

English in Year 2





Purpose

- › Understand how we teach handwriting.
- › Understand the year 2 expectations for handwriting.
- › Partake in a session with your child.
- › Improve your own subject knowledge.

Zones of Regulation

The majority of us, including children, find it hard to manage strong emotions such as worry, angry, restlessness or tiredness.



These high energy feelings stops us from getting on with our day effectively. Children who feel these emotions find it hard to learn and concentrate in school. So...

We teach your children the Zones of Regulation curriculum which helps children to manage difficult emotions. This is known as self regulation.

It teaches children strategies to help them identify their emotions and cope with these feelings, so they can get back to feeling calm and ready to learn.



We explore the four Zones of Regulation and how they are used to categorise all experience. Here they are:



It provides us with an easy way to think about communicate around, and care for our feelings. The four Zones are used to establish a common language that all adults and children will use throughout the curriculum and daily life. Since every person experiences a wide range of feelings, we stress that ALL zones are okay, and you should not attach judgement or shame to any one Zone.



Before we start every lesson, the whole class, adults included complete a Zones check in. Let's do one together...



Here is how you can help your child use Zones of Regulation at home:

- ✓ Model and identify your own feelings using Zones language in front of your child (e.g.: "I'm frustrated. I think I am in the Yellow Zone.")
- ✓ Observe your child's behaviour and try to use strategies when they are showing signs of being in the yellow/blue zone, to catch it before they move to the red zone.
- ✓ Practice calming strategies when your child is in the green zone. This may include doing some deep breathing/meditation/heavy work and sensory activities throughout their day.
- ✓ Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breaths to help get me back to the Green Zone.")
- ✓ At times, wonder which Zone your child is in. Or, discuss which Zone a character in a film / book might be in. (e.g.: "You look sleepy. Are you in the Blue Zone?")
- ✓ Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behaviour is also helping you feel happy/ go into the Green Zone.
- ✓ Put up and reference the Zones visuals and tools (see links at the end for free resources) in your home to consistently refer to and check in regularly with this
- ✓ Praise and encourage your child when they share which Zone they are in.
- ✓ Develop your child's own zones of regulation tool box – using the exercises above
- ✓ Have easy access to calming/sensory equipment at home
- ✓ Remember to monitor your language: o usually less is best (minimal in the red zone)



Here is how you can help your child regulate at home:

Tips for helping your child to regulate

- Know yourself and how you react in difficult situations before dealing with your child's behaviours.
- Know your child's sensory threshold. We all process sensory information differently and it impacts our reactivity to situations.
- Know your child's triggers or sparks.
- Be consistent in managing your child's behaviour and use the same language you use at home.
- Empathise with your child and validate what they are feeling.
- Have clear boundaries/routines and always follow through.
- Do not deal with an angry, upset child when you are not yet calm yourself.
- Discuss strategies for the next time when you are in a similar situation.
- Remember to ask your child how their choices made you feel (empathy).
- Praise your child for using strategies. Encourage your child to take a sensory break to help regulate their bodies.
- Create a 'calm' box or 'sensory box' full of things which help to keep your child calm and alert.



STOP, OPT & GO



Let's do one together...

Zones Check-In
Pause and Notice

A body signal I notice is

I feel

I'm in the










Tired	Bored	Sad
Calm	Happy	Focused
Worried	Silly	Frustrated
Overjoyed	Out of Control	Mad

Red Zone

Yellow Zone

Green Zone

Blue Zone



A script for you to use at home..



Everyone pause, listen to your body signals, how does it feel? What is it telling you?



1. Put your hands on your **heart**, how fast or slow is it beating?



2. Put your hands on your tummy, how you **breathing**, is it quick, short breaths or slow deep ones?



3. What is your **energy** level, is it slow and tired or high and energetic?



4. Is your **movement** still, fidgety or comfortable?



5. Is your **mind** racing, foggy, or focused?

Our body signals tell us how we are feeling.

What did your body tell you ?

My heart is beating quickly, my breathing is getting faster and I am quite fidgety.

I feel anxious

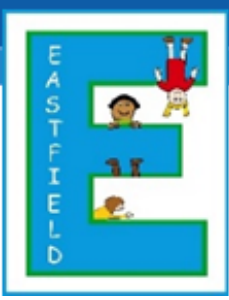


We connect situation, body signals and emotions to our Zones for regulation:

My heart is beating quickly, my breathing is getting faster and I am quite fidgety, I feel anxious.

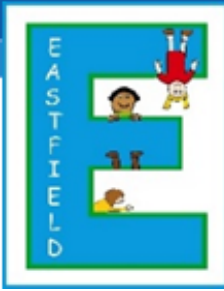
I'm in the Yellow Zone





Handwriting





At the end of year 1...

☆ I can sit correctly at a table, holding a pencil comfortably and correctly.

☆ I understand which letters belong to which handwriting 'families' and begin to form these letters in the correct direction, starting and

☆ I can form capital letters.

☆ I can form digits 0-9.

CAPITALS

A M N K

W V Z X Y

Sliding lines group

All made by Bounce

CAPITALS

I L E F H T

C O S G Q

D P B R J U

Straight lines group

Curved lines group

Lines with curves group

All made by Bounce



At the end of year 2...

☆ I can form lower-case letters of the correct size relative to one another.

☆ I am beginning to use some of the diagonal and horizontal strokes needed to join letters.

☆ I show that I know which letters are best left unjoined.

☆ I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

☆ I use spacing between words that reflects the size of the letters.

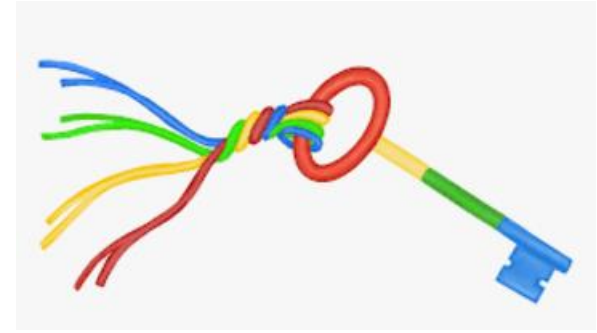


At the end of year 2...

Once there was a lovely lighthouse keeper called Mr Grinling. Every day Mr Grinling wakes up early to go and row to the tall lighthouse on the rocks. Mr Grinling has a wife called Mrs Grinling. Mrs Grinling always makes a special lunch for Mr Grinling. One day Mrs Grinling put on a special lunch and on a wire and Mr Grinling's lunch had been spotted by 3 Scavenging Seagulls! After the seagulls ate the lunch Mr and Mrs Grinling thought of a plan. Their plan was to put Hamish in his big basket but the plan didn't work because he was so sick he couldn't even notice the seagulls. The next plan did work. The plan was mustard sandwiches and the seagulls didn't like it. Then Mr Grinling ate his lunch with gusto.



Kinetic Letters

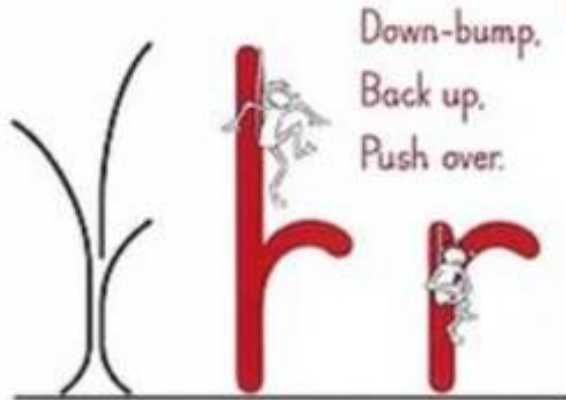
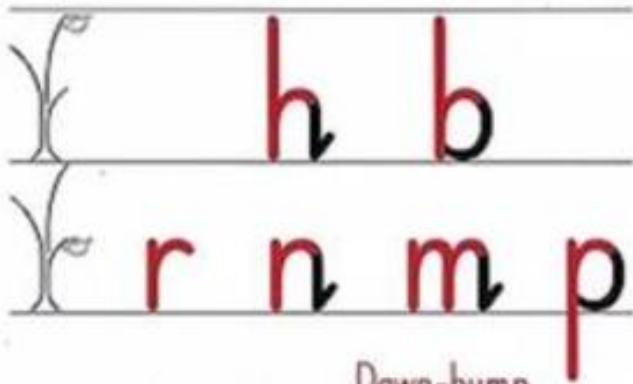


- Red Thread: Making bodies stronger
- - Children understand that they 'need to be strong for writing' and are regularly taught on the floor to build this strength.
- Green Thread: Holding the Pencil
- - Children understand that the 3 Friends Hold helps them to write with flow, for extended periods of time, without being distracted by aching hands or fingers.
- Yellow Thread: Learning the Letters
- - Children understand that 6 Moves (letter families) are combined into movement sequences for each letter/number formation.
- Blue Thread: Flow, Fluency and Joining
- - Once children are confident with letter formation, they are taught to join using flow.

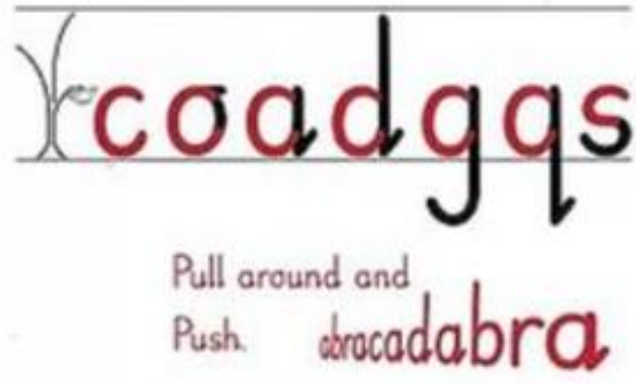


Yellow Thread — Learning the Letters

Jumper Family



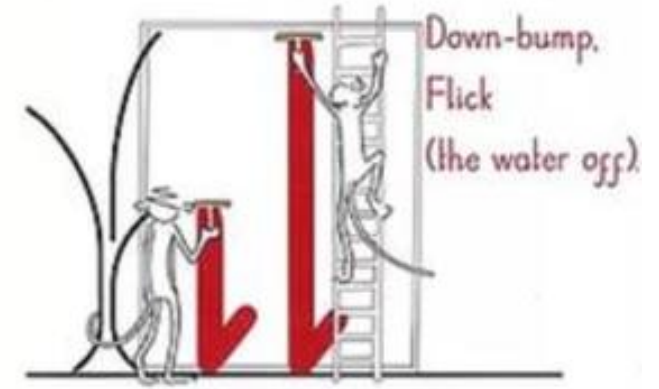
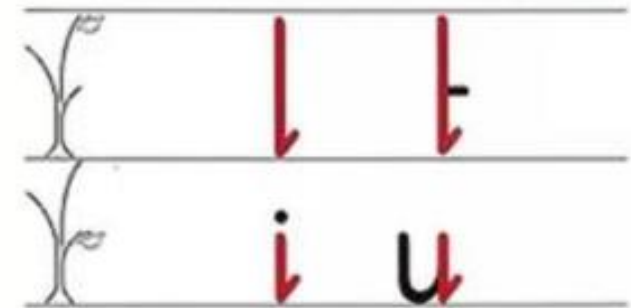
Abracadabra Family

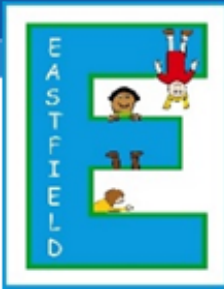


Pull around and
Push. abracadabra



Window Cleaner Family



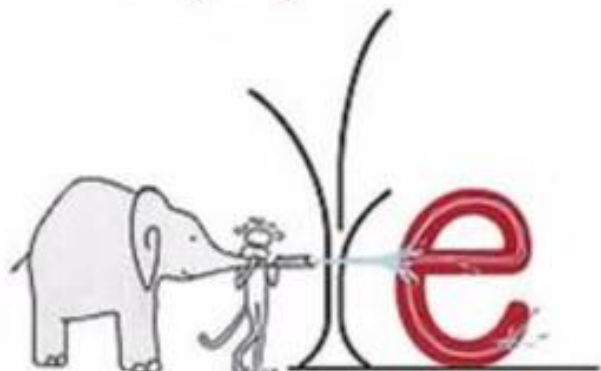


Yellow Thread – Learning the Letters

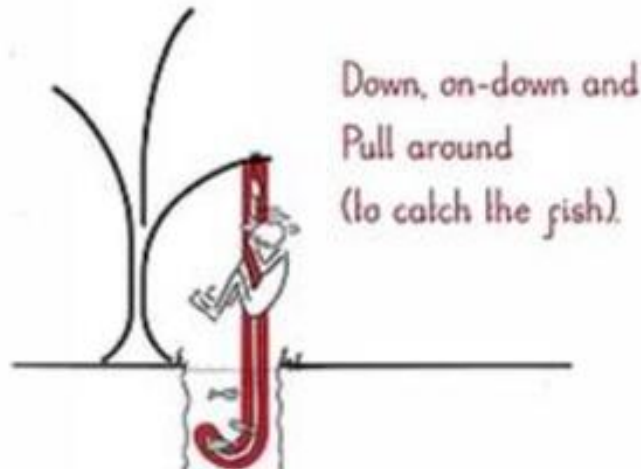
Special Squirter



Push across.
Up. Pull around and Push
(along the ground).

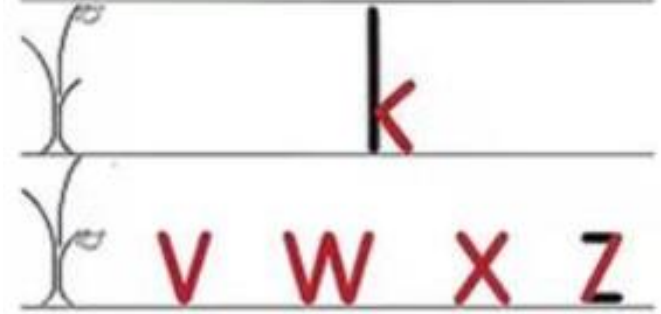


Fisher Family



Down, on-down and
Pull around
(to catch the fish).

Slider Family



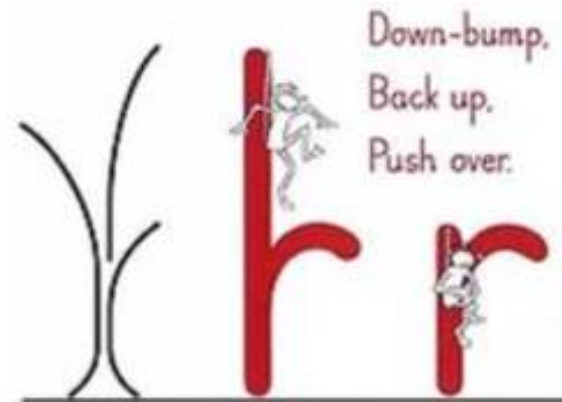
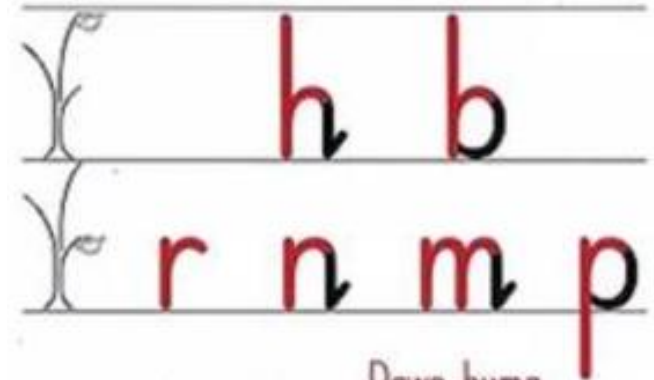
Slide.

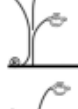
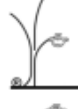


Let's practise the 'p' from the jumper family...



Jumper Family



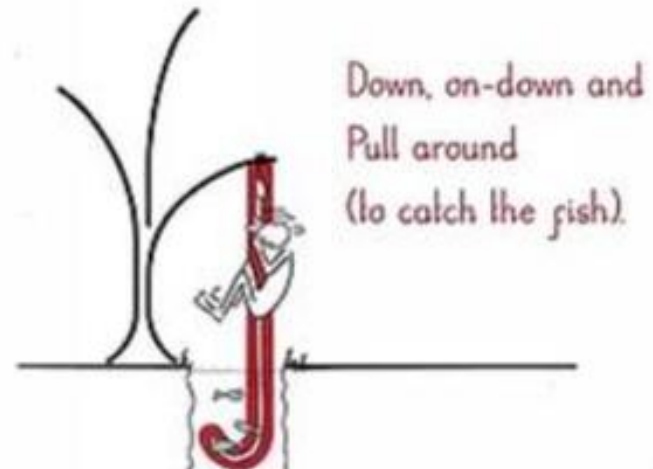


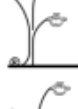


Let's learn about the fisher family...



Fisher Family







When your child is writing at home,
ensure you are referring to the correct family
and encouraging them to form them correctly.





Any questions?

