



*Bramhope Primary School*

# School Buildings

## EYFS/Key Stage 1

Early Years/Reception

Key Stage 1  
(Years 1 and 2)

Main Hall

Mrs Colbourn's Office

Main Office

Pastoral Office

## Key Stage 2

Years 3-6

Small hall –  
clubs/assembly/PE

Library

Learning Hub

# **Year 2 Staff / Classes**

**Mrs Rathmell (2R)**

**Mrs Reynard – Thursday  
PM**

**Miss Beaumont (2B)**

**Miss Mansfield – Thursday**

## **KS1 Support Assistants**

**Mrs Beasley – 1P**

**Miss Sanna – 1:1, 1P**

**Miss Smith – Y2**

**Miss Bi - 1M**

# **The KS1 Teaching Team – other adults who may teach your children**

Miss Parker  
Year 1  
Phonics lead

Miss Maull  
Y1 Teacher

# Safeguarding

- All Bramhope staff are committed to the protection, safety and promotion of the welfare of all pupils.
- Any safeguarding concerns or questions about your child's welfare please contact the safeguarding team, who are able to offer support and advice.

**Mr Richard Street (DSL) and Mrs Caroline Judd (DDSL)**

- The school Safeguarding and child protection policies can be found on the website.

# Pastoral Care



We provide support and guidance to pupils and their families, helping them to address any social, emotional and/or behavioural needs. This may include: building confidence & self-esteem, developing social skills, coping with bereavement and other life events, new pupil induction & transition between key stages.

Support is provided through:

- ***Intervention groups***
- ***Targeted individual support***
- ***Support and advice to parents including signposting to other services***
- ***Support and advice to the class teachers and other staff***

# Pastoral Support

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At Bramhope we recognise that positive social, emotional and mental health is fundamental to the healthy development and educational achievement of children.

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We work closely with other adults and external agencies to identify and break down barriers to learning, helping children to stay motivated and "Be Their Best".



*Mrs Caroline Judd  
Pastoral Lead  
Deputy Designated  
Safeguarding lead*

[pastoral@bramhopeprimaryschool.co.uk](mailto:pastoral@bramhopeprimaryschool.co.uk)



# Pastoral Care

- Class/subject teacher
- Other class/Key Stage staff
- Mrs Caroline Judd (Pastoral Coordinator)
- Mrs Rachel Colbourn
- Mr Richard Street



# SENDCo

Mrs Farinha

- Sue Farinha
- Telephone: 0113 2671222.
- Email: [send@bramhopeprimaryschool.co.uk](mailto:send@bramhopeprimaryschool.co.uk)

- Special Educational Needs and Disabilities Co-Ordinator
- Responsible for coordinating provisions across the school and liaising with external agencies.
- In the first instance, a discussion with your child's class teacher is incredibly beneficial.
- The SENDCo can become involved when the provision needed is beyond what can be delivered in the classroom alone and a specific special educational need is identified.
- Parents and children are always involved in discussions.
- Children can be removed from the SEN register.

# An extra boost – Intervention support in KS1

- Some children may need extra help in certain areas of the curriculum.
- Interventions start when there is evidence from our assessment that the child needs a 'boost' in a certain area.
- Interventions run through the week and are designed to be a low child to adult ratio.
- Examples of interventions we use in KS1 are: Read Write Inc Fast Track Tutoring, Lexia, precision spellings, as well as targeted small groups for maths, grammar, reading and spelling.
- Pastoral groups such as Lego Therapy.

# Weekly Timetable

	8:35-8:45	08:50-9:35	9:35-10:15	10:15 – 10:30	10:30-10:45	10:45-11:00	11:00-12:00	12:00-13:00	13:00-13:10	13:10 – 14:00	14:10-15:00	
M	Morning Task	RWI	Maths	Assembly	Handwriting	Play-time	English	Lunch	Journaling	PE Teacher led	Computing	
T			Maths							PE SI	Art	
W			Maths	Assembly						Geography	PSHE	
Th			Maths							R.E	Spanish	
F			Maths							Science	Music	

# English

Lessons will consist of:

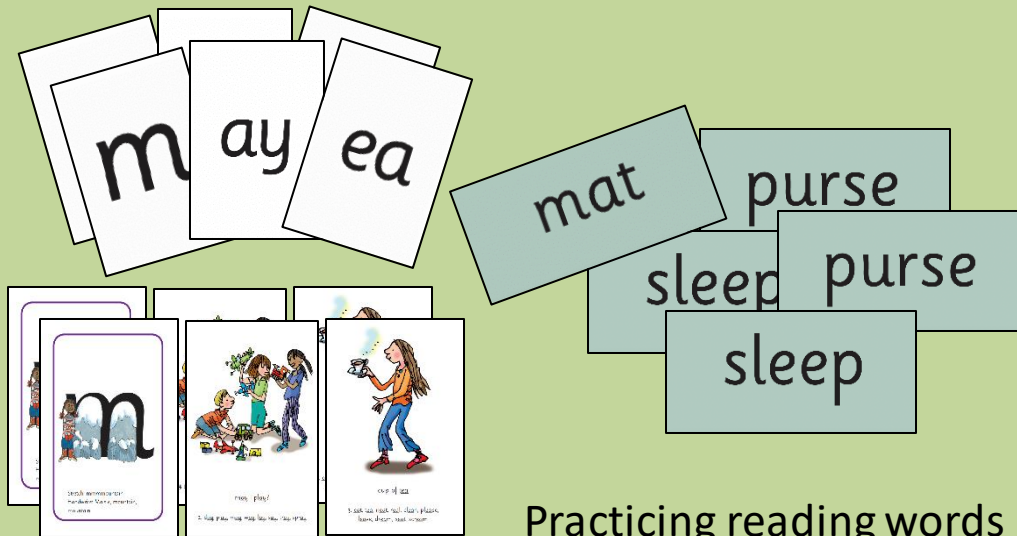
- Spelling
- Phonics
- Punctuation and grammar
- Handwriting practice following the Nelson Handwriting Scheme
- Reading

During the academic year, lessons will focus on different authors and types of text.

We have carefully chosen texts to engage and inspire our children to read and write with immersion and enjoyment.

# Read Write Inc. Phonics daily lessons Consist of...

Learning new sounds and revisiting previously taught sounds



Practicing reading words containing sounds to boost using phonics as a strategy, to work towards reading at a glance.

Protected storytime sessions to share high quality stories that immerse and inspire.

Reading their core storybook with focused feedback from their teacher to support swift progress and boost confidence.



## **Progress groups**

- We group children by their current challenge point.
- Teach to the group's challenge level.
- Re-assess all children every 6 weeks.
- If a child has been assessed at the same level, we will look at the gaps or area of the assessment (for example speedy reading or gaps in sound knowledge) focus on those, and reassess in 2-3 weeks.
- If necessary, additional fast track tutoring will be put in place to bridge any gaps quickly.

# Assessment

- These will be completed 6 weekly by your child's class teacher.

**Read Write Inc. Phonics** Assessment 1

To assess children using Assessment 1, follow the guidance on pp 68-69 of the Reading Leader Handbook.

**Sound Knowledge**

Set 1 single-letter Sounds

d a s m t o n p g i  
k u b c f e  
l h r j x y w z v

Set 1 Special Friends

ch qu sh th ng nk  
ff ll ss ck

Set 2

oo ee ay ow oo igh  
ou or air ir ar oy

Set 3

ea oi a-e i-e o-e u-e  
aw are ur er ow ai oa  
ew ire ear ure au e-e ue ie  
ph wh kn tious tion cious

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**Read Write Inc. Phonics** Assessment 1

**Oral blending**

Set 1 Sounds Group C  
dug chat ten pot tin

**Reading words using 'Special Friends, Fred Talk'**

Ditty Group (Photocopy Masters 1-10)

in am red bin yes

Red Group

chip mash pink thin  
fas gip guk rab

Green Group

flat this sand king  
thid quig criff yoss

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**Read Write Inc. Phonics** Assessment 1

**Speedy Reading**

Purple Group

with off thin will  
his them that have

Pink Group

lots black long thing  
next went help stop

Orange Group

rest smell throw play  
feel food when from

Yellow Group

high hair night sleep  
boy quick little think  
know smart

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# Listening to your child read: Top Tips...



## **Listening to your child read**

### **Three things to do**

1. Ask your child to read the sounds and words before they read the story. They will enjoy teaching you to read these words too.
2. When your child reads the story, encourage them to read the word in Fred Talk if they hesitate or read it incorrectly. Praise them when they succeed.
3. Read back each sentence or page to keep the plot moving - your child's energy is going into reading the words not the story.

## Weekly spellings in KS1: How do they fit in with RWI?

- Each child receives new weekly spellings on a Friday, and will be tested on these in the following Friday's phonics session.
- These spellings are directly linked to the sounds they have been taught or have reviewed in their phonics sessions that week.
- So for example, if the new sounds ea and a-e have been taught that week, then their weekly spellings will contain these sounds.

# KS1 End of year expectations:

	Rec	Year 1	Year 2
End of Summer term	Read Green Storybooks  Read first 6 Set 2 sounds	Read Blue Storybooks  Read all Set 3 sounds and additional graphemes.	Access RWI Comprehension and Spelling programmes

Read Write Inc.

**Pin it**  
Red Ditt  
  
Story by Gill Munton  
Illustrated by Tim Archbold  
Series developed by Ruth Miskin

Read Write Inc.

**My dog**  
Set 1 Story  
a e i o u

Read Write Inc.

**Billy the**  
Set 2 Story  
a e i o u

Read Write Inc.

**Scruff**  
Set 3 Story  
ve ng nk

Read Write Inc.

**Playday**  
Set 4 Story  
ay

Read Write Inc.

**Lost**  
Set 5 Story  
ay

Read Write Inc.

**Barke**  
Set 6 Story  
ar

Read Write Inc.

**A very dangerous dinosaur**  
Set 7 Story 12  
ous cious tious



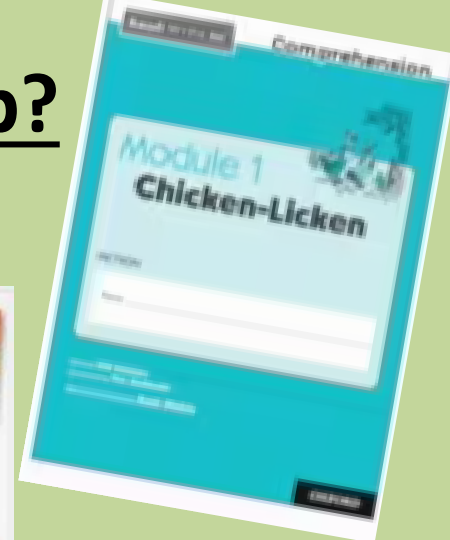
Phonics

2

# Where to next after grey group?

Read Write Inc. Comprehension is for children in Year 2 who have completed Read Write Inc. Phonics.

Once children can comfortably read grey books with fluency, independent and in the moment comprehension and accuracy, they can be assessed to start the comprehension scheme.



The teacher introduces the first text by posing 'The Big Question' – the key to comprehending the story. Children learn the meanings of potentially unfamiliar words, read the text, answer questions, discuss the story, and compose written responses.

A second text shares a common theme with the story but is much shorter. It provides a great jumping off point to develop children's vocabulary, grammar, punctuation and composition.

At this point, we will consider whether your child requires a little bit more time reading any remaining grey books to consolidate their phonic knowledge, or if they are ready to move onto the Oxford Reading Tree 'Treetops' reading spine. We will make a careful judgement by reading with your child to assess what the most appropriate entry level is for them.

# Nelson Handwriting Scheme

## Year 2 Handwriting Expectations:

### Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

The quick brown fox jumps over the lazy dog.

#### Joining groups

The joining groups divide the letters according to how they will join to other letters.

##### Group 1

a c d e h i k l m n s t u

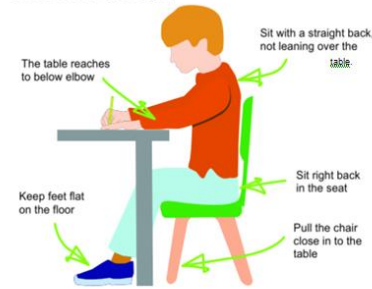
Thirteen letters with exit flicks plus s.

##### Group 2

a c d e g i j m n o p q r s u v w x y

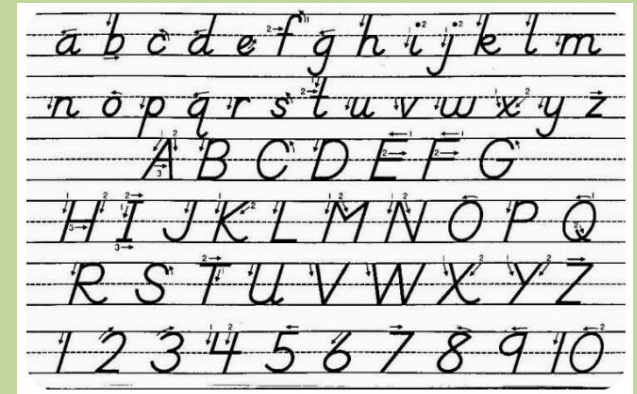
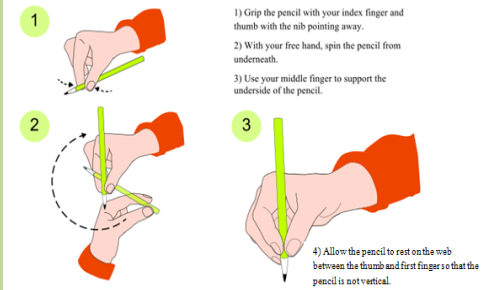
Nineteen letters which start at the top of the x-height.

#### SITTING POSITION



#### THE TRIPOD PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.



#### Group 3

b f h k l t

Six letters which start at the top of the ascender.

#### Group 4

f o r v w

Five letters which finish at the top of the x-height.

#### The break letters

b g j p q x y z

Eight letters after which no join is made. Joins are not made to or from the letter z.

# Year 2

## Genres

Narrative Writing - Write a story using a story structure

Develop characters and settings.

# Entertain

## KS1 Adverbials

First  
Then  
Next  
After  
Later  
The next day...

## KS1 Conjunctions

and  
but  
so  
or  
when

## Punctuation

- Revise all previous punctuation  
Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)

## Text Level Narrative:

- Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.
- Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.

## Sentence Level

- Use coordinating conjunctions to link two main ideas  
*They pulled and pulled at the turnip to get it out.*
- Use noun phrases which add detail to description  
*Very old grandma, brave woodchopper*
- Use exclamation sentences where appropriate  
*What big eyes you have Grandma!*
- Correct choice and consistent use of present tense and past tense throughout writing
- Use of the progressive form of verbs in the present and past tense to mark actions in progress  
*She is drumming, he was shouting*

# Year 2

## Genres

Instructions, letters, recount, report

# Inform

## KS1 Adverbials

First  
Firstly  
Next  
After  
Later

## KS1 Conjunctions

and  
but  
so  
or  
When  
If  
because

## Text Level

Instructions: Statement of purpose, list of materials or ingredients, sequential steps. Direct/imperative language. Use of adjectives and adverbs limited to giving essential information

Information texts/ Non chronological reports: Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. Maintain consistency in non-narrative, including purpose and tense.

Recount: Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions.

## Punctuation

- Revise all previous punctuation.

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

*Did you know...?*

- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns

*A badger's fur keeps it warm.*

## Sentence Level

Use coordinating conjunctions to link two main ideas.

*Hedgehogs sleep in the day and look for food at night*

Use subordinating conjunctions in the middle of sentences.

*Squirrels can break nuts because they have sharp teeth.*

Use noun phrases which inform.

*Sharp teeth, long claws*

Use commas to separate items in a list.

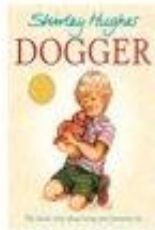
*You will need flour, eggs, sugar and milk.*

Use exclamation sentences where appropriate.

*What a fantastic time we all had!*



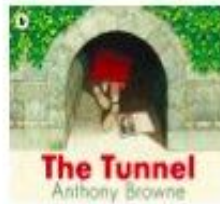
# Recommended Reads and Bookflix (to be announced!)



Dogger  
Shirley Hughes



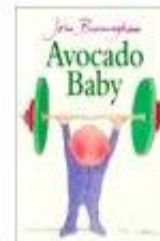
The Gruffalo  
Julia Donaldson



The Tunnel  
Anthony Browne



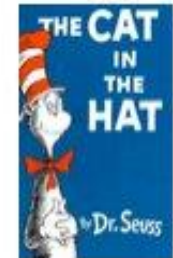
Mr Bump  
Roger Hargreaves



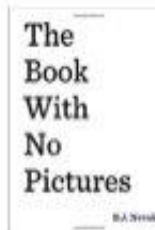
Avocado Baby  
John Burningham



Aliens Love Underpants  
Claire Freedman and Ben Grah



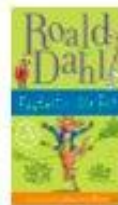
The Cat in The Hat  
Dr. Seuss



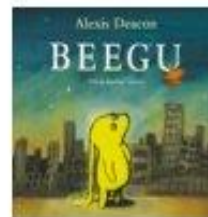
The Book With No Pictures  
B.J. Novak



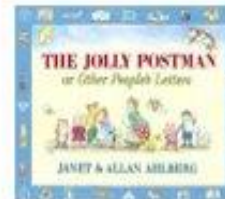
The Mousehole Cat  
Antonia Barber



The Fantastic Mr. Fox  
Roald Dahl



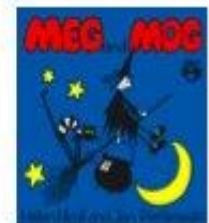
Beegu  
Alex Deacon



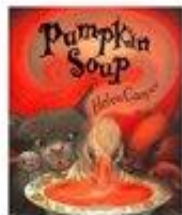
The Jolly Postman  
Janet and Allan Ahlberg



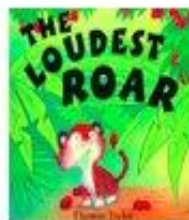
Meerkat Mail  
Emily Gravett



Meg and Mog  
Helen Brown and Jan Wolkstein



Pumpkin Soup  
Helen Cooper



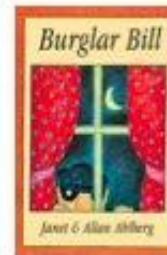
The Loudest Roar  
Thomas Taylor



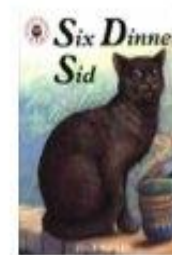
Traction Man  
Mini Grey



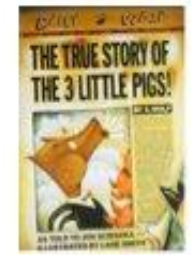
Giraffes Can't Dance  
Giles Andreae and Guy Parker-Rees



Burglar Bill  
Janet and Allan Ahlberg



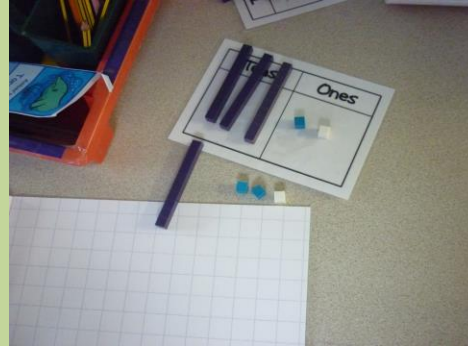
Six Dinner Sid  
Inga Moore



The True Story of the 3 Little Pigs  
Lauren Child

# Maths

- Concrete & Pictorial



- Number formations



Your child's log in will remain the same for Mathletics, here you will find activities based on the units of work we cover in Year 2. This helps to cover retrieval and recall or prior learning.

We will set work based on the unit of learning we have just completed.

# Maths

Year 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Place Value	Place Value	Place Value	Place Value	Addition and subtraction	Addition and subtraction	Addition and subtraction
Autumn 2	Addition and subtraction	Addition and subtraction	Addition and subtraction	Assessment week (NFER)	Addition and subtraction	Addition and subtraction	Money
Spring 1	Money	Money	Multiplication and division	Multiplication and division	Statistics	Statistics	
Reasoning	One step word problems	One step word problems	Two step word problems	Two step word problems	Crack the secret code	Crack the secret code	
Spring 2	Fractions	Fractions	Assessment week (NFER)	Fractions	Properties of shape		
Reasoning	Odd one out	Odd one out	Number patterns	Number patterns	Number patterns		
Summer 1	Properties of shape	Consolidation of learning	Multiplication and Division (recap)	Multiplication and Division (recap)	Multiplication and Division (recap)	Length and Height	
Reasoning	Two step word problems	Two step word problems	Spot the pattern	Spot the pattern	How do you know questioning.	How do you know questioning.	
Summer 2	Position and direction	Time	Assessment week (SATS)	Time	Mass, capacity and temperature	Mass, capacity and temperature	Consolidation of learning
Reasoning	Mixed addition and subtraction word problems	Mixed addition and subtraction word problems	Mixed calculations	Mixed calculations	Find the pattern	Find the pattern	Find the pattern

# Curriculum Overview

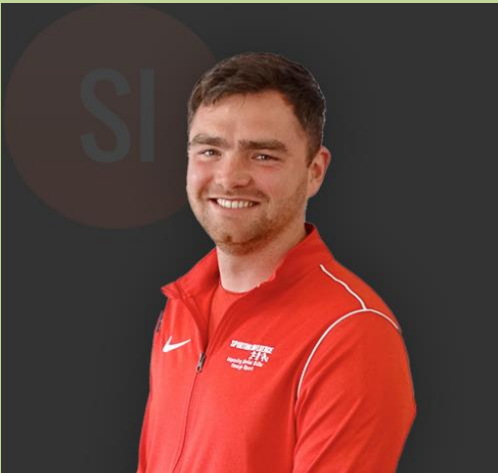
Year group: 2		Term: Autumn 1
Subject	Strand	Unit of work title / Overview
English	<i>Reading</i>	An introduction to VIPERS, developing comprehension skills.
	<i>Writing</i>	Writing narratives about personal experiences and those of others (real and fictional).
	<i>Phonics/Spelling</i>	Read Write Inc. Recapping all set 2 and 3 sounds. Year 1 and Year 2 Common Exception Words.
	<i>Grammar</i>	4 sentence types. Word classes noun/verb/adverb/adjectives.
	<i>Punctuation</i>	Building simple sentences using capital letters and full stops. Introduction to question marks and exclamation marks.
Maths	<i>Mental calculations</i>	Number bonds to 10 and 20. Counting to 100.
	<i>Written calculations</i>	Representing numbers and objects to 100.
	<i>Units of work</i>	Place value, addition, and subtraction.
Science	<i>Working scientifically</i>	Asking simple questions and recognising that they can be answered in different ways.
	<i>Units of work</i>	Animals including humans
Spanish	<i>Units of work</i>	Greetings - Los saludos Learning greetings and basic conversational vocabulary, such as 'My name is...', 'How are you?', 'I am feeling...'
Geography	<i>Units of work</i>	Where in the world? Key features of the continents and oceans.
Art/D.T.	<i>Artist</i>	Henry Moore
	<i>Units of work</i>	Building structures through making a chair, exploring how structures can be made stronger, stiffer and more stable.
Music	<i>Musician</i>	John Williams and Hans Zimmer.
	<i>Units of work</i>	Singing simple songs in a small range. Singing chants and rhymes. Exploring simple patterns.
RE	<i>Units of work</i>	Welcoming New Life How can we welcome new life and how do different religions do it?
Computing	<i>Units of work</i>	Technology around us. Developing our understanding of technology and how it can help us in everyday life.
P.E	<i>Units of work</i>	Story/theme lessons. Developing social skills through team games.
PSHE	<i>Units of work</i>	Developing positive relationships, what makes a good friend?

# Physical Education

- Each class has two sessions for PE each week. Children should come to school wearing their PE kits on their allotted PE day.
- One session is taught by Sporting Influence and the other by the class teacher.
- Sports Clubs also run on Mondays and Thursdays - you can sign up for these through Arbor.
- Please can all children have their hair tied up. If they have their ears pierced, the children will have to take them out.

## **PE days – Monday and Tuesday**

**Mr Chris Doey**



**Mr Nick Crooks**





# The Sporting Influence Philosophy: Improving Social Skills Through Sport

## Encouragement

Encouragement is key to success for motivating low achieving or discouraged students. It focuses on improvement rather than outcomes

## Communication

Communication is fundamental to childrens development; children need to be able to understand and be understood. Communication is the foundation of relationships and is essential for learning, play and social interaction.

## Respect

It is critical for our children to understand the importance of respect, so that they can communicate effectively with others throughout their lives. Equally important, self-respect, allows children to feel good about themselves and will help them to achieve their goals.

## Determination

Self-determined children make positive things happen at school, with friends in their community and in their families. As they enter adolescence, they are better able to cope with the academic and social demands of life.

## Body Language

Body language plays an essential role in communicating with people. Many a time, body language speaks more than words.

# Assemblies

- **Monday**

Whole School 'Big Think' assembly with  
Mrs Colbourn

- **Wednesday**

Assembly with Mr Street

- **Friday**

Celebration Assembly with Miss Parker





# Lunchtimes

- The lunch hour is currently split into 2 halves  
12.00-12.30 & 12.30 –1.00
- Half of the lunchtime is spent eating in the dinner hall and the other half is spent playing outdoors.
- Hutchisons are the catering company providing lunches.
- You and your child can choose what they would like to eat on each day, and your child will then confirm their choice before they are served.

# Milk in School

- If you would like your child to have milk in school, please register with Cool Milk, our milk provider. For more information about your child having milk at school please visit their website to arrange this.

<https://www.coolmilk.com/parents/>

- Please get in touch with the school office if you have any questions or experience difficulties accessing the form.

The poster is divided into several sections. The top left section, titled 'Is your child entitled to FREE milk?', features a diagram with two circles: 'Child under 5?' and 'Child over 5?'. Below the first circle, it states 'Every child under the age of five is entitled to FREE school milk.' and includes a red icon of a laptop with the text 'Register your child online for FREE school milk today.' Below the second circle, it states 'Every child over the age of five is entitled to milk at a subsidised price of around £14 per term.' and includes a red icon of a laptop with the text 'Register online now and you can pay straight away!'. The top right section has a blue background with a white milk bottle icon and the text 'FREE and subsidised school milk' and 'Register your child today!'. The bottom left section has a blue background and says 'Register your child for school milk today. You can register in two simple ways...'. It lists two options: 'Go online and quickly register your child for school milk at www.coolmilk.com' (with a computer icon) and 'Alternatively, please complete the form overleaf and return it to: FREEPOST COOL MILK (no further address details needed)' (with an envelope icon). The bottom right section shows a child in a red school uniform holding a glass of milk. The bottom of the poster features the 'Cool Milk' logo, the website 'www.coolmilk.com', and small text stating 'Milk for children over five is subsidised by the European Union under the European Union milk scheme. Milk for children aged under five is fully funded by the Department of Health.' and the European Union flag.

Is your child entitled to FREE milk?

Child under 5?

Child over 5?

Every child under the age of five is entitled to FREE school milk.

Every child over the age of five is entitled to milk at a subsidised price of around £14 per term.

Register your child online for FREE school milk today.

Register online now and you can pay straight away!

FREE and subsidised school milk

Register your child today!

Register your child for school milk today.

You can register in two simple ways...

Go online and quickly register your child for school milk at [www.coolmilk.com](http://www.coolmilk.com)

Alternatively, please complete the form overleaf and return it to: FREEPOST COOL MILK (no further address details needed)

**Cool Milk**  
[www.coolmilk.com](http://www.coolmilk.com)

Milk for children over five is subsidised by the European Union under the European Union milk scheme. Milk for children aged under five is fully funded by the Department of Health.

**Cool Milk**  
[www.coolmilk.com](http://www.coolmilk.com)

# Playtimes

- Outdoor play (snack/milk) – 10:45-11:00
- Flexible afternoon play/break
- Children's water bottles are available as and when children feel like they require it, and we do provide regular 'nudges' to drink during the course of the school day.



# **Assessment – Y2**

**Informal assessment:** eg weekly spelling challenges.

These are opportunities for us to assess children's knowledge and understanding in the moment, and as such adjust teaching and support accordingly.

**Formal assessment:**

Termly NFER assessments in reading and maths. These are standardised assessments.

Termly checking of common exception word knowledge for your child's current year.

Children's phonic progress will be checked every 6 weeks by your child's class teacher. This informs which progress group is right for their current challenge point, and informs whether any supporting intervention is needed to ensure they do not fall behind.

Writing assessment per term.

SATs

# Home Learning

## Reading

Home reading books need to be returned to school every Thursday, and new books will be sent out on the same day. If your child's reading book and reading record could be in their book bag each day that would be fantastic.

**In KS1 at Bramhope, your child will bring home:**

- **Two phonics reading books, matched to their progress point in the RWI scheme.**
- **A library book from the school library that they have selected to share with you at home.**

We strongly encourage reading widely for pleasure at home, this has a huge impact on reading outcomes and, after all, is what it's all about!

## Spelling

Weekly spelling challenges will be completed during phonics lessons every Friday, so spelling books should be returned to school then. They will be given new spellings on the same day, which will be stuck inside their spelling books ready to practice over the following week.

We complete a half termly assessment of the common exception words for the year group, of which there is a full copy for you to take home this evening.

# Home Learning

<b>Maths</b>	Some weeks, an additional piece of work, linked to your child's learning in school that week or general revision of concepts, may be assigned.
<b>Mathletics</b>	Each child has their own login. We will assign tasks each Thursday which will reflect their current learning.
<b>Subject/Topic enhancement</b>	On occasion, additional topic linked tasks may be suggested. Alternatively, children may opt to research one of our topics in greater detail.
<b>Additional activities including intervention</b>	All children follow different learning journeys. At some point in your child's education, they may be identified for booster/catch-up work or possibly require a little additional support in areas of learning or those linked to speech etc. If this is the case, your child's class teacher will approach you individually about suggested activities and how you can support your child best at home.

# Communication Channels

- When entering or leaving school – on the door
- Emails – via admin team or send a message on Arbor

[2R@bramhopeprimaryschool.co.uk](mailto:2R@bramhopeprimaryschool.co.uk)

[2B@bramhopeprimaryschool.co.uk](mailto:2B@bramhopeprimaryschool.co.uk)

- Arrange an appointment
- Absences/lateness/sickness  
(please report to the school office)



# Behaviour and Attitudes at Bramhope

**B**e safe

**P**ositive

**S**how respect

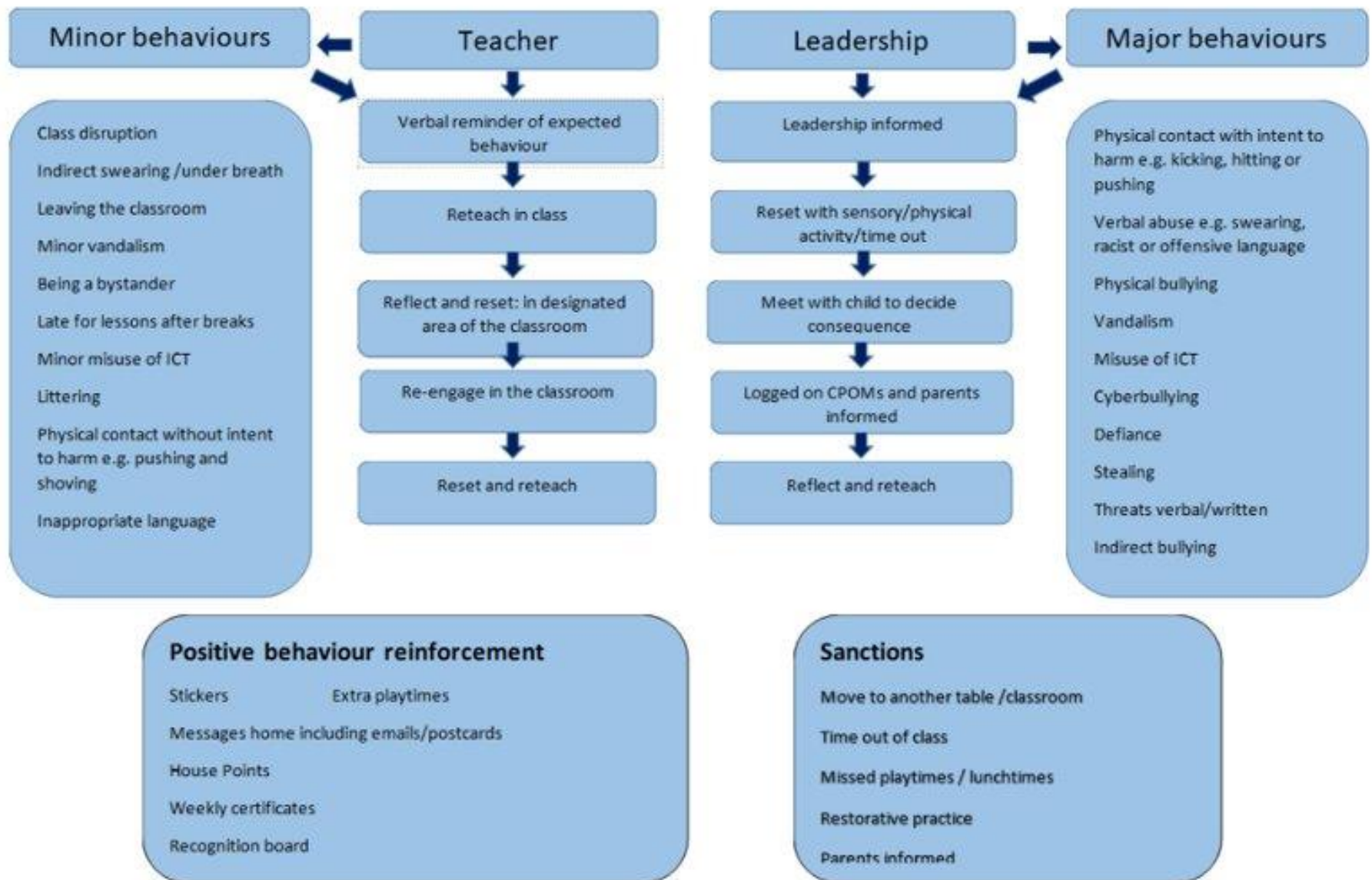
# Behaviour Policy (Rewards and Sanctions)

## Rewards

- House teams and House Points
- In-class rewards (table points, class merits)
- Proud Cloud – in the moment recognition for fantastic behaviour and attitude to learning
- Celebration certificates in Friday assembly
- Termly Headteacher's award



# The KS1 Behaviour Matrix



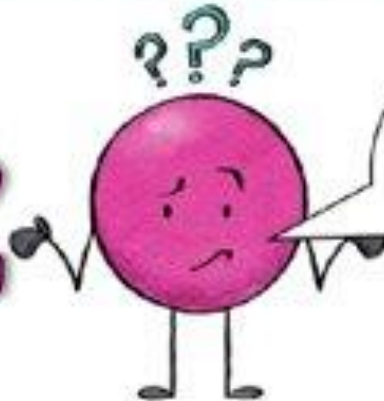
# When things don't quite go right...

1



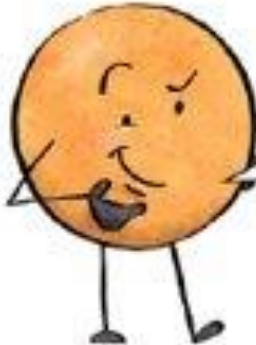
What happened?

2



What were you thinking about at the time?

3



What have your thoughts been since the incident?

4



Who do you think has been affected by your actions? In what way were they affected?

5



What do you need to do now to make things right?

## Restorative Practice



**Coming  
up...**

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Parent's evenings  
– November 2023

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Termly reports –  
December 2023

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# **Key things to remember:**

- Coats**
- Water Bottles**
- Reading books and reading records on a Thursday**
- Spelling Books on a Friday**
- No toys or jewelry please**

**Names in any clothing likely to be removed (coats, jumpers etc)**

**Healthy fruit or snack can be brought in from home –  
nothing containing nuts please.**

**Fruit, veg, rice cakes etc, and no juice.**



# Questions?







*Bramhope Primary School*