

YEAR TWO PARENT SUPPORT PACKAGE



A DUNCRAIG PARTNERSHIP
INITIATIVE

Duncraig Partnership Schools.



Practical Support for Parents

We are often asked by parents, “*What does my child need to know by the end of Year ...?*”

To help parents get a better understanding, we have put this information together for you.

The pages within this booklet contain:

- The core basic skills and knowledge students are expected to achieve by the **end** of their current school year in English and Mathematics; and
- Advice on how to assist your child with reading, writing, spelling and mathematics.

The list of English and Mathematics skills are the main core skills and do not represent everything that teachers cover in class over the year.

The core basic skills and knowledge that students are expected to achieve are based on the Australian Curriculum Standards for English and Mathematics. Please note that the wording is taken from the Australian Curriculum Elaborations.

This booklet was developed by staff from the Duncraig Partnership and the Department of Education and we would like to publicly thank them for their contribution:

Amanda Davies (Duncraig P.S.) Claire Lloyd-Adams (Padbury P.S.)

Marilyn Povey (Glengarry P.S.) Karen Wright (Primary Support, DoE)

Michelle Kalma (Hillarys P.S.) Nola Gibson (Hillarys P.S.)

The Duncraig Partnership is a network of schools within the North Metropolitan Education Region of Western Australia whose purpose is to enhance student achievement.

Schools within the Duncraig Partnership take a collective responsibility for every student in every school.

Our staff have high expectations of themselves and students, a passion for teaching and learning and a strong commitment to improving themselves and students' outcomes.

The help that you can give at home is really important and the difference that families can make to a child's learning is quite powerful.

We encourage you to keep this booklet within easy reach so that you can refer to it again and support your child as they develop a love of learning.

Core English Skills for Year Two

SPEAKING & LISTENING

- Adjust presentation to different audiences.
- Know the difference between a presentation and talking to their friends.
- Discuss appropriate manners, turn taking and positive responses when in a group discussion.
- Ask relevant questions and explore ways to comment appropriately on what people say. Eg: "I like the way..."
- Use spoken languages to problem solve and explore ideas.
- Explore how different terms of address are used in terms of identifying different relationships – mum, dad, Mr, Mrs.
- Understand how to disagree with a point of view or how to disagree with courtesy.
- Brainstorm topics, contribute ideas and acknowledge others.
- Explore culturally specific greetings, expressions of politeness and how language is used to express feelings.
- Prepare and give oral presentations/reports – use formal speech and specific content vocabulary.
- Participation in pair, group and class speaking and listening activities.
- Use connectors to link ideas such as if, then, because.
- Listening to, remembering and responding to detailed instructions.
- Demonstrate appropriate listening skills and behaviours.
- Listen to and respond to presentations.
- Listen for specific information and provide two or more key facts or ideas.
- Recite, rehearse, sing and create poems, chants, rhymes and songs from different cultures.

Parent Tips

- *Practise having a disagreement with a specific point of view and courteously.*

- *Rehearse presentations at home using correct grammar and interesting vocabulary.*
- *Ask and rehearse correct responses to questions.*
- *Practise and rehearse social etiquette e.g. interrupt, greet, introduce.*
- *Develop the ability to listen to and follow up to 3 or more instructions without reminders.*

READING

- Recognise that some stories have a moral or social dilemma e.g. fables, Aboriginal Dreaming stories and other cultural texts.
- Recognise informative text features such as chapters, table of content, index and glossary.
- Identify the topic and type of text by its cover design, packaging, titles and images.
- Describe features of text such as settings, plots, characters, complications and resolutions.
- Discuss personal preferences for stories and explain why.
- Read a variety of different book types – fiction, non-fiction, poetry, stories from other cultures, imaginary and fantasy texts.
- Compare versions of different stories.
- Create imaginative reconstructions and retell known stories from a different point of view.
- Read for a variety of purposes – newspaper, recipes, manuals
- Read aloud with developing fluency, expression and appropriate volume.



- Follow punctuation when reading, pausing at full stops and commas.
- Recognise high frequency words.
- Use their letter and phonics knowledge to sound out and decode unknown words.

Questioning

There are generally **three types of questions** that can be asked about texts. These can be used before, during or after reading.

- **Literal Questions:** The answers to these questions can be found in the text. They are directly stated.
- **Inferential Questions:** The answers are not directly stated but implied.
- **Evaluative Questions:** The answers are not found in the text, they are found in your head or somewhere else. It can be your thoughts and feelings.

Parent Tips

- *Encourage your child to use expression, fluency and punctuation.*
- *Help your child sound out the words; give them time to work out difficult words and don't just tell them what the word says.*
- *Encourage your child to look for clues on the page to help self correct.*
- *If they make a mistake say "Are you sure about that?" and ask them to re-read the word.*
- *Set aside special time for reading together and choose a relaxed comfortable place with few distractions.*
- *Home isn't the only place to read. Make an adventure of reading somewhere fun such as on the veranda, under the tree or in the local park. Try fun activities to encourage reading.*
- *Read more complex texts to your child to encourage interest, expand variety and vocabulary.*



Texts to Read with your Child

- *Dog Dottingont:* by D. Hendry
- *Stellaluna:* by J. Canon
- *Magic Beach:* by A. Lester
- *The Frog Who Couldn't Laugh:* by Egan & Alger
- *Dan's Grandpa:* by S. Morgan
- *Wang Wang and Funi:* by P. Cummings
- *My Name is Yoon:* by H. Recorvits
- *The Sun Bird:* by L. Thompson

SPELLING

- Spell new words using sound patterns, visual patterns and dictionaries. The recommended dictionary is the Macquarie Dictionary for all Australian schools.
- Discuss how a prefix or suffix affects the meaning of a word.

Year Two Spelling Rules (Statewide Speech and Language Service)

- Double final 'f', 'l', 's' and sometimes 'z' immediately following a single vowel in a one syllable word. For example, staff, tell, grass, buzz.
- Common exceptions – pal, gal, if, clef, gas, this, us, thus, plus and quiz.
- Most nouns become plurals by adding 's'. Example: hat-hats, girl-girls.
- Nouns ending in 's', 'x', 'ch' and 'sh' add 'es'. Example: glass-glasses, box-boxes.
- Nouns ending in 'y' change 'y' to 'i' and add 'es'. Example: fly-flies,
- Exceptions exist for some nouns ending in 'f' or 'fe'. These change to 'ves'. Example: knife – knives, shelf-shelves.
- Nouns ending in 'o' sometimes add 's' and sometimes 'es'. Example: piano-pianos, tomato-tomatoes. Use a dictionary to check.
- Irregular plurals must be learned. Examples: foot-feet, sheep-sheep, mouse-mice, man-men, deer-deer, goose-geese, moose-moose, pants-pants.

Year Two Phonics (Statewide Speech and Language Service)

Digraphs (easier)	'ou'-house, 'oy'-boy, 'ow'-crow, 'er'-fern, ur-church
Long/ Short vowels	'u'-push, 'y'-funny
Schwa	'le'-little, 'er'-teacher, mother
Digraphs (harder), Trigraphs	'oi'-oil, 'ew'-stew, 'ie'-pie, 'aw'-paw, 'u_e'-tube, 'a=o'-swan, 'ew'-screw, 'u_e'-flute, 'oe'-toe, 'alk'-walk, 'ear'-hear, 'ice'-mice, 'ace'-face, 'age'-cage, 'air'-chair, 'ear'-pearl, 'ie'-field, 'ph (f)' -phone, tch-match
Visual Patterns	'ive'-live, 'ove'-love, 'ave'-have, 'ind'-blind, 'old'-gold, 'itch', 'otch', 'atch', 'utch', 'etch'
Blends	Revise initial consonant clusters: 'str', 'spr', 'thr', 'scr', 'spl'
Silent letters	'k'-knit, 'w'-wrist, lamb-'b'
Phonetic Rules	'l' and 'e' after 'g' make 'g' say 'j'. 'e' after 'c' makes 'c' say 's' 'a' says 'or' - water
Affixes	Building words from common morphemes.
Suffixes	adding 'er' -farm/er, 'ly'-silent/ly, 'y'-wind/y, 'est'-hott/est, 'ion'-divis/ion Use of plurals with adding 's' or 'es' after 'ch', 'sh', 'z', 'ss'. Rules: <ul style="list-style-type: none"> • Doubling consonant to keep vowel short. • Changing 'y' to 'i' when adding 'ed', 'er', 'est', 'es'
Prefixes	'un', 're', 'dis', 'in'
Contractions	here's, where's, what's, who's, I'll, you'll, he'll, she'll, we'll, they'll, you'd he'd, she'd they'd, aren't, hadn't, I've, you've, we've

High Frequency Words

better	far	laugh	shall	always	does	made	tell	why	some
bring	full	light	show	around	don't	many	their	wish	stop
carry	got	long	six	because	fast	off	these	work	take
clean	grow	much	small	been	first	or	those	would	thank
cut	hold	myself	start	before	five	pull	upon	write	them
done	hot	never	ten	best	found	read	us	your	then
draw	hurt	only	today	both	gave	right	use	open	think
drink	if	own	together	buy	goes	sing	very	over	walk
eight	keep	pick	try	call	green	sit	wash	put	were
fall	kind	seven	warm	cold	its	sleep	which	round	when

Spelling Activities

<p><u>Alphabetical order</u> Write your words in alphabetical order.</p>	<p><u>Small word in a big word</u> Look to see if you can find a small word inside your word.</p> <p>direction</p>	<p><u>Partner Games</u> Play Hangman or Bingo.</p>
<p><u>Meaning or origin</u> Find the meaning or origin of your word. Write how this can help you to remember the spelling.</p>	<p><u>Syllables</u> Break your word in syllables.</p> <p>re/ mem / ber</p>	<p><u>Spelling rules</u> Do any of the spelling rules you know apply to your words?</p>
<p><u>Word sleuth</u> Put your list words into a word sleuth, then find the words.</p>	<p><u>Similar letter patterns</u> Find words which have similar letter patterns.</p>	<p><u>Jumble & unjumble</u> Jumble then unjumble your list words.</p>

WRITING PROCESS

- PLAN**
- Plan writing by discussing ideas or using a planning framework with key ideas and pictures.
- WRITE**
- Write a clear description of an item using extended vocabulary.
 - Construct characters and settings in narratives using nouns, adjectives and expressions of feelings.
 - Become familiar with typical stages of texts.
 - Become familiar with writing simple narratives, instructions and expositions.
 - Use of comma to separate two or more elements – lists.
 - Join simple sentences using conjunctions such as and, but, so to construct compound sentences.
 - Write the names of people and places with capital letters.
 - Write using a sequence of ideas or events.
- EDIT**
- Check for inclusion of punctuation – capital letters, full stops, exclamation marks, question marks and commas.
 - Re-reading their work and adding, deleting or changing words, phrases or sentences to improve meaning.
 - Check spelling using a dictionary.
- PUBLISH**
- Use correct letter formation, pencil grip, correct size and slope when producing final neat handwritten copy.
 - Experiment with software programs to create texts.
 - Use a word processing program to change text – add, delete or edit.
 - When researching, acknowledge the source of information by including the title and author of the book.
 - Drawing, writing and using digital technologies to capture and communicate favourite characters and events.

Core Mathematics Skills for Year Two

NUMBER

Counting & Patterns

- Count, read, write and say numbers to and from 1000.
- Skip count by twos, threes, fives and tens from any number.
- Count forward and backwards from any number. Predict the next number.
- Odd and even numbers
- Copy, continue and create simple repeating patterns.
- Identify the missing element in a number sequence.

Place Value

- Place value of 3 digit numbers (ones, tens, and hundreds).

Fractions

- Whole, half, quarter and eighth of collections or single objects.

Addition & Subtraction

- Add and subtract 2 digit numbers.
- Instant recall of basic addition facts to 20.
- Understand the relationship between addition and subtraction.

At this level, students solve addition and subtraction problems using materials, diagrams and informal paper and pencil methods.

They mentally add and subtract small numbers using strategies such as adding onto the larger number and using their knowledge of doubles (Example: double 8 is 16)

Multiplication & Division

- Solve simple division problems by sharing amounts into equal groups.
- Represent multiplication as repeated addition, groups and arrays (grid patterns in a rectangular shape).
- They represent multiplication and division by grouping into sets.

Money

- Recognise and order Australian coins and notes.
- Count money and record the amount.
- Associate collections of Australian coins with their equivalent values.

Calculator

- Solve addition and subtraction problems using a calculator.
- Use an abacus to model and represent numbers.

MEASUREMENT

Time

- Read time to the **quarter hour** on analogue using the language of past and to.

Calendars

- Know and order the months of the year, seasons and days of the week.
- Find dates and specific information on a calendar

Length / Area & Perimeter

- At this level, students measure and compare using **informal units** such as finger length, hand span, palm of a hand, a piece of a string to measure length.
- Estimate length before measuring.
- Estimate area before measuring.

Mass / Volume & Capacity

- Use balance scales to compare mass.
- Is an object more, less or about the same as another mass.
- How many marbles are needed to balance another container?
- Estimate capacity before measuring.
- Compare capacities using a range of containers.

SPACE

Spatial Language

- Describe position using words like between, under, behind, on, near.
- Use words like left, right, forward, clockwise and anticlockwise.



Maps

- Draw map with labels, symbols and from different points of view.
- Identify symbols from a map key or legend.
- Construct arrangements of objects from a set of directions.

2D Shapes

- Recognise, name and draw 2D shapes – square, rectangle, triangle, circle, pentagon, diamond, rhombus,
- Describe how many corners and edges 2D shapes have.

3D Shapes

- Recognise, name and draw familiar 3D objects – rectangular prism, cylinders, cones, spheres and pyramids.
- Describe 3D shapes using words like corners, edges and faces.

Symmetry / Flips, turns & rotations / Tessellations

- Identify symmetry in 2D shapes, pictures and patterns.
- Flip, slide and turn (half and quarter turns) shapes to make a pattern.
- Make tessellations by flipping, sliding or turning a shape.

CHANCE & DATA

Tallies

- Use conventional grouping of five in tallies.

Understanding Probability

- Use familiar language of chance – likely, unlikely, impossible, probably, certain.
- Give reasons for making predictions.

Reading Graphs & Drawing Graphs

- Get information and draw conclusions from simple graphs.
- Use pictures, lists and table to represent information.
- Identify categories and sort data.
- Compare usefulness of different data displays.

Extra Ideas and Resources

100s Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Websites

Literacy

www.readingeggs.com.au
www.busythings.co.uk
www.letterandsounds.co.uk
www.writingfun.com
www.gigglepoetry.com
www.bbc.co.uk/cbeebies/storycircle
pbskids.org/lions/games

Mathematics

www.busythings.co.uk
www.topmarks.co.uk
www.countonus.com
www.abc.net.au/countusin/
www.funbrain.com
www.amathsdictionanryforkids.com

Multiplication Chart

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	25	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

