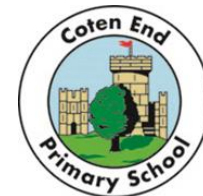


Year 2 Introduction Evening

September 2026



Senior Leadership Team:



*We have a large, supportive Senior Leadership Team.
Please do not hesitate to reach out to us.*



Sarah Sheepy –
Executive Headteacher



Nick Williams –
Head of School



Andy Johnston –
Deputy Headteacher:

Behaviour/Assessment
Lead



Kerry Pope –
Deputy Headteacher:

Safeguarding/Inclusion
Lead

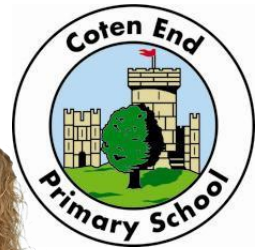


Katie Reeves –
Assistant Headteacher:

SENDCo

Staffing

The class teachers in Year 2 are:



Miss Charley Slater
2CS



Mr Joe Barnes
2JB



Miss Hollie Allsopp
2HA

Year 1/2 Phase Leader: Mrs Marianne Halford

The Phase Leader works closely with all staff in the phase and will handle any initial concerns you may have that require more than the class teacher's input.

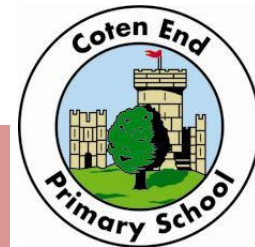
The year group will be supported by a large team of support staff including:

- **Miss Ashleigh Morgan (SEN Teacher)**
- **Miss Charlotte Ward**
- **Mrs Annie Hui**



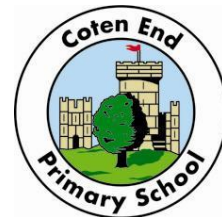
Attendance

We are committed to working in partnership with families to achieve the best possible attendance for your child.



- Set high expectations regarding your child's attendance at school
- Absence from school affects your child's progress both academically and socially
- Target of no more than **three days** absence per academic year
- Avoid absence from school where possible
- Contact the school office each day before 9.30am either by email, telephone or via the app
- **DO NOT** take family holidays during term time – risk of penalty notice > 5 days equivalent non-consecutive/ accumulative
- Avoid GP and dental appointments during school hours
- If your child is reluctant to come to school, share any concerns with the appropriate member of school staff to seek support at the earliest opportunity
- See the Attendance policy which can be found on the school website
- Attendance Lead –Kerry Pope
- Coughs and colds don't usually mean a child needs to be kept at home. We can keep their medicine e.g., Calpol in the school office and administer it, with your permission, to help them through their day.
- Website ** Staged letters ** Attend Framework **Attendance Support Plans





Lateness and Punctuality

We are aware that consistent lateness can have an affect on a child's entitlement to education.

As a school we have clear expectations that children should be in on time, each day. When appropriate, parents/carers will receive half termly information when the school is concerned about your child's lateness.

EVERY MINUTE COUNTS

MINUTES LATE PER DAY	EQUIVALENT OF MISSING	HOW MANY LESSONS THIS IS MISSED
5 MINUTES	3.4 SCHOOL DAYS A YEAR	17 LESSONS
10 MINUTES	6.9 SCHOOL DAYS A YEAR	35 LESSONS
15 MINUTES	10.3 SCHOOL DAYS A YEAR	51 LESSONS
20 MINUTES	13.8 SCHOOL DAYS A YEAR	69 LESSONS
30 MINUTES	20.7 SCHOOL DAYS A YEAR	104 LESSONS



- School doors open at **8.40am** and close at **8.50am**.
- Any child who arrives after 8.50am will need to do so through the schools main office.
- Children who are late must sign in through the schools system with a reason, accompanied by a parent.
- All late episodes are recorded on the schools registration system along with the minutes absent, past 8.50am.
- Each week the Attendance Support Team will monitor those children who are late and record any patterns of punctuality concerns.
- If necessary, parents/carers will be contacted to discuss their child's punctuality.
- When there are consistent punctuality concerns or patterns, it may result in further conversations with a member of the Attendance Support Team. This could result in a meeting and a support plan to be implemented.



Pupil Premium



If your child is eligible for Free School Meals, they are also entitled to a range of support in school funded by the Pupil Premium Grant.

This includes access to additional learning and extra-curricular opportunities, academic support, financial support for school trips and a fully funded music lesson or sports club.

Even if children are only eligible for Free School Meals for a short time, they continue to receive Pupil Premium funding for **6 years**.

You can find out if your family is eligible on the Warwickshire County Council website: <https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>



Pupil Premium



To apply for free school meals, visit:

<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

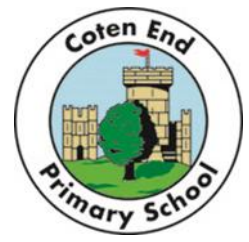
Children may be eligible for **Free School Meals (FSM)** if their parent or carer receives one or more of the following:

- Universal Credit (any income level)
- Support under Part VI of the Immigration and Asylum Act 1999
- Income-related Employment and Support Allowance (ESA)
- The guaranteed element of Pension Credit
- You meet the rules for families with no recourse to public funds (NRPF)

All pupils in Reception, Year 1 and Year 2 will also continue to be entitled to free school meals under the universal infant free school meals policy regardless of family circumstances.

If your child is already receiving Free School Meals and you fit the new criteria, you do not need to apply. Warwickshire County Council are checking all pupils. They may be in contact with you to check details. Once it is working, you can apply at: Apply for free school meals: Apply for free school meals (FSM) - Warwickshire County Council

Year 2: Curriculum



The children experience a varied curriculum at Coten End.
An overview of the year's curriculum content can be found on the website.

The learning themes in Year 2 are:

AUTUMN

SPRING

SUMMER



Awesome Africa

Fireworks and Flames

Blue Planet

Steam, Soot and Splendour

Fantastic Mr Fox

Castle Quest

**Geography
Art
Science
Computing
Music
PSHE
PE**

**History
DT
Science
Computing
Music
PSHE
PE**

**Art
Geography
RE
Science
Computing
Music
PSHE
PE**

**Art
History
RE
Science
Computing
Music
PSHE
PE**

**DT
RE
Geography
Science
Computing
Music
PSHE
PE**

**History
Cookery
Science
Computing
Music
PSHE
PE**

Year 2: Curriculum Enrichment

Children take part in a range of curriculum enrichment experiences throughout the year.

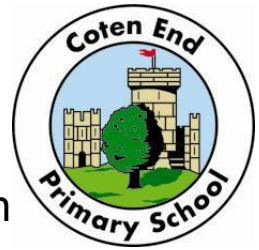


In Year 2, curriculum enrichment includes:

- Awesome Africa Dance lessons
- Flames and Fireworks Warwick Fire Walk
- Christmas Singalong – 2:30pm - LSH
2HA – Monday 14th December
2CS – Tuesday 15th December
2JB – Thursday 17th December
- Blue Planet Geography Fieldwork at St Nick's
- Steam, Soot and Splendour – toy workshop **TBC**
- Fantastic Mr Fox – chicks and ducks
- Castle Quest – Warwick Castle Trip



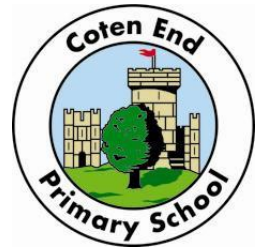
Maths



At Coten End, we embrace the idea that all children can do well in Maths, have high expectations of our children and strive to make the Mathematics curriculum accessible to all. We recognise that all children need to develop a deep and lasting understanding of mathematical procedures and concepts in order that future learning is built upon firm foundations. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

Our maths curriculum sequence is cumulative and allows for consolidation of learning to ensure children make connections and remember more. We offer an ambitious curriculum using the NCETM Curriculum Prioritisation Materials, that provides children with the skills and knowledge to become confident mathematicians. NCETM materials place greater emphasis on the key mathematical concepts pupils need to master, the sequencing of learning in small steps, and the development of deep conceptual understanding through carefully chosen representations, reasoning and discussion. Language development is also key in all our Maths lessons, and by using precise mathematical and stem sentences, this offers the children a scaffold to broaden and articulate their mathematical thinking.

Maths



We have found that NCETM:

- Helps teachers focus on the most important mathematical concepts.
- Provides better support depth of understanding rather than simply covering content.
- Reflects evidence-informed approaches such as the use of representations, variation, mathematical discussion and connected small steps.
- Aligns closely with current Maths Hub and Teaching for Mastery professional development.

While we understand that some parents may worry that spending longer on a concept means learning is less challenging, in fact, the NCETM approach views challenge differently. Rather than accelerating children onto new content, pupils are challenged to develop a deeper understanding of the Mathematics they are learning, to explain their reasoning, make connections between ideas and apply their knowledge to increasingly complex problems. Our aim is for children to become confident, flexible and fluent mathematicians, with secure foundations that support future success.

Mastering Number

We also use Mastering Number for Reception and KS1 to secure firm foundations and develop good number sense for all. Children participate in lessons, which are taught outside of the main maths lesson for 10 to 15 minutes, on four days each week. In these short sessions, children are encouraged to notice, explore and explain patterns and connections they see when exploring mathematical concepts.

**Maths Calculation Meeting:
Thursday 12th November
2pm or 6pm**

Reading



Reading for pleasure is reading done for fun, relaxation, and personal choice rather than for school or work tasks. It helps lower stress, builds empathy, and improves overall well-being. We support this at school through:

- Weekly in school library visits
- Classroom reading corners
- Library at Home books – handed out on a **Thursday** to be returned **Monday**.
- Paired reading classes

At home, reading for pleasure can be achieved by:

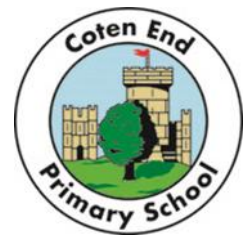
- Sharing stories
- Visiting local libraries
- Following your child's interests – reading should be relevant to them
- Allowing autonomy of choice

Reading



- Although most children completed the phonics screening check in Year 1, it is still vital sounds are recapped regularly at home
- Those who didn't take or pass the screening check in Year 1 will complete the check at the end of Year 2
- All children will be assessed on their reading level at the start of the Autumn term – they may move up or down levels*
- Reading lessons will move to a focus on comprehension, including retrieval skills
- Children should be aiming to read 3 or more times per week at home – reading diaries will be checked weekly
- Reading diaries are purely used to keep a record of reading – any messages must be communicated directly to class teachers
- *Year 2 will be introduced to Accelerated Reader during the academic year - information will be communicated at a later date.

Year 2: Key Texts



During lessons, the children will have opportunities to read and explore a wide variety of rich literary texts, including:

AUTUMN

SPRING

SUMMER

Awesome Africa

Fireworks and
Flames

Blue Planet

The Victorians

Fantastic Mr
Fox

Castle Quest

The Lion Inside
Rachel Bright

**Molly McDrew
and the Great
Fire of London**
Naomi Joselyn

Clean Up
Dapo Adeola

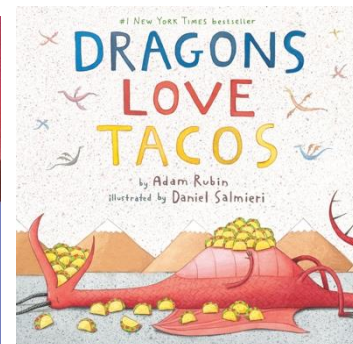
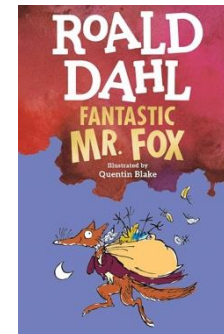
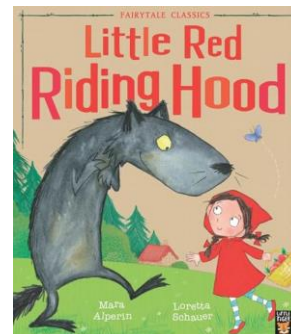
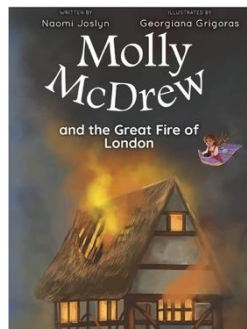
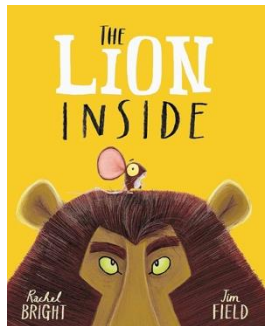
Fairy Tales
Mara Alperin

Fantastic Mr Fox
Roald Dahl

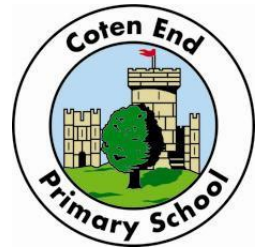
**Dragons Love
Tacos**
Adam Rubin

Tinga Tanga Tales

**Somebody
Swallowed
Stanley**
Sarah Roberts



Handwriting and Spelling



Handwriting is a key part of the writing process. When children can form letters correctly and write fluently, they can concentrate much more on what they want to say rather than how to write it. In school, we will be teaching handwriting daily.

In Key Stage 1, fine motor activities such as threading, playdough, Lego, scissor skills and pencil control activities are included to develop hand strength and coordination. Alongside this, handwriting is taught for 15 minutes daily using a print style. Letters do not have a lead-in stroke. There are no loops on descenders. The 'f' is a tall letter with a descender. The cross-bar is at the level of the short letters.

a b c d e f g h i j k l m n o p q r s t u v w x y z
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

You can support your child with their handwriting using the LetterJoin website.

Desktop Login:

www.letterjoin.co.uk

Username: ab6515

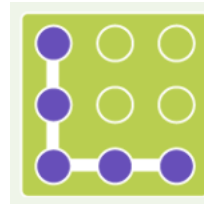
Password: home

iPad/Tablet Login:

www.letterjoin.co.uk

Username: ab6515

Starting
top left:



Spelling is taught within school using phonics and spelling rules. A focus spelling rule will be provided to parents each week via homework alongside an activity. Spelling is not tested.

NB: in KS1 phonetically plausible spellings should be accepted when writing e.g. 'caik', 'cayk', 'cake'

Year 2: Homework



Homework will be set on Google Classroom on Thursday and handed in on Monday

- Work should be completed in **pencil** using the red book provided – **homework should not be printed.**
- There will be an alternate of Maths, English and Reading tasks.
- A spelling activity, with a focus on a spelling rule, will also be uploaded – there will be **no** weekly spelling test
- Times Table Rock Stars will become available in the Spring term
- 10 minutes of reading should also be completed a minimum of 3 times per week.
- Children will receive a stamp and house point on completion.
- Please speak to us if you have any issues accessing or completing homework

Year Group Page

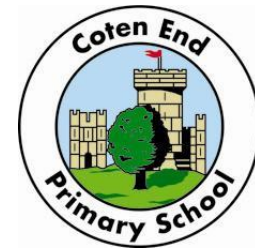


We are no longer going to have a Year Group Blog and will instead move to a School Blog – still updated on a weekly basis.

We are introducing a Year Group Page instead which will feature a range of useful information specific to the year group, including:

- Staff in the year group
- Curriculum Overview
- Key texts
- Homework expectations
- Recommended reads
- Spelling lists
- AR/MyON user guide tbc
- Maths calculation methods
- Sound mats
- This introduction evening PowerPoint

Uniform



**Please ensure all uniform is
clearly labelled.**

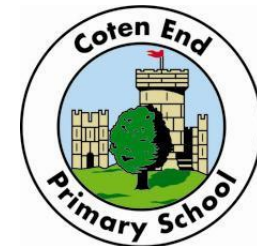
Uniform guidance is listed on the
website.

Please note that black school shoes
(not trainers) must be worn and that
jewellery is not permitted.

KS1 pupils should also have a red
bookbag and not a backpack.



PE



Please ensure all PE kit is clearly labelled.

Children to have PE kit in school and will change into this on their PE days.

PE kit will be sent home regularly for washing.

The following PE kit may be worn:

Red or white round necked t-shirt

Black PE shorts or skort

Black or navy blue jogging bottoms

Black or navy blue tracksuit top or sweatshirt (not a hoodie)

Trainers for outdoor PE (Years 1-6)

PE Dates:

2CS - Monday

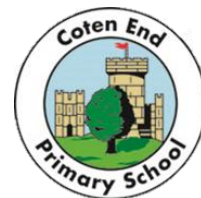
2JB - Wednesday

2HA - Wednesday

There should be no branded logos/designs on any of the PE clothing, nor should children wear any football kit.

If these are brought to school for PE, the children will be asked to take them home again and will be given spare PE kit to wear for the lesson that day.

OPAL (Outdoor Play and Learning)



- In April, we received our Platinum award from OPAL – the highest level of accreditation
- We are proud of our playtime provision and continue to improve it (An adventure playground in KS1 is our next addition)
- Children have a lot of choice, and a lot of freedom, but there are consequences for unsafe or disrespectful behaviour

- Children must have wellies in school – have a look for a pair tonight
- Children are welcome to bring in waterproof trousers
- We are out in all weather, but we will direct children to sensible play depending on the conditions, especially when very muddy

COTEN END PRIMARY SCHOOL APRIL 2026

LATEST NEWS

Great News!



Coten End Primary School is proud to announce that we have achieved the OPAL Platinum Award, the highest level of accreditation from the Outdoor Play and Learning (OPAL) programme.

This award recognises schools that have made a sustained, whole-school commitment to improving the quality of play for children. It puts us in the top 2% of schools in the country for quality play and confirms to us that we have transformed playtimes into inclusive, enriching and joyful experiences for every child.

Before beginning our OPAL journey, playtimes looked very different. Play was limited in choice and space. It was either





Relationships and Behaviour

In recent years, there has been a noticeable shift in the attitude and behaviour of the wider school that disrupts learning and does not reflect the school rules and values.

BE RESPECTFUL

BE SAFE

- Noticeable shift in attitude and behaviour of children within school.
- Shift in attitude has resulted in increases in low-level behaviours that disrupt learning:
 - Use of inappropriate and unnecessary 'fidgets' in class.
 - Talking during direct teaching.
 - Calling out or refusal to engage.
 - Refusal to follow instructions given by adults.
- Increase in disrespectful behaviour towards school adults including:
 - Rolling eyes.
 - Refusal to following instructions given by adults.
 - Walking away from adults when talking to them.
 - Becoming argumentative and verbally abusive.
- Increase in anti-social behaviour or that which directly contradicts school rules such as:
 - Showing wilful lack of care for school equipment i.e. drawing on items, routinely 'losing' items or breaking them.
 - Refusing to help tidy the school environment.
 - Incorrect school uniform (especially PE kit) including wearing of make-up, jewellery or trainers.

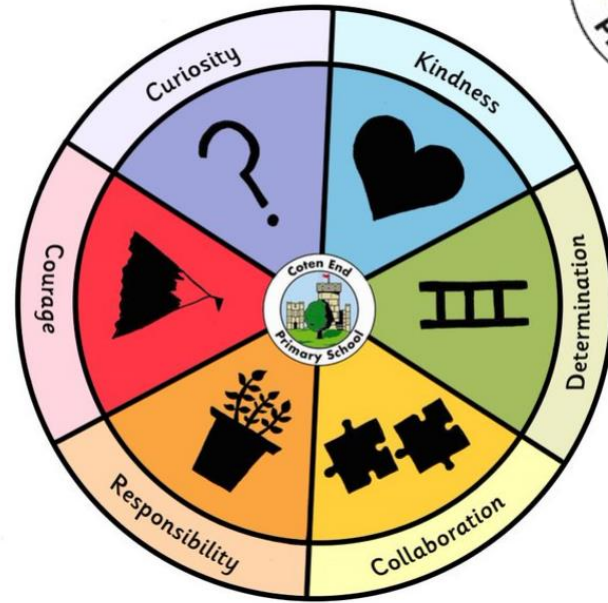
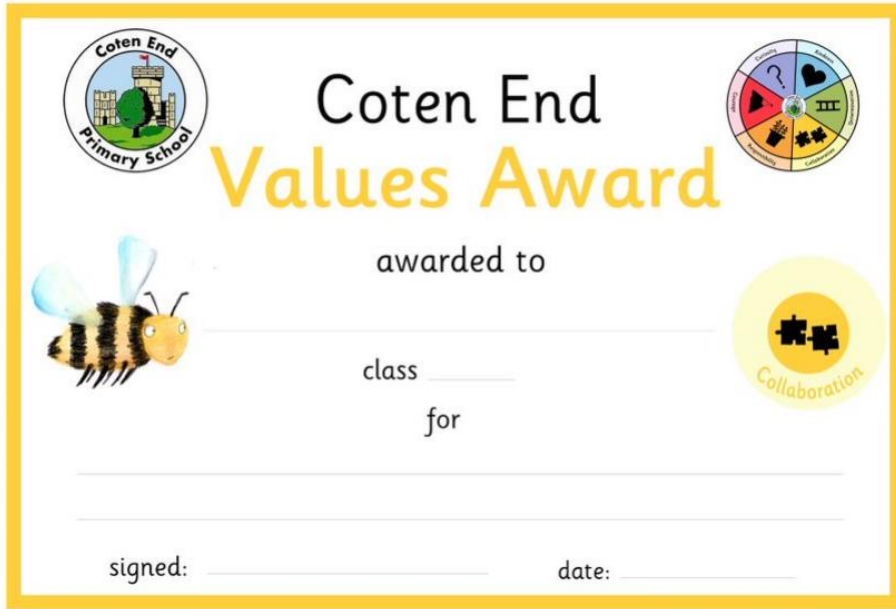


Relationships and Behaviour



- Children will be held accountable for their behaviour and reported to parents where appropriate.
- When school and home, work in unison and present a united, consistent message, children flourish.
- The conduct of parents towards members of staff (irrespective of perceived position) must always remain polite and courteous.
- School recognise that situations may elicit an emotional response, but discussions need to be focused on finding ways to move forward positively.
- Decisions made – in relation to behaviour – may not always be clear or agreeable **but** must – particularly when discussed with the child - be supported. If further private discussions need to be held, these can be arranged but arguments and undermining key messages does not support the child.
- Verbal abuse will not be tolerated.
- School may – at times – get things wrong and we need to know – providing we are reflective and willing to learn – that families will be supportive in helping the school to develop.

Awards



Values Awards and two Achievement Awards will be presented each week in assembly.

Year 2 Celebration Assembly will take place in the **LSH** on **Thursday at 9:05**

Mathematician and Writer of the Week will be presented in the school corridor via the office weekly.

Communication



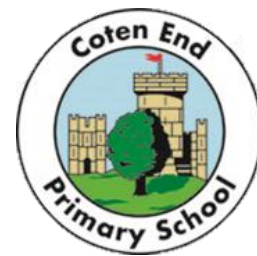
Ways in which communication is shared:



- **School App - MCAS (mychildatschool.com):** communication from school office, lunch orders and payments, trip payments, absence notifications – **essential, please enable push notifications**
- **School website:** newsletters, year group page, school blog
- **Google Classroom:** homework, spelling (not used for communication)

Please update us of any changes of address, phone number, medical needs as a matter of urgency.

Online Safety



At Coten End, we provide children with an effective, reactive Online Safety curriculum through, but not limited to, our Computing, PSHE and RHSE lessons.

At school:

- We encourage children to consider what positive, healthy and respectful online relationships looks like.
- How to use technology safely and how/where they can seek support and advice.
- Our online safety programme is regularly revisited – this includes relevant and up to date messages about internet usage, video gaming and apps we are made aware of.
- Key online safety messages will be reinforced during assemblies and activities annually on World Safer Internet Day.
- Pupils are taught to be critically aware of the materials/content they access online and be guided to validate the accuracy of information – including the use of AI.

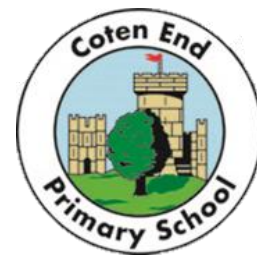
The key online safety themes explored within our curriculum include:

1. Self-image and identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, Well-Being and Lifestyle
7. Privacy and security
8. Copyright and ownership

Children are encouraged to have open and honest conversations about their activity online.
If school staff have any concerns surrounding a child's online activity, they have a duty to report it as a safeguarding concern.

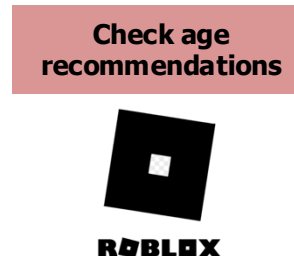
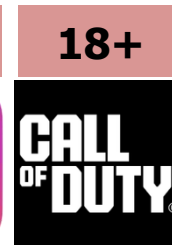
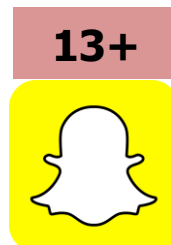
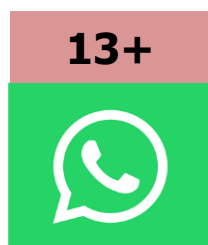
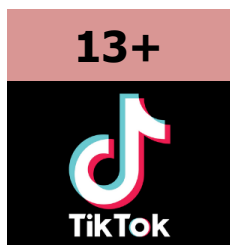


Online Safety



The most impactful online safety comes from home:

- Have an open and honest dialogue around use of technology – it is important as parents and educators that we react calmly to incidents – we want children to feel safe, not scared.
- Have a balance in screen time – create boundaries and rules together.
- Enable content filters on devices, including gaming consoles.
- Use child-friendly versions of apps/websites e.g. YouTube Kids – be aware of age ratings!
- Regularly check messages and internet usage.
- Turn off screens at least 30 minutes – 1 hour before bed.
- Visit **InternetMatters.org** for advice and guidance on how to implement online safety at home





Questions?

Please speak to your child's class teacher individually if you would prefer.