



# Year 2 & 3 Newsletter



**Year 2:** Mrs S Akhtar, Mrs Akhtar, Mrs Zia, Ms Azid, Miss Bibby, Mrs Hanif, and Mrs Zamir

**Year 3:** Miss Saddique, Mr Gould, Miss Hussain, Miss Khan, and Miss Islam.

Dear Parent/Carers,

Our Year 2 pupils have been working hard with their end of Key Stage 1 assessments which will continue into June. After the holidays, pupils will develop their writing skills even further as writing assessments will be taking place. Alongside these, for pupils who didn't quite manage to exceed 32/40 for their Phonics screening in autumn last year, or are new to Year 2, we will be assessing pupils on their phonics understanding.

I'd like to take this opportunity to remind parents that Bug Club is a fantastic website for pupils to read books from, as well as My ON, after which they can practice their comprehension skills by completing a book quiz through Accelerated Reader. Your child's teacher will be able to share their log in details for these websites.

Finally, just a reminder that the summer 1 term ends at the end of Friday and school re-opens on Monday 6th June at 08.25 a.m. Over the next few weeks, we can look forward to some exciting school events in the weeks ahead! Thank you all for your support throughout and have a safe and relaxing break.

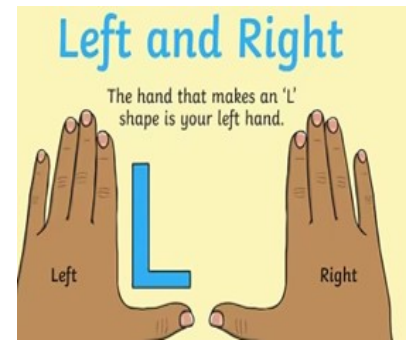
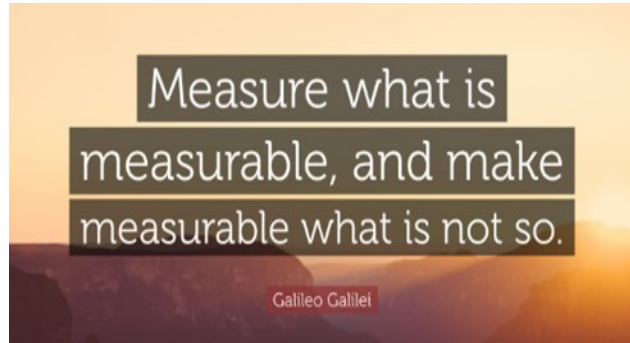
**Ms Zamir, Director of Learning for Years 2 and 3**

## Dates for your diary:

<b>Last day of Summer 1 term</b> Friday 27 <sup>th</sup> May 2022	<b>Pupils return to school</b> Monday 6 <sup>th</sup> June 2022 Summer term starts
<b>Year 2 Writing Assessments</b> June 2022	<b>Year 2 Phonics Screening Checks (select pupils)</b> 8 <sup>th</sup> – 10 <sup>th</sup> June 2022
<b>World Humanist Day 2C Assembly</b> Wednesday 23 <sup>rd</sup> June 08:50 – 09:10	<b>Arts Week</b> 27 <sup>st</sup> June to 1st July 2022
<b>Meet the New Teacher</b> Monday 4 <sup>th</sup> July 2022	<b>Year 2 Trip to Weston Super Mare</b> Tuesday 5 <sup>th</sup> July
<b>Year 3 Sports Day</b> Wednesday 6th July Afternoon	<b>Year 2 Sports Day</b> Thursday 7 <sup>th</sup> July Afternoon
<b>Parents Evening</b> Tuesday 12 <sup>th</sup> July 2022 3.15-6pm	<b>Last day of Summer 2 term</b> School ends on Tuesday 19 <sup>th</sup> July at 12.15pm

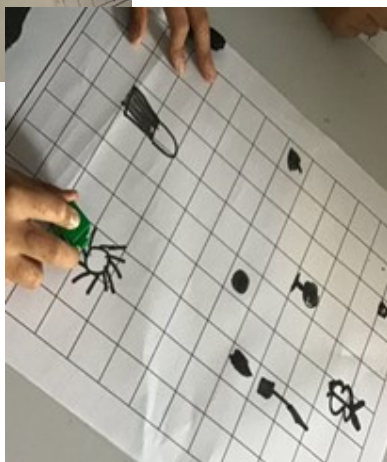
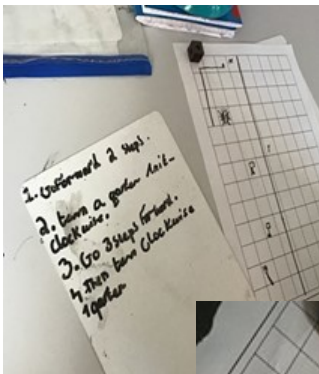
<b>Class with highest attendance (Y2 &amp; Y3)</b>	Class 2A – 89.3%
<b>Class with highest attendance in Year 2</b>	Class 2A – 89.3%
<b>Class with highest attendance in Year 3</b>	Class 3C – 87.1%

# Learning Through Diversity



## Maths

Over this half term, our Year 2s have shown enthusiasm for maths; developing their enquiry, mastery and problem-solving skills. We began the term studying mass. We learned how to measure in grams (g) and kilograms (Kg) using comparative keywords such as heavier/lighter greater, in mass/lower in mass. Pupils have had lots of practical opportunities to use balance scales and have applied their writing skills to describe their findings. Moving on from this, we began our topic on position and direction. This has been a great opportunity to develop our understanding of the difference between left and right; half turns, quarter turns, three-quarter turns and full turns; clockwise and anticlockwise. We had fun applying our new knowledge to direct each other around our classrooms, and we worked together to draw a maze accompanied by a list of directions. To finish off the term, we are revisiting previous units to develop our problem-solving skills. We are hoping to practice using efficient methods to develop mastery in areas such as money. Next term, we will be continuing with measurement (temperature and capacity) followed by a unit on time.



### What did you enjoy studying this half-term and why?

*"I liked exploring Position and Direction because it's fun and I enjoyed giving instructions to my friends in class."*

**Subhaan**

*"I liked mass because I enjoyed weighing objects using the measuring scale."*

**Ayla**

*"I liked direction – learning how to move left and right and how to do clockwise and anticlockwise."*

**Sophia**

*"I'm good at Maths. I love Maths. I liked direction – when you turn and go forward. I liked giving instructions to my friends and getting them to move around."*

**Zakariyah**

*"Mathematics is the key and door to the sciences."*

*Galileo Galilei*

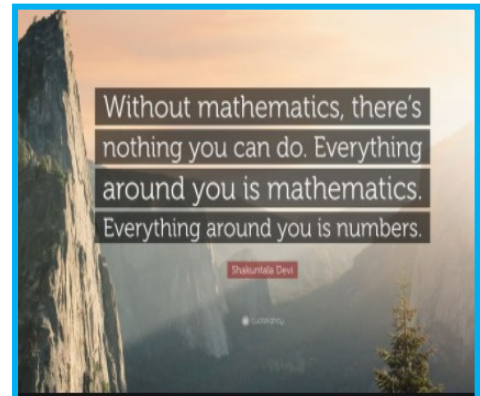
# Learning Through Diversity



*MyMaths* is an interactive time-saving resource for use in the classroom and at home.

It is easy to use alongside any other Maths resources to consolidate learning. Waverley School actively encourage the use of My Maths to promote and facilitate Maths learning.

At present, not all children in Year 2 are accessing MyMaths, so parents, we kindly reiterate the importance of encouraging your children in their Maths learning journey by accessing this fantastic, educational resource.



### *What is Times Tables Rock Stars (TTRS)?*

In either paper form or online, Times Tables Rock Stars is a carefully sequenced programme of **daily** times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.

### *Be a rock star!!!*

Parents, we kindly ask that our pupils access **Times Tables Rock Stars** to promote their learning and fluency of the times tables. TTRS is regularly monitored and certificates are provided to those leading rock stars who are regularly accessing the portal.

Remember to complete your homework by logging into:



**MyMaths.co.uk**

Useful links to practice Maths skills:  
<https://www.bbc.co.uk/bitesize> - Bitesize

[www.mymaths.co.uk](http://www.mymaths.co.uk) - My Maths

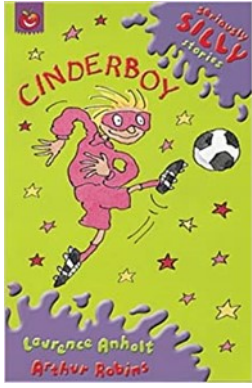
[www.ttrockstars.com/](http://www.ttrockstars.com/) - Timestables Rockstars

## Excellent Reading Resources:

**My ON** is a fantastic website for pupils to read books from, after which they can practice their comprehension skills by completing a book quiz through **Accelerated Reader**. Your child's teacher will be able to share their log in details for these two websites.

# Learning Through Diversity

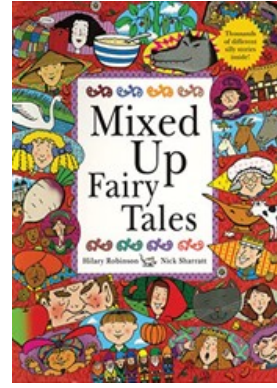




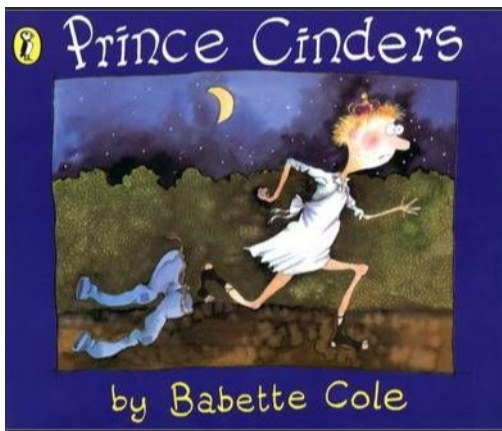
# English

*"The language we use  
influences the way we  
think."*

Steven Pinker



## Y2 Write...



### Character Descriptions

*Prince Cinders is a tall, skinny teenage boy who wants to go to the fun night time disco. He has a large, red nose and bright blonde hair that is kept short. His pearly, white teeth shine brightly like the moon in the night sky. Prince Cinders's emerald green eyes sparkle brightly like rare gems. He is a respectful, kind boy who also listens to his elders. He loves to have fun as he has an outgoing personality.*

Samara

### Setting Descriptions

*The royal castle was beautiful with wonderful roses. The enchanting, strange trees were wiggly and the burning volcano was about to explode. The galaxy sky was super-duper bright.*

Raakin



# Learning Through Diversity

# English

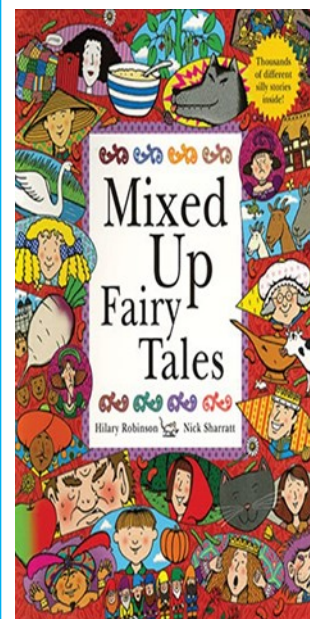


*"Knowledge of languages is the doorway to wisdom".*

*Roger Bacon*

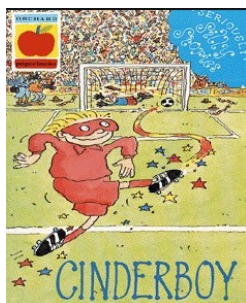
This term, children have used their imaginations to develop into fantastic storywriters by creating their own traditional tales.

All of the Year 2 teachers are so proud of how the children have risen to the challenges of creating exciting and interesting character and setting descriptions, where they have included expanded noun phrases and conjunctions. The children then moved on to creating their very own mixed up fairy tale, mixing up well-known good and bad characters from a variety of stories and placing them within very different settings, to create original and unique stories. They have mapped out their work using Story Mountains, working hard to include all of their skills including writing in the correct tense. Finally, they spent some time editing and improving their work by changing and improving the vocabulary, remembering to include capital letters and full stops consistently and, most importantly, making sure that it all makes sense!



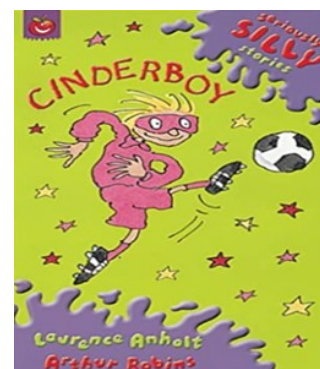
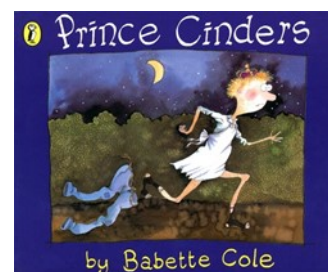
## *Cinderboy*

Cinderboy is football-mad, so he is heartbroken when his mean stepdad takes his two lazy stepbrothers to watch the Cup Final, but then his TV godmother appears and promises he will go to the match after all.



## *Prince Cinders*

Prince Cinders leads a hard life, bullied by his three big hairy brothers who leave him to do the cleaning while they head off to the Palace Disco with the glamorous princesses. That's until one Saturday night when Cinders' luck changes, and a small, very dirty fairy arrives on the scene, promising that all his wishes will come true. But unfortunately for Prince Cinders, not all the fairy's spells turn out exactly as planned...



# Learning Through Diversity



## Y2 Write...

### Mixed-up fairy tales

*Once upon a time, there was a short, little, kind girl named Imaani. She had black, smooth hair and lived in a gold, shiny castle with her horrible, mean step-sister, Cinderella. Grotty, grotesque, Cinderella made poor, upset Imaani do all her horrible chores and treated her rudely. "You're an annoying, little rat! Why do you have to be my sister?" shouted cruel, mean Cinderella at upset Imaani. Cinderella in her glittery, beautiful clothes walked around with her head held high as she waited anxiously to go to the huge, magnificent, ball. Little did she know what was about to happen...*

*A few moments later, sneaky Imaani angrily and deviously poured slippery, greasy oil all over the kitchen floor hoping that Cinderella would fall. Timid, shy Imaani wanted revenge from Cinderella for all the years she treated her unkindly. When Cinderella went into the spacious, monstrous kitchen she slipped quickly and fell as fast as lightning. She landed on the hard, smooth floor and fainted. Then, Imaani slowly and quietly tiptoed towards Cinderella. Imaani grabbed Cinderella carefully, dragged her across and locked her in the dark, gloomy closet.*

*Later on, Cinderella woke up frightened because she didn't know where she was. "Help! Get me out of here!" she cried. Just then, a beautiful, white fairy godmother appeared and said "why are you in here? You are in here because you are a horrible human. You treat your sister Imaani disgustingly!" Cinderella then said "please, I promise I won't be nasty again. Can you help me get out of here?" The fairy godmother agreed to help but said "you must keep your promise or there will be consequences..." The fairy godmother then cast a dazzling spell which broke the lock on the closet door. Cinderella rushed out happily and said to herself "why did Imaani do that to me?" She then asked the fairy godmother, "can you zap me to the pretty, pink ball?" As quick as a flash, Cinderella teleported to the ball and sadly found Imaani dancing gracefully with the prince of her dreams. Cinderella remembered her promise to the fairy godmother and instead of getting furious, walked over cautiously to Imaani and said "I'm sorry for always being mean". Cinderella turned away and was about to leave when all of a sudden, cute, tall Aladdin, dressed in a fine, green, silk suit came towards her. He loudly exclaimed "will you marry me? What a pretty, beautiful sight you are!" Cinderella was feeling shocked, but couldn't refuse so she said "Yes!"*

*A few days later, on a sunny, bright day, both Cinderella and Imaani got married. Imaani married the handsome prince while Cinderella married Aladdin. They then lived happily ever after...or did they?*

**Imaani**

#### Our experience of writing mixed-up fairy tales...

*"I enjoyed creating my very own fairy tale because I added a funny twist at the end that nobody was expecting."*

**Samra**

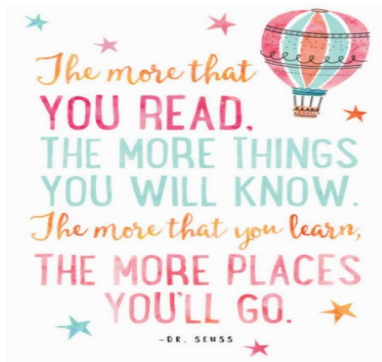
*"It was so interesting writing my own fairy tale because I didn't know I could change the story and add different, weird characters."*

**Mohammed**

# Learning Through Diversity



# Phonics



## What is Phonics?

Phonics is a method for teaching people how to read and write an alphabetic language. It is done by demonstrating the relationship between the sounds of the spoken language, and the letters or groups of letters or syllables of the written language.

## What is the expected phonics phase for children at the end of Year 2?

At the end of Year 2, children are expected to be at Phase 6. Phase 6 phonics is taught explicitly throughout Year 2 with the intention of encouraging pupils to become fluent readers and fantastic, accurate spellers. By Phase 6, children should be able to decode many words using phonics without the need to overtly segment and blend, rather they should be able to read the word automatically without hesitation, even polysyllabic words should become a breeze!

## Phonics Resources

Access the following links to support your child at home with their phonics and to facilitate them towards become confident readers.

### Phonics Song - YouTube

<https://www.theschoolrun.com/what-are-phonics-phases>

<https://www.twinkl.co.uk/resources/literacy/literacy-phonics>

<https://www.phonicsplay.co.uk/>

[www.twinkl.co.uk/resource/t-l-4923-phase-2-3-and-5-phonemes-sound-mat](http://www.twinkl.co.uk/resource/t-l-4923-phase-2-3-and-5-phonemes-sound-mat)

[www.twinkl.co.uk/teaching-wiki/phonics](http://www.twinkl.co.uk/teaching-wiki/phonics)



GOOD PHONICS INSTRUCTION  
IS ABOUT LEARNING THE  
ARCHITECTURE OF WORDS,  
WHAT THEY ARE MADE OF.  
IT'S ABOUT PUTTING  
WORDS TOGETHER AND  
TAKING THEM APART.

HEIDI ANNE MESMER

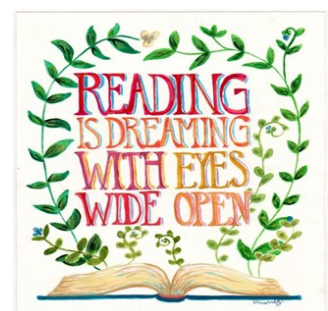
### My Phase 2 Sound Mat



### My Phase 3 Sound Mat



### My Phase 5 Sound Mat



# Learning Through Diversity

# Common Exception Words



## What are Common Exception Words (CEW)?

Common exception words are words that do not follow the common phonetic spelling rules children learn in Year 1 and Year 2. Many of these exception words are used frequently, hence the use of 'common' in the name. Common Exception words may also be known as tricky words or high frequency words. In Y2 there are 64 CEW that children are expected to learn by the end of the year, they are expected to know how to read or pronounce the words as well as spell them all correctly.

## How have Year 2 incorporated CEW in English?

In English, Y2 have been writing mixed up Fairy tales this half-term. During English lessons, children have engaged in starter activities that complement and support their understanding and learning of the CEW. Each week children would receive 'spellings' or CEW that were the focus for that particular week. The class teachers and teaching assistants would discuss the meanings of 'focus' words and highly encourage children to utilise the CEW in their writing. Exemplary efforts of incorporating CEW in writing from children would be highly praised using verbal praise, stickers and referring to Waverley School's Good to be Green behaviour chart.

## Progress from Autumn to Spring term

It is with pleasure to inform you that most children across Y2 have made progress in both reading and writing CEW from the Autumn term to the end of Spring term. However, outcomes indicate that children across Y2 are more fluent in reading CEW than writing CEW. It is on that note that we kindly ask all parents to support their children with writing and spelling CEW so that by the end of Summer term children will be as fluent in writing CEW as they are reading CEW. To help you with this, below are some online resources and games that you can access. (Please copy the links into your web browsers to access the following resources.)

### Online games:

[https://www.spellzone.com/word\\_lists/games-259517.htm](https://www.spellzone.com/word_lists/games-259517.htm)

<https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling>

### Spelling resources:

<https://wavllic.sharepoint.com/sites/WAVP-Year2/Shared%20Documents/CEWs%20resources/Homework-practise%20spellings/Year-2-Common-Exception-Words.pdf>



# Learning Through Diversity



# RELIGIOUS EDUCATION

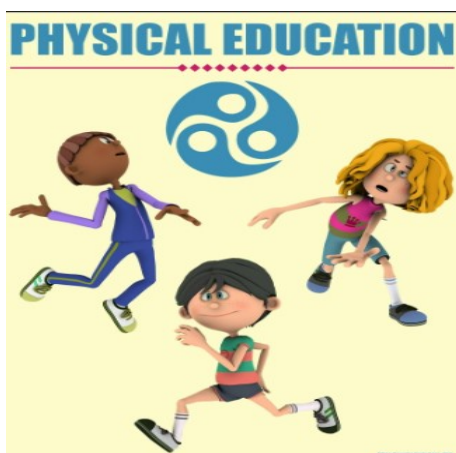


We, at Waverley, accept and respect each other's beliefs. We celebrated Eid, a key festival of Islam, through planned school activities and a thematic day! On Twitter, we released some images to highlight some of the celebrations in school including RE learning and lots of parties across Primary!



Waverley Primary is raising awareness of diversity but also enriching the cultural capital of our school through celebrating the festivals of major religions, faiths and beliefs.

## Physical Education



Year 2 have spent this half-term engaging in a range of activities and games that allowed our pupils to explore a range of movements and skills (e.g. dodging a ball, underarm, overarm and aim). P.E. is delivered twice weekly and promotes not only general fitness but a healthy emotional wellbeing too! Our pupils are enthused and actively engaged in lessons; always eager to participate in learning a new skill or sport.

## Spanish

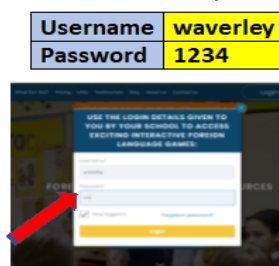
In Spanish this term, we have revisited the months of the year and numbers up to 20 in Spanish in the written form. We have practised colours by learning the song "Veó Veó". Next term, we will be learning an authentic Spanish song called "Somos como las flores" (We are as flowers), enjoy a story and learn vocabulary about plants.

For further support, students can access Early Units in Language Angels in order to practice vocabulary and play online games (see below):

**LOGIN → LOGIN PUPILS GAME → USERNAME: waverley → PASSWORD: 1234**

**Reviewing**

<https://www.languageangels.com/schools/>



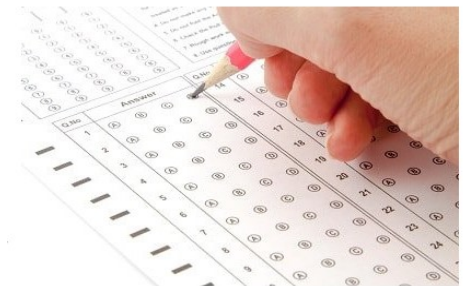
# Learning Through Diversity



This term, children in Year 2 completed SATs in Reading, Maths and English GPS - Grammar, Punctuation and Spelling. Pupils were provided the opportunity to practise the required skills to complete SATs every afternoon during topic lessons and after-school booster sessions. Pupils will revisit the planned topic lessons they had missed, next term. Preparation for SATs enabled children to correct common misconceptions, revisit skills previously taught and plug gaps within their learning. To add, the practise tests completed allowed our pupils' to develop a better understanding of the format of SATs. Preparation meant that our pupils' were ready for the SATs.

All pupils in Year 2 began their official SATs test on 12<sup>th</sup> May. During SATs, at the start of each day, pupils were provided a healthy and nutritional breakfast in school. This supported pupils' wellbeing by enabling children to be relaxed and calm before their test. We at Waverley School, are extremely proud of our pupils as they have worked strenuously, ensuring that they maximise teaching and learning opportunities. They have demonstrated a positive attitude towards learning and had sheer determination and drive to perform their best!

Following SATs, pupils' will receive a scaled score which considers and is comprised of overall performance in SATs and teacher assessments/judgements. Pupils' performance will be published on pupils' end of year reports. Published results will state whether pupils' have achieved the required standard for English and Maths, however no test scores will be released.



# Learning Through Diversity

# Year 3 English



This term in English the children have been looking at the main feature of non-fiction texts, including non-chronological reports and information texts. Firstly, they explored the features of a non-chronological report and the purpose of a report, then they researched and looked at different animals that live in the jungle including the Siberian tiger, Black Bear and the Black Panther. The children used subordinating and coordinating conjunctions to extend their writing. The children's writing consisted of the main features of a non-chronological report which enabled them to independently write their own non-chronological report based on their chosen animal.

In the later part of this term, the children planned chronological information text based on rivers. Here the children identified the language features of an information text. They used the same method as a non-chronological and information texts. They explored different rivers and links (dams, oceans, ponds, springs etc...) between the rivers around the world. Some of the rivers which they looked at were the River Nile, Amazon, and Trent etc. The children's written outcomes writing their own independent information text about their chosen river.

The Amazon River is 400 miles in length and there are 1.7 million people living around it. The river is by far the mightiest river on earth. The Amazon River is a massive, intricate water system. The river is a habitat to 300 fish species for example Piranhas and A really long snake called an Anaconda which lurks in the river. It runs through Peru, Brazil, Venezuela, Ecuador and Columbia. The river has absolutely no bridges.

FK 3B

The Amazon River has 3000 species like piranhas, fish and snakes which are called Anaconda. The Amazon River runs through Peru, Brazil, Bolivia, Columbia and South America. The Amazon River is 400 miles (6400km). The Amazon River is 5000m above sea level in the Andes Mountains in Peru as well the river being the largest one.

FR 3B

The Amazon River is the widest and longest River on earth today. It flows through the famous Amazon Rainforest. The Amazon River flows for 4000 miles (6,400km) however it is slightly smaller than the river Nile. Surprisingly, The Amazon River thrives with marine life, which more than 3000 species of fish such as Piranhas. Anacondas lurk in the shallow part of the river. Did you know, that Anacondas attack anything that comes close to the water including goats? Shockingly, the Amazon River runs through Peru, Columbia, Venezuela, Brazil, Guyana and Ecuador.

IA 3B

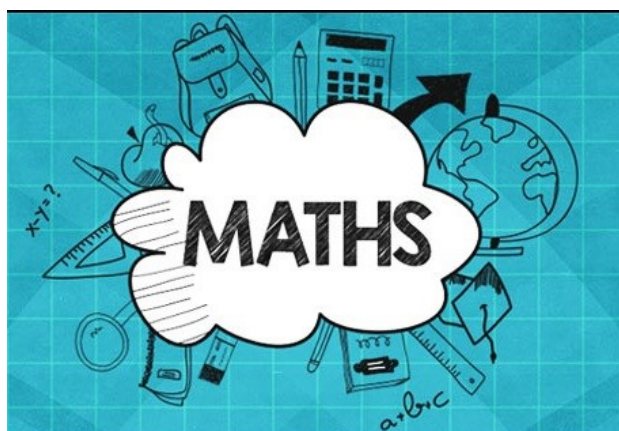
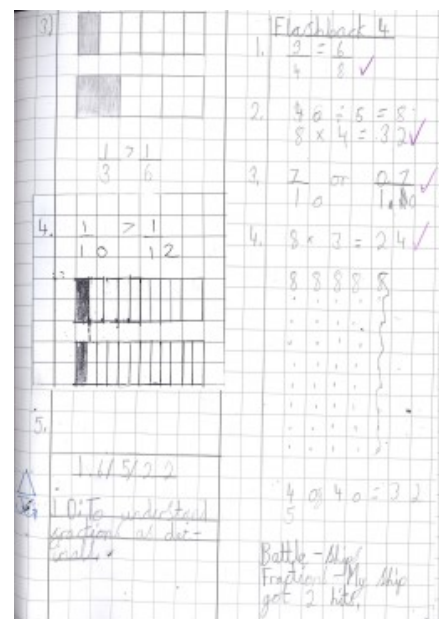
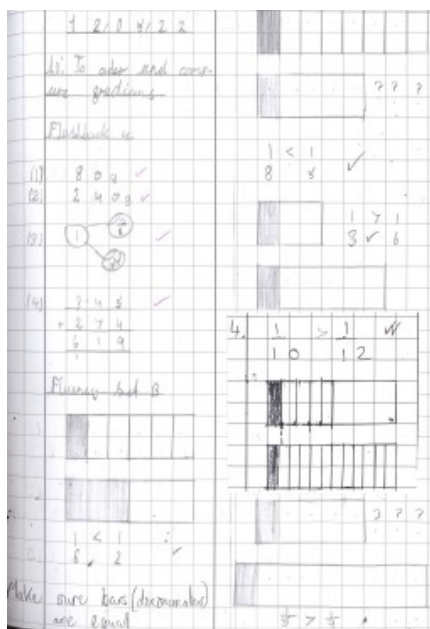
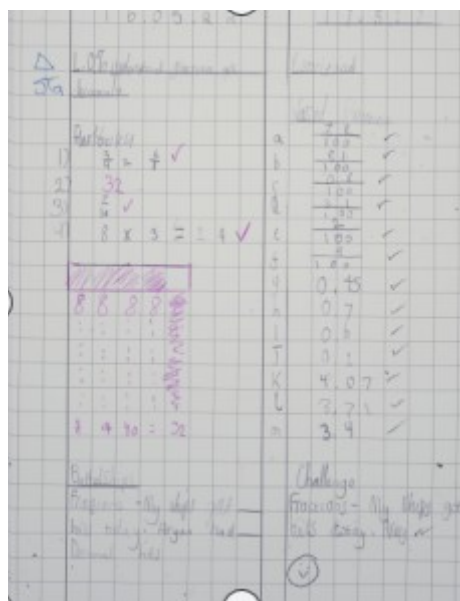
## Learning Through Diversity

# Year 3 Maths



This term Year 3 teachers have been so impressed with Waverley children and their learning about unit and non-unit fractions, making a whole, tenths, counting in fractions, tenths as decimals, finding unit and non-unit fractions of amounts, equivalent fractions. Their tenacity for learning can be seen in the brilliant work enclosed. We look forward to next term and the incredible work in time, measurement and geometry.

3A pupils showcasing  
their amazing  
outcomes!



## Learning Through Diversity



# Year 3 Topic



This term in topic we are covering the water cycle and rivers. Children will be exploring the 4 main stages to the water cycle and understanding the functions. The water cycle is a way in which water moves around our planet. Without this cycle of water, plants would not grow and humans and animals would not survive. Children are to understand the other name for the water cycle is the hydrological cycle and discuss the reasons for this.

Furthermore, children will complete research to find the longest rivers in the UK/ the world and know which animals live in rivers. To understand the formation of a river. Children will research secondary resources to find out about the journey of a river. Using maps they will be able to locate the River Sowe. We will then sketch maps and use symbols to mark significant features.

A river can be divided into three sections:

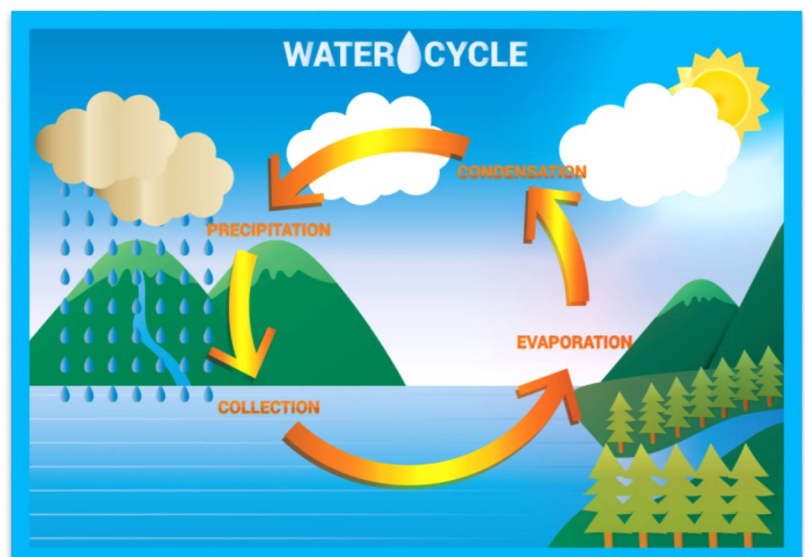
- 1) The upper course – where the source is located. The river is narrow and fast flowing; you will find v-shaped valleys and waterfalls.
- 2) The middle course - where the river widens out and meanders across a wide valley floor.
- 3) The lower course - where the river is very wide and there is a large flood plain. This is where you find the delta and the river reaches the sea.

Many rivers and streams will join together before they reach the mouth of the river.

The smaller rivers and streams are called tributaries. The point where they meet is called the confluence.

The water cycle is vital to supporting all life on earth. Without it, nothing would grow or survive. The water cycle is vital to supporting all life on earth. Without it, nothing would grow or survive. This set of activities introduces the stages of the water cycle to pupils so they can see all the different processes at work. The activities can be used to enable pupils to gain a broader picture of why water is essential to life.

1. **Evaporation** happens when warmth from the sun causes water from the sea, lakes and rivers to rise into the air and turn to vapour, which then merge together to form clouds.
2. **Condensation** happens when water vapour turns back into liquid, and forms clouds in the sky.
3. **Precipitation** is when water (which could be rain, snow, hail or sleet) falls from clouds in the sky.
4. **Run off** happens when much of this water flows into lakes and rivers, and gets carried back to the sea.



# Learning Through Diversity



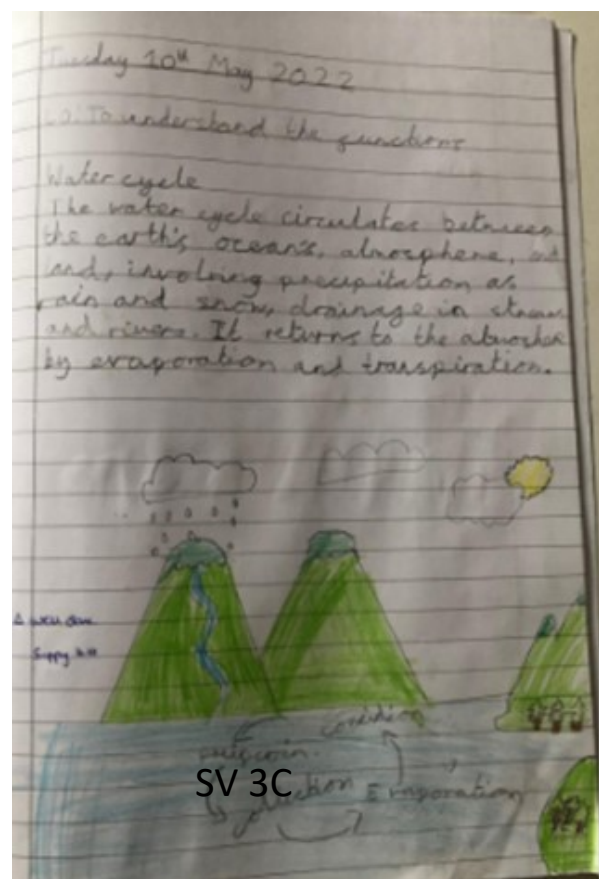
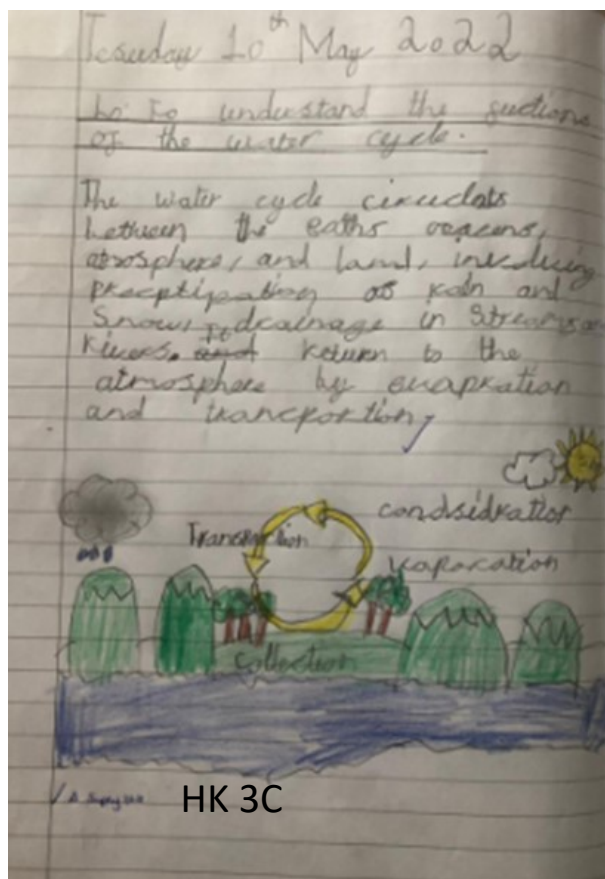
“Evaporation is when warm air from the sun causes water from the sea, lakes and rivers to rise into the air and turn to vapour”

FH 3C

“Precipitation is when water falls from clouds in the sky”

AA, 3B

“The start of a river is called the source and the end is called the mouth” SN 3C



# Learning Through Diversity

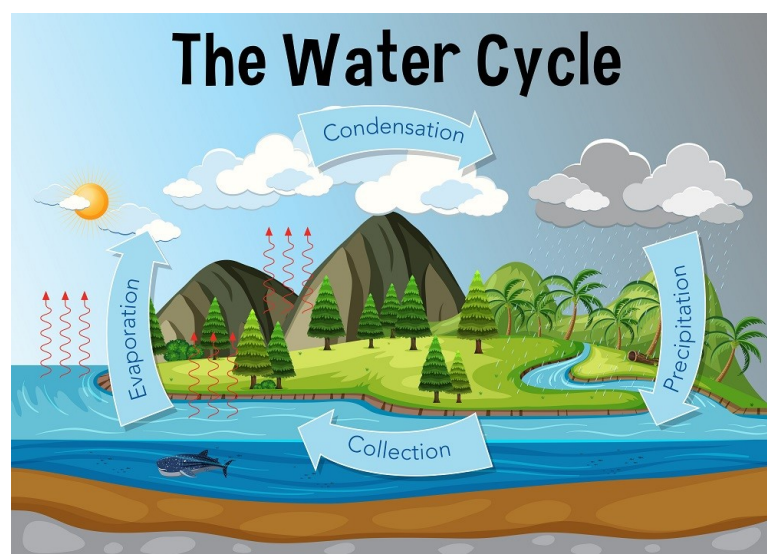


I have been learning about Rivers and The Water Cycle in Topic. I have learnt that in order to get more water for Rivers we need the water cycle and in the water there are three very important stages. I have also learnt that the River Nile is the longest river in the world as it is 4132miles. The Amazon River is the widest river in the world. I thoroughly enjoyed learning about the world's greatest rivers.

IA 3B

We have been learning about the Water Cycle in Topic, we have learnt that the water cycle has 4 stages which are called condensation, Evaporation, precipitation and transpiration; They have an important role to play in order for the water cycle to moves earth's water around the planet to places, plants and animals as well as humans so it can be used.

AR 3B &FR 3B



# Learning Through Diversity



# Religious Education



Our Year 3 pupils were privileged to visit a synagogue as part of their RE curriculum. The children attended Singers Hill Synagogue which is 160 years old. Pupils were provided valuable insight into Judaism during their visit. They engaged in a tour which enabled them to explore the features of the synagogue. They also had the opportunity to ask questions about Judaism during a question and answer session. Following from this experience, the children also explored the Birmingham Gas Street Canal. Here the children explored the canals and saw barges and narrow boats. This links with our Topic and English curriculum where the children are learning about the different water systems such as streams, rivers, oceans etc.



## Learning Through Diversity



# Booster Clubs



Booster club has been put in place to develop the children's progress in English and Maths in order for the children to reach their full potential. In Year 2, this has helped provide targeted support towards pupils in achieving even better outcomes.

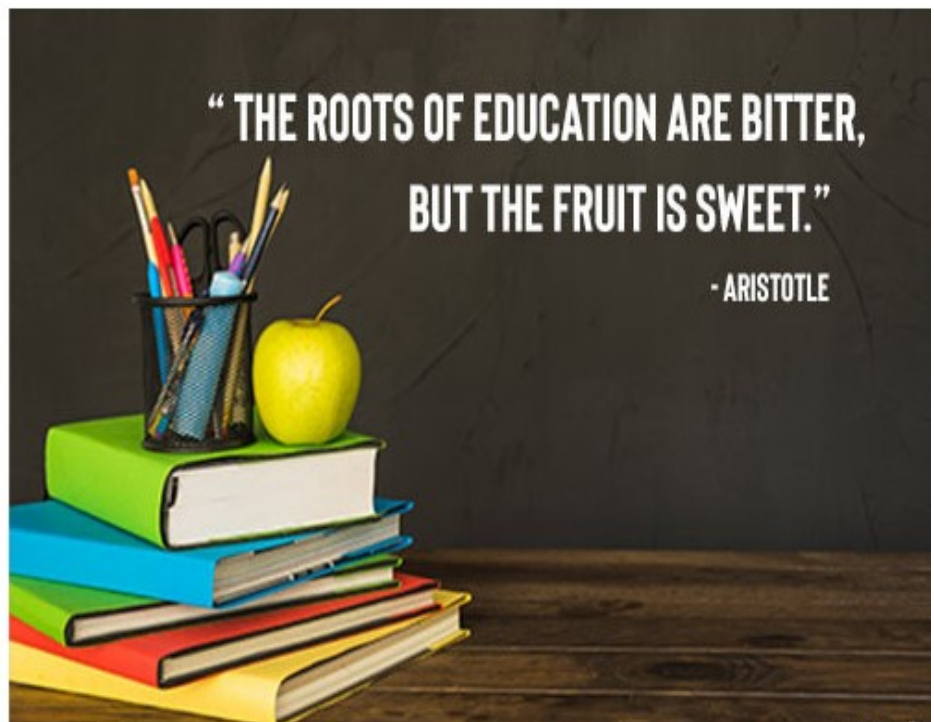
In Year 2, Mrs Zamir and Miss Robertson have delivered sessions with support from Mrs Azid.

In Year 3, Miss Hussain and Miss Islam have been focusing on areas which the children need more support in so they have been revisiting certain topics based on the National Curriculum.



In Maths they have focused on fractions, equivalent fractions and the four operations.

In English they have focused on reading comprehension, GPS (Grammar, Punctuation and Spelling) and pronouns which link to the class teaching and learning. The children have been displaying great enthusiasm and have made outstanding progression.



# Learning Through Diversity

**'Vocabulary enables us to interpret and express. If you have a limited vocabulary, you will also have a limited vision and a limited future.' Jim Rohn.**



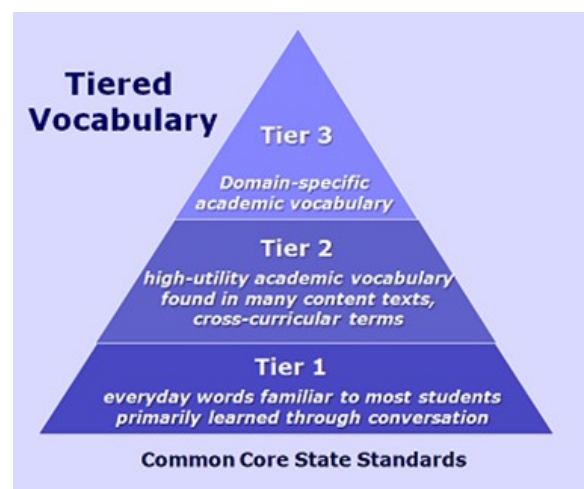
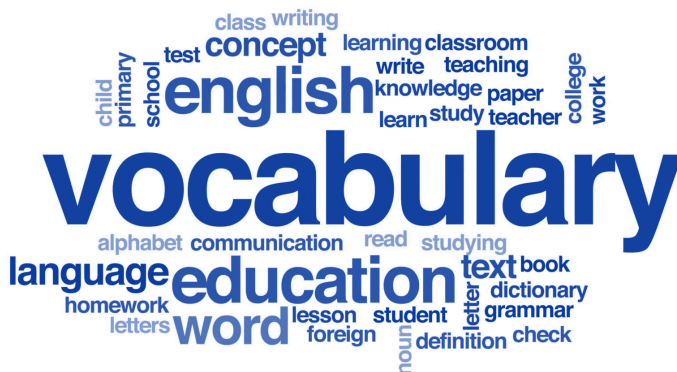
## Vocabulary

Vocabulary is a robust indicator of reading success (National Literacy Trust, 2017). In the Primary Phase we know from research that the size of a child's vocabulary is the best predictor of success on future tests. Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood. At Waverley, we also know that a good understanding of a wide range of vocabulary supports success across the whole national curriculum. Therefore pupils are regularly taught new vocabulary in all areas of the curriculum with the skills to understand new vocabulary explicitly taught in Guided Reading lessons.

We send home Knowledge Organisers each half term and are now asking parents to help us nurture the best start in life possible for our pupils. We need our Year 3 pupils to learn, digest and understand key terminology before beginning the units of work in school. This will mean that pupils understand the language as teachers are explaining essential learning. If pupils can learn the terminology on the Knowledge Organisers they are immediately on track to make accelerated progress— so parents we need your help!

What can you do, you ask?

- Repeat, repeat, repeat the words on the knowledge organisers.
- Use the words in conversation. Ask your child to repeat the sentence and then think of one of their own.
- Play games with the words for example, pairs. Write the term and the definition on separate pieces of paper, take it in turns to turn cards over. When a definition matches the word, you get to keep a pair.
- Play snap, using the same cards as above, match the words and definitions.
- Have spelling competitions to help your son or daughter remember how to spell the words.
- Use the words in sentences with your child.
- Draw pictures to match the words.



# Learning Through Diversity

**‘Dress for success. Image is very important.’**

**Brian Tracy**

## Uniform



Waverley's uniform is an important part of the culture and ethos of our school. Uniform helps ensure equity between pupils, creates a sense of pride, aspiration and professional identity for our learners and for the school.

High standards of dress are expected at all times. Pupils must come to school every day in neat, clean uniform as an indication that they take pride in belonging to Waverley School's community.

We fully expect families to support the school in these high expectations. Please use the holiday break to ensure your child has the correct uniform for the start of Spring Term. Your support in this matter is greatly appreciated.

### Key Stage 2 Uniform



- Pupils in Key Stage 2 (Years 3, 4, 5 and 6) are expected to wear a black blazer with the Waverley logo, a white shirt and tie.
- All pupils should either wear black trousers or a black skirt, with black socks or tights.
- School shoes should be worn through out the day. School shoes must be black.
- Trainers are not permitted (except for in PE lessons).
- If pupils choose to wear a head scarf, it must be plain black and should be removed during PE.



### Embroidered Uniform and PE Kits

Embroidered uniforms with the Waverley logo can be bought from: <https://myclothing.com>

Ties be purchased through the Primary Admin Office.

Please send in £3.10 in a sealed envelope with your son/ daughter's name on to the class teacher, who will liaise with the admin team to provide pupils with ties.

The PE kit consists of Waverley branded: royal blue polo t-shirt, jumper/fleece/raincoat, black jogging bottoms/shorts and trainers. Rain coats and fleeces are now available to be purchased online.

Most pupils now have the Waverley branded PE kit, thank you to parents for supporting with this.



# Learning Through Diversity