



# St. Lawrence Primary School

La Grande Route de St Laurent  
St Lawrence  
Jersey

JE3 1NG

Telephone: 01534 863172  
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## Year 2 – Spring Term Newsletter 2025

Dear Parents/Carers,

Happy New Year! I hope you all enjoyed a break over Christmas. Mrs Cattell, Mrs Cavliglione and I are looking forward to our Spring Term with the children. My apologies for the disrupted start to the term with my being off poorly, I am feeling better and excited to get back to class!

Please see below for a breakdown of the planned teaching in each of the subject areas for the term ahead. I have also included our **Maths Fluency** focus for Year 2 this term at the end of the letter.

### Visits/Visitors

This term we have booked a trip to the **Steam Museum** on **Wednesday 5<sup>th</sup> February** in the morning, which links to our history learning on the 'history of transport'. The children will wear **PE kit** as usual that day. If anyone is free to join us for the trip please let me know (timings to be 10.20-12.00). It is cold in the museum as there is no heating so I will send a reminder for coats to be brought to school that day.

We are currently planning the details around an exciting visit from the **National Trust** on **Wednesday 12<sup>th</sup> March**. It will focus on our science learning – 'living things and their habitats' and will comprise an activity involving the children making an animal habitat.

We will also be visiting Springfield School **in the last week of term**, as part of our 'pen pals' learning in Writing after half term. We will be hosting their Year 2 class for a morning too, enabling us to get to know our pen pals and to see the differences between our schools. We undertake activities, have a tour of each school and even get to try the other school's play area and join together to play some sport!

### Shared learning afternoon

A provisional date for our shared learning afternoon is **Tuesday 25<sup>th</sup> March, from 1.30pm**. (I will confirm details closer to then). Parents and carers are invited in to hear about the children's learning this term, to look at their books plus hear poems we have been learning.

## Our curriculum learning for Spring term

### Maths

We will continue our work on the White Rose Maths scheme. We will continue to consolidate our skills in Addition and Subtraction, while covering these new topics:

<b><u>Money</u></b> Counting money – pence and pounds (notes and coins) Comparing amounts of money Calculating with money Finding ways to make a pound Finding change Two-step problems	<b><u>Number: Multiplication and Division</u></b> Recognising, making and adding equal groups Introducing the multiplication symbol Multiplication sentences Using arrays Make equal groups – by grouping and sharing The 2, 10 and 5 times-tables Dividing by 2, 10 and 5 Doubling and halving Odd and even numbers
<b><u>Measurement: Length and Height</u></b>	<b><u>Measurement: Mass, Capacity and Temperature</u></b>



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Measuring in centimetres and metres Comparing and ordering lengths and heights Four operations with lengths and heights	Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millilitres Measure in litres Four operations with volume and capacity Temperature
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**To support your child with their Maths learning, it would be really beneficial to practise the following at home:**

- Number bonds to 10, 20 and then 100 (multiples of 10, 5 and then any 2 digit number). Once one is secure, move on to the next one. These need to be with fast recall- no fingers!
- Counting up and down in 1s, 2s, 5s, and 10s
- Doubling numbers up to 10, 20, and 100
- Writing numbers - ensuring they are all formed correctly and facing the right way
- Spelling numbers to 100 (e.g. eight, sixteen, thirty-one)
- Encourage your child to think about 'related facts' e.g.  $4 + 6 = 10$ , **so**  $14 + 6 = 20$  and  $40 + 60 = 100$
- Beginning to work on 10, 2 and 5 times tables
- Identifying tens and ones in a 2 digit number (How many ones are in 34?)
- Start to find mental methods to add and subtract 2 digit numbers independently.

The White Rose scheme offers **free workbooks to parents** to help support their child at home. The workbooks can be downloaded via the following link: <https://whiterosemaths.com/parent-resources> alongside helpful videos too.

In addition, a reminder that 'Times Table Rockstars', for which each child was issued a login, is a great resource for boosting number fluency and familiarity with times tables (for Year 2 - the 2s, 5s and 10s, plus starting to learn 3s.)

As such there is no formal Maths homework in Year 2 which is submitted, however please review the fluency focus at home (see the end of this letter) and whenever possible please practice these with your child. If you would like to see how this term's focus fits in in terms of progression, it is set out in our 'Fluency policy', available on the policy pages of the school [website](#).

## **Reading**

We continue our learning following the Read Write Inc programme. The children in KS1 work together and are grouped according to their ability. The KS1 class teachers and TA's each teach a group.

**Please ensure children bring their RWI book folders containing their books Monday in order to change their books in their RWI lesson.**

If your child is in **Grey** group they are working on increasing their fluency and reading with intonation. They are also developing their comprehension skills.

If your child is in **Yellow** or **Blue** group they are working on reading Set 3 sounds ea, a-e, i-e, o-e, u-e, oi, ai oa ew oi ire ear er aw ow ure are ur, speedily. They are reading words containing these sounds (including 'alien words') They are working on reading an unseen text fluently, at 80+ words per minute. They are also continuing to consolidate speedily reading words containing Speed Sound Set 2 sounds.



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If you would like another copy of our speed sounds chart, please let me know and I can send a copy home with your child. If you might be interested there are speed sounds practise sheets available online, together with other resources available for home, issued by 'Read Write Inc' here: [Parent guide to Read Write Inc. Phonics - Oxford Owl](#)

It is really important that your child reads a correctly levelled book **at least 4 times a week for 15/20 minutes** – please remind your child to bring in their **'Reading challenge sheet' on a Tuesday** and we will review and award stickers/house points. In Year 2 children need to focus on developing their fluency and begin to read at home with intonation.

## **Book buddies**

We have started a new 'book buddies' session each week in which Year 2 read with a buddy from Year 5 on a **Wednesday** afternoon. The older children ask questions about the Year 2 child's chosen book to help develop their comprehension skills. The children have already been enjoying these sessions!

## **Writing**

On a **Monday** we will usually write a diary recount of our weekend. This enables us to continue practising using the suffix -ed, using expanded noun phrases, correctly punctuating sentences, re-reading and editing our work, applying spelling rules and consolidating grammar skills.

This term we will also be learning how to write **'Explanation texts'** (first half term), which are non-fiction in nature and provide an explanation on how things work, for example, how a bee makes honey, or how a steam train runs. Children will get to write about a mode of transport, which links to our history topic - the history of transport. In the second half of term we will learn how to write **'Informal letters'**, using texts written in the style of letters initially for inspiration (for example 'Dear Greenpeace' and 'The Day the Crayons Quit'). This will lead on to writing our own letters. We are then going to be writing and exchanging letters with 'Pen Pals' from Year 2 at Springfield school, before meeting them in person and having a tour of each other's schools.

## **Handwriting**

We have started practising our 'joins' with the children in weekly handwriting sessions. I have included at the end of this letter a snapshot of the joins they will cover and the terminology children will be using in class, our [handwriting policy](#) can also give you an idea of what they are working towards. It is important for children to focus on forming consistent-sized letters in order to then be able to join their handwriting.

## **Oracy**

We will be focusing on oracy across all lessons:

- Encouraging the children to use the correct subject-specific vocabulary.
- Focusing on 'good listening' to others (looking at the speaker, taking turns)
- Challenging opinions (I agree/disagree with you because...)
- Building on others ideas (To build on what you are saying...)
- If possible, encouraging your child to use **'because'** in their sentences would be very beneficial. (Particularly in Maths. How do you know that  $15 + 8 = 23$ ? How do you know that  $15 + 8$  doesn't equal 28?).

We will learn to recite poems this term and we will be given the opportunity to present these poems in assembly, and also to parents at our shared learning afternoon.

## **Science**

This half term's science topic is 'Growth and Survival'. We will be looking at the following topics:

- The needs of animals for survival;



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- The needs of humans for survival;
- The importance of eating the right food;
- What a healthy balanced diet looks like;
- The impact of exercise on our bodies;
- The importance of hygiene.

We will then look at 'Living things and their habitats', covering:

- The differences between things that are living, dead and which have never been alive;
- Identifying and naming a variety of plants and animals in a microhabitat;
- Designing a suitable microhabitat where living things could survive;
- Exploring what animals eat to survive in their habitats;
- Understanding food chains;
- Understanding the journey food makes from the farm to the supermarket.

## **History**

This half term the children will be looking at 'The history of transport'

During this topic we will explore:

- the different ways in which travel and transport has changed from past to present;
- how cars have changed since they were invented;
- the different ways that humans have tried to fly throughout history;
- the Wright brothers and the invention of the aeroplane;
- travel and transport of the past, present and future, making comparisons.

Our trip to the Steam Museum will bring a lot of these elements to life for us. We get to see the evolution of various types of vehicles for ourselves and even explore actual Steam engines plus a number of key inventions in transport over time.

## **Geography (2<sup>nd</sup> half term)**

During Geography lessons we will be looking at 'Cold places: What is it like at the north and South Poles?' Our topic will include finding out about the world's cold places, locating the North and South Poles, learning about The North Pole and the Arctic plus The South Pole and the Antarctic. Learning about Arctic and Antarctic wildlife; plus Living in the Arctic and the Antarctic.

## **Religious Education**

This term we will look at the question – 'Why does Easter matter to Christians?' In the second half of term we will explore 'How should we care for the world and for others, and why does it matter?'

## **Art**

In Art, we will be looking at the work of late local artist Peter Knight, using this for inspiration to create our own paintings of local landmarks. We will start by learning about colours, creating different colours, using tints and tones, then we will plan and execute our own artwork using our practised skills.

## **Design and Technology (2<sup>nd</sup> half term)**

We will be linking our DT with our recent History topic of castles, designing, producing and testing (!) our own catapults.

## **Music**



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This half term we will be following the music scheme for schools, 'Sing Up'. In our 'Grandma's Rap' unit, children will compose 4-beat patterns to create a new rhythmic accompaniment; chant 'Grandma rap' rhythmically and perform to an accompaniment children create. They will explore crotchets, quavers and crotchet rests; learning clapping games and following durations with actions 'walk' (crotchet) and 'jogging' (quavers). After half term, we will create music inspired by train travel, looking at use of volume, dynamics and speed.

## **P.S.H.E (Personal, Social, Health and Economic Education)**

In PSHE this term we will be looking at 'Keeping safe and managing risk: Indoors and outdoors'. In these lessons children will learn about keeping safe in the home, including fire safety; keeping safe outside; online safety and we will focus on road safety.

After half term, we will look at the topic, 'What keeps me healthy?' which links with our science learning on humans and survival.

We will have four sessions delivered for us by the school's Education Welfare Officer in accordance with the NSPCC's '**Keeping Myself Safe and Well**' programme at the start of Summer term, details will be shared before the end of Spring term.

## **P.E.**

Our PE days this term are **Mondays** and **Wednesdays**.

This half term our PE learning is as follows:

### **Mondays - Sports Bugs (Outside)**

We are excited to continue working with the Sports Bugs team and in the upcoming sessions the children will be introduced to team play, communication, and basic techniques for a range of sports, such as football, tennis, basketball and hockey.

### **Wednesdays - Dance (Inside)**

- Performing formations
- Exploring relationships through different dance formations
- Explaining the importance of emotion and feeling in dance
- Using a stimuli to copy, repeat and create dance actions and motifs

*After half term*

**Sports Bugs** will continue outside for our **Monday** sessions.

### **Wednesdays - Circuit training (Inside)**

Children will visit 12 different stations around the hall and try to improve their speed across the unit of lessons, doing different drills. Children will be building up their strength, stamina and co-ordination with a range of different circuit activities.

**Please ensure that all hair is tied back securely on PE days, and they are not wearing watches or jewellery.**

## **Computing**

In Computing lessons this term, the children will be working on a 'Programming' topic comprising robot algorithms and programming quizzes. We will learn what algorithms are, how they are implemented as programs on digital devices



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and that programs require clear, precise instructions; Explore what happens when we change the order of instructions; Create and debug simple programs; Experiment using code and artwork in projects; and use logical reasoning to predict the behaviour of simple programs, The children will be using the 'Bee Bots' to develop their programming skills, using a sequence of commands to move the Bee Bot. You can find out more about Bee Bots [here: https://theeducationpartnership.org/steam-lending-library/bee-bot/](https://theeducationpartnership.org/steam-lending-library/bee-bot/). We will also be exploring Scratch Jr, a programming tool whereby children can program interactive stories and games.

The children also now have their own individual log ins for the school computers. The children have been reminded of the 'Responsible Use' policy.

## General

### Belongings

- Please check that all uniform is **named**.
- All long hair needs to be tied back and appropriate hair clips worn.
- Please check that all children's water bottles, snack boxes and lunchboxes are clearly named.
- Please ensure children have a separate bottle for class and lunch. If they are having hot lunch, please do remember to send in a separate lunch time bottle as they ought not to be returning to the classroom during lunch time to fetch a classroom bottle as they would be unsupervised.

### Break and Lunch timings

The children have break time from **10.00-10.15am** and lunch from **12.00-12.20pm** (then play time until 1pm). If you need to take the children for any appointments, please be mindful of these timings in case they need to have snack or their lunch if they will miss either. Please also remember to contact the office and ourselves if you have an appointment and we will record this on the register appropriately and have the children ready to go.

### Change in circumstances

If there are any changes at home that may affect your child, e.g. a bereavement, house move, hospital appointments, family members being away from home, change to family life, please let us know.

### Birthdays

If your child has a birthday, they are allowed to come to school in non-school uniform on the Friday of their birthday week. We celebrate the children's birthdays in class (there is a special birthday toy they get to have for the day) so please do not feel that you need to send in anything. Unfortunately, we are no longer able to give out cakes or sweets any longer owing to severe allergies in school.

### House points

Children will be awarded house points for demonstrating the 'core values' of the school. These are Success, Independence and Responsibility. It would be helpful if you can talk to your child about what they can do to earn some house points. If your child has completed something outside of school, please feel free to email us as we would love to celebrate it in school.

### Assessments

All children are assessed for RWI phonics regularly, over the year. In Maths, Reading and Spelling, the children complete a standardised test twice a year. In Writing, the children write one piece of unaided writing every half term which is then assessed against the Year 2 criteria.

### Homework – Reading

Children should read for **15-20 minutes with an adult 4 times per week**. Reading books will be selected by the





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children each **Monday** to take home for the week in their reading folders. We ask that books are returned in order to be swapped for new books the next Monday. Children may hold on to books if they haven't finished reading them yet. Children are given responsibility for managing the process of changing their books but please do remind them to return books in order to exchange them for new ones.

The children will continue with their '**Reading Challenge Sheets**' which we review every **Tuesday** in order to receive house points and stickers. There is also space for parents to add any comments to the back of the sheet and somewhere to log the books which have been read. Please remember to have reading folders in book bags for **Mondays**. The children have the opportunity to borrow a library book on a **Friday**. Please can these be returned the following Friday in order for them to receive a new book.

## **Homework - Spelling**

Children will be given new spellings homework each week on a **Tuesday**. Please can they return their completed spellings by the following **Monday latest**. They need to practise writing their spelling words on three different occasions so please encourage children to complete the sheet across three different days, covering up the spellings from the previous days as they write them again. Spellings will follow the statutory spelling rules for Year 2 set out in the [curriculum](#) (included at the end of this letter for reference) and will also include personalised words which children have not yet secured in our last spelling assessment.

## **IT in school**

The children have their own individual log ins for the school computers. They will practise using these regularly. The children will be reminded of school's 'Responsible Use' policy.

Please feel free to phone the office and make an appointment if you wish to meet with me regarding your child's progress. I am always happy to find a mutually convenient time.

Please do not hesitate to get in touch if you have any questions, concerns or news we might celebrate in class: [k.riddell@stlawrence.sch.je](mailto:k.riddell@stlawrence.sch.je) or [j.cattell@stlawrence.sch.je](mailto:j.cattell@stlawrence.sch.je) (Fridays). We aim to respond to emails as often as possible. During the day, meeting the needs of the class is prioritised but we will come back to you as soon as possible. If you have any worries or concerns that need addressing quickly, please contact the school office.

We look forward to another exciting term ahead!

Yours sincerely,

Mrs Riddell ([k.riddell@stlawrence.sch.je](mailto:k.riddell@stlawrence.sch.je))



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## KEY FLUENCY FACTS Year 2, Spring 1

At St Lawrence School, we value parents as partners in their child's learning. At the beginning of every half term, we will provide an overview of Key Fluency Facts so that parents are aware of the areas that will help their child secure their Mathematical knowledge and can work on these areas with their child:

To know doubles and halves of numbers to 20.

$0 + 0 = 0$	$\frac{1}{2}$ of 0 = 0	$11 + 11 = 22$
$1 + 1 = 1$	$\frac{1}{2}$ of 2 = 1	$12 + 12 = 24$
$2 + 2 = 4$	$\frac{1}{2}$ of 4 = 2	$13 + 13 = 26$
$3 + 3 = 6$	$\frac{1}{2}$ of 6 = 3	$14 + 14 = 28$
$4 + 4 = 8$	$\frac{1}{2}$ of 8 = 4	$15 + 15 = 30$
$5 + 5 = 10$	$\frac{1}{2}$ of 10 = 5	$16 + 16 = 32$
$6 + 6 = 12$	$\frac{1}{2}$ of 12 = 6	$17 + 17 = 34$
$7 + 7 = 14$	$\frac{1}{2}$ of 14 = 7	$18 + 18 = 36$
$8 + 8 = 16$	$\frac{1}{2}$ of 16 = 8	$19 + 19 = 38$
$9 + 9 = 18$	$\frac{1}{2}$ of 18 = 9	$20 + 20 = 40$
$10 + 10 =$	$\frac{1}{2}$ of 20 =	
20	10	

### Key Vocabulary

What is **double** 9 ?

What is **half** of 14 ?

Children can practise answering missing number questions e.g. double ? = 16 or half of ? = 18 and doubles of multiples of 10 to 50 e.g. double 40, and corresponding halves. Use practical resources or pictorial representations for support if necessary.

### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these number facts whilst walking to school or during a car journey ? You don't need to practise them all at once: perhaps you could have a fact of the day.

Use what you already know – Encourage your child to find the connection between the 2 times table and double facts.

Ping Pong – In this game, the parent says, "Ping," and the child replies, "Pong." Then the parent says a number and the child doubles it. For a harder version, the adult can say, "Pong." The child replies, "Ping," and then halves the next number given.





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## KEY FLUENCY FACTS Year 2, Spring 2

At St Lawrence School, we value parents as partners in their child's learning. At the beginning of every half term, we will provide an overview of Key Fluency Facts so that parents are aware of the areas that will help their child secure their Mathematical knowledge and can work on these areas with their child:

To know the multiplication and division facts for the 10 times table.

$10 \times 1 = 10$   
 $10 \times 2 = 20$   
 $10 \times 3 = 30$   
 $10 \times 4 = 40$   
 $10 \times 5 = 50$   
 $10 \times 6 = 60$   
 $10 \times 7 = 70$   
 $10 \times 8 = 80$   
 $10 \times 9 = 90$   
 $10 \times 10 = 100$   
 $10 \times 11 = 110$   
 $10 \times 12 = 120$

$10 \div 10 = 1$   
 $20 \div 10 = 2$   
 $30 \div 10 = 3$   
 $40 \div 10 = 4$   
 $50 \div 10 = 5$   
 $60 \div 10 = 6$   
 $70 \div 10 = 7$   
 $80 \div 10 = 8$   
 $90 \div 10 = 9$   
 $100 \div 10 = 10$   
 $110 \div 10 = 11$   
 $120 \div 10 = 12$

### Key Vocabulary

What is 10 **multiplied by** 3 ?

What is 10 **times** 9 ?

What is 70 **divided by** 10 ?

Children can practise answering these questions in any order, including missing number questions e.g.  $10 \times ? = 80$  or  $? \div 10 = 6$ . Use practical resources or pictorial representations for support if necessary.

### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these times tables whilst walking to school or during a car journey ?

Pronunciation – Make sure that your child is pronouncing the numbers correctly and not getting confused between **thirteen** and **thirty**.

Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

Test the Parent – Your child can make up their own tricky division questions for you e.g. *What is 70 divided by 7?* They need to be able to multiply to create these questions.

Apply these facts to real life situations – How many toes are in your house? What other multiplication and division questions can your child make up?

Practise your times tables here: <https://www.timestables.com/>



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## Handwriting Stage 3

Explain to children that there are two basic joins:

- the arm join (diagonal)
- the washing line join (horizontal).

The arm join has three variations:

- arm to boat The example shows the letters 'ai' written on a three-line grid. The 'a' is formed with a diagonal arm join from the top line to the middle line, and the 'i' is formed with a diagonal arm join from the middle line to the bottom line. To the right of the letters is a small drawing of a boat on a wavy line representing water.
- arm to sun The example shows the letters 'ab' written on a three-line grid. The 'a' is formed with a diagonal arm join from the top line to the middle line, and the 'b' is formed with a diagonal arm join from the middle line to the bottom line. To the right of the letters is a small drawing of a sun above a boat on a wavy line representing water.
- arm to sister. The example shows the letters 'ic' written on a three-line grid. The 'i' is formed with a diagonal arm join from the top line to the middle line, and the 'c' is formed with a diagonal arm join from the middle line to the bottom line. To the right of the letters is a small drawing of a sun above a boat on a wavy line representing water.

The washing line join has three variations:

- washing line to boat The example shows the letters 'wr' written on a three-line grid. The 'w' is formed with a horizontal washing line join from the top line to the middle line, and the 'r' is formed with a horizontal washing line join from the middle line to the bottom line. To the right of the letters is a small drawing of a boat on a wavy line representing water.
- washing line to sun The example shows the letters 'wh' written on a three-line grid. The 'w' is formed with a horizontal washing line join from the top line to the middle line, and the 'h' is formed with a horizontal washing line join from the middle line to the bottom line. To the right of the letters is a small drawing of a sun above a boat on a wavy line representing water.
- washing line to sister. The example shows the letters 'va' written on a three-line grid. The 'v' is formed with a horizontal washing line join from the top line to the middle line, and the 'a' is formed with a horizontal washing line join from the middle line to the bottom line. To the right of the letters is a small drawing of a sun above a boat on a wavy line representing water.



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## Spelling – work for year 2

### Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

### New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt <b>-dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge  age, huge, change, charge, bulge, village  gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words	The <b>-le</b> spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle





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## JERSEY CURRICULUM – English

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /ə/ sound spelt –el at the end of words	The <b>–el</b> spelling is much less common than <b>–le</b> . The <b>–el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /ə/ sound spelt –al at the end of words	Not many nouns end in <b>–al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The <b>y</b> is changed to <b>i</b> before <b>–es</b> is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The <b>y</b> is changed to <b>i</b> before <b>–ed, –er</b> and <b>–est</b> are added, but not before <b>–ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... <b>but</b> copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The <b>–e</b> at the end of the root word is dropped before <b>–ing, –ed, –er, –est, –y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). <b>Exception:</b> The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday



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## JERSEY CURRICULUM – English

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of <b>–s</b> ( <i>donkeys, monkeys, etc.</i> ).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	<b>a</b> is the most common spelling for the /ɒ/ ('hot') sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p><b>Exceptions:</b></p> <p>(1) <i>argument</i></p> <p>(2) oot words ending in –y with a consonant before it but only if the root word has more than one syllable.</p>	<p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p>
Contractions	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p>	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section