



Welcome to Year 2

Our learning community respects, nurtures and inspires.

Overview

STRUCTURE
OF THE DAY

WELLBEING

CHARACTERS
OF LEARNING

CURRICULUM

CORE
SUBJECTS

ASSESSMENTS

HOW YOU
CAN HELP

QUESTIONS

Structure of the Day

AM

- ▶ **8.45-8:55 morning drop off time/ morning work**
- ▶ **9:00:** Register close
- ▶ **9:00-10:00** English Lesson
- ▶ **10:00– 10:25** Phonics
- ▶ **10.25-10:45** Playtime
- ▶ **10:45- 11:00** Water Snack/story time
- ▶ **11.00 -12:00** English or Maths Lesson
- ▶ **12:00 -12:25** Guided reading/shared reading
- ▶ **12:25 – 13:25** Lunchtime + playtime

PM

- ▶ **13:30** Register
- ▶ **13:30-14:20** Foundation subject lesson
- ▶ **14:20-15:00** Foundation subject lesson
- ▶ **15:00 -15:15** Assembly
- ▶ **15:30** Home time

Children's Emotional Wellbeing

Your child's emotional wellbeing is paramount to us. We help to develop the children's ability to express their feelings in appropriate ways.

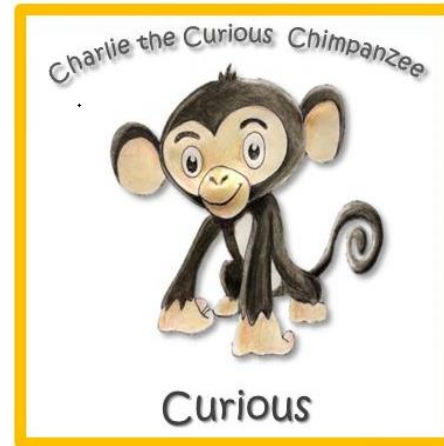
- ▶ Five Steps to Wellbeing
- ▶ Daily Feelings Check in
- ▶ Time to Talk
- ▶ Weekly PSHE lessons
- ▶ Statutory Relationships Education lessons
- ▶ In school support with trained professionals for children who require it



TODAY'S check-in 

Characters of Learning

These demonstrate the qualities that make an effective learner. These qualities are embedded in our curriculum and part of our daily school life.



What do our lessons look like?

- ▶ We promote building life-long learners with transferrable skills.
- ▶ All children learn at their own pace and in different ways. We encourage children to take ownership of their learning and be prepared to challenge themselves. Children will always be supported if they need more help and challenged to reach their full potential.

This is done by:

- ▶ Having high expectations for all
- ▶ Following a lesson sequence to build on prior learning
- ▶ Providing adapted tasks
- ▶ Engaging lessons with hooks
- ▶ Targeted questioning for assessment
- ▶ Scaffolded through word mats, manipulatives and interactive lessons
- ▶ Open challenges for all

Phonics

- ▶ Daily 20 minutes phonics lesson
- ▶ Revisit phase 5 Bug Club Phonics with higher level challenges
- ▶ Then move onto Phase 6 Phonics - focusing on Year 2 spelling patterns and spelling rules
- ▶ Children who didn't pass year 1 phonics screening will resit in June 2026
- ▶ Phonics intervention is running to help children who need additional support



Phase 5

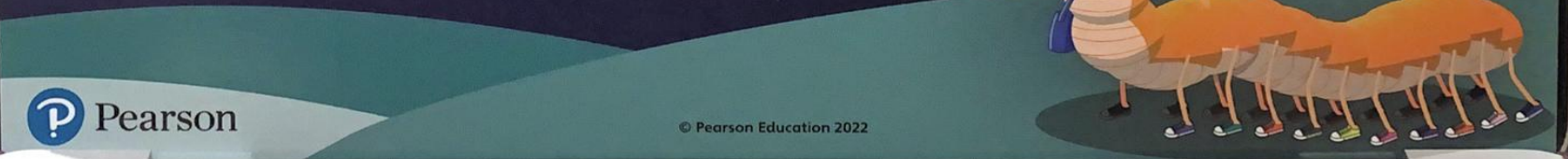
Phase 5

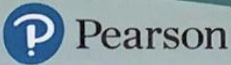
Sound Mat

wh 	ph 	ay 	ey 	ea 	ie 	oe 	ew 	ew 
ue 	ue 	aw 	au 	ir 	ou 	oy 	a-e 	e-e 
i-e 	o-e 	u-e 	u-e 					







 Pearson

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Phase 5 alternatives

Phase 5 Alternatives

Sound Mat

eigh	ey	ei	ie	y	y	i	ow	o
								
u	oul	al	ear	ere	eer	are	ear	ch
								
c(e)	c(i)	c(y)	sc	st(l)	se	g(e)	g(i)	g(y)
								
dge	le	mb	kn	gn	wr	tch	ch	ci
								
	ssi	ti	si	ea	(w)a	o	s	
								

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Phase 6

Phase 6

Unit	Sessions
<u>28</u>	• <u>Suffix ending: '-ing' (a morpheme)</u> • <u>Suffix ending: '-ed' (a morpheme)</u> • <u>Suffix ending: split digraph silent 'e' + '-ing', '-ed'</u> • <u>Language session</u>
<u>29</u>	• <u>Suffix ending: '-s' (as plural morpheme)</u> • <u>Suffix ending: '-es' after 'ss', 'x'</u> • <u>Suffix ending: '-es' after 'ch', 'sh', 'tch'</u> • <u>Language session</u>
<u>30</u>	• <u>Prefix 're-'</u> • <u>Prefix 'un-'</u> • <u>Prefix, root, suffix</u> • <u>Language session</u>

Common Exception Words for Reading and Spelling in KS1

Common Exception Words

Year 1

a	his	push	was
are	house	put	we
ask	I	said	were
be	is	says	where
by	love	school	you
come	me	she	your
do	my	so	
friend	no	some	
full	of	the	
go	once	there	
has	one	they	
he	our	to	
here	pull	today	

Year 2

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	cold	great	Mrs	steak
beautiful	could	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	who
busy	eye	last	path	whole
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

Opportunities of Reading in Year 2

- ▶ **Independent reading:** children can read independently during any additional learning time or during reading sessions
- ▶ **Group guided reading:** a group of 6, or 7 children with similar reading level will read with the class teacher focusing on different reading objectives in each session. Class teachers will then log this on boomreader. Please look at these comments as you can then also work on the focused reading strategy at home.
- ▶ **1:1 reading:** some children will read with the class teacher or TA in 1:1 basis.
- ▶ **Whole class reading:** whole class to share read a book together to develop vocabulary, comprehension and language skills

Reading in Year 2

- ▶ Reading in Year 2 moves towards fluency and comprehension skills
- ▶ We focus on developing their understanding of the texts and their ability to discuss and communicate their idea and personal responses
- ▶ Developing children's talking skills is crucial for developing enthusiastic readers and reading for pleasure is our ambition for every child
- ▶ Expectation of reading every day

Prediction

Factual
Retrieval

Vocabulary

Explanation

Inference

Summarizing and
sequencing

Reading Comprehension

Name: _____

Orange A

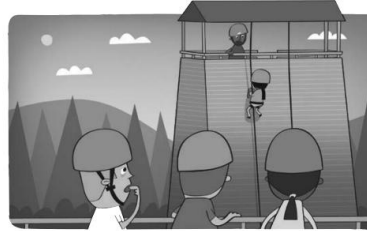
Class: _____ Date: _____

Practise these words: abseiling climbed clipped

The Wall of Fear

Jake's legs were trembling as he looked up at the high wall. He had a helmet on his head and a harness round his waist.

"Whatever happens," Jake said to himself, "I must NOT let the others see I'm afraid."



1 Why do you think Jake's legs were trembling? Tick **one** box.

Because his legs were worn out from running

☐

Because he was cold

☐

Because he was afraid of going up the high wall

☐☐

2 Why do you think Jake didn't want the others to know how he felt? Tick **one** box.

Because they might tease him

☐

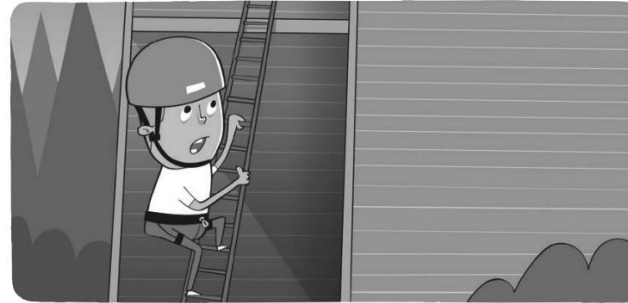
Because he wasn't really afraid

☐

Because he was ill

☐☐

At last it was Jake's turn. Slowly, he climbed the ladder to the platform at the top of the wall. He was trying not to think about the next bit. He had to abseil all the way down the wall!



3 What did Jake have to do when he got to the top of the wall?

☐

At the top, an instructor clipped a rope to Jake's harness. "Don't worry, son," he said. "You can do it!" But Jake was too afraid to speak.



Reading Levels

Book Band Colour	Reception	Year 1	Year 2
Lilac	Phase 1		
Pink	Phase 2		
Red	Phase 3		
Yellow	Phase 4		
Blue		Phase 5	
Green		Phase 5	
Orange		Phase 5	
Turquoise			Phase 6
Purple			Phase 6
Gold			Phase 6
White			
Lime			

Expected Standard for Reading

The pupil can:

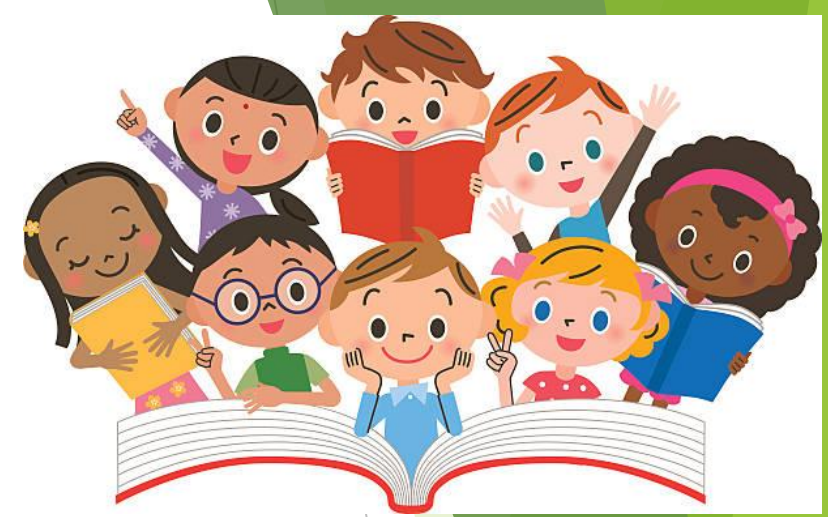
- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
 - sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.





Boom Reader

- ▶ A colour banded reading book is sent home on their reading day.
- ▶ Please upload your child's book and write comments about their reading on the app. Your child's class teacher will record comments about in school reading too.
- ▶ In Year 2, we encourage children to personally respond and evaluate the text they have read and expect children to write their own reviews of the books they've read on Boom Reader. This is an excellent opportunity to promote reading for pleasure and reflecting on the books your child has read.
- ▶ Please do let your class teacher know if you have any issues.

The screenshot shows the Boom Reader login screen. At the top, there are three tabs: 'I'm a Pupil' (highlighted in yellow), 'I'm a Parent', and 'I'm a Teacher'. Below the tabs, there is a 'School Code' section with five empty boxes for digits. A green 'NEXT' button is positioned below the code boxes. To the right of the code boxes is a yellow circular character with a large eye and a smile. Below the character is a speech bubble that says 'Ask your teacher for your login sheet'.



Reading for Pleasure

- ▶ Each class will be visiting our school library on weekly basis.
- ▶ **Bats - Monday** **Owls - Thursday** **Rabbits - Tuesday**
- ▶ Children can choose a reading for pleasure book to take home
- ▶ The library books are not logged onto Boom Reader app by teachers
- ▶ You can encourage your child to log the book onto pupil's account, rate the book and write book review. This provides a fantastic opportunity for children to develop their critical thinking skills
- ▶ Children can also bring some of their favourite books to read at school.
- ▶ Start introducing simple short chapter books with your child at home. You can share read with your child together or they can choose to read independently
- ▶ Visit local library



Year 2 (ages 6-7)

Books for Topics



SCAN ME

www.booksfortopics.com/year-2

For more primary school booklists, visit booksfortopics.com

English Curriculum



- ▶ The Literary Curriculum is a complete, thematic **approach** to the teaching of primary English that places children's literature at its core.
- ▶ The Literary Tree Curriculum immerses children in a literary world, creating strong levels of engagement to provide meaningful and authentic contexts for learning
- ▶ The key texts are carefully selected. They are high quality texts from significant authors. They are relevant and diverse.
- ▶ Children are taught to become critical readers and creative authors themselves

Handwriting

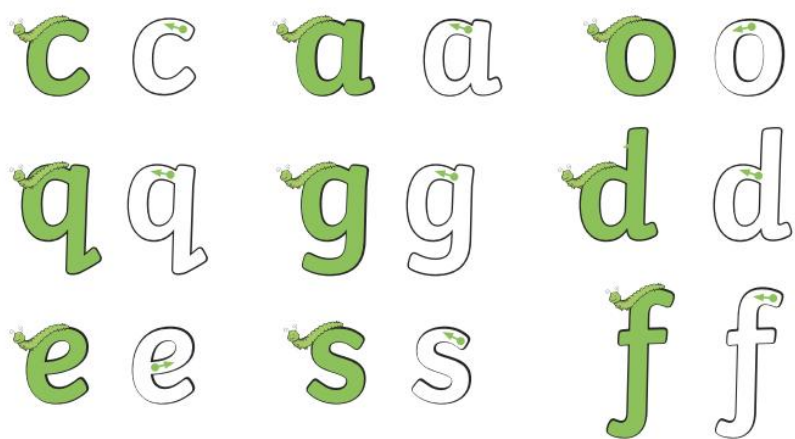
- ▶ Ensuring children have a secure pencil grip
- ▶ Have good posture
- ▶ When secure with print letter formation, children move onto cursive
- ▶ Developing the correct letter formation, size of the letters and spacing between them

Let's Look Ready to Write

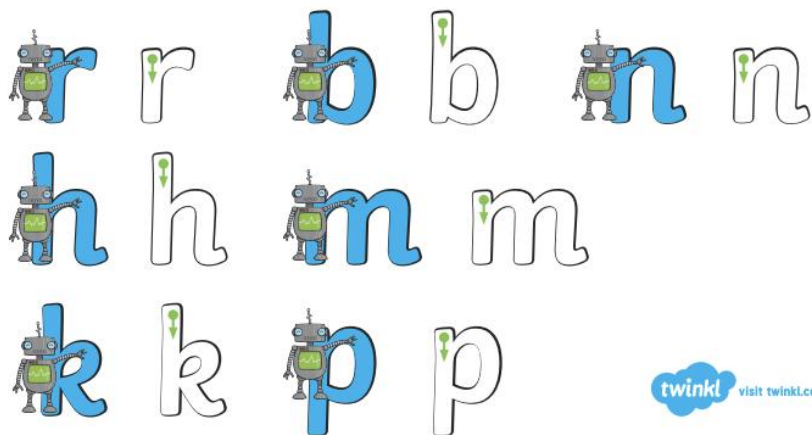
- 1 Place both feet flat on the floor.
- 2 Move your elbows so they're off the edge of the desk.
- 3 Move your bottom to the back of the chair.
- 4 Lean your head and shoulders slightly forward.
- 5 Keep your knees bent at a 90°.



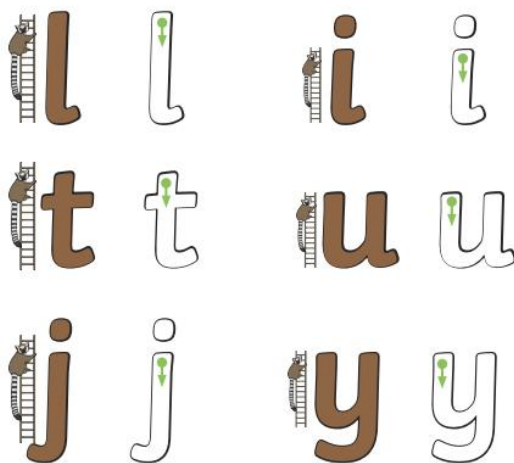
Curly Caterpillar Letters



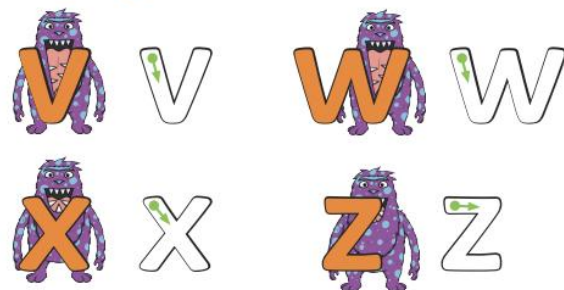
One Armed Robot Letters



Ladder Letters



Zigzag Monster Letters



Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Expected Standard in Writing

The pupil can, after discussion with the teacher:

- ▶ Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- ▶ Write about real events, recording these simply and clearly
- ▶ Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- ▶ Use present and past tense mostly correctly and consistently
- ▶ Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- ▶ Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- ▶ Spell many common exception words*
- ▶ Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- ▶ Use spacing between words that reflects the size of the letters.



Expected Standard in Writing

One ^{shiny} sunny day there lived a young ^{nice} boy named Billy. Billy was a worrier. Billy worried about lots of many things. He worried about black hats, ^{slimy} fluffy white clouds, clowns, giant birds and black shoes. One day Billy's dad said nothing will get you and Billy's mum said I'll let nothing get you. The next day Billy went to his grandma's house. Billy couldn't sleep because he was too worried. Billy told grandma and grandma ^{quietly} gave Billy worry dolls. Grandma said tell your worry to the worry dolls so he did. Billy slept like a ^{old} long. Billy one day made worry dolls for the worry dolls and made some for everyone. Now everyone sleep like a long and forget all of there ~~worries~~ worries.

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} ~~It~~ was really dark in the attic and there were very deep holes in the floor. Just then some thing caught his eye. ^{It} ~~It~~ was some boxes on top of each other. One was long and one was fat and ~~the~~ the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. First he opened the silver one which had wires in it. ^{Soon} ~~Soon~~ he had opened all of them.

Greater Depth Standard in Writing



The pupil can, after discussion with the teacher:

- ▶ write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- ▶ make simple additions, revisions and proof-reading corrections to their own writing
- ▶ use the punctuation taught at key stage 1 mostly correctly^
- ▶ spell most common exception words*
- ▶ add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- ▶ use the diagonal and horizontal strokes needed to join some letters

Greater Depth Standard in Writing

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet^{cat} behaviour.

First of all I ^{am} ~~am~~ ^{so} sorry bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ~~will~~ ^{will} be very dissatisfied and upset because of it.

Second of all from this day forward I will be a good citizen, and be treated much better, because I am more respectful. I ^{will} also try not to ~~scratch~~ scratch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any reason. Please forgive me!!

Love from Tuffy

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a crickety, old and wooden house. They got their precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in return ^{get} some money?"

"Sure," replied Poppy and set off in the dusty alleyway.

On the dusty alleyway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the alleyway and finally arrived home. When she arrived, her mum was furious and she was so skubba with Poppy. She threw the beans out of the glass delicate window as fast as a cheetah.

Mathematics in Year 2



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

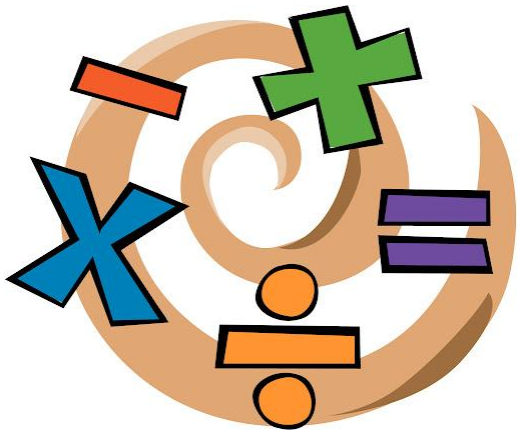
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW				Number Addition and subtraction VIEW				Geometry Shape VIEW			
Spring term	Measurement Money VIEW	Number Multiplication and division VIEW				Measurement Length and height VIEW	Measurement Mass, capacity and temperature VIEW					
Summer term	Number Fractions VIEW			Measurement Time VIEW		Statistics VIEW		Geometry Position and direction VIEW		Consolidation		

Mathematics

The key focus of mathematics in Year 2 is to ensure your child develops **confidence** and **mental fluency** with whole numbers, counting and place value.

They will use practical resources, pictures and diagrams to develop their understanding of the four operations of $+$ $-$ $\times$ $\div$ and to problem solve.

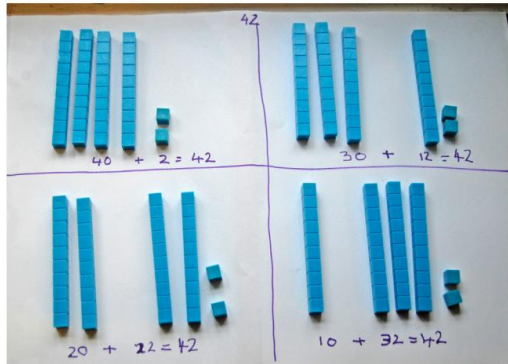
Investigations and problem solving is at the heart of the Year 2 curriculum.



Expected Standard in Maths



- ▶ read scales in divisions of ones, twos, fives and tens
- ▶ partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- ▶ add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- ▶ recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$ then $17 + 3 = 20$; if $7 - 3 = 4$ then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- ▶ recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- ▶ identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- ▶ use different coins to make the same amount
- ▶ read the time on a clock to the nearest 15 minutes • name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.



Can I add?

$$50 + 26 = 76$$

$$24 + 21 = 45$$

$$32 + 40 = 72$$

$$41 + 12 = 53$$

$$32 + 22 = 54$$

$$6 + 21 = 37$$

$$45 + 21 = 66$$

$$25 + 33 = 58$$

Can I do
inverse calculations

120, 12, 10

$$12 \times 10 = 120$$

$$10 \times 12 = 120$$

$$120 \div 12 = 10$$

$$120 \div 10 = 12$$

100, 10, 10

$$10 \times 10 = 100$$

$$100 \div 10 = 10$$

100, 2, 50

$$2 \times 50 = 100$$

$$50 \times 2 = 100$$

$$100 \div 2 = 50$$

$$100 \div 50 = 2$$

Can I order everyday events?

1	2	3	4	5	6	7	8
I get up at half past 7	Start school at 9 o'clock						
Walking out at half past 10	I eat my dinner at 12 o'clock						
I finish school at quarter past 3	I watch TV at 6 o'clock						
I have my tea at half past 5	I go to bed at quarter to 8						
eat dinner	have my tea	finish school					
get up	start school	play out					
watch TV	go to bed						

Expected Standard in Maths

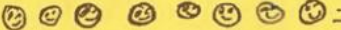
Greater Depth Standard in Maths



- ▶ read scales where not all numbers on the scale are given and estimate points in between
- ▶ recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- ▶ use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \dots$; ‘together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?’ etc)
- ▶ solve unfamiliar word problems that involve more than one step (e.g. ‘which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?’)
- ▶ read the time on a clock to the nearest 5 minutes
- ▶ describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Mum buys some pizzas for my party and cuts each one into quarters.
 If she buys 6 pizzas, how many pieces is that? If there are 8 children at the party, how many pieces do they each eat?

8 children

 = 3 each

6 pizzas



$6 \times 4 = 24$ pieces
 so they get 3 pieces each

Reasoning about numbers

In each case choose a number that could reasonably be correct.

Then explain why you chose that number.

$19 \times 5 =$	84	<u>95</u>	93
Its 95 because it ends in a five or 0 when you count in fives.			
$19 \times 2 =$	35	33	<u>38</u>
Its 38 because if counting in 2s it should be even.			
$19 \times 10 =$	<u>190</u>	185	192
I think its 190 because when you count in tens its all ways ends in a 0.			

L1. To solve missing number problems

$$\boxed{29} + 11 = 25 + 14 \quad \checkmark$$

28	11	= 39
25	14	= 39

$$17 + 15 = \boxed{20} + 12 \quad \checkmark$$

17	15	= 32
20	12	= 32

Greater Depth Standard in Maths

Key Instant Recall Facts (KIRFs)

- ▶ KIRFs (Key Instant Recall Facts) are **designed to support the development of the mental skills** that underpin much of the maths work in schools. They are particularly useful when calculating, be it adding, subtracting, multiplying or dividing.

Adding 1

Bonds to 10

Adding 10

Bridging/
compensating

Y1 facts
Y2
facts

Adding 2

Adding 0

Doubles

Near doubles

+	0	1	2	3	4	5	6	7	8	9	10
0	0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10
1	1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	1 + 10
2	2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10
3	3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10
4	4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10
5	5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10
6	6 + 0	6 + 1	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10
7	7 + 0	7 + 1	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10
8	8 + 0	8 + 1	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10
9	9 + 0	9 + 1	9 + 2	9 + 3	9 + 4	9 + 5	9 + 6	9 + 7	9 + 8	9 + 9	9 + 10
10	10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10

End of Year 2 assessment

- ▶ Core subjects of Reading, Writing and Maths are assessed through teacher judgement

Foundation Subjects

Children are taught both the knowledge of these subjects but also the transferrable skills.

- ▶ Science
- ▶ Geography
- ▶ History
- ▶ Art and Design
- ▶ Design and Technology
- ▶ RE
- ▶ PE
- ▶ PSHE
- ▶ P4C
- ▶ Computing
- ▶ Forest School



Enriching and Exciting Experiences



We endeavour to have the following visits and experiences to enrich and enhance the learning opportunities for our children

- ▶ Road Safety Talks and Scooter training (*PSHE / PE*)
- ▶ Library Visit (*Geography/English*)
- ▶ Life Space Dome (*PSHE*)
- ▶ Local area walk (*Geography*)
- ▶ Church Trip (*RE*)
- ▶ Tower of London
- ▶ Tower Bridge
- ▶ Dulwich Picture Gallery

Homework



Reading



Spelling



Handwriting



Maths fluency
recall



Maths
calculation

Year Group Newsletter



Sent out on Friday



Reminders of key dates and events



Brief outline of weekly learning for all subjects



Useful links will be suggested



Homework will be outlined

PE Days

- Bat class is on Friday, Owl Class is on Thursday and Rabbit class is on Wednesday
- PE kits should be worn on their PE days
- PE kits should be - green shorts or dark jogging bottoms, white t-shirt and jumpers
- It is very helpful if earrings can be removed on PE days



Links with Parents and Carers

- ▶ Parents Teacher Consultation meetings
- ▶ Parent Curriculum Meetings: Phonics, Reading, Maths,
- ▶ Christmas performance - December 2026
- ▶ Country Dancing - May 2027
- ▶ School Sports Day - June 2027
- ▶ Trips
- ▶ Parent Teacher Association - FODWIS - please support their activities



Diary Dates on Website

Applying for a
primary
school place
2027/2028



**Your guide to starting primary education
or transferring from infant to junior school**

Reception Year – for children born between
1 September 2022 and 31 August 2023

Year 3 (junior school) – for children born between
1 September 2019 and 31 August 2020



Applying for junior school

www.bromley.gov.uk/primary-school-admissions

Your application journey

It is very important to ensure that you stay on track throughout the process of applying for a secondary school place, so below are the key dates for your dairy.

1 September 2026	Applications open apply online at bromley.gov.uk/primaryadmissions
September 2026 to January 2027	Parents and carers to read all available information, visit school open events (if available) and make decisions on what schools to apply for
15 January 2027	National closing date for applications Any application received after this date will normally be treated as late
11 February 2027	Deadline of 'late' school applications for exceptional reasons and proven changes of address to be considered for national offer day
16 April 2027	National offer day Offer notifications sent to on-time applicants after 5pm
30 April 2027	Deadline for parents and carers to accept or decline the school offered online (decisions can be submitted via email after this date)
May 2027	Appeals to be submitted to the relevant school (contact school's directly for their appeals process and timetables)
From 24 May 2027 until 31 December 2027	The Council reallocates any places that have become available from the waiting lists
From 1 January 2028	All applications are processed through the In-Year Admissions process



- Ensure your child has the best possible **attendance** at school
- Ensure your child has a **good routine** before and after school
- Promote our **characters of learning** at home
- Support your child with any **homework** tasks
- **Read** as much as possible to and with your child
- Read the **weekly newsletters**
- **Communicate with us** and send any questions or queries through to office admin email



**THANKS
FOR
LISTENING**

