



Friday 6th December 2024

Y2 Autumn Term Parent Consultation Meeting

Dear Parents and Carers,

We are looking forward to seeing you on either **Tuesday 10th December** or **Thursday 12th December** for our **Autumn Term Parent Consultation Meetings**. I hope that you have signed up for **an online meeting** via **School Cloud** and that you will be able to keep that appointment. This will ensure that all our teachers can share your child's progress this term and in partnership with you 'bring out the best' in your child through a discussion of targets that have been set for the end of the year.

Please find attached a copy of the **targets** for children broken into the three core subjects [reading, writing, maths] and into three **assessment** areas. Our main priority is for every child to make the maximum amount of progress from their individual starting points across the year and whilst they are at Hartford Infant and Preschool. For that to happen, children's learning is broken into smaller steps and therefore they may be currently assessed using **PIVATS [Performance Indicators Value Added Target Setting]**, or as **working below the expected standard for their age known as 'WTS'**, or children may be **working within the expected standard for their age group known as 'EXS'** or they may be **working beyond the expected standard at a Greater Depth, and this is known as 'GDS'**. Each child is unique hence the children may be working at different standards for each main area. Your child's class teacher will explain which standard your child is currently working within and how you can support at home. Teachers gather evidence of a child's ability to work independently in class to assess the standard they are working within and again this may be shared with you at the meeting.

As usual we will also share your child's **attendance percentages**. We understand that children are often poorly when they start school, but we do hope that children are not being withdrawn from school for holidays in term time.

The **consultation meetings** will take place **online** for each child. Please ensure you have booked a slot.

Following the meeting we would appreciate your feedback with [this online form](#). Thank you in advance for your engagement.

Should you wish to discuss anything further, please do not hesitate to find me on the playground in the morning.

Best wishes

Rae Lee
Headteacher



Hartford Infant and Preschool			
Year 2			
Class 5 & 6			
Autumn Term Targets 2024			
	Reading	Writing	Maths
PIVATS	Some children may be working on PIVATS [<i>Performance Indicators Value Added Target Setting</i>]. This contains personalised targets which will be shared at the Parents Evening.		
WTS	to be able to read with increased fluency knowing <i>some</i> Y2 CEWs and understand what they have read	to write a range of longer sentences using and use some stage 5 phonics for alternative graphemes use a full stop and capital letter	partition a two-digit number into tens and ones to demonstrate an understanding of place value add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
EXS	to be able to read <i>many</i> Y2 CEWs, read with fluency and make inference deductions from what they have read	to write a range of longer sentences using and, but, because, if, when and with to write sentences and use a variety of punctuation use alternative graphemes to spell words	add and subtract any 2 two-digit numbers using an efficient strategy [not counting back in 1's], explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$), partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
GDS	to be able to read <i>most</i> Y2 CEWs, with fluency, make inference deductions and make links to other books they have read	to write at length a range of interesting, detailed sentences with a range of punctuation, accurate spellings and effective word choices	to be able to use reasoning about number and relationships to solve more complex problems and explain their thinking e.g., $29 + 17$ is equal to $15 + 4 +$ = recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside of known multiplication facts [e.g., $5+5+6$ is 16 because I know 3×5 is 15 and one more is 16]



Key:

- **Stage 5 phonics** – introduces children to alternative spellings for sounds and alternative pronunciations for these: for example, learning that the grapheme 'ow' makes a different sound in 'snow' and 'cow'.
- **CEWs** – Common Exception Words - **these words are words in which the English spelling code works in an unusual or uncommon way**. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a combination of letters to represent sound patterns in a rare or unique way e.g. 'said'
- **Digraph** - 2 letters making 1 sound [phoneme] /sh/, /ai/, /ee/ etc.
- **Trigraph** - 3 letters making 1 sound [phoneme] /igh/, /ere/ etc.

*Please see our school website for phonic mats available for specific stages: [English - Hartford Infant School](#)