Tambrey Primary School
School Support Package

Year 2

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

Well to help parents get a better understanding, we have put this information together for you. Not only have we done that, but we have put together a year’s worth of activities that you can do with your child, to help us help them!

The pages within this package contain:

- The core basic skills and knowledge students are expected to achieve by the end of their current school year in **Maths and English**
- Advice on how to run an effective home reading program
- Some of the main words and spelling rules taught at this year level
- A ‘times tables’ chart
- A chart of the Victorian Modern Cursive font that is used for handwriting
- Ideas and resources for when your child wants a bit of extra homework that can be done on the Internet

Additionally, each term an insert page will be provided by the school, with English and Maths Goals for the term. These goals **will not** replace the children’s homework, but can be done by parents who want to be confident that their children are being supported.

All of the activities on the inserts do not require sheets to be sent home and should be able to be done with materials from around the home.

Activities on the inserts will not necessarily be the same activities being taught in class.

The school is keen to support parents who wish to implement the School Support Package at home, by supplying parents a Scrapbook to complete activities in, however parents **are not** required to send the activities back for marking or checking.

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

The entire package, along with the Maths and English Goals for each term will be placed on our school website, so you can always find it. [www.tambreyps.wa.edu.au](http://www.tambreyps.wa.edu.au)
Core English skills for Year 2

Speaking and Listening
- Listening and speaking behaviours—speak with expression, address the needs of the audience, use eye contact, gestures and facial expressions, listen attentively, ask questions
- Prepare relevant details about people, places and times before speaking, such as news telling
- Express opinions on topics of interest, providing supporting evidence
- Use connectors to link ideas, e.g. if, then, because

Phonological Awareness
- Add words or change word order to change the meaning of a sentence
- Break words into syllables and play with words by changing syllables in longer words
- Play with complex words by removing or changing sounds

Reading
- After reading a text, recall the main ideas, key facts and details
- Know about the features of books and their functions—end papers, title page, book blurbs and author blurbs
- Read longer, less-predictable texts, using strategies such as predicting, self-questioning, pausing, re-reading and breaking words into syllables
- Know common and alternative representations of the 44 sounds in English
- Read three-letter blends, e.g. strap, split
- Know the purpose of capital letters, full stops, question marks, commas and speech marks
- Use the contents page and highlight key words when getting information from a text

Writing
- Write texts such as book reviews, narratives, simple reports, lists, descriptions, recounts, acrostic poems
- Plan writing by discussing ideas or using a planning framework with key words and pictures
- Use story markers, such as ‘A long time ago’, and repetitive patterns to emphasise or link ideas
- Use simple editing techniques, such as circling misspelt words, adding and crossing out words
- Write in Victorian Modern Cursive font with uniform size and spacing
- Use a computer keyboard to write texts, including using the space bar and shift key
- When researching, acknowledge the source of information by including the title and author of a book

Grammar and Punctuation
- Write simple and compound sentences
- Punctuation—full stops, exclamation marks, question marks, commas in lists, apostrophes of contractions, and capital letters for days of the week, months of the year, special days and the first word in a title
- Adjectives, adverbs, proper nouns, past and present verb tense (e.g. ran/run, ate/eat)
- Use conjunctions to form compound sentences, e.g. because, then

Spelling and Sight Words
- Spell words using common and alternative representations for each of the 44 sounds in English
- Accurately spell high frequency words and words with common spelling patterns
- Spell new words using sound patterns, visual patterns and dictionaries
- Write three-letter blends at the start of words, e.g. string, sprint, scrap
- Double consonants—ff, ll, ss, zz
- Suffixes—ly, er, s, ing, ed, es
- Digraphs—ai, oa, oe/ow, ie, ue/ew, ea, ow/ou, oy/oi, or, aw, ar, er/ir/ur
- Use ‘Look, Say, Cover, Write, Check’ to learn to spell words
- Use Have-A-Go pads to spell unknown words when writing
Core Maths skills for Year 2

**Number**
- **Counting & Patterns**
  - count, read, write and say numbers to at least 1000
  - skip count by twos, threes, fives and tens from any number
  - count forwards and backwards from any number
  - odd and even numbers
  - copy, continue, create and compare repeating patterns
- **Place Value**
  - place value of three-digit numbers (ones, tens and hundreds)
- **Fractions**
  - whole, half, quarter and eighth of collections or single objects
- **Addition & Subtraction**
  - add and subtract two-digit numbers
  - instant recall of basic addition facts to twenty
  - 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 (e.g. double 8 is 16).

- **Multiplication & Division**
  - learn 2 times tables
  - solve simple division problems by sharing amounts into equal groups
  - represent multiplication as repeated addition, groups and arrays (grid patterns in a rectangular shape)
- **Money**
  - recognise and order Australian coins and notes
  - count money and record the amount
- **Calculator**
  - solve subtraction and addition problems using a calculator

**Measurement**
- **Time**
  - read time to the quarter hour on analogue and digital clocks 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**
  - use centimetres to measure length
  - estimate length before measuring
- **Mass**
  - use balance scales to compare mass
- **Volume & Capacity**
  - estimate capacity before measuring
- **Area & Perimeter**
  - use arrays to measure area
  - estimate area before measuring

**Space**
- **Spatial Language**
  - describe position using words like between, under, behind, on, near
  - use words like left, right, forward, clockwise, anticlockwise
- **Maps**
  - draw maps with labels, symbols and from different view points
- **2D Shapes**
  - recognise, name and draw familiar 2D shapes, e.g. square, rectangle, triangle, circle, pentagon, diamond, rhombus, describing them in terms of corners and edges
- **3D Shapes**
  - recognise, name, draw and sort familiar 3D shapes, e.g. rectangular prisms, cylinders, cones, spheres, pyramids
  - describe how many corners, edges and faces 3D shapes have
- **Angles**
  - draw objects from different views
- **Symmetry**
  - identify line of symmetry in 2D shapes, pictures and patterns
- **Flips, Turns & Rotations**
  - flip, slide and turn (half and quarter turn) shapes to make a pattern
- **Tessellations**
  - make tessellations by flipping, sliding or turning a shape (a tessellation is a pattern made from a repeated shape without any gaps, e.g. tiles)

**Chance and Data**
- **Tallies**
  - use conventional grouping of five in tallies
- **Understanding Probability**
  - use familiar language of chance, such as likely, unlikely, probably, certain, impossible;
- **Reading graphs**
  - get information and draw conclusions from simple graphs
- **Drawing graphs**
  - use pictures, lists and tables to represent information
High Frequency Spelling Words

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Spelling Rules

- Double the final consonant before adding ‘ing’ (e.g. ‘hit’ becomes ‘hitting’).
- Add ‘s’ to form plurals.
- “ck” follows a short vowel sound. If a word ends “–ack”, “–eck”, “–ick”, “–ock” or “–uck” the last part is spelt “ck”. “k” follows a long vowel or consonant.
- The short vowel sound in consonant-vowel-consonant words becomes long when ‘e’ is added to the end of the word.
- Silent letters—e.g. kn in knife

Homophones

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<thead>
<tr>
<th>be-bee</th>
<th>two-to</th>
<th>male-mail</th>
<th>read-reed</th>
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<td>some-sum</td>
<td>been-bean</td>
<td>by-buy-bye</td>
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<td>know-no</td>
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How to Run a Good Home Reading Program

Reading at home is an important part of developing your child’s reading skills. It provides students with additional practice in comprehending texts they can read and want to read. There are many ways that you can help your child build their confidence and develop stronger reading skills every day.

Outlined below is an example of a quick and easy Home Reading Program that you can engage in with your child. It should not take any longer than ten minutes a night.

Each week your child selects a text of interest and one that they can read independently. This text will remain the same for the entire week. Research has proven that it is better to develop and consolidate skills focusing on one text a week rather than reading a different text every night of the week.

Night One:
• Predict what the text is about (refer to the before Reading Strategies).
• Read the text aloud to your child. Allow your child to sit back and enjoy the text or join in when they want to.

Night Two
• Take turns reading pages/parts of the text.
• Stop and discuss the events or facts in the text (Refer to During Reading Strategies).

Night Three
• Child reads the book independently with you encouraging.
• Think of two questions to ask each other.

Night Four
• Child reads the book independently with you encouraging.
• Complete some activities from After Reading Strategies.

Tips:
Encourage your child, tell them that they are doing a great job!
Give your child time to work out difficult words.
If they make a mistake say “Are you sure about that?” and ask them to re-read the word.
Help your child sound out the word, don’t just tell them what it says.

Before Reading | During Reading | After Reading
--- | --- | ---
Read the title and the author together and discuss. | Share any connections that you have with the events and topic of the text. | Discuss any words that they didn’t understand.
Discuss what they think the text is going to be about and give reasons for their prediction. | Talk about what is happening in the pictures. | Discuss their favourite part and the reasons why.
Read the blurb at the back and make changes to predictions if needed. | Point out key words in the text. | Discuss the purpose and the messages in the text. Discuss what they learnt.
Predict five words that they think are going to be in the text. | Ask some “why” questions; Why do you think… | Ask your child to retell the text to another family member.
Read the author and discuss if they have read any others by the same author. | Predict what they think is going to happen next and give some reasons why. | Give the text a Star Rating and talk about why they gave it this rating.
Ask why they chose this particular text. | Ask if the picture in their head is the same as on the page. | Draw a picture of the image they saw when reading the text.
Ask them to guess some of the characters that may be in the story. | Discuss difficult or interesting words. | Conduct a word hunt. Find all the words with double letters, capital letters or certain sounds.
Ask what the purpose of the text is. | Ask to retell the main event on the page. | Write a new ending for the text.

If your child still has trouble with the word, sound it out with them and then say the word. Praise your child if they make a mistake and then they correct it on their own.

Continued...
Home reading continued . . .

Your child’s teacher is able to supply some books from school, however there are many great texts at home that can be used. Newspapers, magazines, comics, instruction booklets, TV guide, recipes, novels, picture books and poems are all great texts to use. There are generally three types of questions that can be asked about texts. These can be used before, during or after reading.

Literal Questions – Right There – The Author Wrote It
   The answers to these questions can be found in the text. They are directly stated.
   Examples: “What was the dog’s name?” “What happened to Tom?”

Inferential Questions – Read and Think – The Author Meant It
   The answers are not directly stated but implied.
   Examples: “Why did the character run down the road?”

Evaluative Questions – Your Opinion – The Author Would Agree With You
   The answers are not found in the text, they are found in your head or somewhere else. It can be your thoughts and feelings.
   Examples: “What would you do?” “How are you similar to the main character?”

Useful Links:
www.det.wa.edu.au/schoolsandyou/detcms/portal/
www.schoolexpress.com/funtime

Victorian Modern Cursive

Aa  Bb  Cc  Dd  Ee  Ff
Gg  Hh  Ii  Jj  Kk  Ll
Mm  Nn  Oo  Pp  Qq  Rr
Ss  Tt  Uu  Vv  Ww  Xx
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**Mathletics:** Every child in Year 1-7 at Tambrey Primary School has a password for Mathletics. See your teacher or phone the school if you do not have this information. [www.mathletics.com.au](http://www.mathletics.com.au)

Username: __________________ Password: ______________________
Extra ideas and resources

Visit the Department of Education website where you can find various guides to helping your child to learn. These contain practical ideas you can do as part of your everyday home routine.

www.det.wa.edu.au/schoolsandyou

The websites listed below have been used and recommended by various teachers and are only the ‘tip of the iceberg’. Using a search engine like Google will assist in finding specific games or worksheets. All websites, no matter how child friendly they appear, have the potential for students to click on banners, advertisements and so on. As such, children should always be supervised when on the Internet.

Every effort has been made to ensure these websites are suitable and working. If you encounter any problems or inappropriate sites, please let the school know ASAP.

http://www.dampier.wa.edu.au/ict_links.htm http://www.primaryinteractive.co.uk/
http://www.primaryresources.co.uk/ www.ictgames.com

MATHS

http://www.woodlands-junior.kent.sch.uk/Games/educational/maths.html
http://www.learningplanet.com/stu/kids0.asp

LITERACY

http://www.woodlands-junior.kent.sch.uk/Games/educational/literacy.html

SCIENCE

http://www.bbc.co.uk/science/space/playspace/games/jigsaw/jigsaw.shtml

ARTS

http://ngfl.northumberland.gov.uk/music/orchestra/default.htm
http://www.sfskids.org/templates/splash.asp