

The background features a cluster of semi-transparent green circles of various sizes, resembling bubbles or a tree's canopy. Below this, there are stylized orange figures that look like people with their arms raised in a celebratory or joyful gesture.

# Years 1, 2 and 3 Information for Parents

Autumn 2023

# Key Updates:

**Vision, Mission and Values**  
**Positive *akhlaaq* based incentives and projects**  
**Our team and provision**  
**Curriculum Maps & Curriculum Newsletters**  
**Reading (including phonics)**  
**Writing**  
**Mathematics**  
**Home Learning**  
**Meet the Teacher (visit children's classes)**

# Our Vision

Our **vision** is to be an outstanding, happy and inclusive school that cultivates our relationship with God by embodying the conduct and teachings of the Prophet (Peace Be Upon Him).

A place where children indulge their intellectual curiosity, develop a love for learning, and build the foundation from which they can grow to become ethical, responsible and inspirational members of society.

***‘Education is more than what you know, it is who you can become...’***

# Our Mission

**We will facilitate the well-being and growth of every child's mind, body and character through:**

- Nurturing children within a safe and caring learning environment to realise their full potential;
- Providing a broad, balanced, vibrant and inclusive core curriculum that fosters curiosity and outstanding academic achievement;
- Facilitating experiential teaching, enrichment activities that are a feast for the senses, and focused time on health, hygiene and nutrition;
- Fostering learners who are able to think, question and reflect independently;
- Developing confident, respectful and effective communicators who can express themselves and make informed choices;
- Encouraging positive relationships;
- Listening deeply and accepting every child as a gift from God.

**This is accomplished through a values curriculum in accordance with the Islamic philosophy of education. Individuals are encouraged to reflect on the qualities of God and develop the virtues of good character as embodied by Prophet Muhammad (Peace be upon him), thus enabling our pupils to apply their knowledge and turn it into action for the benefit of our school and the wider community.**

# We **SHINE** by demonstrating our values:



## Service

To serve Allah (swt)  
and His creation

Gratitude  
To be thankful



## Excellence

To strive for the best



## Respect

To treat people and the  
environment with care



## Integrity

To speak the truth  
and do the right thing

Compassion  
To be kind



## DOJO Points

Whenever a pupil demonstrates a school **v a l u e** in their learning or their behaviour, they are awarded ONE Dojo Point.

*Individual and instant acknowledgement*



## Collaboration

For every 10 Dojo points, a child receives a **SHINE** token.

This token is dropped into their House tube.

*Children work together and help the school and wider community*



## Cumulative Rewards

50 Dojo Points – A Bronze badge

100 Dojo Points – A Silver Badge + lunch with your teacher

150 Dojo Points – A Gold Badge + choose a book for the library with a special message from them

*Children are aspirational and work towards continually perfecting their akhlaq*



## Pupil of the Week

Each week a pupil who demonstrates a deep understanding of our **v a l u e s** earns a :

**'You SHINE - pupil of the Week Certificate'** and also a **SHINE token**.

*Sharing good learning behaviours with parents and carers.*



# Ladies of Paradise Service Projects

The children at Hujjat Primary learn about four ladies of paradise: Lady Asiyah, Lady Maryam, Lady Khadija and Lady Fatema.

During terms 1 and 2, we will identify four different Service Projects dedicated to the Ladies of Heaven. Children of the winning House will choose which project to work on the following term.

Term 3 will end with a fun event to raise money for our chosen charity.

## **Our team and provision**

**Curriculum Leader  
Mrs Saad**

**Faith Leader  
Mrs Jessa (RE, PSHE,  
Nasheeds)**

**Inclusion and SEND Leader  
Miss Aissaoui**

**Arabic  
Mrs Mohammed**

**PE and Sports  
PSD**

### **Year 1 Team**

**Al Kareem – Mrs Aksouh  
(Humanities Leader)**

**Al Hakeem – Mrs Haque**

### **Support Team**

**Mrs Souillah , Mrs Lalji & Mrs Karim**

### **Year 2 Team**

**Al Wahhaab – Mrs Laamri  
(English Leader & Key Stage 1 Leader)**

**Al Khaaliq – Miss Shah  
(Art & DT Leader)**

**Mrs Rahemtulla**

### **Support Team**

**Mrs Naveed, Mrs Gulamali & Mrs Karim**



## **Our team and provision**

**Curriculum Leader**  
**Mrs Saad**

**Faith Leader**  
**Mrs Jessa (RE, PSHE,  
Nasheeds)**

**Inclusion and SEND Leader**  
**Miss Aissaoui**

**Arabic**  
**Mrs Mohammed**

**PE and Sports**  
**PSD**

### **Year 3 Team**

**Ar Raouf – Mrs Sookun**  
**(Mathematics Leader)**

**Ash Shakoor – Mrs Somji Haque**  
**(Computing Leader)**

### **Support Team**

**Mrs Haider & Mrs Karim (HLTA)**

### **Year 4 Team**

**TBC**

## **Curriculum Maps and Curriculum Newsletters**

**AT HPS we have been working to ensure all the subjects are being taught in line with DfE guidelines**

**Curriculum Maps are available on the school website**

**Curriculum Newsletters are shared every half term so we can share pupils' learning**

**<https://hujjatprimary.org/curriculum-year-groups>**

## Phonics in Year 1

# Big Cat Books

- Once a week books are changed.
- Books are matched with pupil's ability to **decode GPCs (ai, ay)**.
- The aim of the book is to develop reading **fluency (70 words per minute)**.
- Books might not always be of interest to the child, supplement with reading at home or library of a different book.



Collins  
**BIG CAT**



**The leading phonics programme  
for Letters & Sounds**

# Phonics and Reading in Year 1

Focus words for that book

Tricky words to focus on

Focus GPCs for that week

## 🐾 Before reading 🐾

### Practising phonics: Phase 5, Set 1

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: [collins.co.uk/BigCatLittleWandleL&Srevised](http://collins.co.uk/BigCatLittleWandleL&Srevised)

### Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

### Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at [www.littlewandlelettersandsounds.org.uk](http://www.littlewandlelettersandsounds.org.uk)

### Read the GPCs

/ai/ ay	/ee/ ea
/igh/ ie	/oo/ ue
/ow/ ou	/ur/ ir

### Read the words

twirled day found  
blue cried

### Read the tricky words

the into put my  
he said one have  
me do like little  
of

### Vocabulary

Ask the children to read these words. Check understanding.

seaweed urchin  
armpit pouch

### Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

## Not in Otter's Pocket



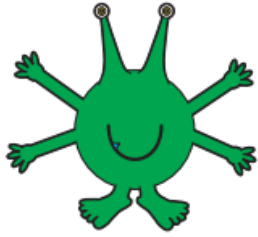
Comprehension words

Written by Suzanne Senior  
Illustrated by Angelika Scudamore

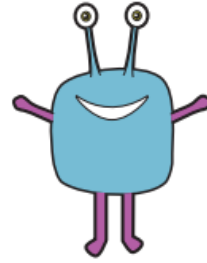
Collins

# Phonics Check in Year 1

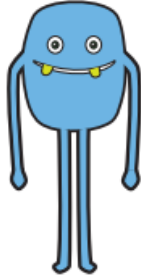
fip



yair



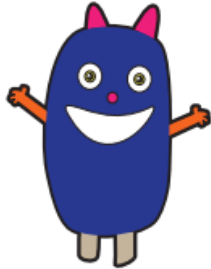
pon



blies



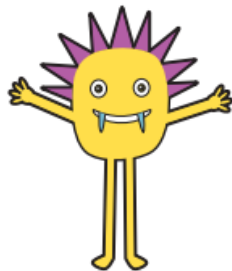
hab



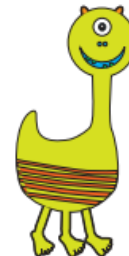
keam



ulb



whape



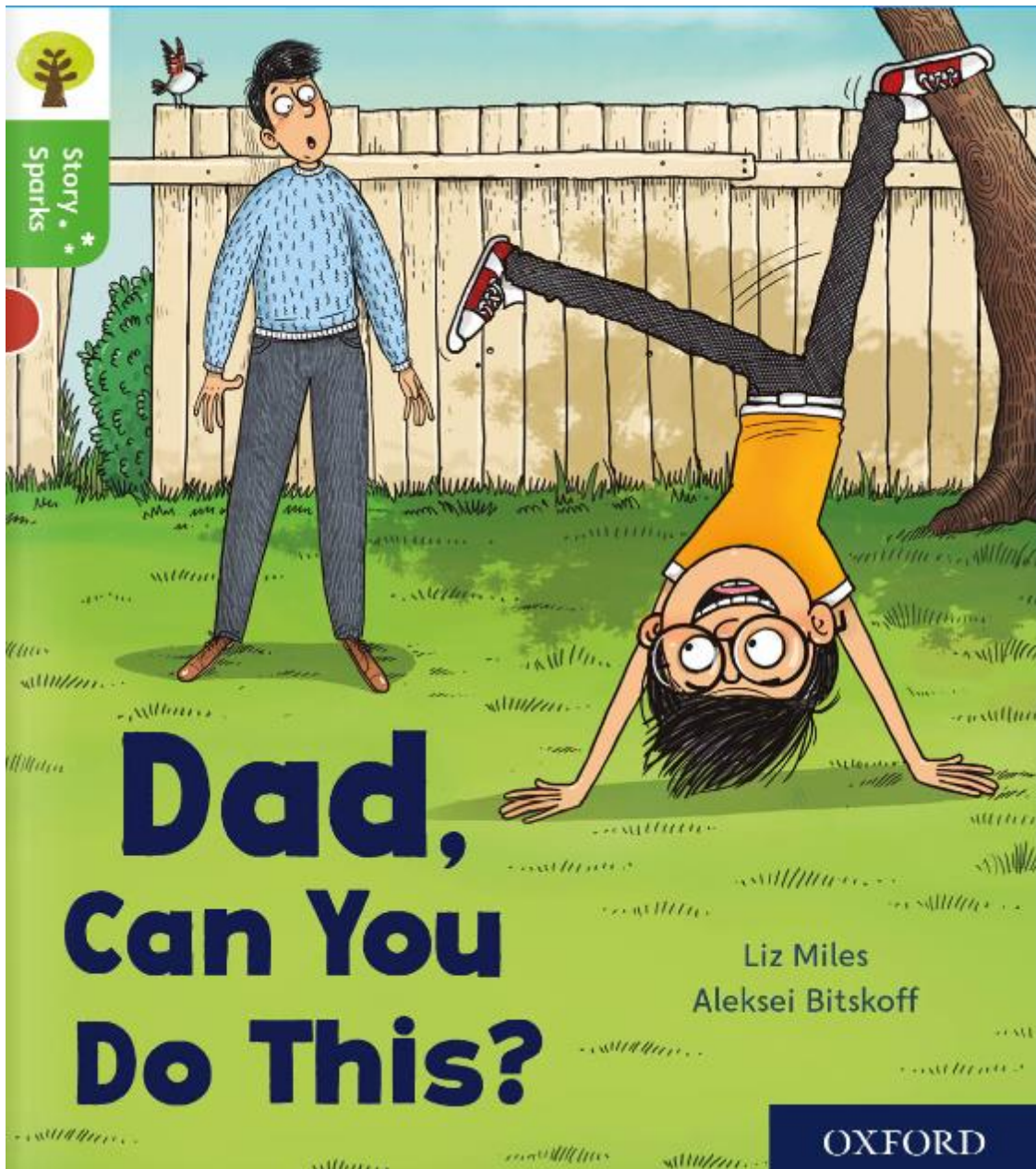
Year 1 – phonics check  
Excerpt from 2015  
Total marks (40)  
Pass mark (32)

End of Year 1 – summer  
term  
KS1 staff will administer

**Practise reading with your  
children**

Children who do not pass  
this check will re-sit this in  
Y2 Summer Term (post  
intervention)

# Reading in Year 1



## About the story

Dad struggles to do all the things that Zac can do. But when Zac asks Dad if he can catch, Zac gets a surprise!

## Before reading

### Talk together

Look at the cover. Ask: *Do you think the boy's dad can do a handstand, too?*

### Story words

These words may be challenging but they are important for the story. Read them together and talk about what they mean.

**play** – to use a musical instrument (p3), or to have fun (p9)

**honk** – the loud sound that a horn makes (p12)

**catch** – to grab something that is flying through the air (p13, 16)

## During reading

If your child has difficulty with a particular word while reading the book:

- break it down into sections, help them to sound it out and blend the sounds together, e.g. s-w-i-ng
- tell them the whole word if necessary.

### Tricky words

These words are common but your child might find them difficult to read: you, are, my

# Reading in Year 1



**Use of direct speech**

**Colourful visuals to understand pictorially**

**Use of punctuation**

**Question mark**

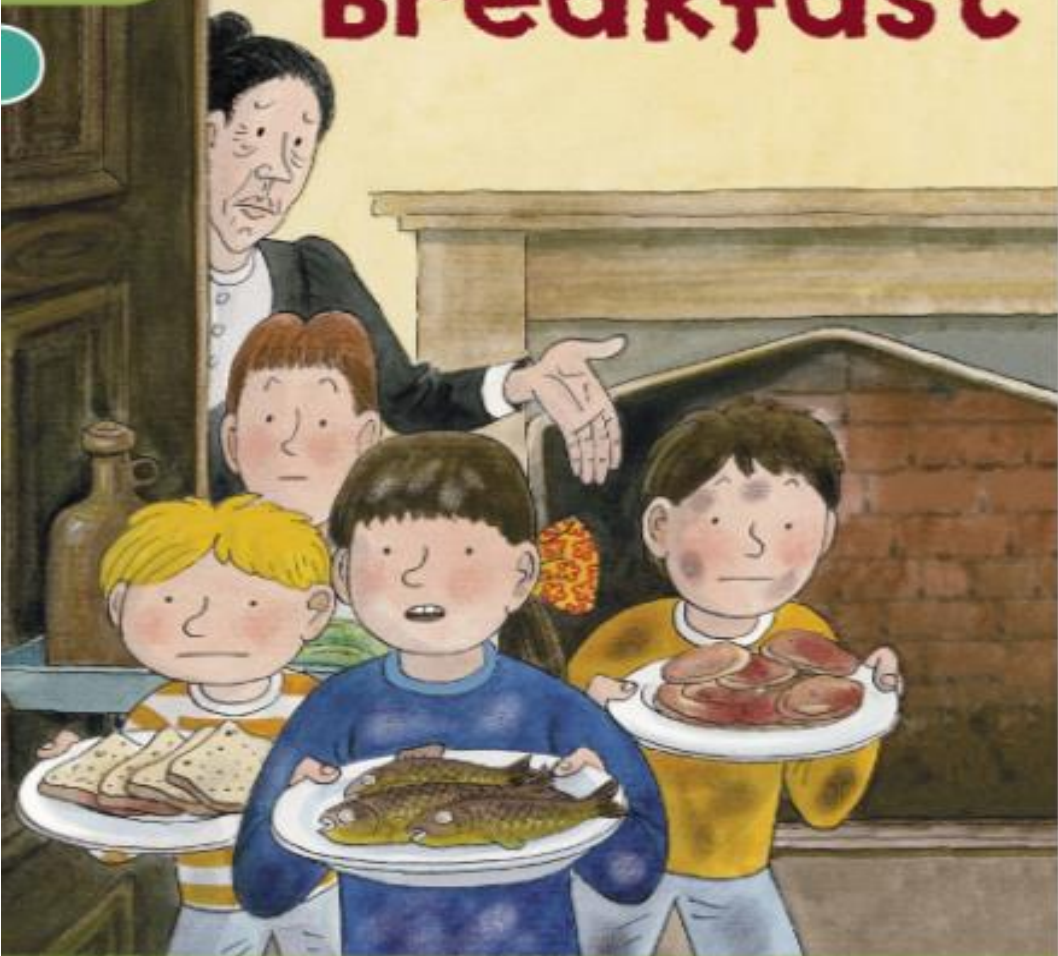
**Commas**

**Capital letter at the start of a sentence**

# Reading in Year 1



## The Big Breakfast



Series created by Roderick Hunt and Alex Brychta



Written by David Hunt and illustrated by Alex Brychta,  
based on the original characters created by  
Roderick Hunt and Alex Brychta

### BEFORE READING

#### Talk together

- Look at the cover and read the title together. Ask: *What is different about the food in the picture compared to what we might have for breakfast?*
- Talk together about the things you like to eat for breakfast.
- Look through the book and talk about the pictures.

### About the words in this book

- Your child will probably be able to read most of the words in this book. Encourage your child to sound out and blend any challenging words, such as those below. If necessary, model the blending or read the words for your child.

café iron juice brought  
water sausages pigeon



### DURING READING

Enjoy the story together. If your child needs support to read the story:

- Remind your child to blend unfamiliar words from left to right.
- If a word is still too tricky, simply say the whole word for your child.
- Re-read sentences to focus on their meaning where necessary.



See the inside back cover for more ideas.



# Reading in Year 1



**Use of direct speech**

**Use of onomatopoeia (ding, ding)**

**Use of punctuation**

**Capital letters**

**Speech marks**

**Commas**

**Exclamation marks**

**Fullstops**

**Use of contractions**

**It's --- It is**

“Ding, ding! Ding, ding!”

Dad came into Chip’s room. He was ringing a bell. Chip sat up in bed.

“It’s time to get up,” said Dad. “Mum’s away and we have a lot of jobs to do.”

# Reading in Year 2



When they went to the seaside to visit Gran, Lenny made sure there was an extra bucket and spade for Duck. They paddled together and built sandcastles.

When it was time to go home, somewhere in the rush of packing, Duck got lost.



Who lived at the seaside?

Tick **one**.

Dad

Duck

Lenny

Gran

Write **two** things Lenny took to the seaside.

1. \_\_\_\_\_

2. \_\_\_\_\_

# Reading in Year 2

## Lucky Duck

When Lenny was a very little boy, his dad bought him a really special toy duck.

Duck was Lenny's best toy and whatever Lenny did, Duck did too.



### Practice questions

**a** Who gave the toy to Lenny?

Tick **one**.

a boy

his dad

his gran

his mum

In Year 1 and Year 2 apart from daily phonics sessions we also focus on:

**Guided Reading**  
(target reading groups)

+

**Big Read**  
(Class book read by all pupils and adapted)

We develop and build on the skills:

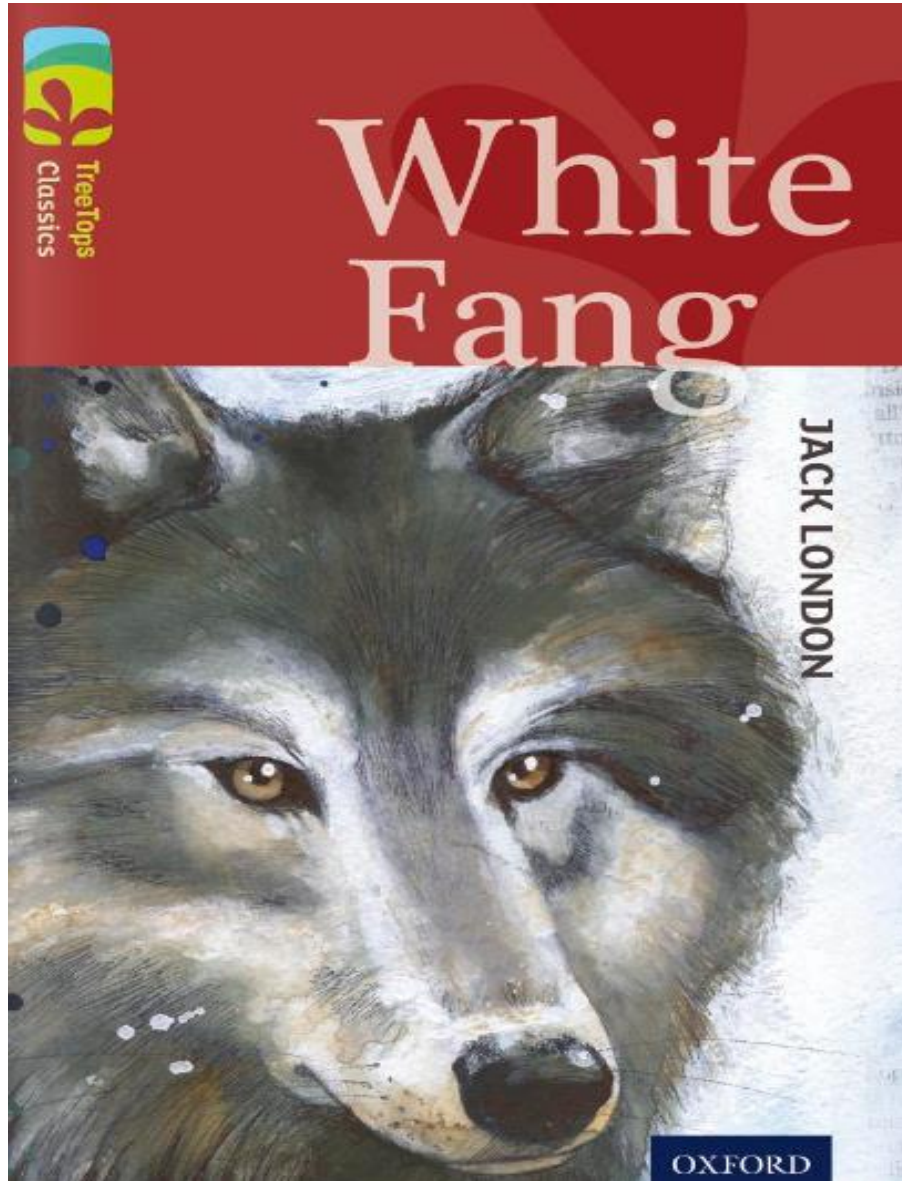
**R: retrieval**

**E: exploring**

**A: analysing**

**D: deduction (and inference)**

# Reading – End of Year 2



## Before reading

- Read the title and back cover blurb. What sort of story is this going to be?
- *White Fang* is set in the 1890s. What sort of people might White Fang meet in the 'wild open spaces of North America' at this time?

## After reading

- What is the underlying theme of the story?
- Do you think that this story could take place today?

## Book quiz

- 1 What is the name of White Fang's father?  
a One-eye    b One-ear    c One-leg
- 2 Why do the marks on White Fang's chest suggest that he's been tamed in the past?
- 3 Why does White Fang form such a strong attachment to Scott?

## Now read on

- *The Jungle Book* by Rudyard Kipling (*TreeTops Classics* Level 15)
- *Beneath the Ice* by Martyn Beardsley (*Project X Origins* Book Band 14, Blue/Hidden Depths)
- *White Fang* by Jack London (full-length novel)

## Reading in Year 2

### *The she-wolf*

As night fell, Henry and Bill heard the first cry. A horrible wail, terrifying in the stillness. The two men looked at each other. Then another cry came, and another. Wolves!

**figurative language**



'They're after us, Henry,' said Bill.

'Best set up camp and get the fire started,' said Henry. 'They don't like fire.'

The two men ate their food while the dogs huddled together.

'Not like them dogs to stay so close to camp,' said Bill.

At that moment, more shrill wolfish cries ripped the air.

**setting description**



# Reading – End of Year 2 (optional)

## Key Stage 1 reading

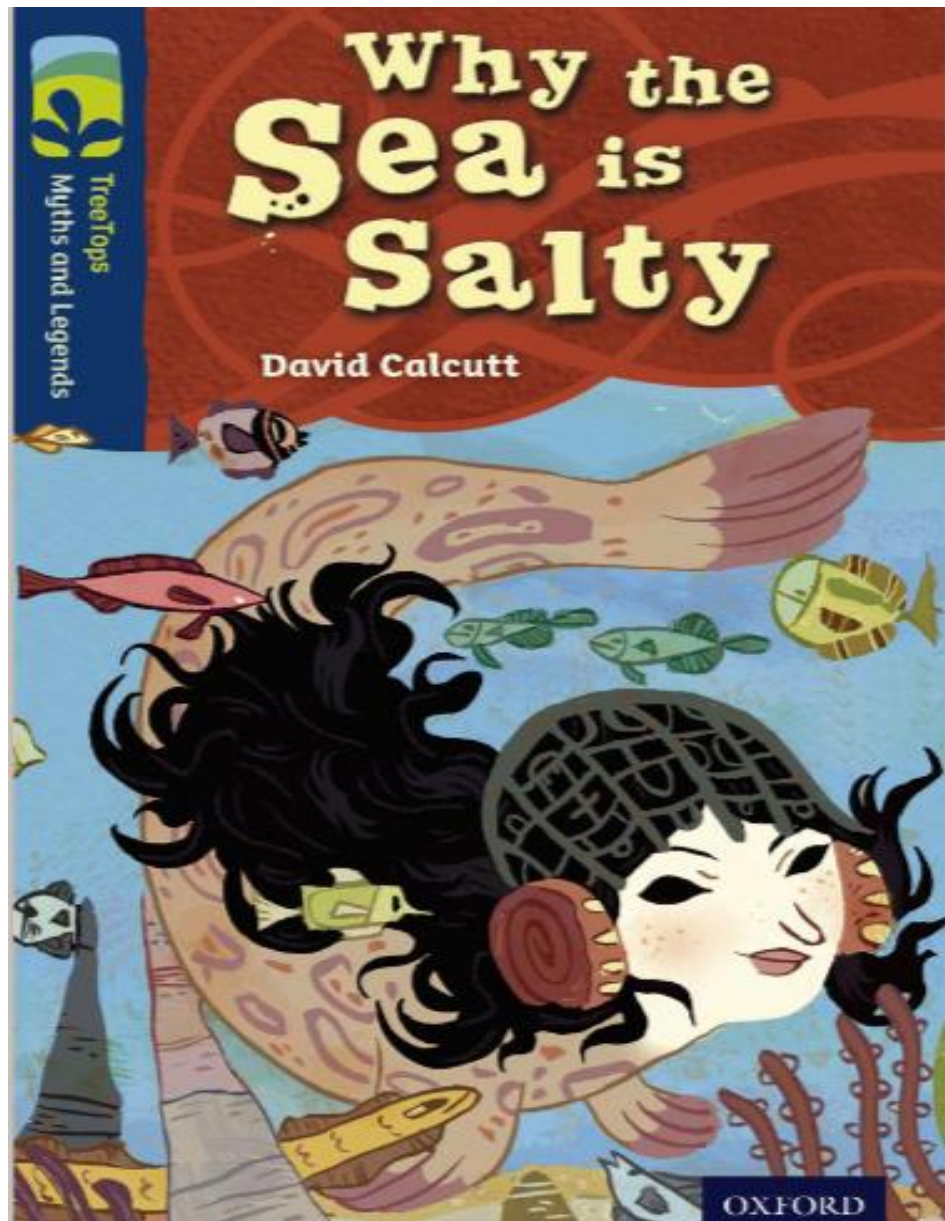
The key stage 1 English reading test comprises:

Paper 1: reading prompt and answer booklet combined booklet that integrates the reading texts and answer booklet (simple)

Paper 2: reading answer booklet reading booklet with a separate answer booklet (challenging)

Scaled score	
Reading	Total available marks 40
Paper 1 – reading (20 marks)	
Paper 2 – reading (20 marks)	
26/40	scaled score of 100 meeting National Expectations/ Working At/ Secure
37/40	scaled score of 110+ above National Expectations/ Working at Greater Depth

# Reading in Year 3



## Before reading

- Look at the title and read the back cover blurb. What do the stories in this book have in common?
- These stories come from Wales, India and the Arctic. Which stories might be about the sea and which might be about rivers?

## After reading

- Did the story *Why the Sea is Salty* remind you of any other story, such as *The Magic Porridge Pot*?
- There is a greedy character in each story. Who is it in each case?
- If you had a magic mill, what would you get it to make for you?

## Book quiz

- 1 What magic phrase stopped the magic mill?
  - a Stop!
  - b Time out!
  - c Enough!
- 2 What animal does Sedna turn into?
- 3 What water behaviour does *Indra and Vritra* explain?

## Now read on

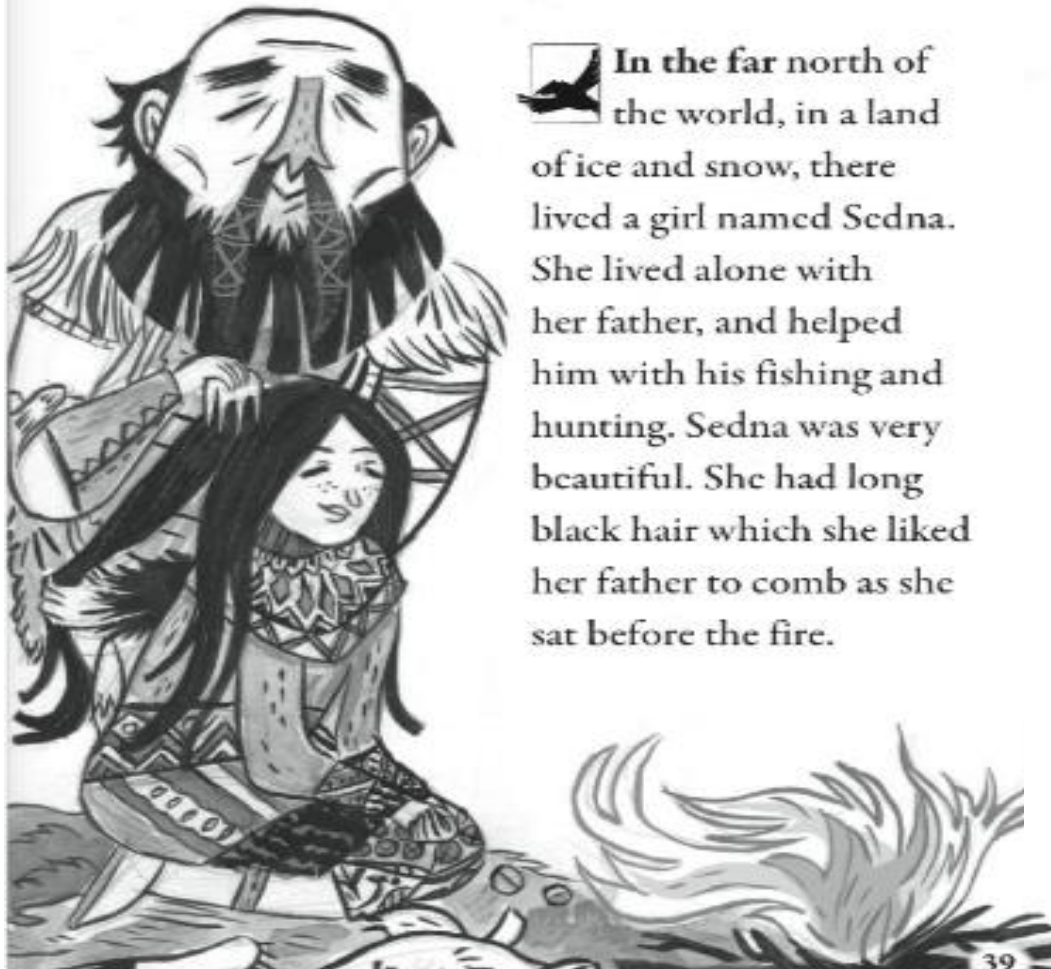
- *The Star Fruit Tree and other stories* by Sally Prue (*TreeTops Myths and Legends Level 15*)
- *The Deep* by Margaret Su (*Project X Origins Book Band 13, Grey/Great Escapes*)
- *I Wonder Why The Sea Is Salty* by Anita Ganeri (*Kingfisher*)


# Reading in Year 3

## Sedna

*A myth from the Arctic*

### Chapter 1



 In the far north of the world, in a land of ice and snow, there lived a girl named Sedna. She lived alone with her father, and helped him with his fishing and hunting. Sedna was very beautiful. She had long black hair which she liked her father to comb as she sat before the fire.

One clear, cold morning, Sedna was cleaning the fish her father had caught. Her father sat nearby, sharpening his harpoon.

**Technical vocabulary**

As Sedna turned to hang the fish out to dry, she saw a figure walking across the snow.

‘Look,’ she said. ‘We have a visitor.’

Her father looked up. ‘I don’t think I know this man,’ he said.

The figure was dressed in a robe of thick fur. A large hood hung over his face. There was something odd about the way he held his body. His shoulders were hunched and his head bent forward. There was a croak in his voice when he spoke.

**Character description**



# Reading in Year 3

## Before reading

### Talk about the book

It's a good idea to talk with your child about the book before they read it.

- Look at the front and back covers together – these give clues to what the book is about.
- Has your child ever been to a science museum? What did they see and do?
- Talk about what your child knows about travelling in space and on spacecrafts, such as space shuttles.

Encourage your child to read most of this book independently. This longer story may take more than one session to read.

### Challenge words

These words may be tricky for your child to read using their phonic skills but they are important for the meaning of the book. Encourage your child to read these words by saying and blending the letter sounds as much as they can, then help them with the tricky part, or simply read the word to them.

glitches   meteoroids   engineers   electronic  
exhibition   equipment   publicity   scientific

## During reading

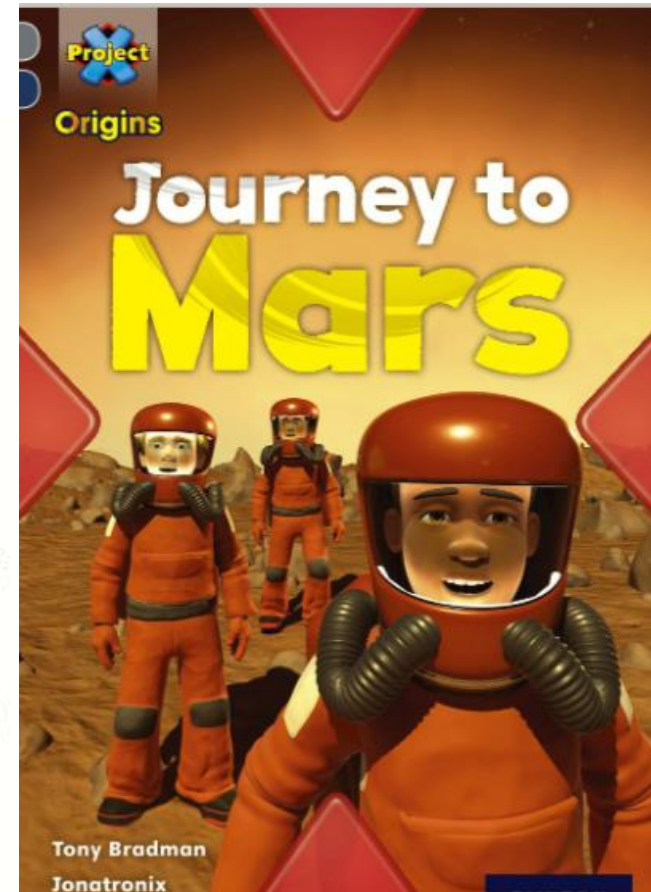
- Encourage your child to: read at their own pace; notice if something doesn't make sense and re-read it to put it right; build connections between one sentence and another; ask their own questions if they don't understand something.
- If your child is still struggling with the word, read the word to them. This is perfectly OK and allows them to move on quickly with the story.
- Discuss any new or unfamiliar words within the context of the story to ensure that your child understands their meaning.

Oxford  
OWL  
For teachers

Origins

# Journey to Mars

Tony Bradman ■ Jonatronix



# Reading in Year 3

Ant was just coming through the museum doors. He turned to wave goodbye to his parents then hurried over to meet the others.

“Hi, guys!” he said. “I hope you haven’t been waiting long?”

“No, we’ve only just arrived,” said Max.

“So, Ant,” said Tiger. “What’s our surprise?”

“Well, guess who has a new job running the museum?” said Ant. “It’s my Aunt Aisha. She’s really cool. It was her idea to transform the old Greenville museum into *The Museum of the Future*.”

“So, what’s our surprise?” prompted Tiger.

“Aisha is going to give us a sneak preview of the special exhibition. We’ll get to know how it works behind the scenes before anyone else has even seen it!”

They heard footsteps behind them.



In Year 3 and Year 4 apart from guided reading sessions we also focus on:

**Guided Reading**  
(target reading groups)

+

**Big Read**  
(Class book read by all pupils and adapted)

We develop and build on the skills:

**R: retrieval**  
**E: exploring**  
**A: analysing**  
**D: deduction (and inference)**

# Spellings in Year 1 and Year 2

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English Appendix 1 - Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

## New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

# Spellings in Year 3 and Year 4

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English Appendix 1 - Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

## Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

# Count Objects



The piggy bank has these coins inside.



Asma says,



I have 3 coins.

Is she right? Prove it!

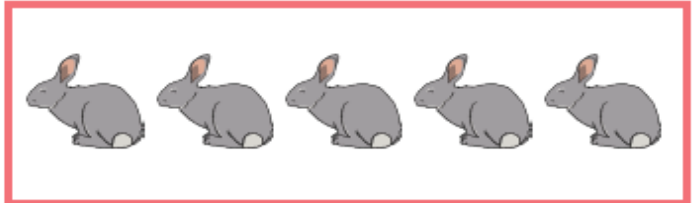


# Maths – Year 1

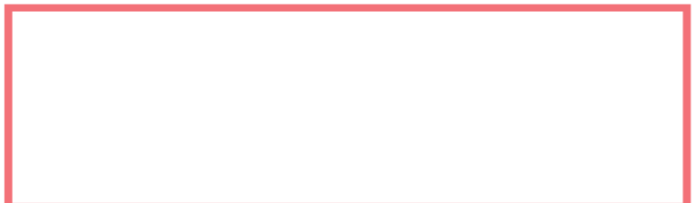
# Count Objects



0



What number is missing from this box?



3



5

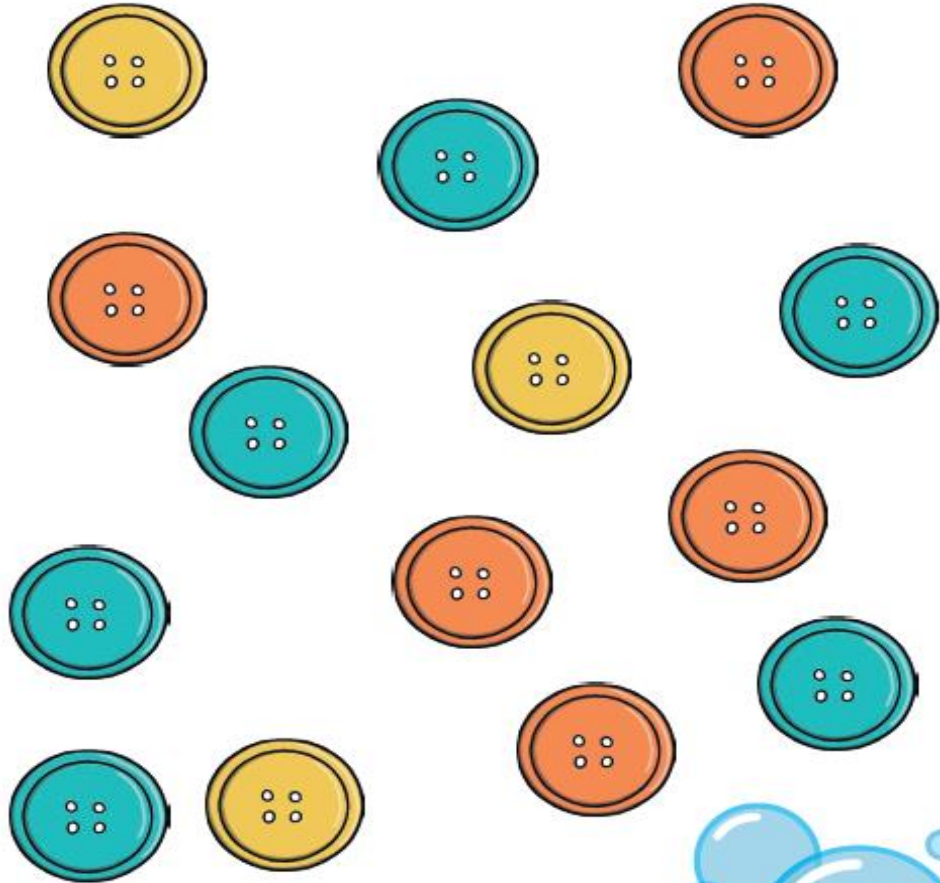
Match the correct digit to the groups of animals.



## Count Objects



Sort the buttons. Count how many are in each group.



How could you arrange them so that they are easy to count?

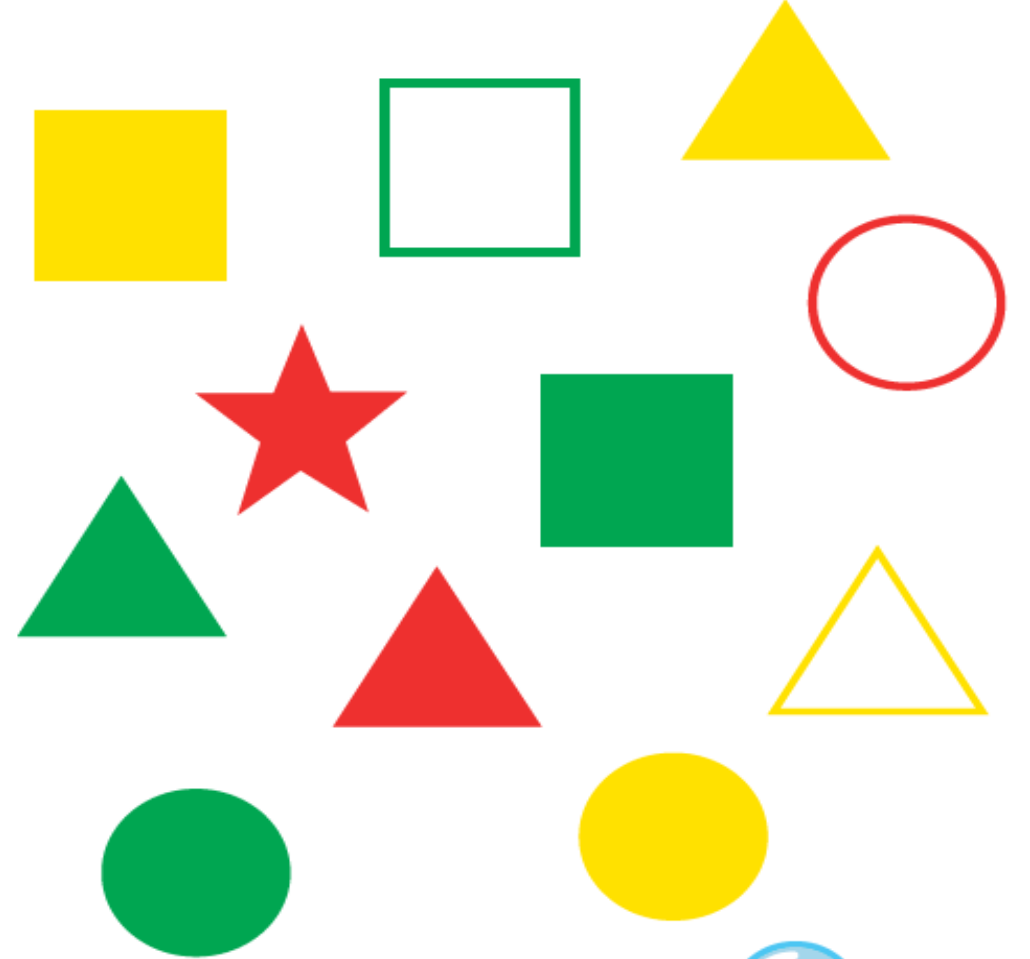


## Maths – Year 1

## Sorting Objects



Find ways to sort these shapes.



How many different ways can you find?

Does each way make the same number of groups?



# End of Year 2 – mathematics (optional)

## Key Stage 1 mathematics

The mathematics papers consists of two components

**Paper 1** is called the "**Arithmetic**" paper, it's worth 25 marks and it's timed at roughly 20 minutes. Within it are a series of simple mental arithmetic questions.

**Paper 2** is called the "**Reasoning**" paper, it's worth 35 marks and it's timed at roughly 35 minutes. Here children are tested on their interpretation and application of maths to more problem-based questions using a variety of question types including multiple choice and matching. Topics include:

- General number skills including counting, odd and even numbers, addition and subtraction, fractions
- Times tables.
- Units of measurement including length, temperature, weight and fluid.
- Patterns of shapes and numbers.
- Money.
- Charts.
- Time.

# Maths in Year 2

13

$$67 - 40 = \boxed{\phantom{00}}$$



1 mark

18

$$\frac{1}{4} \text{ of } 16 = \boxed{\phantom{00}}$$



1 mark

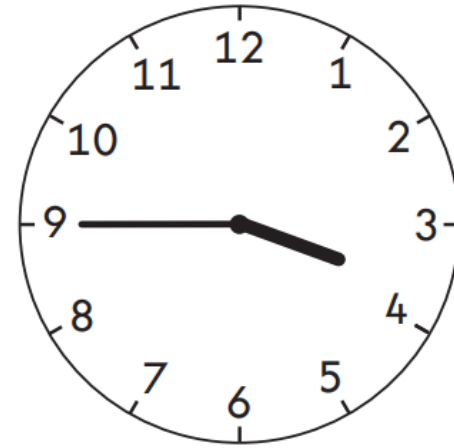


# Maths in Year 2

two-digit number

less than 20

even number



Tick **one**.

quarter to 9

quarter to 4

quarter past 9

quarter past 4

# Maths in Year 2

30

This table shows the shoe sizes of all the children in a class.

Shoe size	Number of children
9	7
10	8
11	12
12	2

Scaled score	
Mathematics	Total available marks 60
Paper 1 – arithmetic (25 marks)	
Paper 2 – reasoning (35 marks)	
35/60	scaled score of 100 meeting National Expectations/ Working At/ Secure
53/60	scaled score of 110+ above National Expectations/ Working at Greater Depth

How many children have a shoe size of **10 or smaller**?

children
----------

### Question

- 1) Write these numbers using numerals
- a) Three hundred and seven
  - b) Nine hundred and ninety
  - c) Six hundred and eighty eight
  - d) Two hundred and forty nine
  - e) Eight hundred and fifty
  - f) One hundred and three

### Question

- 2) 546
- a) What is ten more than this number?
  - b) What is one hundred more than this number?

### Question

- 3) Compare these numbers using  $<$  or  $>$ :
- a)  $987 \quad \_ \quad 897$
  - b)  $566 \quad \_ \quad 565$
  - c)  $451 \quad \_ \quad 541$
  - d)  $877 \quad \_ \quad 888$
  - e)  $269 \quad \_ \quad 962$
  - f)  $311 \quad \_ \quad 333$

### Question

- 4) Put these numbers in order from smallest to largest:
- 658 346 585 856 463 634 588

### Question

5) Find ten more and ten less than each number:

a) \_\_\_ 765 \_\_\_

b) \_\_\_ 629 \_\_\_

c) \_\_\_ 898 \_\_\_

d) \_\_\_ 502 \_\_\_

### Question

6) Continue this number sequence:

8 16 24 \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

### Question

9) In this number sequence, ten is added each time.

Fill in the missing numbers:

712 722 732 \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ 792

### Question

10) If you were counting in multiples of 4, what number would come after...

a) 16?

d) 40?

b) 24?

e) 4?

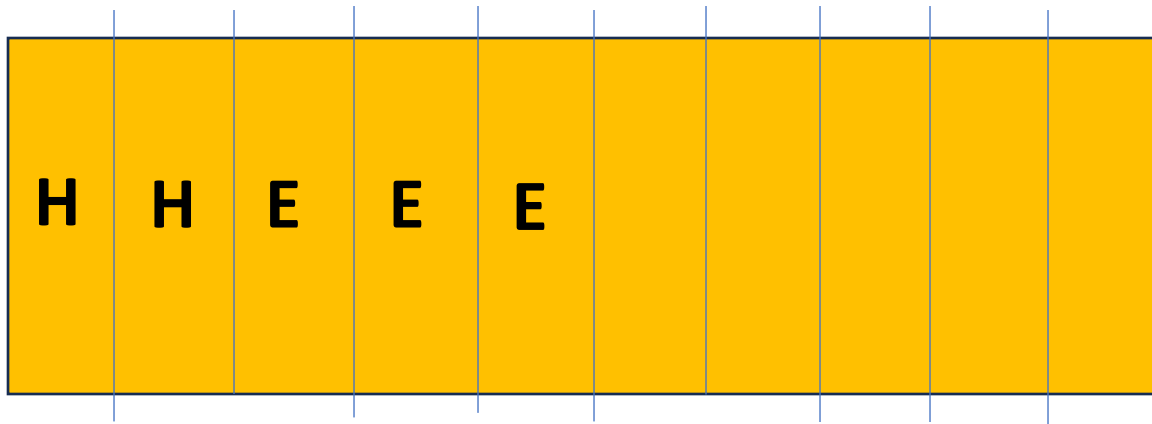
c) 32?

f) 12?

# Maths – Year 3

Solve problems involving fractions.

30. A cake is divided into 10 slices. Harry takes 2 slices and Emily takes 3. Write what fraction of the cake is left.



**5/10 or 1/2**

31. Lucy has  $\frac{1}{4}$  of £400. Jack has  $\frac{3}{4}$  of £200. Who has the most money?

**4 parts of 400**  
**Each part = 100**

**4 parts of 200**  
**Each part = 50**  
**50+50+50 = 150**

# Writing in Years 1 and 2 (exemplification material)

## Piece B: Description (setting)

There were lots of spiders in the attic. Some thing was flapping its wings behind a \*enormas box. I wonder what is in that box thought Elliott. He crept closer to open the box suddenly a ~~pigeon~~ pigeon came out from behind the box. Go away! said Elliott quietly. The ~~pigeon~~ pigeon went out the window. <sup>w</sup>few <sup>f</sup>said Elliott that was close.

Correct tense

'was'

Spelling error  
flapping

There were lots of spiders in the attic. Some thing **was Flaping** its Wings behind a enormous box. I wonder what is in that box thought Elliott. He crept closer to open the box **but** suddenly a ~~pigeon~~ **pigeon** came out from behind the box. Go away! said Elliott quietly. The ~~pigeon~~ pigeon went out the window. **few** said Elliott that was close.

Inconsistent spelling of Elliott

Phew!

could have added an (!)

conjunction

Suddenly (adverb)

# Writing in Year 2 (exemplification material)

## Piece G: Recount

Yesterday we went to bishops Wood to look for mini-beastes. Firist we had a <sup>Snack</sup> ~~snack~~. Next we went into the woods. Vicki gave us a mira. It was verry scarry because it was like you were walking in the sky! Then we had to gide our friends to a tree. After that we had a sinky pocnition party mine was discusting. Finaly it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favrite part of the day was idenafing the trees.

Time connective

Capital letter  
Bishops Wood

Yesterday we went to bishops Wood to look for mini-beastes. Firist we had a snack snack. Next we went into the woods. Vicki gave us a mira. It was verry scarry because it was like you were walking in the sky! Then we had to gide our friends to a tree. After that we had a sinky pocnition parrty mine was discusting. Finaly it was lunch time! After lunch we went pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

conjunction

The trip was great! my favrite part of the day was idenafing the trees.

Identifying - spelling error

Scary - spelling error

Disgusting - sp. error

Dipping - sp. error

Beasts - sp. error

Favourite - sp error

Finally (adverb)

# Writing in Year 3 (exemplification material)

One freezing, dark night in a creepy, small village. Parents were scared because they knew...  
...STARJICK was coming! The snow was as deep as the sea. Every winter a bony, kidnapping beast named Starjick <sup>comes to the village</sup> kidnaps lots of children.  
In the morning Ivar's brother was gone. Ivar felt so worried. Ivar opened the ~~cupboard~~ cupboard and grabbed a loaf of bread to start his adventure.

Children experiment with writing using different features, e.g. suspense, figurative language (similes and metaphors). This may not always be successful.

Careful consideration is given to vocabulary, using the Year 3 word list to broaden vocabulary. Descriptions reflect this.

Five hundred years after dinosaurs were extinct, there lived a hardworking person, who was known as Wee-Long. Wee-Long was a helpful and caring person but unfortunately Wee-Ting (his boss) was the opposite. This meant he was selfish and bossy.

Description may be literal.  
Links between sentences are there but may lack pronouns.

Wee-Ting owned a gigantic house but sadly Wee-Long had to work for his horrible boss. This horrible man lived in a big city in China. The city was always busy and most of the time it was colourful except when darkness came. When the darkness came it was as dark as charcoal.

One magical day, a message arrived from the massive palace. Once Wee-Ting found out there was a book contest he shouted "Get me my best author to write me the best book in the world!" He started to laugh loudly. "But that's cheating," whispered a quiet, quiet voice in the distance. "I do not

Last night there was a loud noise outside my window. I woke up and I felt terrified and alone. The thunder was clapping and all of the doors were banging, and I could hear the wolves howling outside. I could feel the house shaking every minute.  
I woke up early in the morning to find my dad wasn't in the house and my mum told me that I had to take a cake to my grandma who was ill. My mum told me not to go through the forest but I wanted to get back home to see my dad.

Creating setting and plot descriptions in narratives



# Writing in Year 3 (exemplification material)

Expressing time, place and cause using connectives

Sunday  
This morning I woke up and I had my English  
breakfast I had fried bacon and 2 perfectly  
cooked sausages. After my break I went out to  
try out for the school band. I had Marge & I really  
struggled my stuff and really impressed  
the judges. I think I made it. I'm not sure  
because I nobbled a bit on the first note.  
Then I sat on the couch and watch  
Some Pointless and Eastenders. After that I got  
into my nice, snug bed since I was tired  
and it was 21:30 pm.

The Year 3 and 4 conjunctions  
are used in the child's writing  
with a good level of  
consistency.

After that, the coach took off and in an instant  
we were at the fabulous place, Cadbury World. As soon  
as we arrived, I exploded with happiness. Meanwhile, we  
were waiting for the tickets to be ordered. Then we  
walked into a room, the first thing we saw was  
where chocolate originated. He saw a man dressed as  
a pirate, he told us <sup>the history of chocolate</sup> how chocolate was made. While  
we were watching the chocolate being made, we also  
tasted some. It was lovely! Soon, we went on a slow  
ride which wasn't scary at all.

There may be  
some errors/  
incorrect use.

# Home Learning

EYFS	Year 1	Year 2												
<p>Starting from Week 4 in the Autumn term, weekend challenges will be set on Tapestry. Phonics learning will also be shared using Little Wandle. This will support children's understanding of the Early Learning Goals (ELGs)</p> <p>In EYFS home learning will be set every Friday.</p>	<p><b>Spellings from phonics and reading sessions</b> are shared weekly on Google Classroom. These are shared so that parents know about their children's learning.</p>	<p><b>Spellings</b> will be shared for the term to learn each week. Children will have an informal weekly spellings' check on Fridays, parents are therefore requested to practise and revise these spellings.</p>												
	<p><b>English Matrix</b> Please use either your borrowed reading book; free books on Oxford Owl or a book of your choice to complete any of the following activities</p> <table border="1"> <tr> <td>Write a few simple sentences for the new words you have learnt in phonics for the week</td> <td>Choose a character from your choice of reading book and draw it. Write a few describing words or sentences for this character</td> <td>Choose a setting from your choice of reading book and draw it. Write a few describing words or sentences for this setting</td> </tr> <tr> <td>Continue the story by writing a few sentences.</td> <td>Find and write at least 10 WOW words from the book you have read</td> <td>Find and write at least 10 ACTION words from the book you have read</td> </tr> </table>	Write a few simple sentences for the new words you have learnt in phonics for the week	Choose a character from your choice of reading book and draw it. Write a few describing words or sentences for this character	Choose a setting from your choice of reading book and draw it. Write a few describing words or sentences for this setting	Continue the story by writing a few sentences.	Find and write at least 10 WOW words from the book you have read	Find and write at least 10 ACTION words from the book you have read	<p><b>English Matrix</b> Please use either your borrowed reading book; free books on Oxford Owl or a book of your choice to complete any of the following activities</p> <table border="1"> <tr> <td>Write 10 simple sentences using your spellings from the week</td> <td>Choose a character from your choice of reading book. Write a few sentences for this character. You may draw the character as well</td> <td>Choose a setting from your choice of reading book. Write a few sentences for this setting. You may draw this setting as well</td> </tr> <tr> <td>Continue the story by writing a short paragraph. Try to keep the theme of the story the same</td> <td>Find and write, as many as you like, WOW words from the book you have read</td> <td>Find and write, as many as you like, ACTION words from the book you have read.</td> </tr> </table>	Write 10 simple sentences using your spellings from the week	Choose a character from your choice of reading book. Write a few sentences for this character. You may draw the character as well	Choose a setting from your choice of reading book. Write a few sentences for this setting. You may draw this setting as well	Continue the story by writing a short paragraph. Try to keep the theme of the story the same	Find and write, as many as you like, WOW words from the book you have read	Find and write, as many as you like, ACTION words from the book you have read.
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	<p><b>Reading books</b> (child and age specific) Please read this book with your child and complete the online reading record. Reading books will be changed weekly on Mondays. <i>Online reading records are an important tool for teachers and parents to collaborate and complete, so that we can develop our children's reading skills together. Using an online platform enables all teaching staff to view children's progress and plan ahead. Children are not expected to complete these online.</i></p>	<p><b>Reading books</b> (child and age specific) Please read this book with your child and complete the online reading record. Reading books will be changed weekly on Thursdays. <i>Online reading records are an important tool for teachers and parents to collaborate and complete, so that we can develop our children's reading skills together. Using an online platform enables all teaching staff to view children's progress and plan ahead. Children are not expected to complete these online.</i></p>												
	<p><b>Mathematics</b> Children are encouraged to use Numbots to access maths games and challenges. Logins are shared by class teachers</p>	<p><b>Mathematics</b> Children are encouraged to use Numbots to access maths games and challenges. Logins are shared by class teachers</p>												
<p><b>Optional Mathematics home learning:</b> Parents may use Schofield and Sims First Arithmetic Books 1-3 (suggested Book 1 Autumn, Book 2 Spring, Book 3 Summer)</p>	<p><b>Optional Mathematics home learning:</b> Parents may use Schofield and Sims First Arithmetic Books 4-6 (suggested Book 4 Autumn, Book 5 Spring, Book 6 Summer)</p>													
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# Home Learning

Year 3	Year 4												
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## **Next Steps:**

**Please read with your child regularly and try to fill in the Reading Records on GC**

**Encourage your child to speak with you daily about their learning**

**Support your child with their home learning**

**Practise spellings and arithmetic weekly**

**For any queries, please speak with your child's class teacher, and then phase leader**

The background features a cluster of semi-transparent green circles of various sizes in the upper half, and two stylized orange figures in the lower half. The figures are composed of simple curved lines, suggesting a teacher and a child. The entire scene is set against a white background with a thin green border.

**Meet the Teacher**  
**Visit your children learning in**  
**Years 1, 2 and 3**