

Year 1 and Year 2 Information for Parents

Autumn 2026

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



Attendance and Punctuality

Hujjat Primary School Term Dates 2026 - 2027

August 2026						
Mo	Tu	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2026						
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2026						
Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2026						
Mo	Tu	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2026						
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2027						
Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2027						
Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2027						
Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2027						
Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2027						
Mo	Tu	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2027						
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2027						
Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Term Dates

Thurs 3rd Sept 2026 - Fri 23rd Oct 2026
 Mon 2nd Nov 2026 - Fri 18th Dec 2026
 Tues 5th Jan 2027 - Fri 12th Feb 2027
 Mon 22nd Feb 2027 - Fri 26th Mar 2027
 Mon 12th April 2027 - Fri 28th May 2027
 Mon 7th Jun 2027 - Thurs 22nd Jul 2027

Holidays

Half Term: Mon 26th Oct 2026 - Fri 30th Oct 2026
 Winter: Mon 21st Dec 2026 - Fri 1st Jan 2027
 Half Term: Mon 15th Feb 2027 - Fri 19th Feb 2027
 Spring: Mon 29th Mar 2027 - Fri 9th Apr 2027
 Half Term: Mon 31st May 2027 - Fri 4th Jun 2027
 Summer: Mon 26th Jul 2027 - TBC September 2027

Bank Holidays

May Bank Holiday - Mon 3rd May 2026

Islamic Holidays

*Eid ul Fitr - Wed 10th and Thurs 11th Mar 2027

*Eid ul Adha - Mon 17th May 2027

**Ashura - Mon 14th OR Tues 15th Jun 2027

* Subject to moon sighting

** School will confirm as soon as date becomes available

Staff Training Days

Tues 1st Sept 2026
 Wed 2nd Sept 2026
 Mon 4th Jan 2027
 Fri 12th Mar 2027



HUJJAT PRIMARY SCHOOL

Please view our School Calendar and plan family visits and holidays accordingly

Attendance and Punctuality

- Absence causes difficulty as learning is scaffolded
- The classroom dynamics has moved on
- It's a little like starting a new job
- DfE research shows that children away from school more than 5% of the time find it more difficult to meet their potential at school leaving age
- How do we feel when we are late for a lecture or in our job?

DOJO Points

Whenever a pupil demonstrates a school **value** 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

100 Dojo Points – A Bronze badge

200 Dojo Points – A Silver Badge

300 Dojo Points – A Gold Badge

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 **values** earns a :

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

Sharing good learning behaviours with parents and carers.



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>

Educational Trips and Visits



Each Year Group will have at least ONE educational trip each term.

Parents are requested to let class teachers know if they would like to support the school through assemblies and workshops based on their skills, expertise and knowledge

There are themed events organised throughout the year such as: Science Week, Maths Day, Book Week and Fairs.

Parents are requested to contribute via Arbor, without which trips and events may not be possible or postponed.

Timetables and learning



English, mathematics, foundation subjects* and collective worship are taught daily

Daily Reading lessons include phonics for Year 1 and Guided Reading in Years 1 – 6

There are weekly assemblies, handwriting lessons, library sessions and interventions

***Foundation subjects: RE, PSHE, PE & Sports, Computing, History, Geography, Science, Art & Design, Design Technology and MFL (Arabic)**

Statutory Assessments



Year 1 – Phonics Screening Check PSC

Year 2 – Phonics Retake

Optional End of Key Stage Assessments

Reading, Writing and Mathematics

more info to be shared

Year 4 – Multiplication Timetables Check MTC –

more info to be shared

Year 6 – Statutory End of Key Stage Assessments

Reading, Writing and Mathematics

Guided Reading



All pupils will have access to an online guided reading record. This will be posted in the same assignment as the homework on Google Classroom. **Refer to home learning document*

All children should be reading daily for at least 20 minutes.

The reading record will contain your child's current reading targets.

KS1 – A reading record will be uploaded every 3 weeks.

KS2 – A reading record will be uploaded every 2 weeks.

Please leave comments about your child's reading and how they are progressing with their reading targets.

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

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

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

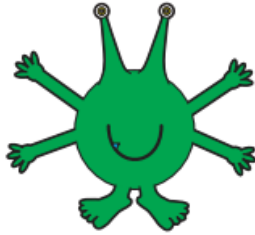


Comprehension
words

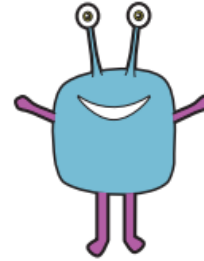
Written by Suzanne Senior
Illustrated by Angelika Scudamore
Collins

Phonics Check in Year 1

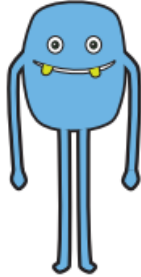
fip



yair



pon



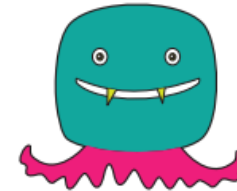
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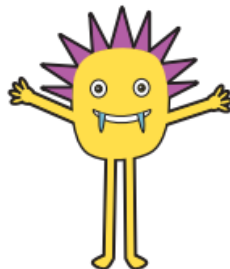
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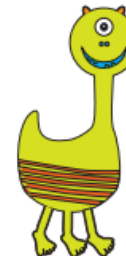
keam



ulb



whape



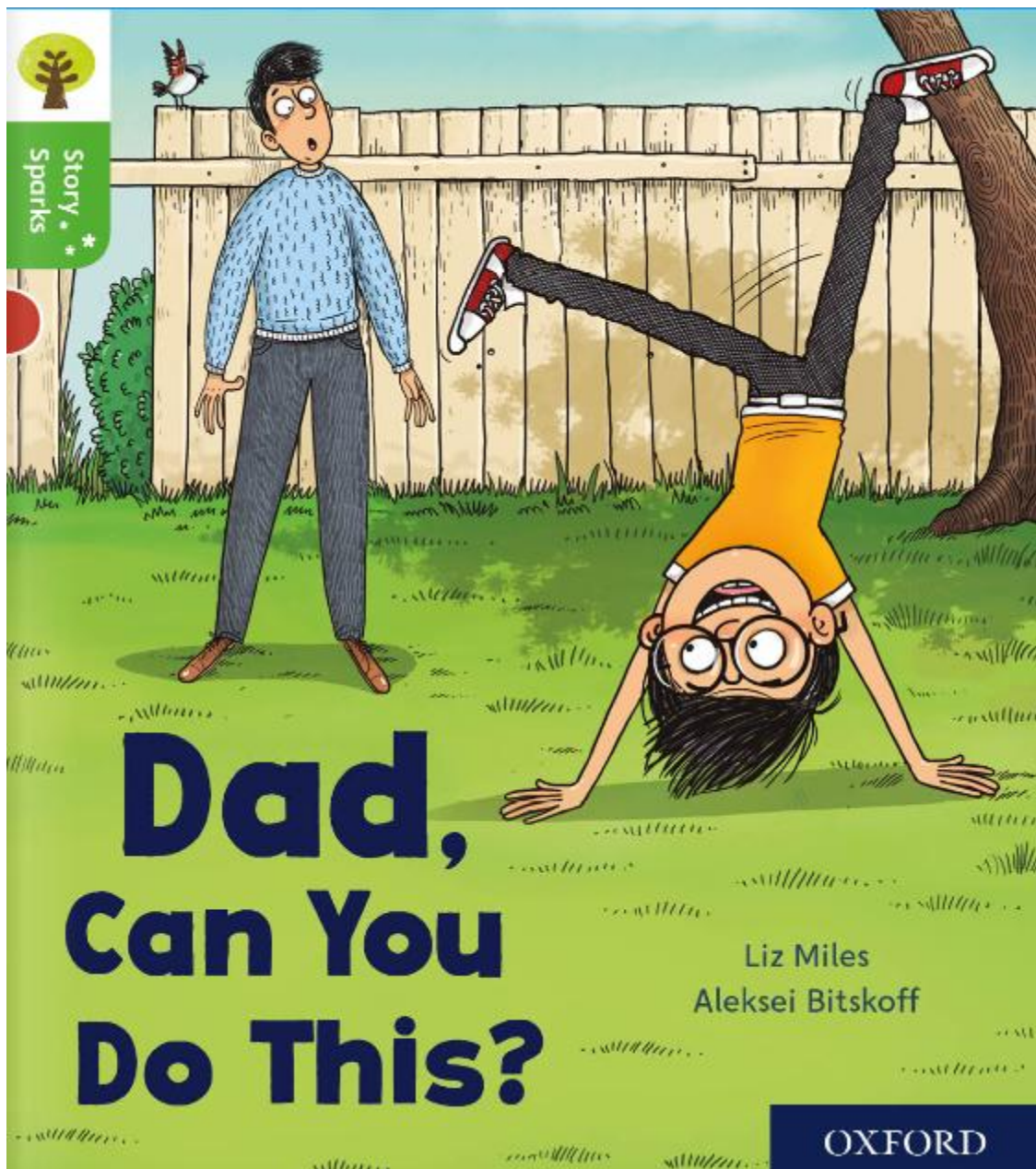
Year 1 – phonics check
Excerpt from 2015
Total marks (40)
Pass mark (32)

**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

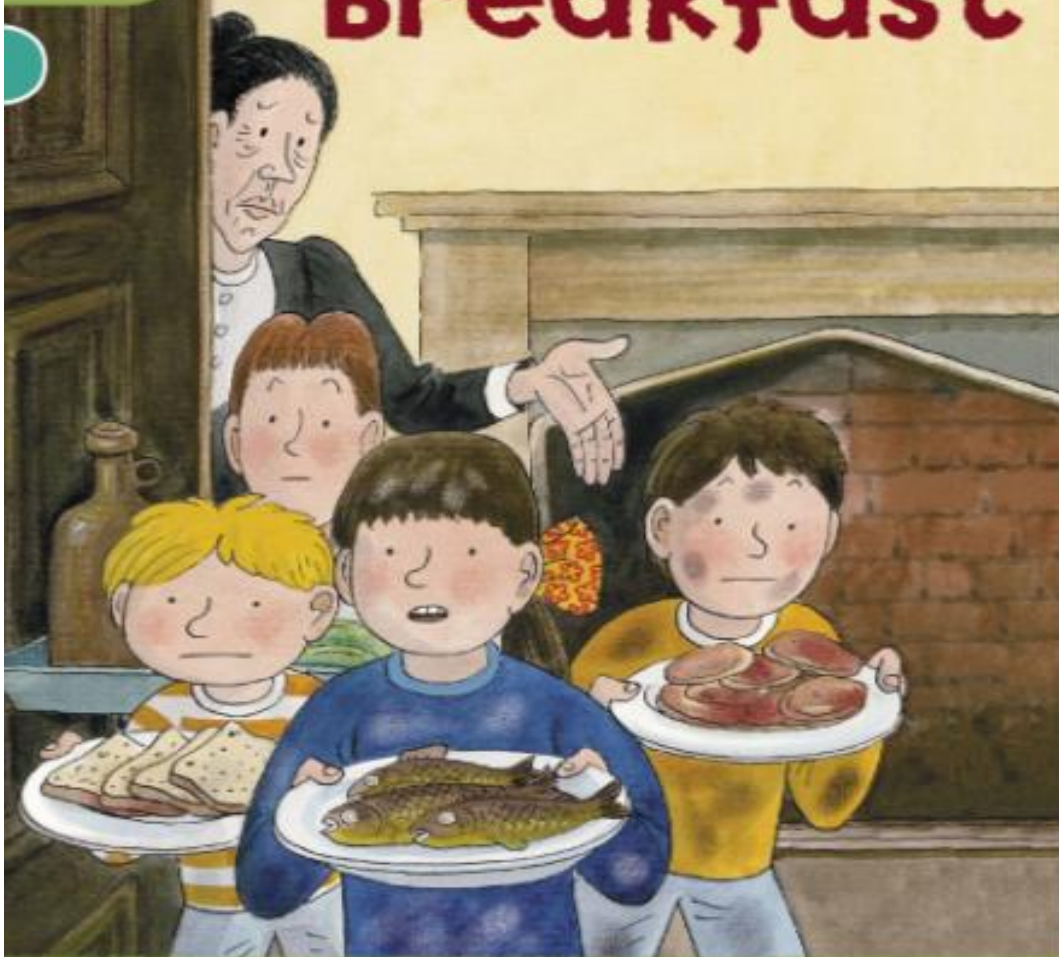
Commas

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

“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.”

Use of contractions

It’s --- It is

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)

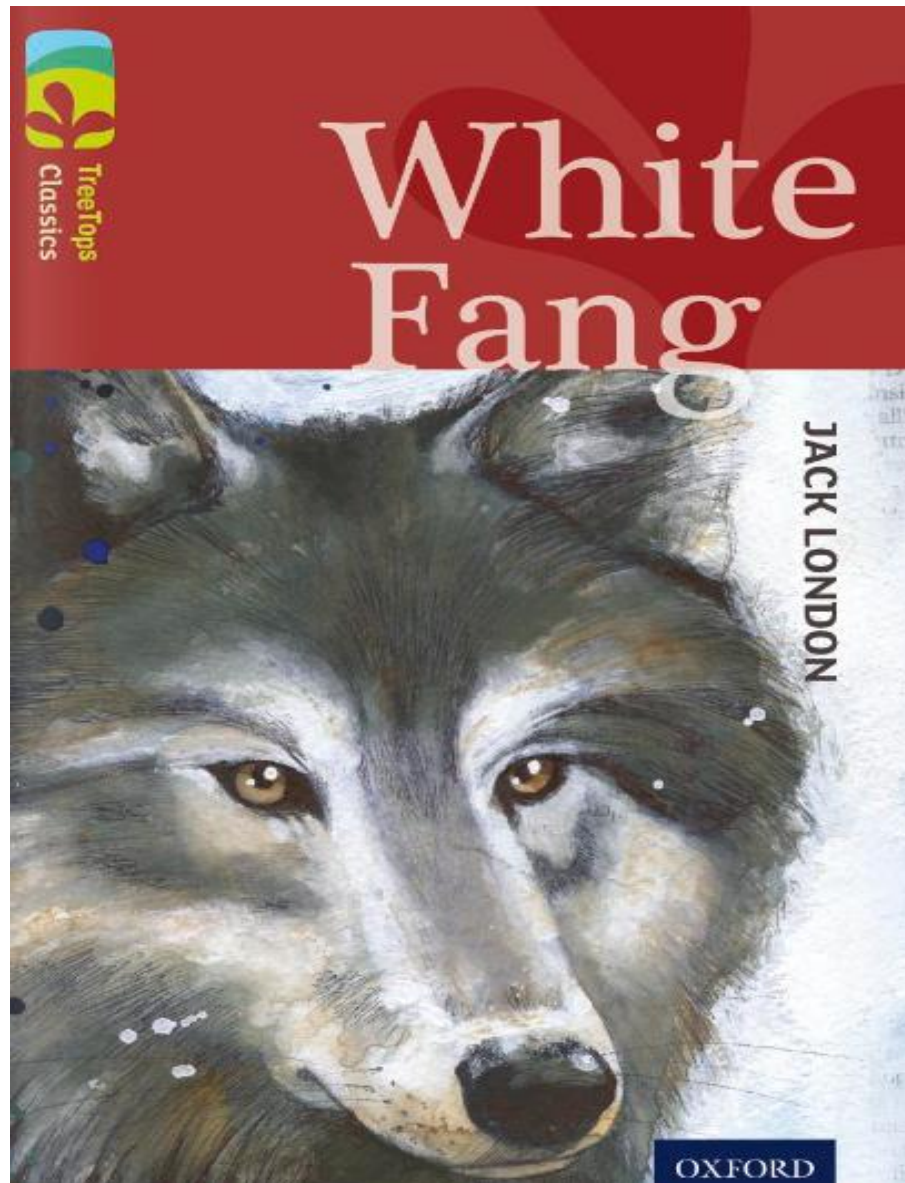
+

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

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	

As a whole school we use Power Maths

A whole-class mastery programme fully aligned with the White Rose Maths progressions and schemes of learning

Primary Maths resources which follow cutting-edge maths mastery guidance from the DfE and NCETM, are written by mastery experts, inspired by best practice from around the world, and created specifically for UK classrooms

Embedding an exciting growth mindset and problem-solving approach, sparking curiosity and excitement for maths.



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

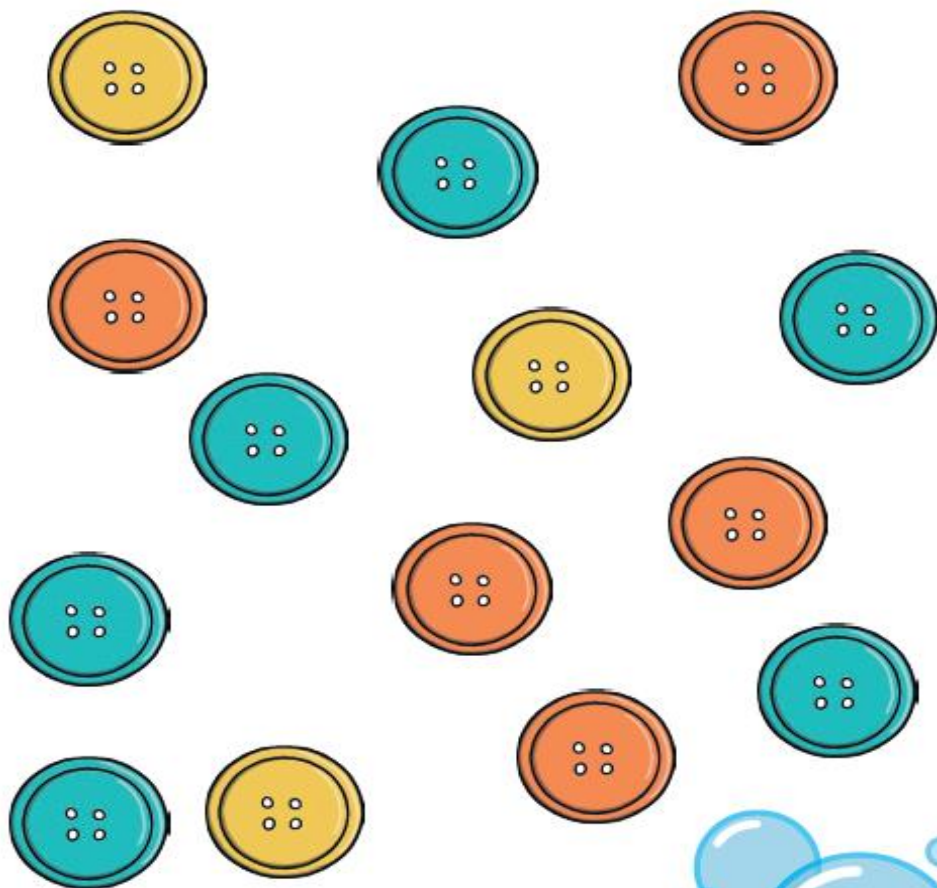
Match the correct digit to
the groups of animals.



Count Objects



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



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

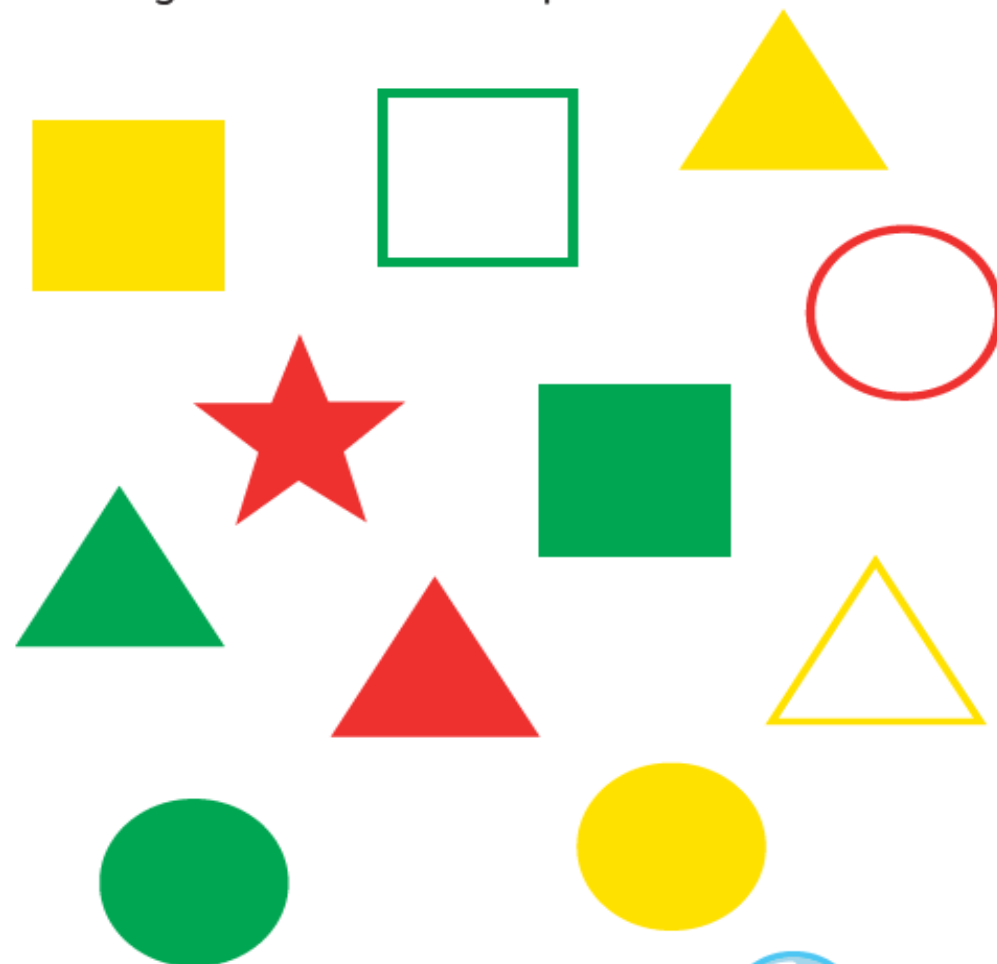


Maths – Year 1

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

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



1 mark

18

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



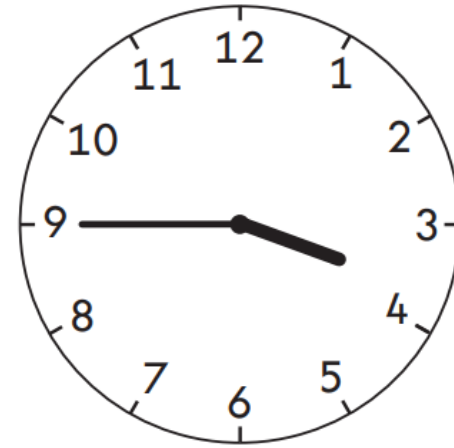
1 mark

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

Writing in Years 1 and 2 (exemplification material)

Piece B: Description (setting)

There were lots of spiders in the attic. Some thing was flaping its wings behind a X enormas box. I wonder what is in that box thought Eleiott. He crept closer to open the box but suddenly a ~~pigeon~~ came out from behind the box. Go away! said Elleit quietly. The ~~pigeon~~ went out the window. Few said Eloit 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
+ enormas box. I wonder what is in that
box but suddenly a ~~pigeon~~ pigeon came
out from behind the box. Go away! said
Elleit Quietly. The ~~pigeon~~ pigeon ~~fl~~ went out
the window. Few said Eloit that was
close.

Inconsistent spelling of Elliot

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 ^{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 pocniton 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 pocniton 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

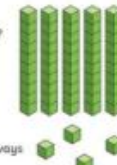
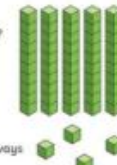
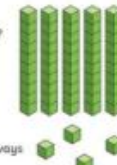
Dipping - sp. error

Beasts - sp. error

Favourite - sp error

Finally (adverb)

Home Learning

Year 1	Year 2											
Spellings from phonics and reading sessions are shared weekly on Google Classroom. These are shared so that parents know about their children's learning. English: An extended writing, comprehension and grammar & punctuation task, based on children's learning will be set to complete every three weeks. Phase words will be set for revision weekly Mathematics: Children are encouraged to use Numbots to access maths games and challenges. Logins are shared by class teachers In addition to this children will be given mathematics problem solving activity to complete every three weeks and submit on Google Classroom Topic home learning: This will be set for children to complete over two-three weeks. This will encourage children to develop their research, creativity and problem-solving skills.	Spellings 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. English An extended writing, comprehension and grammar & punctuation task, based on the children's learning will be set to complete every three weeks. Mathematics Children are encouraged to use Numbots to access maths games and challenges. Logins are shared by class teachers In addition to this children will be given mathematics problem solving activity to complete every three weeks and submit on Google Classroom Topic home learning: This will be set for children to complete over two-three weeks. This will encourage children to develop their research, creativity and problem-solving skills.											
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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

Volunteer for trips and visits!

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