

2026



ENGLISH



LITQUEST 2026

AT A GLANCE



WEEK



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WONDERS WOVEN IN QURAN

WEEK



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LITQUEST 2026

Thursday, 10th September 2026

Vol.4



MESSAGE FROM THE PRINCIPAL

English Week has been a wonderful reminder of how much joy children find in learning when they are given opportunities to explore, create and express themselves. It was heartening to see their excitement as they eagerly participated in the many activities planned throughout the week. Their enthusiasm, confidence and willingness to try something new made every moment special.

I was particularly impressed by the research our students undertook while exploring the stories of the miracles mentioned in the Qur'an. They did not simply prepare to present a story; they researched, questioned, discussed and tried to understand the deeper lessons behind it. Watching them connect their learning with faith and then express their understanding through English was truly inspiring.

English Week has shown us that language learning becomes meaningful when children are encouraged to think deeply, speak confidently, create freely and lead through their actions.

I am immensely proud of our students and grateful to our teachers for creating such an engaging and purposeful learning experience.

May Allah continue to nurture their curiosity, strengthen their voices and make their knowledge a means of goodness and positive leadership.

Navina Saidy Tripty

TIS ENGLISH WEEK 2026

AT A GLANCE

Spelling Bee: Who Will Be the Word Champion?

Stories Come Alive!

Words on the Wall

Young Voices, Big Ideas

Leadership in Action

A Week of Words & Wonder

WORDS THAT INSPIRE. VOICES THAT LEAD.

English Week brought together language, creativity, confidence and collaboration in a celebration that went far beyond the classroom. Across the week, students stepped forward to spell, speak, write, perform, create and lead. Each activity offered a different way to experience the power of English—not merely as a subject to study, but as a language through which ideas can be expressed, stories can be shared and voices can be heard.

From the excitement of the Spelling Bee to the energy of stage presentations, every day added a new chapter to our English Week journey.

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THE SPELLING BEE CHRONICLES

SEP 2026

Tahfiz International School

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DID YOU KNOW?

ENGLISH SPELLING HAS A FEW SECRETS!

English spelling can sometimes seem wonderfully strange. Here are a few fascinating facts behind some of the words we use every day.

WHY IS "KNIGHT" SPELLED WITH A K?

The k and gh were not always silent. In Old English, the word was pronounced much more like "kniht." Over hundreds of years, pronunciation changed while the spelling retained traces of its history.

WHY DOES "QUEUE" HAVE SO MANY LETTERS?

The word queue comes from French and refers to a line of people or things. Interestingly, the word can be pronounced simply as "Q"—yet four extra letters quietly wait behind it!

MORE THAN A COMPETITION

Every correctly spelled word was a little victory. Every difficult word was a new lesson. Every nervous step towards the microphone was an act of courage.

The Spelling Bee reminded us that great spellers are not simply born—they are made through reading, listening, practising and, most importantly, never being afraid to learn from a mistake.

SOMETIMES
YOU WIN
SOMETIMES
YOU LEARN

WHERE WORDS BECAME CHALLENGES AND CONFIDENCE BECAME THE PRIZE!

The excitement was unmistakable as our young spellers stepped forward for one of the most eagerly anticipated events of English Week—the

Spelling Bee Competition

With every word came a moment of anticipation: a careful listen, a thoughtful pause, a confident spelling—and sometimes, a surprising twist! Students competed across different rounds, putting their vocabulary, concentration, pronunciation and spelling skills to the test.

But the Spelling Bee was about more than getting every letter right. It was about preparation, perseverance and the courage to stand before an audience and give it a try. Every student who participated demonstrated a willingness to challenge themselves and learn something new.

The atmosphere grew more intense as the words became increasingly challenging. Some students sailed through difficult spellings with remarkable confidence, while others discovered that even familiar-looking words can have a few tricks hidden in them!

Most importantly, the competition turned vocabulary learning into an experience—one filled with excitement, healthy competition and plenty of learning.



SPELLING BEE CHAMPIONS

FROM KINDERGARTEN

1st Position- Maryam Tareq

2nd Position- Ali Abrar Faiyaz

3rd Position- Kazi Md. Sulaim Huda

FROM CLASS 1

1st Position- Fawaz Bin Waheed

2nd Position- Muhammad Miqdad

3rd Position- Anaya Mayameen Sheza

FROM CLASS 2

Best Position- Safiya Binte Shareef

FROM CLASS 3

Best Position- Muhammad Ayaan Subhani

FROM CLASS 4

Best Position- SM Faizan Ibn Hasan

FROM CLASS 5

Best Position- Samara Islam

FROM CLASS 6

Best Position- Muwwaz Ibn Asad

Thank You

A huge congratulations to all our young word warriors! Your achievement reflects not only your vocabulary skills but also the preparation and determination behind your performance.



FAITH MEETS LANGUAGE

EXPLORING POWERFUL STORIES THROUGH
YOUNG VOICES.



Some stories entertain us. Some teach us. And some leave us thinking long after the story has ended.

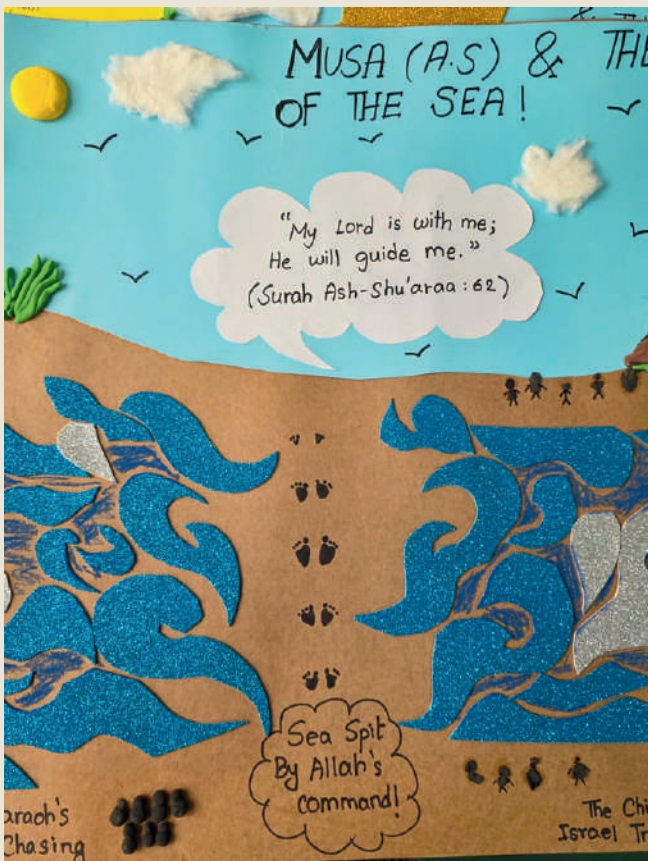
As part of English Week, students explored inspiring stories connected with the signs and miracles mentioned in the Qur'an. Through storytelling and presentation, they practised the language of communication while reflecting on timeless lessons of faith, obedience, courage, gratitude and trust in Allah.

In these presentations, language became more than words. It became a means of understanding, reflecting and sharing meaningful lessons with others.





WHY STORIES FROM THE QUR'AN?



Across these stories, our students encountered different faces of character:

Adam (AS) — Knowledge & Humility
Musa (AS) — Courage & Trust
Ibrahim (AS) — Faith & Steadfastness
Hajar (AS) — Patience & Perseverance
Sulayman (AS) — Compassion & Gratitude
Lut (AS) — Moral Courage
Yusuf (AS) — Resilience & Forgiveness

They created a living vocabulary of values.

One of the thoughtful decisions behind this year's English Week was to move beyond the familiar expectation that an English programme must necessarily centre around stories, poems, characters or traditions drawn from English-speaking cultures.

There is certainly great value in exploring literature from different cultures. However, English is a language, not a culture that our children need to borrow in order to become proficient in it.

A child can analyse a story in English without the story having to be culturally foreign.

This distinction matters.

Our aim was to give students an authentic and meaningful context in which they could practise the very skills that English learning requires—reading, comprehension, vocabulary, sequencing, description, inference, speaking, presentation, interpretation and critical thinking—while engaging with stories that are deeply connected to their own faith and values.

The Qur'an contains narratives that are rich in character, conflict, setting, emotion, consequence, dialogue, suspense and moral reflection. In other words, they contain many of the very elements learners are expected to identify when analysing a story.

There is a beginning, a development and an outcome.

There are challenges and choices.

There are characters who demonstrate courage, patience, obedience and trust.

There are moments of conflict and resolution.

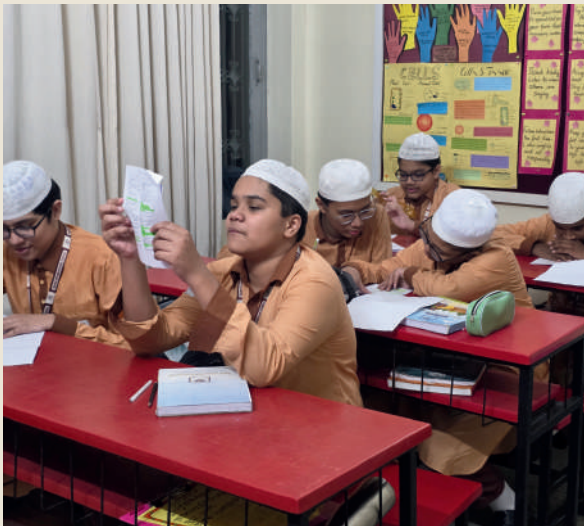
And, most importantly, there are lessons that invite the learner to reflect.

So why not allow our children to learn the language through stories that also speak to their hearts?

This was never about replacing English literature. It was about reminding our learners that English is a tool for expression and communication—and that the ideas they express can come from their own history, faith, values and lived understanding.



WHEN ENGLISH BECAME THE BRIDGE



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The purpose of using English was never to make the stories foreign to our children.

It was quite the opposite.

We wanted English to become the bridge through which our children could express what already matters to them.

A child who researches Prophet Musa (AS) and then presents his story in English is doing more than practising vocabulary.

He is learning to research in English, organise information in English, think critically in English and communicate meaningfully in English.

A child who discusses the leadership of Prophet Sulayman (AS) is not merely learning the word leadership.

She is beginning to understand what leadership looks like in action.

A child who reflects on the patience of Hajar (AS) is not simply learning the word perseverance.

He is connecting vocabulary with a quality of character.

This is the kind of language learning we hope to nurture: language with meaning, communication with purpose and knowledge rooted in values.





FROM OUR YOUNG RESEARCHERS TO OUR YOUNG PRESENTERS

There was something particularly heartwarming about watching the children move through the different stages of this project.

First came curiosity.

Then came research.

Then questions.

Then discussion.

Then preparation.

Then the moment of standing before others and saying:

“Let me tell you what I discovered.”

That moment matters.

Because a confident speaker is not simply someone who can pronounce words correctly.

A confident speaker is someone who has something meaningful to say.

And our students had something meaningful to say.

They spoke about faith.

They spoke about courage.

They spoke about patience.

They spoke about leadership.

They spoke about the power of Allah.

And they did it in English.



Reflection on the stories by our Vice Principal

As educators, one of our greatest wishes is to see our children grow with a heart that knows and loves its roots. In a world full of different stories and influences, we want them to feel that their own heritage is something beautiful, meaningful and worth cherishing. That is why we chose a miraculous Qur’anic story for English Week. Through it, our children can learn English while feeling connected to their faith and identity. We hope these stories become memories they carry in their hearts—and a heritage they proudly share with others.

Muhammad Rahaduzzaman



TEACHER REFLECTION WALL

SEP 2026

Tahfiz International School

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This English Week taught me that children can learn English in meaningful and enjoyable ways through Qur'anic stories, interactive activities, creative presentations and teamwork. It helped them build confidence, improve communication skills, and connect language learning with Islamic values.

Ms. Mehnaz Afreen - Teacher (Playgroup)



The English Week taught me that children can learn with excitement when they are given opportunities to explore, create, compete, and express themselves.

It taught me that learning becomes more meaningful when students connect knowledge with creativity and real-life experiences.

I also realised that children can surprise us with their dedication and enthusiasm when they feel involved in the learning process.

Most importantly, the week showed me that teamwork, creativity, and encouragement can bring out the best in both students and teachers.

Ms. Reefat Sharmin Khan - Teacher (Science ICT)

English Week gave us a wonderful opportunity to see our students beyond the classroom. Through storytelling, competitions, and collaborative tasks, we discovered hidden talents. Most importantly, English Week reminded us that every child learns and expresses themselves differently. With encouragement, patience, and opportunities to shine, our students can surprise us with what they are capable of achieving.

Ms. Zarin Tasnim Jui- Teacher (Math and Science)

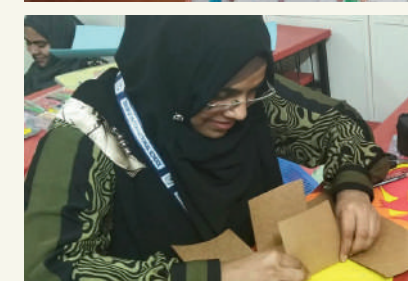


The english week showed me that students are incredibly fond of 'contests with a title'. I have found them thousand times more enthusiastic, energetic and on top notably serious regarding the spelling bee contest than their typical regular study things.

Ms. Farhana Rahman Doris- Teacher (English)



BEHIND THE SCENE





ENGLISH WEEK FUN CORNER

Who said English has to be serious all the time?

Welcome to the English Week Fun Corner, where words get scrambled, sentences go wrong, riddles make you think, and jokes remind us that learning can be fun!

Grab a pencil, challenge a friend, and see how many you can solve without peeking at the answers!

CAN YOU SPOT THE MISTAKE?

Something is wrong... Can you find it?

Read each sentence carefully. Find the mistake and write the correct sentence.

1. She don't like apples.
2. He have a new bicycle.
3. The children was playing outside.
4. I am going to the market yesterday.
5. Rina is more taller than her sister.

UNSCRAMBLE IT!

The letters have lost their way!
Can you put them back in the correct order?

1. D E R A L E
2. G E R O U C A
3. E C E P R S T
4. E C N E D F I O N C
5. R E V E S E R P A N C E

1. LEADER 2. COURAGE 3. RESPECT 4. CONFIDENCE

5. PERSEVERANCE



JUST FOR LAUGHS!

1. Teacher: Why was the math book sad?

Student: Because it had too many problems!

2. Teacher: What is the longest word in the English language?

Student: "Smiles."

Teacher: Why?

Student: Because there is a mile between the first and last letters!

RIDDLE ME THIS!

🧐 Riddle 1

I have words but never speak.
I have pages but never walk.
I can take you to places without moving you at all.
What am I?

🧐 Riddle 2

I have many keys, but I cannot open a single door.
I can make music when you press me.
What am I?

🧐 A joke 5. A piano 2. A towel 4. A clock 3. A book

🧐 Riddle 3

I have a face and two hands,
but I cannot smile or clap.
I tell you something important every day.
What am I?

🧐 Riddle 4

I become wetter the more I dry.
What am I?

🧐 Riddle 5

I can be cracked, made, told and shared.
Sometimes I make everyone laugh.
What am I?

THANK YOU, TEAM!

IT TAKES A TEAM TO MAKE A WEEK COME ALIVE



English Week may have filled our classrooms, corridors and stages with words, but behind every activity was a team of people working together to make those moments possible.

From planning the first activity to encouraging the last student performer, from preparing competitions to supporting rehearsals, from arranging displays to capturing memories—every contribution mattered.

Our heartfelt appreciation goes to:

School Leadership

For providing the vision, encouragement and support that gave English Week its direction and purpose.

English, Math and ECA Department

For planning meaningful language experiences that turned English from a classroom subject into something students could experience, enjoy and use.

All Teachers

For motivating students, guiding their preparation and cheering them on every step of the way. For bringing creativity, colour and hands-on learning into the celebration.

Admin Team

For making sure that the countless practical details behind the scenes came together smoothly.

Support Staff

For the many essential tasks that often happen quietly but make every successful event possible.

Our Students

For their enthusiasm, courage, curiosity and willingness to participate, perform, compete and create.

Our Parents

For encouraging, supporting and celebrating their children's learning beyond the school gates.

When people work together with a shared purpose, ordinary moments can become extraordinary memories.

BY
NASEEM ARA SHAIKH
VICE PRINCIPAL-ACADEMICS