



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 1 Staff / Classes

Miss Maull

(1M)

Mrs Reynard – Monday

**Mrs Stenton – every other
Thursday**

Miss Parker

(1P)

**Mrs Stenton – Monday PM
and every other 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

Mrs Rathmell
Y2 Teacher and
English Lead

Miss Beaumont
Y2 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

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

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
Deputy Designated
Safeguarding lead*

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

SENDCo

Mrs Farinha

- Sue Farinha
- Telephone: 0113 2671222.
- Email: 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.

A graduated approach...

- Class teacher knowledge of your child
- Quality, differentiated teaching
- Intervention plus
- SEN register
- The local offer – services available to Leeds residents
- We work in partnership with parents and the local authority



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 – 1M



Weekly Timetable – 1P

	8:35– 8:45	8:50 – 9:35	9.35 – 10.15	10.15- 10.30	10:30 – 10:45	10:45 - 11	11 - 12	12 - 1	1 – 1:20	1:30 – 2:15	2:15 – 3	2:40 - 3	3 – 3:10	
Monday	Independent Reading 20% with Teacher	RWI Phonics	Maths	Assembly	Handwriting	B	English	Lunch	PM Phonics	Spanish	RE	Talk Through Stories	Home Time	
	Handwriting Morning Task													
Tuesday	Independent Reading 20% with Teacher	RWI Phonics	Maths		Handwriting	R	Maths	Lunch	PM Phonics	PE	Science	Talk Through Stories	Home Time	
	Handwriting Morning Task													
Wednesday	Independent Reading 20% with Teacher	RWI Phonics	Maths	Assembly	Handwriting	E	Maths	Lunch	PM Phonics	History/Geography	Computing	Talk Through Stories	Home Time	
	Handwriting Morning Task													
Thursday	Independent Reading 20% with Teacher	RWI Phonics	Maths		Handwriting	A	Maths	Lunch	PM Phonics	Art	PE	Talk Through Stories	Home Time	
	Handwriting Morning Task													
Friday	Independent Reading 20% with Teacher	RWI Phonics	Maths		Handwriting	K	Maths	Lunch	Guided Reading	PSHE	Library	Music	Assembly	Home Time
	Handwriting Morning Task													

English

Lessons will consist of:

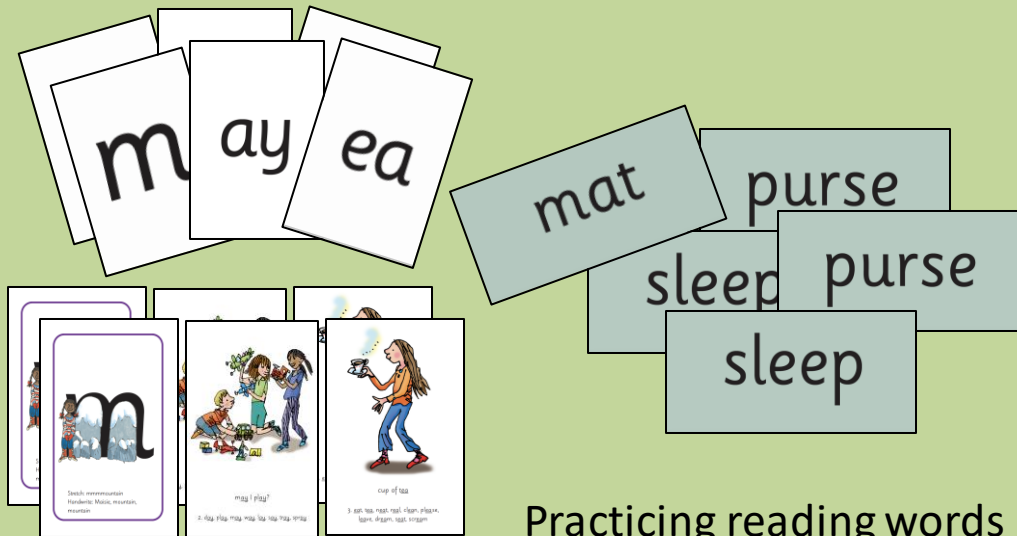
- Spelling
- Phonics
- Punctuation and grammar
- Handwriting practice following the Nelson Handwriting Scheme
- Reading

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

Read Write Inc. Phonics © Oxford University Press 2022. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl.

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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Phonics screening check (PSC) week is the week commencing 10th June 2024

How can I support at home?

- Use ***pure sounds*** rather than letter names.

<https://schools.ruthmiskin.com/training/units/56>

- Use Fred Talk to help your child to read and spell words.
- Listen to your child read their Storybook every day.
- Share stories your child every day – please feel free to read a rich and varied range of genres and text types with your child to foster a life-long love of reading.

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

Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin

Read Write Inc.

Billy the
Set 2 Story
a e i o u

Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin

Read Write Inc.

Scruff
Set 3 Story
ve ng nk

Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin

Read Write Inc.

Playday
Set 4 Story
ay

Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin

Read Write Inc.

Lost
Set 5 Story
ay

Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin

Read Write Inc.

Barke
Set 6 Story
ar

Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin

Read Write Inc.

A very dangerous dinosaur
Set 7 Story 12
ous cious tious

Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin

Phonics

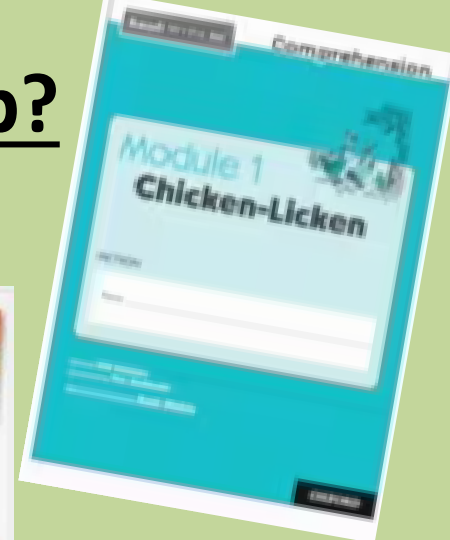


2

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.

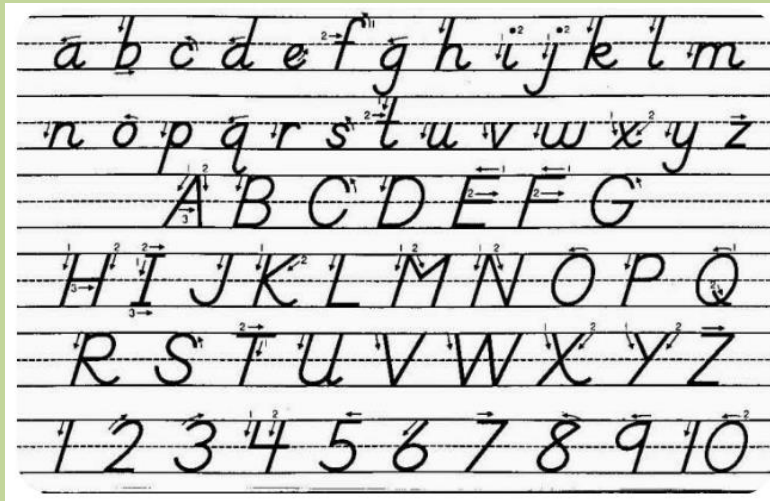


The teacher introduces the first text by posing 'The Big Question' – the key to comprehending the story. Children learn the meanings of potentially unfamiliar words, read the text, answer questions, discuss the story, and compose written responses.

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.

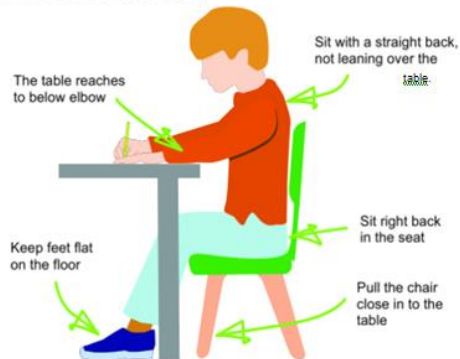
Nelson Handwriting Scheme



Year 1 Handwriting Expectations:

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

SITTING POSITION



THE TRIPOD PENCIL GRIP

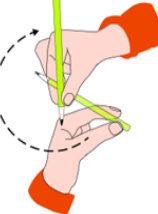
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

1



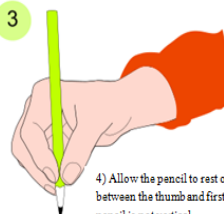
1) Grip the pencil with your index finger and thumb with the nib pointing away.

2



2) With your free hand, spin the pencil from underneath.

3

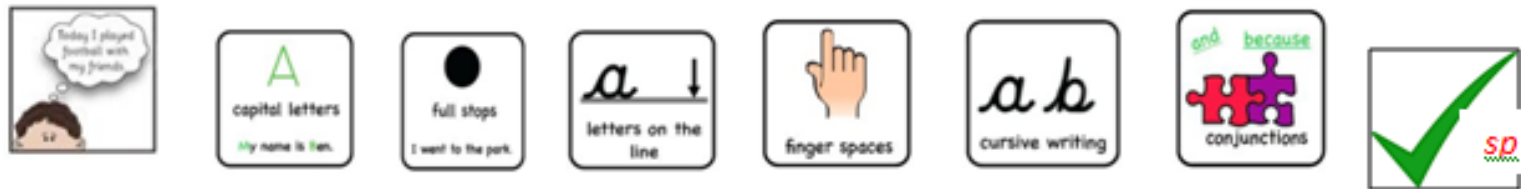


3) Use your middle finger to support the underside of the pencil.

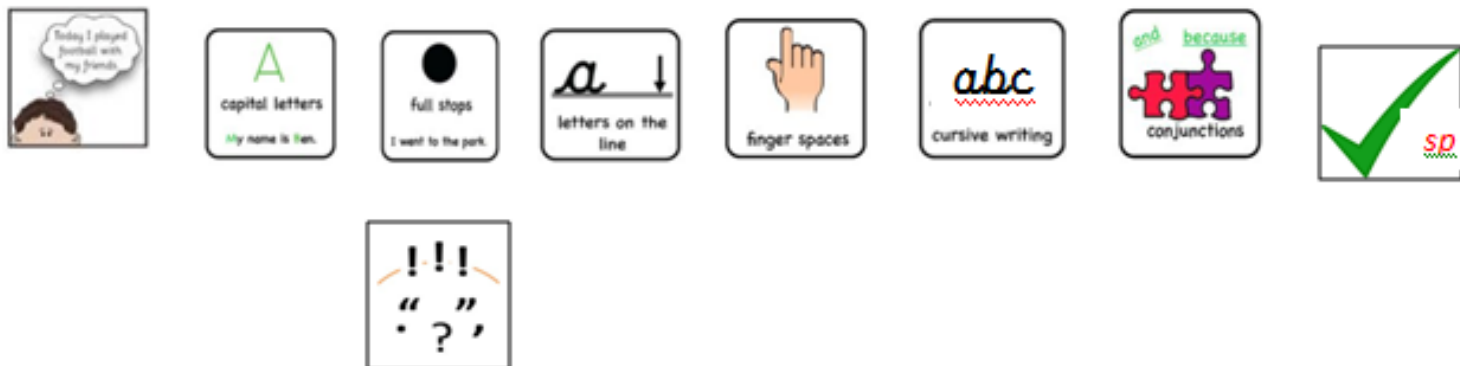
4) Allow the pencil to rest on the web between the thumb and first finger so that the pencil is not vertical.

Writing

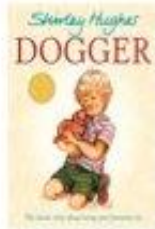
The writers' toolkit helps children to remember what needs to be included when completing a piece of writing. Children are encouraged and supported to self-assess using this toolkit and edit their work accordingly.



Writers' ToolKit and Success Criteria



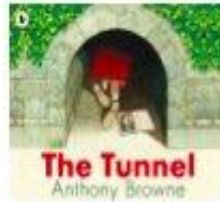
Recommended Reads and Bookflix (to be announced!)



Dogger
Shirley Hughes



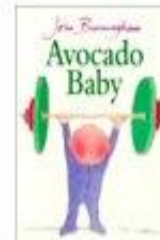
The Gruffalo
Julia Donaldson



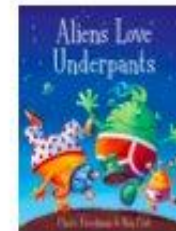
The Tunnel
Anthony Browne



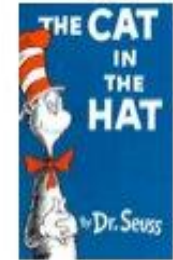
Mr Bump
Roger Hargreaves



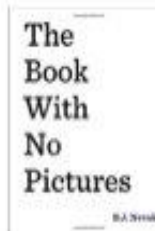
Avocado Baby
John Burningham



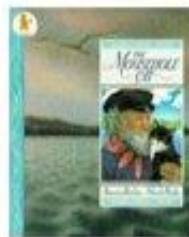
Aliens Love Underpants
Claire Freedman and Ben Grah



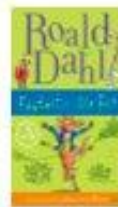
The Cat in the Hat
Dr. Seuss



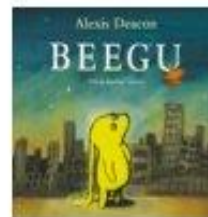
The Book With No Pictures
B.J. Novak



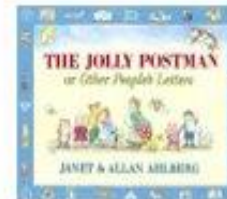
The Mousehole Cat
Antonia Barber



The Fantastic Mr. Fox
Roald Dahl



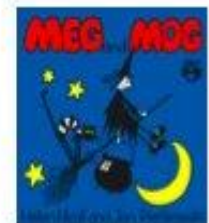
Beegu
Alex Deacon



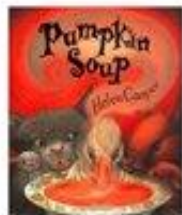
The Jolly Postman
Janet and Allan Ahlberg



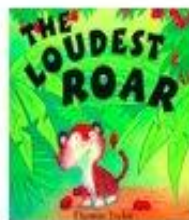
Meerkat Mail
Emily Gravett



Meg and Mog
Helen Brown and Jan Willems



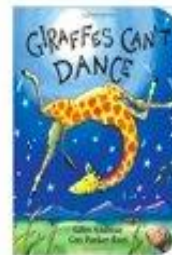
Pumpkin Soup
Helen Cooper



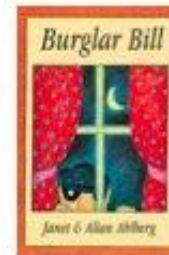
The Loudest Roar
Thomas Taylor



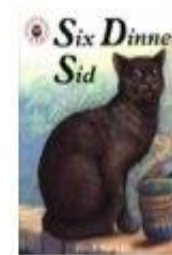
Traction Man
Mini Grey



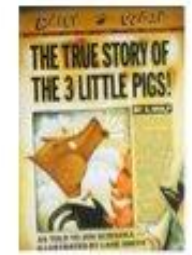
Giraffes Can't Dance
Giles Andreae and Guy Parker-Rees



Burglar Bill
Janet and Allan Ahlberg



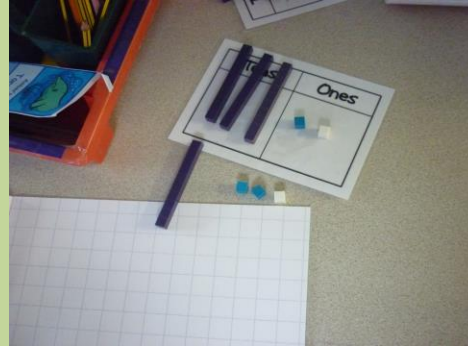
Six Dinner Sid
Inga Moore



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 1. This helps to cover retrieval and recall or prior learning. We will set work based on the unit of learning we have just completed.

End of Year 1 Expectations

End of Year Expectations for Year 1 for New National Curriculum – EXPECTED (At National Standard)

Year 1 Maths			
Year 1 Number and Place Value			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. Given a number, identify 1 more and 1 less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including 0. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.
Year 1 Geometry and Measures			
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] . Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns. 	

Curriculum Overview

Year group: 1		Term: Autumn 1
Subject	Strand	Unit of work title / Overview
English	Reading	Exploring fiction stories and focusing on character descriptions, retelling the story and using adjectives to better the text. Texts may include: Dogger, The Rainbow Fish, The Tiger Who Came To Tea, The Bad Tempered Ladybird, I Want My Hat Back
	Writing	Beginning to create sentences and create their own stories verbally
	Phonics/Spelling	Phase 3 Digraphs and Trigraphs
	Grammar	CEX Words, and/because
	Punctuation	Full stops, capital letters and finger spaces
Maths	Mental calculations	Number bonds to 10, counting across 100, representing numbers with physical objects
	Written calculations	Addition to 10
	Units of work	Number and Measure
Science	Working scientifically	Comparative and fair testing, <u>Observing</u> over time, Research using secondary sources, Identifying, classifying and grouping, Pattern seeking.
	Units of work	Observing the Autumnal Seasonal Changes, Plants; what plants and flowers we have in our wildlife garden.
Spanish	Units of work	Greetings – Los Saludos
Geography	Units of work	Where we are in the World – Zooming in on where the United Kingdom is located, and the geography associated with our location in Bramhope. We will name, locate and identify the four countries, their capital cities and surrounding seas.
Art/D.T.	Artist	Yayoi Kusama
	Units of work	Using printing techniques, using 2D shapes to explore a variety of media and mixing different shades of colours.
Music	Units of work	Pulse – Looking at and understanding that pulse is the heartbeat of music. Clapping to the beat.
RE	Units of work	Which books and stories are special to us and other religions?
Computing	Units of work	Logging on independently and using a mouse. Naming different parts of a computer. Internet Safety.
PE	Units of work	Team Games – tigging movement, working as a team.
PSHE	Units of work	Physical health and wellbeing; foods associated with different cultures and celebrations and the impact of physical activity on our mental and physical health.

Physical Education

H&S NOTE RE EAR
PIERCING, HAIR
AND TIGHTS

- 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.
- 1M has PE on a Monday and Thursday.
- 1P has PE on Tuesday and Thursday.

Mr Martin Colley



Mrs Rachel Wilcox



The Sporting Influence Philosophy

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 if you have any questions or experience difficulties accessing the form.

The graphic is a 2x2 grid. The top-left quadrant is white with blue text and icons, titled 'Is your child entitled to FREE milk?'. It shows two paths: 'Child under 5?' leading to 'Every child under the age of five is entitled to FREE school milk.' and 'Child over 5?' leading to 'Every child over the age of five is entitled to milk at a subsidised price of around £14 per term.' Both paths end with a red box icon and the text 'Register your child online for FREE school milk today.' or 'Register online now and you can pay straight away!'. The top-right quadrant is blue with a white milk bottle icon, titled 'FREE and subsidised school milk', and says 'Register your child today!'. The bottom-left quadrant is blue with white text, titled 'Register your child for school milk today.' and 'You can register in two simple ways...'. It lists two methods: '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 quadrant shows a child in a red school uniform holding a glass of milk. The bottom of the graphic features the 'Cool Milk' logo, website 'www.coolmilk.com', a small text block about EU funding, and the European Union flag.

Is your child entitled to FREE milk?

Child under 5?

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

Register your child online for FREE school milk today.

Child over 5?

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

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

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

Cool Milk
www.coolmilk.com

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

Cool Milk
www.coolmilk.com

Playtimes

- Morning play / break time
- Outdoor play – 10:30-10:45
- 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 – Y1

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.

June – Phonics screening check (This is a statutory reading assessment of real and pseudo words used to assess your child's phonics knowledge). This assessment will be carried out by your child's class teacher, in a quiet, calm and familiar space.

Children read 40 words, and can either read these 'at a glance' or using phonics strategies to decode unfamiliar words (also known as segmenting and blending, or 'Fred Talk').

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.



This week our special friend focus in purple group is:

Special friends:
air (it's not fair)
or (shut the door)

Our home spellings are:

hair
stair
chair
sort
sport
short

Challenge Words:

north
porch
funfair
fairy

We will complete our weekly spelling challenge every Friday. New spellings will be sent home in your child's spelling book on the same day.

Pastoral Care

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

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. These are also available on the website <https://www.bramhopeprimary.co.uk/page/?title=Common+Exception+Words+Years+1%2D6&pid=498>

Home Learning

Maths	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.
Mathletics	Each child has their own login. We will assign tasks at the end of each maths unit to support retrieval and retention of knowledge.
Subject/Topic enhancement	On occasion, additional topic linked tasks may be suggested. Alternatively, children may opt to research one of our topics in greater detail.
Additional activities including intervention	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

1M: beth.mauill@bramhopeprimaryschool.co.uk

1P: chelsea.parker@bramhopeprimaryschool.co.uk

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

Behaviour and Attitudes at Bramhope

Be safe

Positive

Show respect

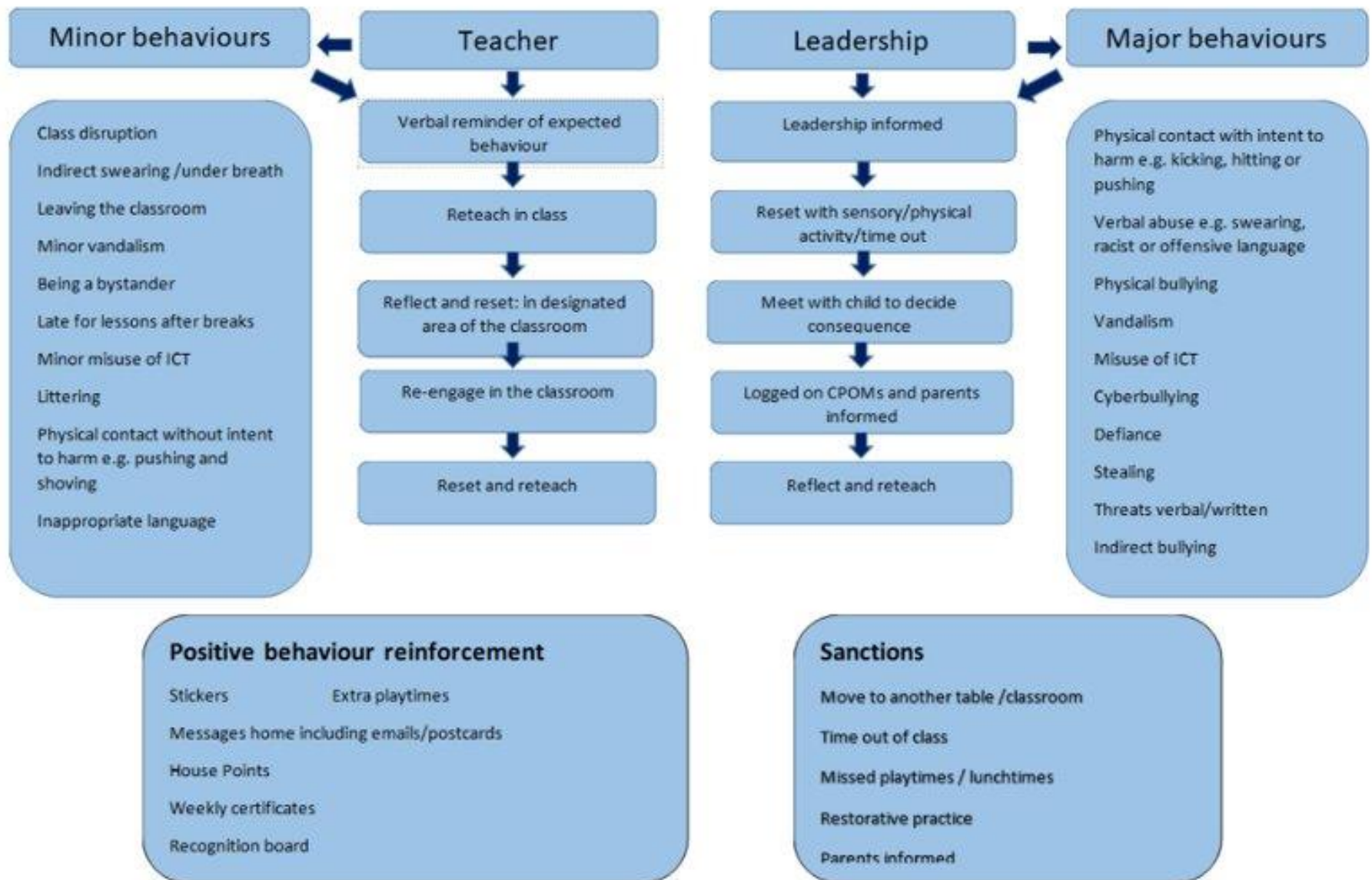
Behaviour Policy (Rewards and Sanctions)

Rewards

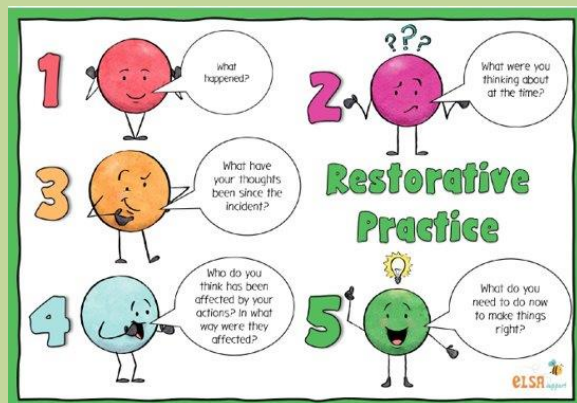
- House teams and House Points
- In-class rewards (table points, class merits)
- Proud Cloud – in the moment recognition for fantastic behaviour and attitude to learning
- Celebration certificates in Friday assembly
- Termly Headteacher's award



The KS1 Behaviour Matrix



When things don't quite go right...



The BPS vision...



Coming
up...

Parent's evenings
– November 2023

Termly reports –
December 2023

School
trips...teaser!

Key things to remember:

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