

September 2025

**Dear Parents and Carers,**

## **Welcome to Year 2!**

We are so delighted to start the new school year and can't wait to dive into some exciting topics with your children. Below is some key information to help you support your child at home.

### **Spellings**

Overleaf you'll find our spelling list for this half term. Each week, the children will complete a short spelling test on **Friday**.

We will practise these spellings in school, but daily practice at home is also encouraged. We've included some helpful ideas for practising at home.

If the sheet gets misplaced, don't worry - it's always available on the **school website**.

### **Times Tables**

This term, we are focusing on the **2s and 5s times tables**. In Year 1, the children explored these through repeated addition and counting in multiples.

In Year 2, we'll be using **songs, rhymes, chanting**, and **fun activities** to help them memorise and understand their times tables.

#### **Ideas for home:**

- Listen to times tables songs in the car
- Stick post-it notes around the house (e.g. bathroom mirror!)
- Make it part of your daily routine

### **Books**

Children should bring their **reading book** and **reading record** to school **every day**. Reading books will be changed on **Tuesdays**.

Your child will also have the opportunity to choose a **library book**, which can be changed on **Fridays**, if needed.

Please support your child by reading with them regularly at home and signing their reading record. Just a few minutes a day makes a big difference!

### **P.E. Days & Kit**

- **2SK:** Thursday and Friday
- **2SS:** Monday and Thursday

### **P.E. Kit:**

- Plain white t-shirt
- Plain black shorts
- Trainers
- Plain black jumper or zip-up

◆ *Please label all items clearly to avoid any mix-ups.*

◆ *Clothing must be plain with no logos.*

### **Homework – Brain Builders**

**Task:** Create a **fact file** about an **animal**

**Due Date:** **Tuesday 21st October 2025**

This is our half-termly homework project. Each child will receive a book to complete their project in, but they are **not limited to using the book**. They might choose to:

- Use a computer
- Create a piece of art
- Make a 3D model

The animal can be one your child already knows about, or one they'd love to learn more about.

**We can't wait to see what they create!**

If you have any questions or need support, please don't hesitate to get in touch.

Here's to a fantastic start to Year 2!

**Warm regards,  
The Year 2 Team**

| Week 1                                                                                                                                                                                                                   | Week 2                                                                                                                                                                                                  | Week 3                                                                                                                                                                                 | Week 4                                                                                                                                                                                                         | Week 5                                                                                                                                                                                                                                                                | Week 6                                                                                                                                                                           | Week 7                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <p><b>The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words</b></p> <p>knock</p> <p>know</p> <p>knee</p> <p>knitting</p> <p>knife</p> <p>gnat</p> <p>gnaw</p> <p>gnash</p> <p>gnome</p> <p>gnarled</p> | <p><b>The sounds /r/ spelt 'wr' at the beginning of words</b></p> <p>write</p> <p>written</p> <p>wrote</p> <p>wrong</p> <p>wrap</p> <p>wrist</p> <p>wreck</p> <p>wrestle</p> <p>wriggle</p> <p>wren</p> | <p><b>The sound /s/ spelt 'c' before e, i and y</b></p> <p>race</p> <p>ice</p> <p>cell</p> <p>city</p> <p>fancy</p> <p>face</p> <p>space</p> <p>bicycle</p> <p>circle</p> <p>spicy</p> | <p><b>The sound /j/ spelt with '-dge' and '-ge' at the end of words</b></p> <p>badge</p> <p>edge</p> <p>bridge</p> <p>dodge</p> <p>fudge</p> <p>age</p> <p>huge</p> <p>change</p> <p>charge</p> <p>village</p> | <p><b>The sound /j/ often spelt with g before e, i and y.</b></p> <p><b>The sound /j/ always spelt with 'j' before a, o and u</b></p> <p>gem</p> <p>giant</p> <p>magic</p> <p>giraffe</p> <p>energy</p> <p>jacket</p> <p>jar</p> <p>jog</p> <p>join</p> <p>adjust</p> | <p><b>Common Exception Words</b></p> <p>door*</p> <p>floor*</p> <p>again*</p> <p>wild*</p> <p>children*</p> <p>climb*</p> <p>parents*</p> <p>most*</p> <p>only*</p> <p>both*</p> | <p><b>Review Week</b></p> |
| <div>Review week.</div>                                                                                                                                                                                                  |                                                                                                                                                                                                         |                                                                                                                                                                                        |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                  |                           |

\* Common Exception Words

|                                                                                                                                                                                                                    |                                                                                                                                                                                 |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                           |
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| <b>1. ABC Order</b><br><br>Write all of your spelling words in alphabetical (ABC) order.                                           | <b>2. Word Parts</b><br>Write your words. Then use a coloured pencil to divide the words into syllables.<br>e.g. <u>jump</u> ing<br><u>cater</u> pillar                         | <b>3. Other Handed</b><br>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.                                                                                                                      | <b>4. Vowel Spotlight</b><br>Write your words using one colour for the vowels and another colour for the consonants.<br>(vowels: a, e, i, o, u)                                                                           |
| <b>5. Use Technology</b><br>Type out your spelling words on the computer. Try to use at least 4 different fonts.<br>              | <b>6. Pyramid Words</b><br>s<br>sp<br>spe<br>spel<br>spell<br>spelli<br>spelling<br>(or make them boat shaped, star, smiley face, etc.)                                         | <b>7. "Ransom" Words</b><br>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.<br> | <b>8. Rainbow Words</b><br>Write your spelling words with coloured pencils. Make each letter a different colour.<br>                    |
| <b>9. Scrambled Words</b><br>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day?<br>e.g. watch - cwhta                                                  | <b>10. Silly Sentences</b><br>Write 3 or more sentences that use all your spelling words.<br> | <b>11. Prefixes and Suffixes</b><br>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean.<br>e.g. <u>im</u> portant<br>happi <u>ness</u>                                                              | <b>12. Word Search</b><br>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.<br> |
| <b>13. Flashcards</b><br>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.<br> | <b>14. Picture &amp; a Story</b><br>Draw a picture defining each word. Write a sentence about your picture using the word.                                                      | <b>15. Words without Vowels</b><br>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels.<br>e.g. q--st--n = question                                                                                   | <b>16. Train Words</b><br>Write the entire list end-to-end as one long word. Write each new word in a different colour.<br>e.g. <u>train</u> <u>back</u> <u>stop</u>                                                      |
| <b>17. Write a Story, Poem or Song with Words</b><br>Write a story using all your spelling words. Underline the words you used.                                                                                    | <b>18. Bubble Letters</b><br>Write your spelling words out in bubble writing.<br>            | <b>19. Words Within Words</b><br>Write each spelling word and then write at least 2 words made from that word.<br>e.g. catch - cat, hat                                                                                                               | <b>20. Picture words</b><br>Draw a picture and hide your spelling words in the picture.                                                                                                                                   |

## 2 times table

|             |
|-------------|
| 1 × 2 = 2   |
| 2 × 2 = 4   |
| 3 × 2 = 6   |
| 4 × 2 = 8   |
| 5 × 2 = 10  |
| 6 × 2 = 12  |
| 7 × 2 = 14  |
| 8 × 2 = 16  |
| 9 × 2 = 18  |
| 10 × 2 = 20 |
| 11 × 2 = 22 |
| 12 × 2 = 24 |

## 5 x

|             |
|-------------|
| 5 × 1 = 5   |
| 5 × 2 = 10  |
| 5 × 3 = 15  |
| 5 × 4 = 20  |
| 5 × 5 = 25  |
| 5 × 6 = 30  |
| 5 × 7 = 35  |
| 5 × 8 = 40  |
| 5 × 9 = 45  |
| 5 × 10 = 50 |
| 5 × 11 = 55 |
| 5 × 12 = 60 |