

# **Year 1 and Year 2 Information for Parents**

**Autumn 2025**

# 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 2025-2026

September 2025						
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 2025						
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 2025						
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 2025						
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 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	

February 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	

March 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					

April 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			

May 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

June 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					

July 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		



HUJJAT PRIMARY SCHOOL  
www.hujjatprimary.org

### Term Dates

Mon 1st Sept 2025 - Fri 19th Dec 2025  
Mon 5th Jan 2026 - Fri 27th Mar 2026  
Mon 13th Apr 2026 - Thurs 23th Jul 2026

### Half Term Holidays

Mon 27th Oct 2025 - Fri 31st Oct 2025  
Mon 16th Feb 2026 - Fri 20th Feb 2026  
Mon 25th May 2026 - Fri 29th May 2026

### Bank Holidays

May Bank Holiday - Mon 4th May 2026

### Islamic Holidays

Eid ul Fitr - Fri 20th/Sat 21st March 2026  
Eid ul Adha - Wed 27th/Thurs 28th May 2026  
Ashura - Thurs 25th/Fri 26th June 2026  
\* Subject to moon sighting

### Staff Training Days

# 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.*



## **Our team and provision**

**Curriculum Leaders**  
**Mr Syed & Mrs Saad**

**Faith Leader**  
**Mrs Jessa**

**SENDCo**  
**Mrs Mahir**

**Arabic**  
**Mrs Mohammed**

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

### **Year 1 Team**

**Al Hakeem – Mrs Mahir & Mrs Haider**  
**Al Kareem – Ms McKenzie**

### **Year 2 Team**

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

### **Support Team**

**Mrs Elbadawy, Mrs Nabil, Mrs Jaze,**  
**Mrs Lalji, Mrs Al Shahib**



## **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: STEAM Week, Book Fairs, Fairs etc.**

**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](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

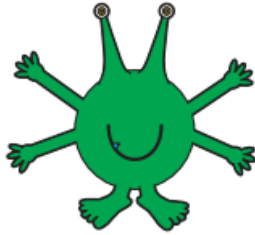


Comprehension  
words

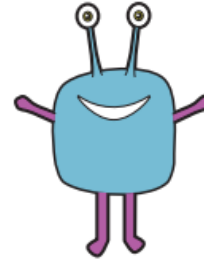
Written by Suzanne Senior  
Illustrated by Angelika Scudamore  
**Collins**

# Phonics Check in Year 1

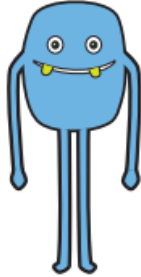
fip



yair



pon



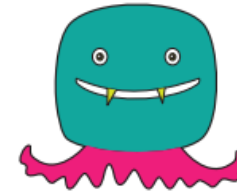
blies



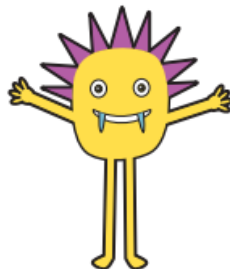
hab



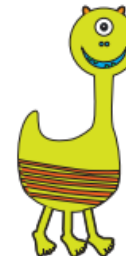
keam



ulb



whape



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

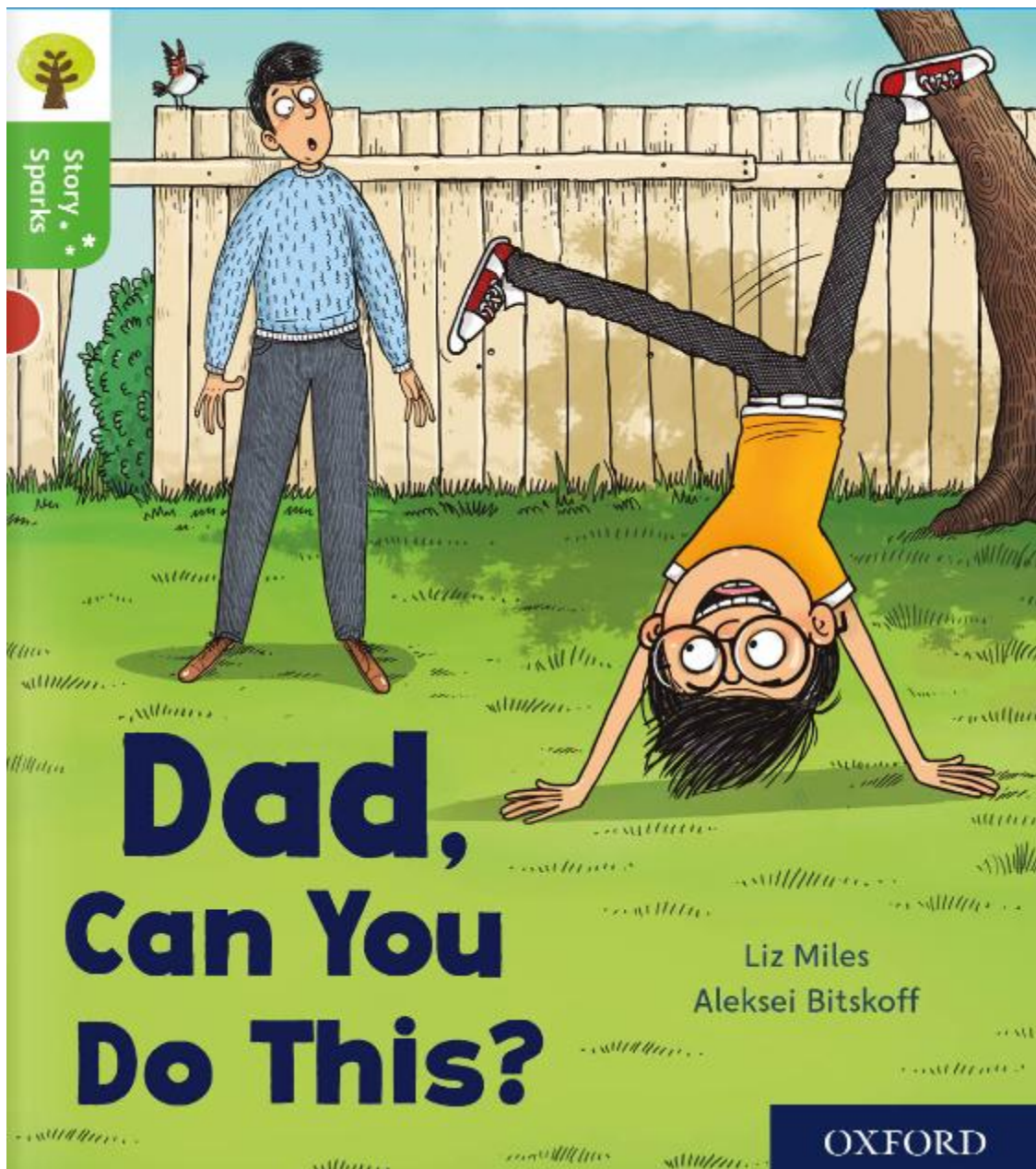
**End of Year 1 – summer  
term**  
**KS1 staff will administer**

**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**

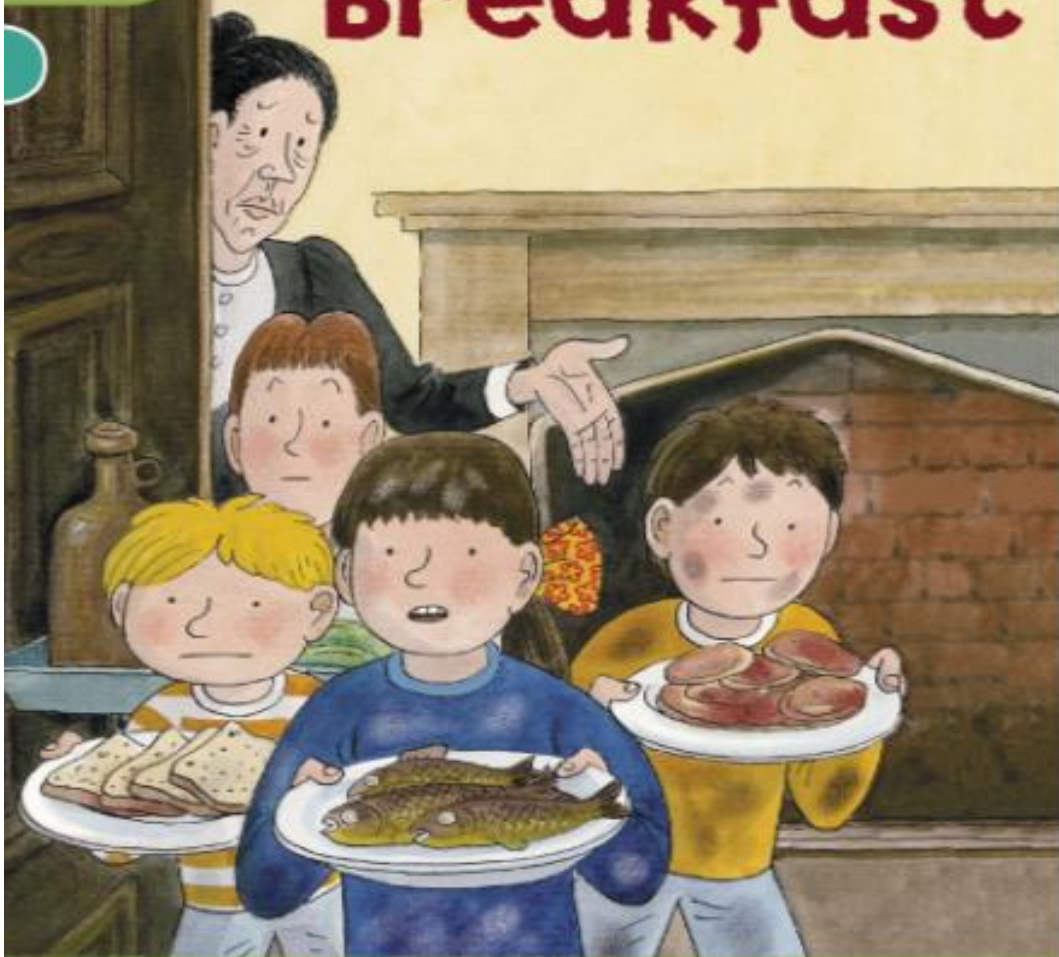
**Capital letter at the start of a sentence**



# 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**

**“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)

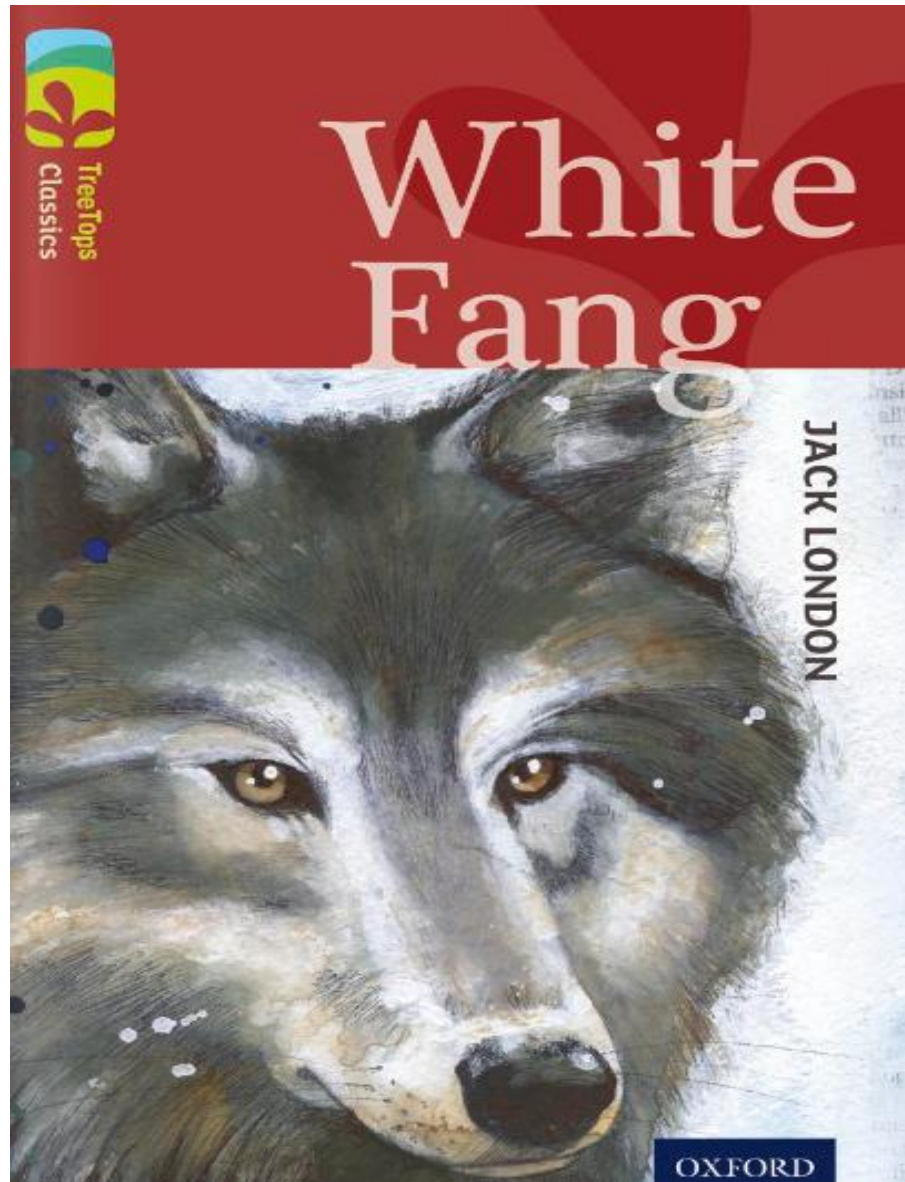
+

**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

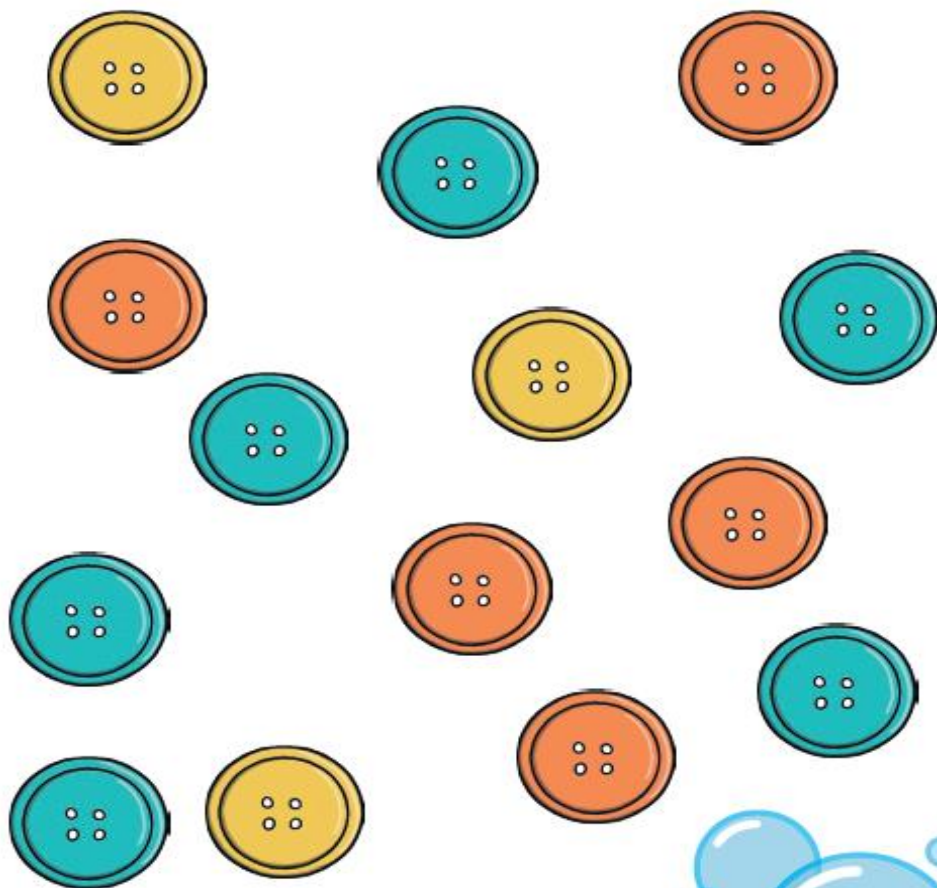
Match the correct digit to  
the groups of animals.



## Count Objects



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



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

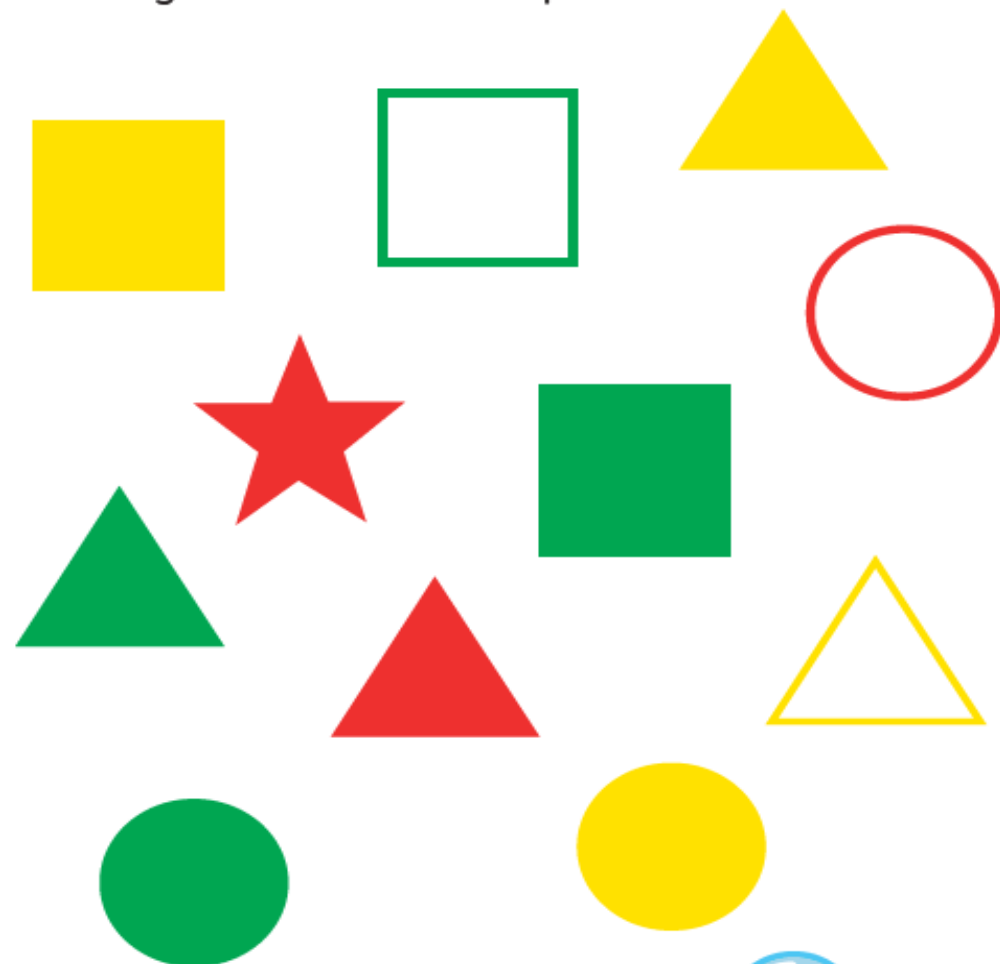


## Maths – Year 1

## 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

$$67 - 40 = \boxed{\phantom{000}}$$



1 mark

18

$$\frac{1}{4} \text{ of } 16 = \boxed{\phantom{000}}$$



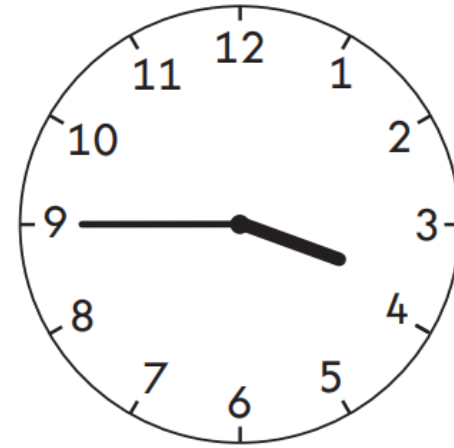
1 mark

# 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 flapping its wings behind a X enormas box. I wonder what is in that box thought Eleott. 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 <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 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											
<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:</b> An extended writing, comprehension and grammar &amp; punctuation task, based on children's learning will be set to complete every three weeks.</p> <p><b>Phase words will be set for revision weekly</b></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>In addition to this children will be given mathematics problem solving activity to complete every three weeks and submit on Google Classroom</p> <p><b>Topic home learning:</b> 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.</p>	<p><b>English</b> An extended writing, comprehension and grammar &amp; punctuation task, based on the children's learning will be set to complete every three weeks.</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>In addition to this children will be given mathematics problem solving activity to complete every three weeks and submit on Google Classroom</p> <p><b>Topic home learning:</b> 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.</p>											
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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**