



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.

Falcon Class Staff Team

Miss Griffiths – Class Teacher

Mrs Jones – Learning Support Assistant
Shared across Year 1 and Year 2

Mrs Phillips Learning Support Assistant
Shared across Year 1 and Year 2

Mr Ogden – Student Teacher

Falcon Class will also be taught by:

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

Flamingo Class staff team

Miss Spooner (Class Teacher)

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

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

Flamingo Class will also be taught by:

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

Fox Class Staff Team



Miss Irvine (Class Teacher).

Mrs Jones (Learning Support Assistant Monday – 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, Miss Holden/Ms Mer, Mrs Asensi and George – Thursday afternoons to cover PPA and teach ICT, music/RE and chess.

Key staff within KS1



MISS IRVINE
Fox Teacher



MISS GRIFFITHS
Falcon Teacher



MISS SPOONER
Flamingo Teacher



MRS Phillips
KS1 LSA



MRS JONES
KS1 LSA



MS MER
Reading Support/ PPA
Cover



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

Key staff within the School



MR BOWMAN
Headteacher



MR COMMANDER
Deputy Head



MR POTTER
Deputy Head



Ms Lawrence
Key Stage Leader
(Monday - Wednesday)



Ms Thomas
Key Stage Leader
(Wednesday - Friday)



MRS MOODY
Special Needs
Coordinator and
Inclusion Lead



MISS TRIMNELL
SENCo support



MRS FLAECHER
School Business
Manager



KERRI STENNER
Kitchen Manager



MRS MATHIAS
Family Liaison

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:

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

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

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

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

English as an additional language – multilingualism is our superpower!



Parents welcome to visit and read – share a favourite story in your home language.

Tell us about your home culture – food, festivals, art, traditions, everyday life.

Teach us a few words – greetings, numbers, songs in your language.

Every language is celebrated – we value the languages our children bring with them!

Multicultural fortnight – 26th Jan – 5th Feb 2027 – events and activities linked to the celebration of language and culture.

Term 1 – Working at home



Reading

Homework
– optional



This term our topic is '**4500 Miles Away**' and during the topic we will learn to:

- create a simple map and key
- read grid references on a map
- name key human and physical geographical features
- name the countries in the UK
- use compass points to follow a map
- compare life in Bristol to that of the Caribbean Island, Jamaica
- Consider colour and compare different artists

For homework, please can you choose **one activity a week** from the choices below. Make sure you choose from a different box each week, so you cover a range of learning areas and then upload to Google Classroom each week.

SPAG (spelling, punctuation and grammar)

- Write **sentences** that describe a character from your favourite book or TV show. Remember to include those **adjectives**!
- Write a list of **questions** that you would like to know about Jamaica.
- Create a **poster** about the United Kingdom. Include any cool facts that you know and your favourite things about the island!

Maths

- Create a **snakes and ladder board game** that includes addition and subtraction.
- Can you make a **song** where you count forwards and backwards to 20 in 2's? What about up to 50?
- Can you **play shop** with your toys at home whilst using money? How much did your toys cost? **Write down the cost** of your toys.
- Play Place Value Basketball online at the Top Marks website. (Google 'Place value basketball')



Term 2 Onwards – Working at Home

Reading

Homework
– optional

Spellings

Reading at home

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

Reading Y1 & 2 –help your child at home



- **We encourage you to read with your child as often as possible.**
This is probably the most important thing that you can do to help your child make maximum progress – every day
- Research shows that the more your child reads, the more progress they make. It helps them access all the other subjects
- 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.
- **Discuss the stories** or facts you read about using a [range of questions](#).
- Simply showing interest and excitement about the books you read is really beneficial.

Reading – how to help your child at home

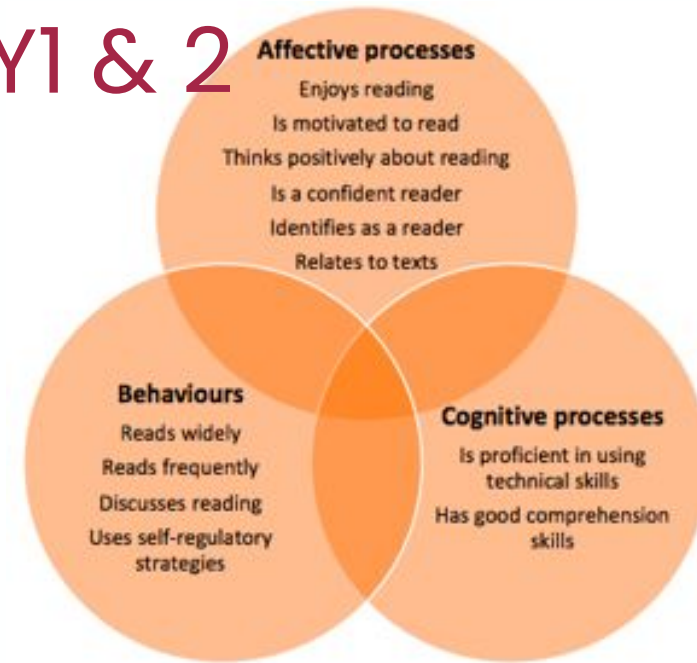


All reading is good!

- **Read whatever your child is interested in** – magazines, comics, websites, recipes, non-fiction, graphic novels etc.
- We expect all children to read other books as well as levelled school books – Weekly/ fortnightly visits to our school library to borrow books
- It's not about rushing to 'move up the levels' –It's about checking they enjoy and comprehend
- Please **sign your child's Home-Learning Diary** to let us know what and how often your child is reading at home, the class teacher will check them.

Levelled scheme in school – Y1 & 2

- All children have a Little Wandle book to read at home.
- The book stage is assigned by their class teacher to ensure they are reading a book at their correct independent level (approx. 95% word accuracy).



- Fluency **and** comprehension form part of this assessment. Not just reading the words and rushing to the next book.
- Children can take levelled and library books home and are expected to read daily at home for 20 minutes, mostly with an adult.

Reading underpins the whole curriculum

1. Home reading daily with an adult- Little Wandle book
2. 1 x Weekly/ Fortnightly visit to school library to choose a book to read at home
3. 3 x Whole Class Reading (Y2) sessions per week
4. 1 x DEAR (**Drop Everything And Read Y2**) session per week
5. Frequent reading in class for other subjects like History or Geography
6. Special events with visiting authors and competitions

Homework

Homework is set termly and will be shared on Google Classroom.

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.

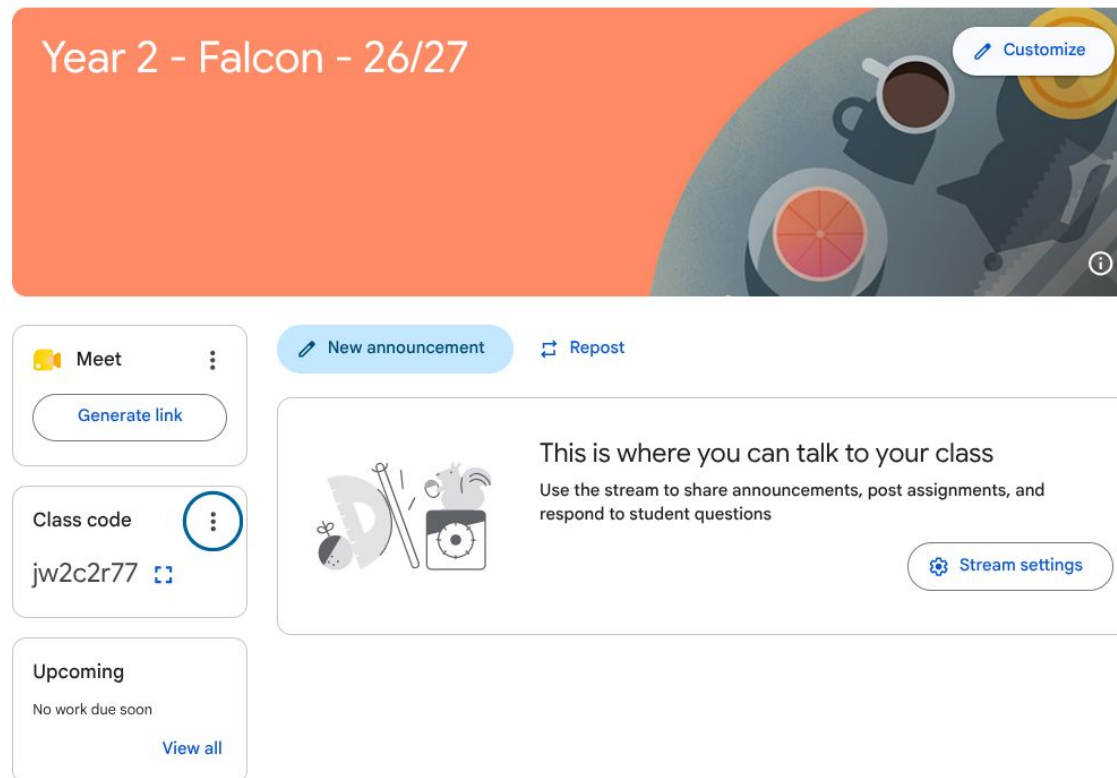
We will look at it as a class once a week and provide verbal feedback.

Falcon Google Classroom



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

Falcon Code: jw2c2r77

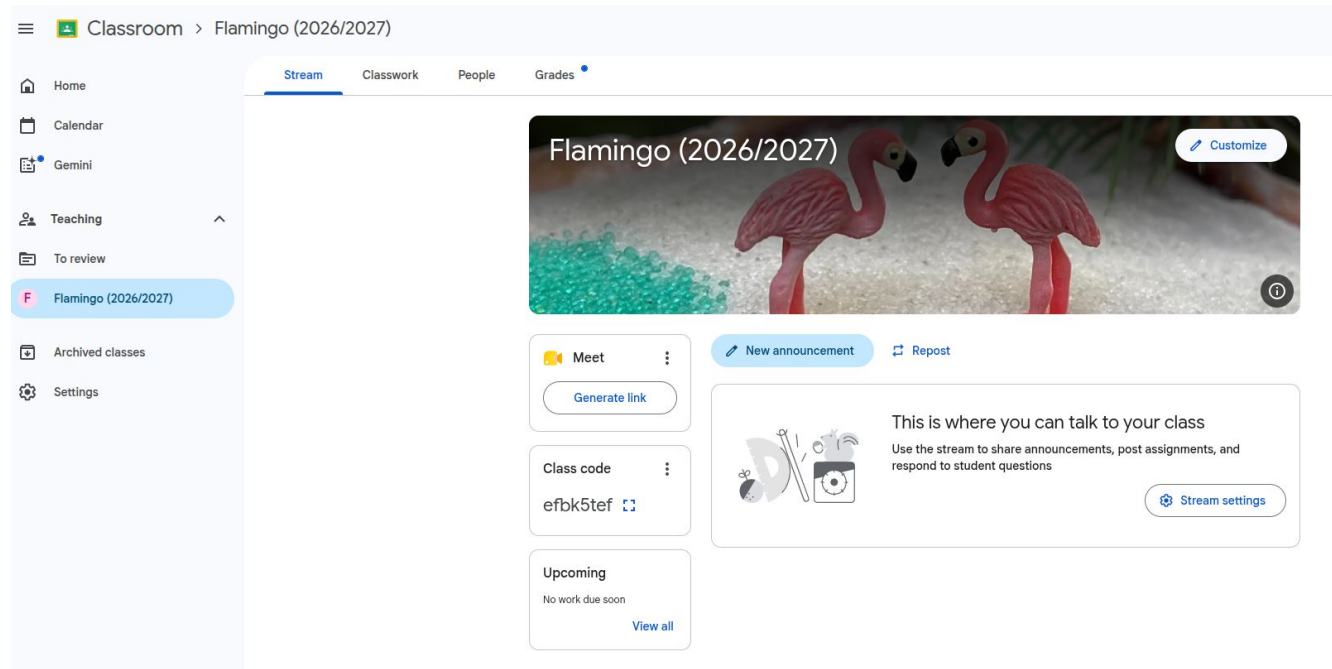


Flamingo Google Classroom



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

Flamingo Code: efbk5tef



Fox Google Classroom



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

Fox Code: cnglyk2e

The screenshot shows the Google Classroom interface for the "Year 2 Fox 2026-27" class. The header features a large image of a fox and a "Customize" button. Below the header, there are buttons for "Meet", "New announcement", and "Repost". The "Meet" button includes a "Generate link" option. The "Class code" is displayed as "cnglyk2e". A message from Kate Irvine, dated 12:46 PM, welcomes students to the class and provides information about uploading homework tasks. The message is signed "Kind regards, Miss Irvine".

Year 2 Fox 2026-27 [Customize](#)

Meet

[Generate link](#)

[New announcement](#) [Repost](#)

Class code

cnglyk2e

Kate Irvine
12:46 PM

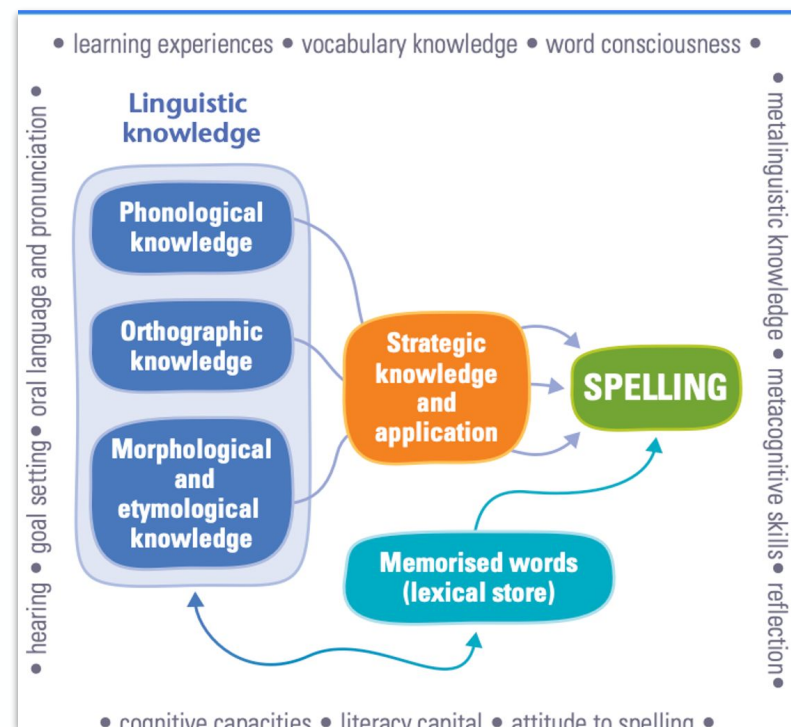
Welcome to Fox class! I am so excited to be your child's teacher this year. Google Classroom is a place where you can upload your child's homework tasks. I look forward to seeing their work.

Kind regards,
Miss Irvine

Spelling

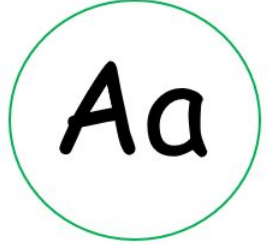
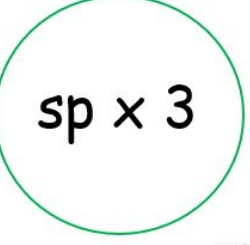


- In **KSI** we teach spelling through Little Wandle Letters and Sounds. In Year 2, the programme provides a link from the core Little Wandle phonics programme taught in Year 1 to teaching spelling.
- In **KSI**, we have introduced a new scheme called '[Spelling Shed](#)'.
 - The scheme uses research-informed 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

1 Finger Spaces  	2 Capital Letters  	3 Handwriting  	4 Punctuation  	5 Spelling  
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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 also find information about how we teach each [subject](#) and [how you could help your child](#).

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

This includes information about what we teach in each unit.

Subject Information

Click the subject links below for more information:



English



Mathematics



Science



History



Geography



Art



Design & technology



Music

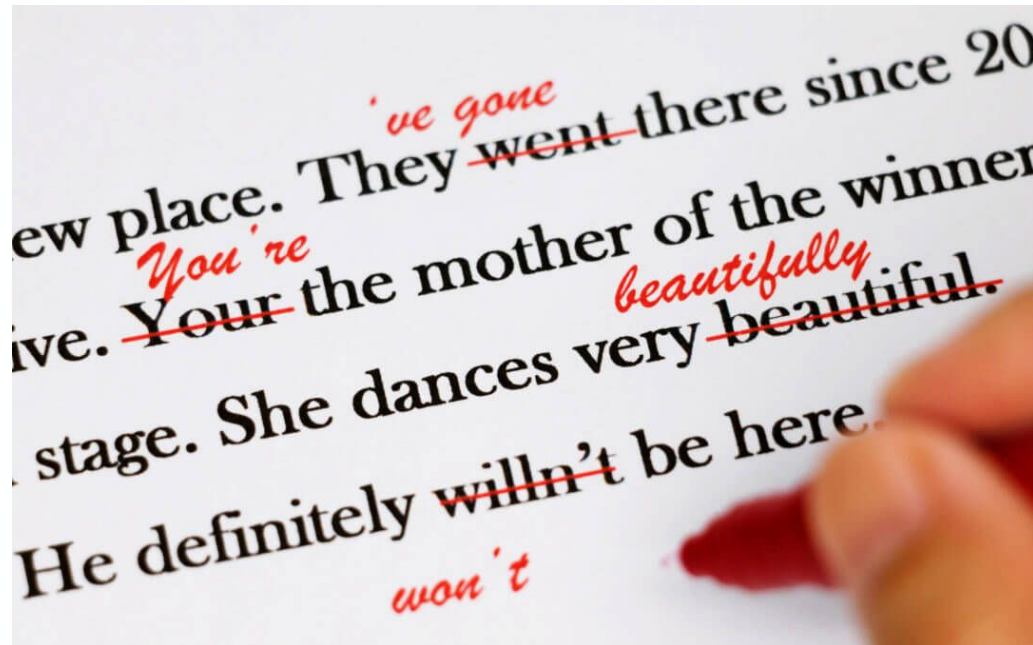


Religious education

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

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

Communication



Parents' Evening takes place in:

- **Term 2** – 9th November and 11th November.
- **Term 4** – date pending.
- 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?