



Home Learning - 18th January 2018

Dear Parents,

This week the children have been busy learning about noun phrases in English and writing some fabulous descriptions. They made their own collage Great Fire of London pieces in Art and used this as inspiration for their writing. In Maths this week we have been subtracting (practically, blank number lines and chunking). The children have also had a go at creating their own music pieces and following a rhythm.

Thank you to everyone who has signed up for the parent workshop next week. It will be a Maths focus 9:30-10:30am Wednesday or Thursday. Unfortunately, we won't be able to have siblings join us on this occasion as the workshop will take part within a normal lesson. We hope that it is useful for you all. See you next week!

Attached to this week's home learning letter is a list of reading comprehension questions for you to support your child's reading at home. When your child changes their book on a Thursday there will be a coded question in your child's yellow reading record book for them to answer. We would like the children to answer the question in their Home Learning books by writing a sentence (see below for an example).

Describe, select, retrieve, deduce, infer, interpret and identify the structure of Non-Fiction Texts.

B1 – What is the book about? What is the title of the book?

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The book is called Goldilocks and the Three Bears and it is about a little girl who breaks into a cottage and steals their porridge, breaks their chairs and sleeps in their beds.

 Dragonfly Superstar Of The Week	 Ladybird Superstar Of The Week	 Glow Worm Superstar Of The Week
Callum for really good Maths this week - well done!	Harry for great description - well done!	Lucia for amazing subtraction in Maths this week - well done!



Spelling Bee

Year 2



Mild	Hot	Spicy	Extra Spicy
were	house	where	burning
of	going	blazing	flickering
dusty	walked	have	destroyed
rigid	smoky	escape	material
smooth	really	very	shiny
king	bendy	waterproof	true

Home Learning:

Home learning this week is to look at and have a discussion about diaries. If your child wishes to write their own diary over the weekend that would also be helpful. Some questions to help your children about diaries might be:

Why are diaries written? Who writes them? What do diaries include? Should we read other people's diaries?

Have a wonderful weekend!
Charlotte, Sophie and Leigh ☺

Assessment Focus Booklet

Each week your child will be taught strategies to help them to read. To support their comprehension skills, we would like you to encourage your child to answer one of the **coded questions** below, in their Home Learning Book. This list will also enable you to broaden the types of questions you ask your child about their school reading book.

Please always copy the question into your child's Home Learning Book so that we know which one you have focused on and help them to answer it in clear sentences.

Thank you.

Describe, select or retrieve information and use quotation and reference to the text.

- R1** – Where does the story take place?
- R2** – When did the story take place?
- R3** – What did the character look like?
- R4** – Who are the key characters in the book?
- R5** – What happened in the story?
- R6** – What kinds of people are in the story?

Describe, select, retrieve, deduce, infer, interpret and identify the structure of Non-Fiction Texts.

- B1** – What is the book about? What is the title of the book?
- B2** – Can you find examples of different features of non-fiction texts?
- B3** – Find something that interests you from the text. Explain why you chose that part.
- B4** – Where would you look to find out what a technical word means?
- B5** – Which parts of the book could help you find the information you need?
- B6** – When would you use the contents page in the book?
- B7** – When would you use the index page in the book?
- B8** – What are the subheadings for?
- B9** – Why have some words been written in bold?

Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

G1 – Were you surprised by the ending? Is it what you expected? Why/why not?

G2 – What is the main event of the story? What do you think this is?

G3 – How has the text been organised?

G4 – Why do you think authors use short sentences?

G5 – How did you think it would end/should end?

G6 – Has the author used an unusual layout in the text? If so, describe it and say why you think they did this.

G7 – Has the author put certain words in **bold** or *italic* ink? Why have they done this?

Deduce, infer or interpret information, events or ideas from texts.

P1 – If you were going to interview this character/author, which questions would you ask?

P2 – Which is your favourite part? Why?

P3 – What do you think would happen next if the story carried on past the ending of the book?

P4 – Who was the story teller? How do you know?

P5 – Predict what you think is going to happen next. Why do you think this?

P6 – Is this a place you could visit? Why/why not?

P7 – How is the main character feeling at the start/middle/end of the story? Why do they feel that way? Does this surprise you?



Please fill in the challenge sheet indicating how much of a superstar your child has been and tuck it inside their Home Learning book. We will celebrate any successes as a class each week and your child will get to go onto the golden cloud for trying so hard with their learning at home.

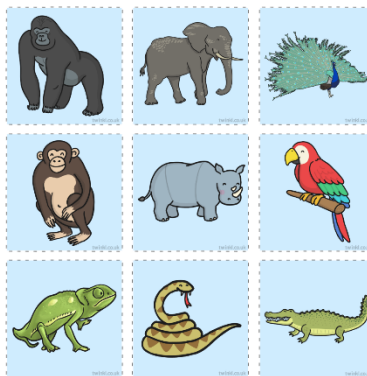
Good luck! ☺

Home Learning Challenge

This is to certify that

Completed their Home learning tasks by:

Learning Zoo



Go for it Gorilla – I will have a go

Exploring Elephant – I am an explorer

Proud Peacock – I am proud of what I do

Choosing Chimp – I can choose ways to do things

Persevering Parrot – I can persevere and not give up

I know Rhino – I play with what I know

Creative Chameleon – I have my own ideas

Slinky Linky Snake – I make links in my learning

Concentrating Crocodile – I join in and concentrate