hour
sure
could
should
would
every
everybody
sugar
eye
who
whole
clothes
busy

people
water
again
half
money
Christmas
beautiful
door
floor
find
kind
mind
behind
many
any
old
cold
told
hold
gold
great
break
steak
fast
last
past
class

grass
pass
path
bath
move
prove
improve
Mr
Mrs



Fun Writing Activities to do at Home

There is an infinite list of activities which could be done at home to teach and reinforce writing skills. Here are just a few suggestions.

Have your child write instructions for taking care of the family pet.

Children love to make their own birthday cards, make place cards for the table or send emails or letters to a friend. Keep birthday cards and holiday postcards to recycle as home-made cards.

Write a letter or thank you note to a relative. Talk through what your child wants to say before the writing begins.

Make a shopping list before going shopping.

Write an online review of a book or an item you recently purchased (www.amazon.co.uk) or a recipe you tried (www.allrecipes.com).

Find a picture in the newspaper and write an article to accompany it.

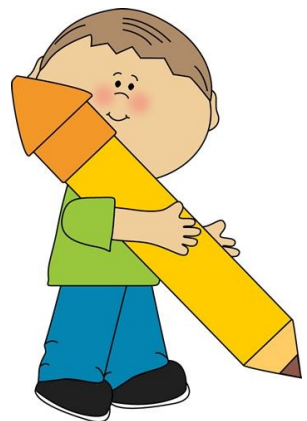
Encourage your child to keep a personal diary or a baby book for a younger sibling.

Try rhyming games starting with one word such as 'mat'. Say and write down all the words that rhyme, like 'cat', 'hat', 'fat' and 'splat'. You'll be surprised how fast your child's word list grows.

Create a word book at home and have your child add words as they learn them. Ask them to write the words they use often and talk about why.

You could write and leave notes for your child in different places, like their lunchbox. Ask them to write a reply or write something new.

Play word games like Scrabble or Pictionary.



Supporting Children who Struggle with Writing

Can your child make up a sentence, say it aloud and then write it down?

Can your child form letters correctly. (lower-case and uppercase) Class teachers can provide an example sheet if needed.

Is your child using a capital letter to start a sentence and a full stop at the end of a sentence?

Can your child identify and write all of the 40+ graphemes (letters and letter combinations)? Class teachers can provide an example sheet if needed.

Can your child use phonemes (sounds) to help with the spelling of unfamiliar words?

Does your child know how to spell the year 1 Spelling list?

a
of
I
my
or
the
are
our
you
put
was
has
here
push
your
ask
they
love
today
were
school

be
he
me
we
to
do
is
his
come
some
there
where
pull
full
one
once
said
says
friend



Does your child know how to spell the 100 most frequently used

the	about	looked	could
we	down	went	they
mum	he	house	very
get	her	look	be
and	dad	old	on
can	got	she	like
one	I	don't	too
just	what	some	is
a	big	come	for
are	their	by	not
them	of	day	will
now	there	then	at
to	when	made	into
up	people	his	were
do	it	time	back
came	out	go	but
said	it's	I'm	from
had	your	little	that
me	was	if	children
oh	this	with	as
in	see	him	all
my	put	help	no
have	you	Mrs	Mr
an	saw	off	called
so	make	asked	here

Good Websites to Support Writing

<https://play.edshed.co/login> - Spelling Shed is the scheme we follow to teach your child spelling. This link takes you to the children's zone, which provides access to games that link to your child's weekly spelling lists.

<https://www.oxfordowl.co.uk/welcome-back/for-home> - Oxford Owl is packed with expert advice, top tips and activity ideas for English.

<http://www.crickweb.co.uk/ks2literacy.html> - Crickweb offers access to free education resources and online games.

<http://learnenglishkids.britishcouncil.org/read-write> - This website offers activities for children to practice writing skills. Although it is aimed at children, who speak English as a second language, there are many useful activities that allow children to practise the skills taught at school.

<https://www.bbc.com/bitesize/topics/zhrrd2p> - The BBC website offers spelling and grammar practise and support.



Maths

By the end of year 2, children need to be able to...

Number – number and place value

count in steps of 2, 3 and 5 from 0, and in tens from any number forwards and backwards;
recognise the place value of each digit in a two-digit number (tens, ones);
partition two-digit numbers into different combinations of tens and ones;
compare and order numbers from 0 to 100;
read and write numbers to at least 100 in numerals and in words;
use $<$ $>$ and $=$ signs;
use place value and number facts to solve problems.

Number – addition and subtraction

solve problems with addition and subtraction;
use concrete objects and pictorial representations, including those involving numbers, quantities and measures;
solve problems with addition and subtraction applying my knowledge of mental and written methods;
recall and use addition and subtraction facts to 20;
derive and use related facts to 100;
add and subtract numbers using concrete objects, pictorial representations, and mentally;
show that addition of 2 numbers can be done in any order and subtraction of one number from another cannot;
recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems;
use estimation to check my answers to a calculation are reasonable;
recall and use multiplication and division facts for the 2, 5 and 10x multiplication table;
recognise odd and even numbers;
calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs;



show that multiplication of 2 numbers can be done in any order and division of one number by another cannot;
solve problems involving multiplication and division using:
materials, arrays, repeated addition, mental methods, multiplication and division facts;
solve problems involving multiplication and division in context.

Number - fractions

recognise, find and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of:
a length, a shape, a set of objects, a quantity;
write simple fractions e.g. $\frac{1}{2}$ of 6 = 3;
recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{4}$.

Measurement

choose and use appropriate standard units to estimate and measure to the nearest appropriate unit:
length/height in any direction (m/cm) using rulers;
mass kg/g using scales;
temperature using thermometers;
capacity (litres/ml) using measuring vessels;
read scales in divisions of 1s, 2s, 5s and 10s in a practical situation where all numbers on the scale are given;
compare and order lengths, mass, volume/capacity and record the results using < > and =;
recognise and use the symbols for pounds and pence;
combine amounts to make a particular value;
find different combinations of coins that equal the same amounts of money;
solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change;
compare and sequence intervals of time;
tell and write the time to 5 minutes, including quarter past/to the hour;
draw the hands on a clock face to show these times;
read the time on a clock to the nearest 15 minutes;
know the number of minutes in an hour and the number of hours in a day.



Geometry – properties of shapes

identify and describe the properties of 2-D shapes, including the number of sides and line of symmetry in a vertical line;

identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces;

identify 2-D shapes on the surface of 3-D shapes;

compare and sort common 3-D shapes and everyday objects.

Geometry – position and direction

order and arrange combinations of mathematical objects in patterns and sequences;

use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn, right angles for quarter, half and three-quarter turn (clockwise and anti-clockwise).

Statistics

interpret and construct simple pictograms, tally charts, block diagrams and simple tables;

ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity;

ask and answer questions about totalling and comparing categorical data.

(2014 National Curriculum for year 2)



Fun Maths Activities to do at Home

A good understanding of everyday maths will help your child with important tasks, such as making decisions and understanding information. It will also help them develop essential lifelong skills. Be positive about maths. Try not to say things like "I can't do maths" or "I hated maths at school" - your child may start to think like that themselves. Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.

There is an infinite list of activities which could be done at home to teach and reinforce maths skills. Here are just a few suggestions.

How heavy?

You will need some kitchen scales that can weigh things in kilograms. Ask your child to find something that weighs close to 1 kilogram. Can he / she find something that weighs exactly 1 kilogram? Find some things that weigh about half a kilogram.

Out and about

During a week, look outside for 'thirties' numbers, such as 34 or 38, on house doors, number plates, bus stops, etc. How many can you spot? What is the biggest one you can find? Next week, look for 'fifties' numbers, or 'sixties'...

How much?

Once a week, tip out the small change from a purse. Count it up with your child.

Number facts

You need a 1–6 dice. Take turns. Roll the dice. See how quickly you can say the number to add to the number on the dice to make 10, e.g. and 6. If you are right, you score a point. The first to get 10 points wins. You can extend this activity by making the two numbers add up to 20, or 50.

Speedy pairs to 10

Make a set of 12 cards showing the numbers 0 to 10, but with two 5s. If you wish, you could use playing cards. Shuffle the cards and

Straight lines

Choose 4 toys and lay them on the table in order of length. Use a ruler to measure each toy to the nearest cm.

Guess my shape

Think of a 2-D shape (triangle, circle, rectangle, square, pentagon or hexagon). Ask your child to ask questions to try and guess what it is. You can only answer Yes or No. For example, your child could ask: Does it have 3 sides? or: Are its sides straight? See if he can guess your shape using fewer than five questions. Now ask them to choose a shape so you can ask questions.

Shopping maths

After you have been shopping, choose 6 different items each costing less than £1. Make a price label for each one, e.g. 39p, 78p. Shuffle the labels. Then ask your child to do one or more of these. Place the labels in order, starting with the lowest. Say which price is an odd number and which is an even number. Add 9p to each price in their head. Take 20p from each price in their head. Say which coins to use to pay exactly for each item. Choose any two of the items, and find their total cost. Work out the change from £1 for each item.

Circle trios

Draw four circles each on your piece of paper. Write four numbers between 3 and 18, one in each circle. 12 16 8 17 9 Take turns to roll a dice three times and add the three numbers. If the total is one of the numbers in your circles then you may cross it out. The first to cross out all four circles wins.

Pasta subtraction

For this game you need a dice and some dried pasta or buttons. Start with a pile of pasta in the middle. Count them. Throw a dice. Say how many pieces of pasta will be left if you subtract that number. Then take the pieces of pasta away and check if you were right! Keep playing. The person to take the last piece wins !



Around the house

Cooking.

Measure ingredients and set the timer together.

Practise counting up to twenty and then back to one.

Find the same amount of different items to help your child understand what numbers mean. For example, find 3 spoons, 3 hats, or 3 socks.



Talk about the shape and size of objects, e.g. big car, round ball, rectangular box. Ask questions like "pass me the biggest box", or "which is the smallest shoe?".

Play with items like shells, bottle tops, beads, Lego and compare them. Try making patterns with them together.

Put items in order. You could do this by weight, height or size. Ask your child to help you organise items around the house.

Make patterns with objects, colouring pencils, paint or Play-Doh.

Play with cards. Take 2 cards and add the numbers together, the player with the highest number wins.

Play with blocks. Get them to think about size, colour, shape, weight and texture. Create patterns and structures, ask them to guess how many blocks they could pile up without them falling down.

Play '**I Spy**' with numbers and shapes.

Play with containers. For example, how many socks can you fit in the box, which container holds the most sand, water or beads etc.

Good Websites to Support Maths

Maths Active Learn

Maths Active Learn is connected to the Abacus maths scheme used at Becontree. Class teachers will set a range of suitable activities which children can do at home.

<https://www.activelearnprimary.co.uk/login?c=0>

Other

<https://www.bbc.co.uk/cbeebies/joinin/numberblocks-help-your-child-with-maths>

<http://www.helpmykidlearn.ie/activities/8-9>

<https://www.bbc.com/bitesize>

http://www.familylearning.org.uk/money_games.html

Improve your own maths (parents)

<https://www.nnchallenge.org.uk/home/index.html>



Topic Projects

Your child will be asked to complete a topic project linked to a subject/ learning area or to help us celebrate a whole school event every half term. For example, a sporting challenge or a maths challenge. This is a great opportunity to work together as a family and to support the learning they do in school.

