



Welcome to Year 2 at Southville Primary School

Welcome



Purpose of the meeting:

An opportunity to meet you early on in the term before Parents' Evening (give you the chance to put names to faces).

Share with you information about our expectations and how you can help your child.

Introduce staff who will be working as part of our team to make sure that your child makes as much progress as possible.



Fox Class Staff Team

Mrs Masih (Class Teacher and Key Stage 1 Lead).

Mrs Jones (Learning Support Assistant Monday – Wednesday, shared across Year 1 and Year 2).

Mr Cole (Learning Support Assistant Thursday – Friday, shared across Year 1 and Year 2).

Mrs Phillips (Learning Support Assistant Monday – Friday, shared across Year 1 and Year 2).

Fox Class will also be taught by:

Mr Suanes – Monday afternoons to cover Mrs Masih's leadership time.

Mr Suanes, Miss Holden, Mrs Asensi and George – Thursday afternoons to cover PPA and teach ICT, music/RE and chess.

Flamingo Class staff team

Miss Spooner (Class Teacher)

Mrs Phillips (Learning Support Assistant Monday – Friday)

Mrs Jones (Learning Support Assistant Monday – Wednesday)

Mr Cole (Learning Support Assistant Thursday – Friday)

Flamingo Class will also be taught by:

Miss Holden, Mrs Asensi, Mr Suanes and George – Thursday afternoon for PPA.

Falcon Class Staff Team

Miss Griffiths (Class Teacher)

Mrs Phillips (Learning Support Assistant Monday – Friday)

Mrs Jones (Learning Support Assistant Monday – Wednesday)

Mr Cole (Learning Support Assistant Thursday – Friday)

Falcon Class will also be taught by:

Miss Holden, Mrs Asensi, Mr Suanes and George – Thursday afternoon for PPA.

Key staff within KS1



MRS MASIH
Fox Teacher
Key stage 1 lead



MISS GRIFFITHS
Falcon Teacher



MISS SPOONER
Flamingo Teacher



MRS Phillips
KS1 LSA



MRS JONES
KS1 LSA



MR COLE
KS1 LSA



MRS ASSENSI
PPA cover



MISS HOLDEN
PPA cover



MR SUANES
PPA cover



MRS FISHER
Emotional Literacy
Support Assistant



MS WHARTON
Speech and languages
Support Assistant



MS MER
Reading Support

Key staff within the School



MR BOWMAN
Headteacher



MR COMMANDER
Deputy Head



MR POTTER
Deputy Head



MRS MATHIAS
Family Liaison



MRS MOODY
Special Needs
Coordinator and
Inclusion Lead



MISS TRIMNELL
SENCo support



MRS FLAECHER
School Business
Manager



KERRI STENNER
Kitchen Manager

Southville Primary School Values



The children across the school helped decide our whole school values. They are very important to the way we behave, learn and support each other on a daily basis.



FIND THE MEETING POINT
BE MINDFUL
UNDERSTAND YOUR STORY
BE A GLOBAL CITIZEN



DO THE RIGHT THING
EMBRACE YOUR EMOTIONS
LEAN INTO THE UNKNOWN
KNOW YOUR SUPERPOWERS



THINK FREELY
CREATE SOLUTIONS
BE PLAYFUL
KEEP SEARCHING FOR WONDERLAND



BE KIND
LOOK AFTER YOUR WORLD
AIM HIGH
EMPOWER OTHERS

Relationships and Behaviour Policy



Behaviour Expectations



Care

BE KIND - LOOK AFTER YOUR WORLD

AIM HIGH – EMPOWER OTHERS

Our whole school expectations for behaviour are

Be Kind, Aim High and **Behave Safely.**

Unsafe behaviour will immediately be addressed by
Mr Bowman, Mr Potter or Mr Commander.

Attendance



- All school time is important for children and missing lessons often means it is hard to catch up.
- Attendance is monitored internally by the Senior Leadership Team and the Family Liaison Officer and externally by our school's Educational Welfare Officer (EWO). If your child is persistently absent, the team will book a meeting with you to set targets for improving attendance.
- We are no longer permitted to grant absence for holidays. Taking periods of unauthorised absence results in parental fines.
- If you need any support with anything that is affecting your child's attendance, please get in touch with Mrs Mathias, our Family Liaison Officer.

Uniform



- The school uniform policy can be found on the [website](#).
- You can buy branded items from Monkhouse Schoolwear, 140 East Street, Bedminster BS3 4EW in store or online by [clicking here](#).

Classroom wear

- Red school sweatshirts, cardigans, hoodies or zipped long sleeved tops – these can be plain or with the school badge
- Plain or with school badge white or red polo shirts
- Dark grey or black shorts, trousers, skirts, skorts or pinafore dresses Plain grey, black or red tights
- Plain white, grey or black socks
- Black flat shoes or plain black trainers (with no additional colours or markings)
- Closed toe sandals (with a fastening around the heel) Red gingham dresses or playsuits
- **Children are not allowed to wear jewellery (watches and stud earrings are fine)**

What does my child need?

Please send children to school with a **water bottle** everyday. Fruit is provided at playtime although children are welcome to bring in their own **healthy snack**.

- **Please do not send nuts (or sesame seeds - this includes hummus)**

Children must also bring in their **reading record** and their **reading book(s)** daily.

We are asking that children *do not bring in toys or pencil cases*, so please ask them to leave these at home.

P.E

Our regular PE days for each class are:

Flamingo: are Monday (outside) and Tuesday (inside).

Falcon: Tuesday (outside) and Friday (inside).

Fox: Monday (inside) and Friday (outside).

Please note that sometimes we might need to change our timetable around events, Bristol Sports lessons and trips.

Term 1 working at home



Reading

Homework

Term 2 Onwards 'Working' at Home

The slide features several large, semi-transparent circles in the background. Three maroon circles are arranged horizontally in the upper half, each containing text. To the left, a blue circle is partially visible. To the right, a green circle is partially visible. At the bottom, there are two more semi-circles: a maroon one on the left and a yellow one on the right.

Reading

Homework

Spellings

Reading

Children will change their books on a specific day each week (written on a printed slip in your child's reading record).

| Reading Groups | DEAR Time | Reading at Home |
|---|---|--|
| <p>Children will move to work with others across the year who are reading at a similar level.</p> <p>This happens 3 times a week.</p> | <p>Children have designated time each week to Drop Everything and Read!</p> <p>They are able to explore the books in the classroom and library.</p> | <p>Children should be reading at home as much as possible.</p> <p>When you do listen to your child read at home, please record this in their reading record so the CT can have a look.</p> |

How to help your child with reading

- This is probably the most important thing that you can do to help your child make progress.
- Research shows that the more your child reads, the more progress they make.
- Combine listening to your child read with reading to them so that they hear your changing tone of voice and understand the pace of reading aloud.
- As well as children's school reading book (changed once a week), read whatever your child is interested in – magazines, comics, websites etc.
- Discuss the stories or facts you read about using a range of questions.
- Sign your child's Reading Diary regularly.
- We encourage you to read with your child at least 5 times a week at home.

Little Wandle Phonics and Reading



- Screening Check in June 2025 for Year 1
- 3 reading sessions a week (decoding, prosody and comprehension)
- Small group 'keep up' and 'catch up' interventions with specialist member of staff

For parents

The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview [here](#) to see what your child will learn and when.

Parents and carers! If you have bought the Little Wandle at Home Phonics Flashcards don't forget to check out four fun games to play with your children on the [Collins website](#).

Collins ebook log in Some Little Wandle member schools subscribe to Collins ebooks and provide log-in links to parents and carers. If your school is a subscriber [you can log in here](#). If you're not sure if your school subscribes, or need a reminder of log in details, please contact your child's school.

[Support for phonics](#)

[How we teach](#)

[Books coming home](#)

[Nursery rhymes - videos](#)

[Nursery rhymes - downloads](#)

Videos



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1



How to say Phase 5 sounds

[Support for parents](#)

Homework

Homework is set termly and will be shared on Google Classroom (paper copies available).

Although we encourage children to have a go at the tasks provided, it is optional for them to complete it. Homework can be brought in as a physical copy, or as a picture uploaded to google classroom.

If you don't have suitable writing materials at home, please don't hesitate to ask us for resources.

Please also let us know if you have any questions about the homework.

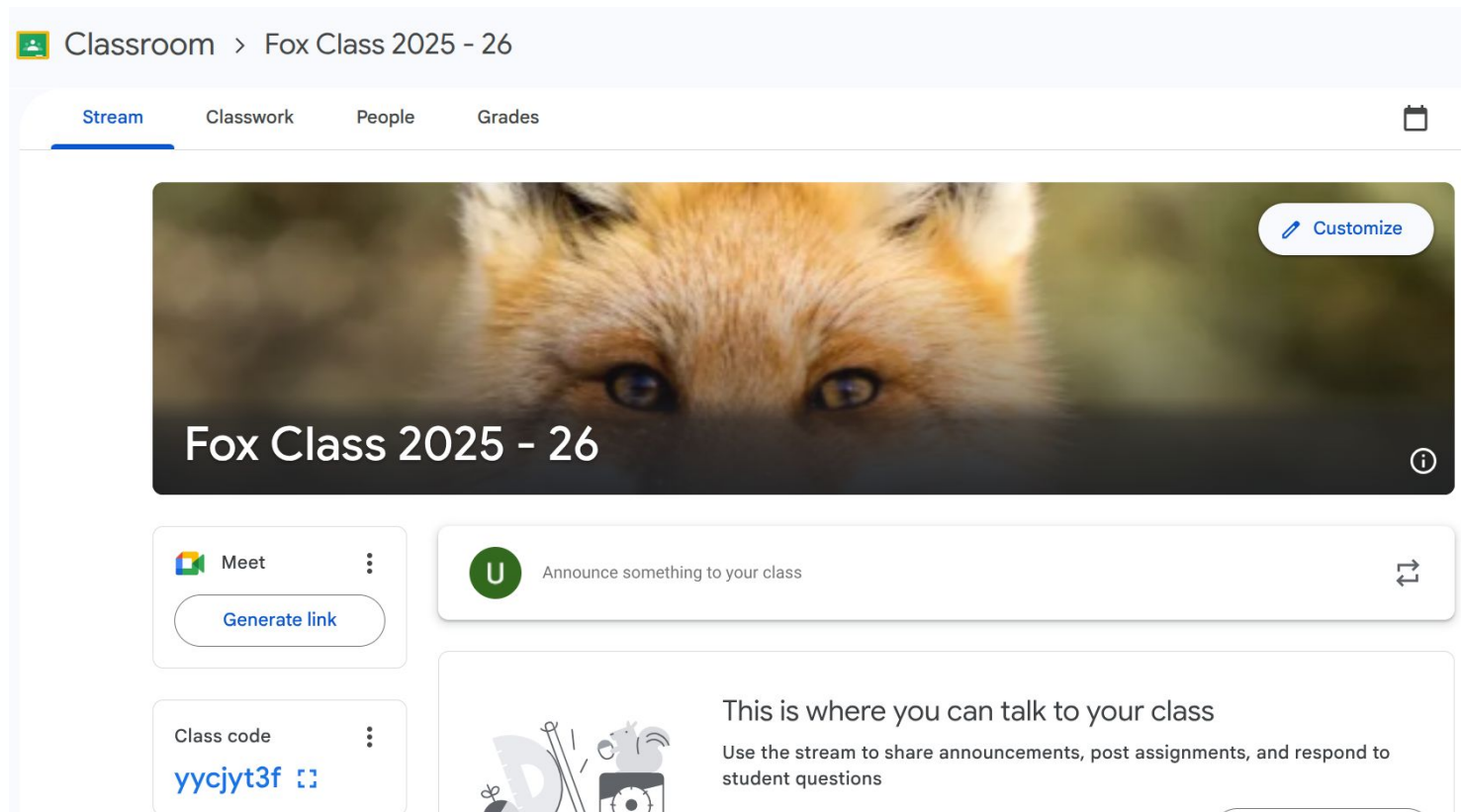
We will look at it as a class once a week and provide verbal feedback.

Fox Google Classroom



To access Google Classroom please use your child's school email as the username and the class code.

Fox Code: yycjyt3f

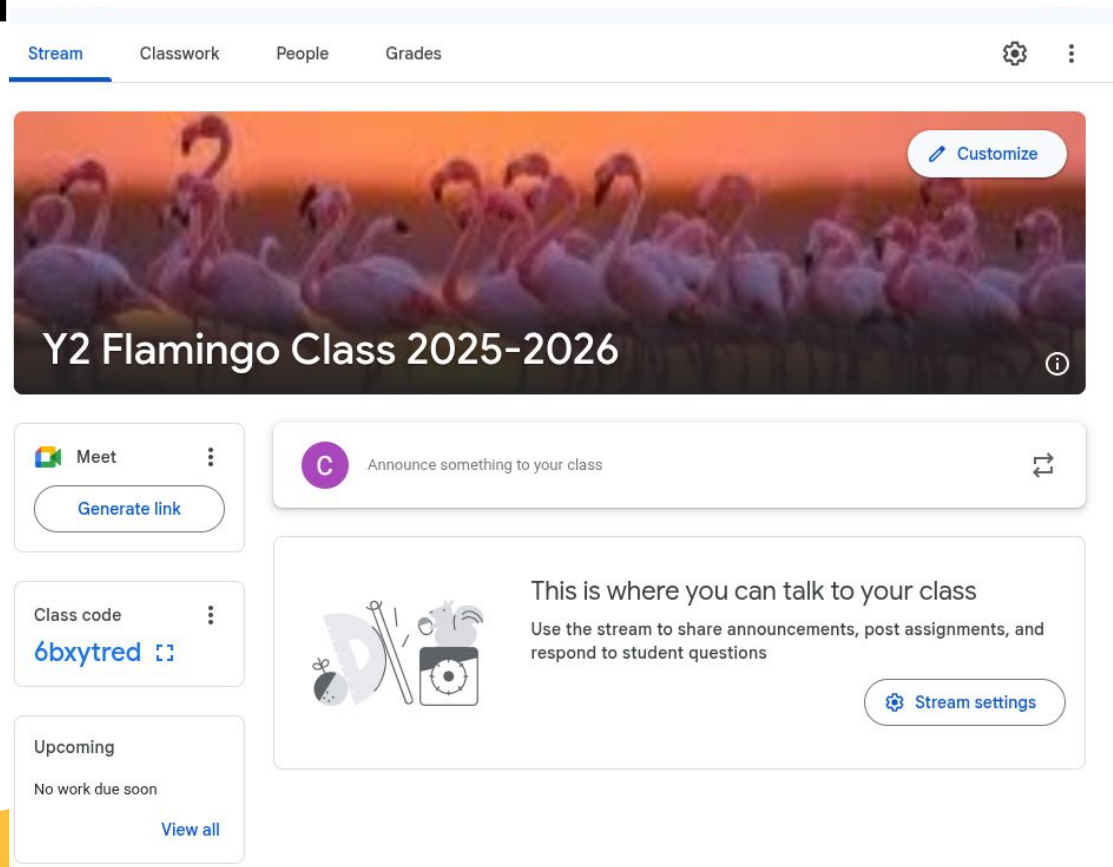


Flamingo Google Classroom



To access Google Classroom use your child's school email as the username and the class code.

Flamingo Code: **6bxytred**

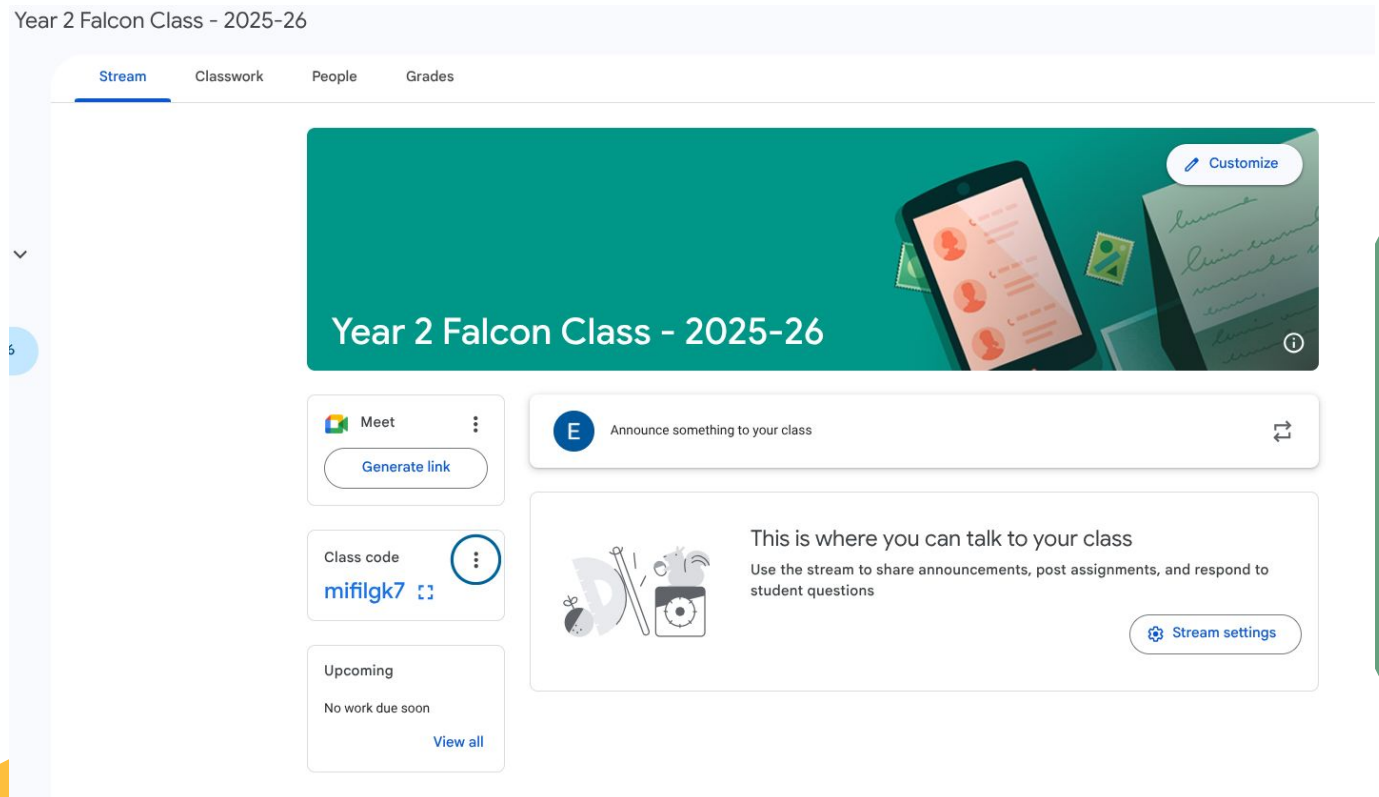


Falcon Google Classroom



To access Google Classroom use your child's school email as the username and the class code.

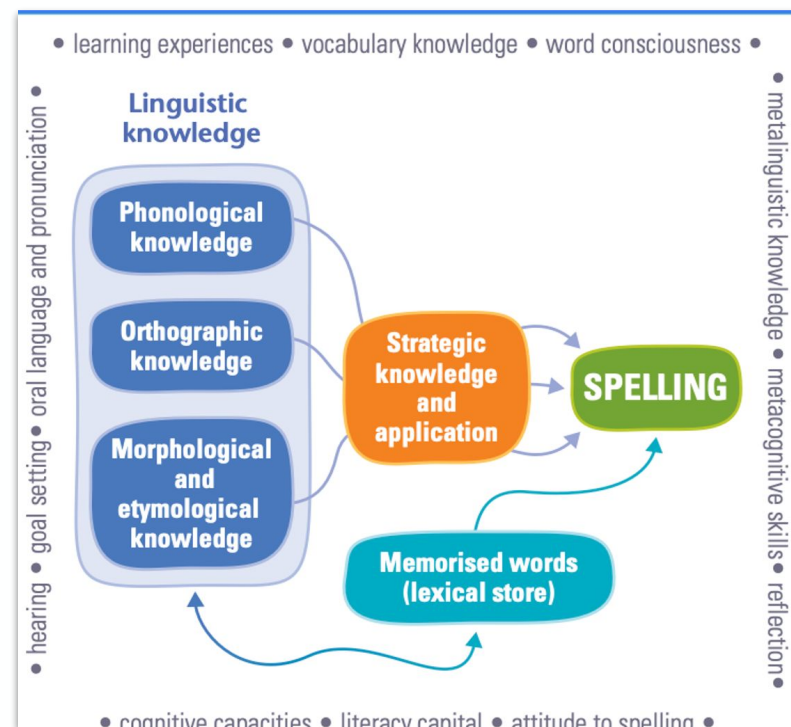
Falcon Code: **mifilgk7**



Spelling



- In **KSI** we teach spelling through Little Wandle Letters and Sounds. In Year 2, the programme provides a link from the core Little Wandle phonics programme taught in Year 1 to teaching spelling.
- In **KSI**, we have introduced a new scheme called '[Spelling Shed](#)'.
 - The scheme uses research-informed approaches. This means teaching '**strategies**' rather than simply memorising them. These strategies include direct instruction, word study and practice (see image).
- We will have one lesson for learning and introducing the new spelling rule each week, then two lessons for practicing and using the rule.
- We will then have weekly spelling quizzes on a Friday to see what the children have learnt from that week. Your child will be sent home with a weekly spelling list to practice at home.



Writing in Year 2

5 star sentences

| | | | | |
|---|---|--|---|--|
| <p>1 Finger Spaces</p>   | <p>2 Capital Letters</p>   | <p>3 Handwriting</p>   | <p>4 Punctuation</p>   | <p>5 Spelling</p>   |
|---|---|--|---|--|

Our Curriculum



Term 1 – 4500 Miles Away

Term 2 – Fire, Fire!

Term 3 – Power of Pictures

Term 3/4 – Amazon Adventures

Term 5 – Bean to Bar

Term 6 – Terrific Trees

Our Curriculum Continued



Curriculum Unit Overview

What is taught and when?

Click on the unit title to view the Medium Term Overview.

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------|-------------------------------------|--|--|--|---|---------------------------------------|
| Reception | Superhero Me | The Deep, Dark Wood | Blast Off! | Dinosaur Discovery | From Wiggles to Wonders | Story Time! |
| Year 1 | My School | The Victorians | Balloon Voyage | Let's Play | Life Below Water | On Safari |
| Year 2 | 4500 Miles Away | Fire! Fire! | Power of Pictures | Amazon Adventure | From Bean to Bar | Terrific Trees |
| Year 3 | Savage Stone Age | What The Romans Did For Us | Brilliant Light | To the Ends of the Earth | Healthy Me | Oh, Grow Up! |
| Year 4 | Splash! | Awesome Ancient Egyptians | Listen Up! | How were the Anglo Saxons? | Southville Now and Then | España |
| Year 5 | New York, New York! | Out Of This World | Greatest Greeks | Carnival | The Vikings are Coming | Life on Earth |
| Year 6 | Bristol Street Art | Mysterious Mayans | My How You've Changed (Darwin) | Peace, Politics and Protests | Me, Myself and I | Legacy & Identity |

You can find lots of information about our **wider curriculum** on the [school website](#).

This includes information about what we teach in each unit, which can also be found on the [year group pages](#).

Subject Information

Click the subject links below for more information:



English



Mathematics



Science



History



Geography



Art



Design & technology



Music



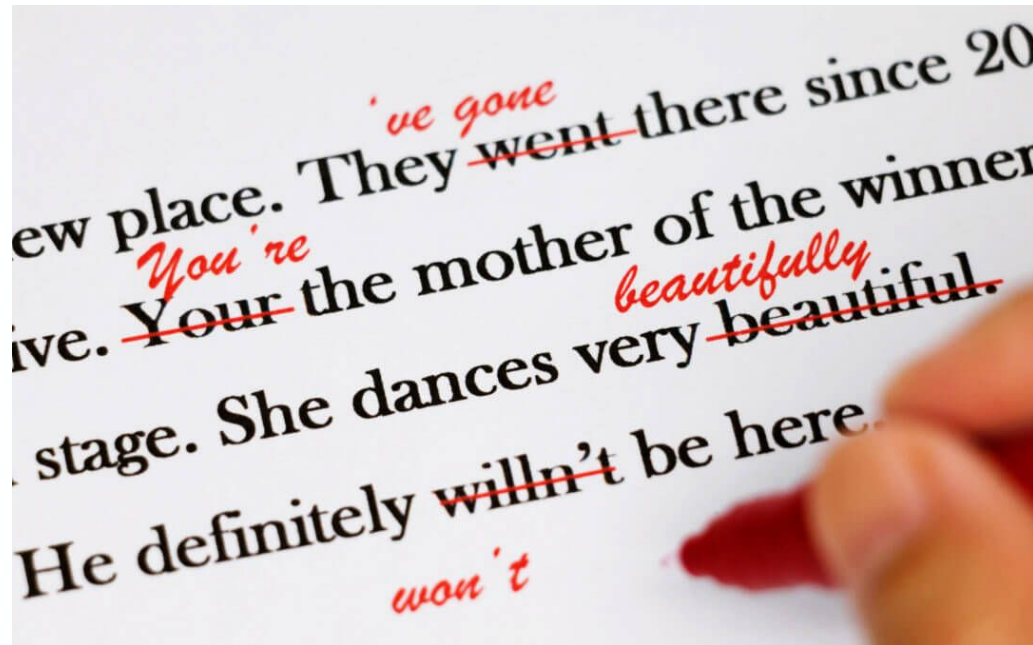
Religious education

You can also find information about how we teach each [subject](#) and [how you could help your child](#).

Feedback and Marking Policy



Children will be taking more accountability for their own learning: marking, reviewing, evaluating and editing their work using red pen following feedback during the lesson.



'Red pen editing is GOOD! It shows us you are learning!'

Feedback Policy:

Meaningful, Manageable and Motivating

The approach puts a big emphasis on face-to-face conversations between the teacher and your child (connection!) which enables them to understand the feedback they have been given and make progress in the moment.

- We place great importance on creating a **classroom culture** where feedback is valued and there is a common understanding that getting things wrong is fine as it helps us to learn ('Growth Mindsets'). We emphasise the importance of 'personal bests'.
- **What you will see:** children editing and improving their work using red pens
- **What you won't see:** written teacher comments or 'next steps' at the bottom of your child's work (we'll be doing this verbally in lesson)
- This doesn't mean we aren't looking at and appreciating your child's work! We will be working very hard to use all of the assessment and information gathered from observations, conversations and work in books **to adapt the next lesson** (considering what we teach, how we teach it and the level of support we provide to individual children and groups of children).

The IEP cycle

What is an IEP?

An Individual Education Plan (IEP) is a document that is developed by the class teacher to ensure a child's learning needs are being met. When a child's learning progress slows, we recognise this could be attributed to different factors. Some of these may be linked to neurodiversity or other reasons. These may include:

- Speech or Language impairment
- Visual impairment
- Hearing impairment
- Learning disability
- Emotional challenge
- Cognitive challenge
- Social, Emotional and Mental health challenges (ADHD)
- Communication and Interaction (Autism)

Where a class teacher identifies a child needs support in their learning, an IEP will be written. This IEP will be shared with the parents in a meeting during terms 1, 3 and 5.

Pen Portraits

For some children, a Pen Portrait is more appropriate than an IEP, as it focuses on the ongoing organisation, arrangements, and support strategies they need in the classroom, rather than short-term, measurable targets.



What is a Pen Portrait?

- A **personalised plan** that gives teachers a clear written overview of your child's needs.
- Designed for children who need **ongoing support** to access the inclusive curriculum.
- Sets out the **teaching methods, resources, and strategies** that will help your child in class.
- Focuses on **practical support** to remove barriers to learning.

How it's created

- Developed by the class teacher.
- **Co-constructed with parents** to ensure it reflects your child accurately.

When it's used

- Created and shared with parents in **Term 1**.
- On going review during the year and changes made when required (e.g. after assessments, reports or based on classroom progress).
- No additional scheduled meetings in the calendar

SOUTHVILLE PRIMARY

My name is ???

I am ?? years old, I was born on the

I am in ??? class in Year 45 of my education.

My recognised needs are:

I like to: (Child's voice)

Positive relationships:
What adults might do to help me, (strategies):

Enabling environments:
What adults might provide to help me in the classroom:

The ZONES of Regulation

| | | | |
|---|--|---|---|
|  |  |  |  |
| <p>Blue Zone</p> <p>Sad Bored Tired Sick</p> | <p>Green Zone</p> <p>Happy Focused Calm Proud</p> | <p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p> | <p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p> |

Communication



Parents' Evening takes place in:

- **Term 2** – 10th November and 12th November.
- **Term 4** – 2nd March and 4th March.
- Your child will receive an end-of-year report in **Term 6**.
- The newsletter is sent out **every Friday** and it has all of the important whole school news and updates.
- We will be sending out a year group specific **Weduc message every Friday**.
- Action shots of school life are on the school's social media channels (**Twitter / Facebook / Instagram**).
- Please feel free to come over for a chat after I have dismissed the children and/or arrange to have a meeting for another time if that's more suitable.

Thank you!

Any questions?