



Bramhope Primary School

School Buildings

EYFS/Key Stage 1

Early Years

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

Library

Learning Hub

KS1 Staff

Year 1 Class Teachers

Miss Driscoll (1D)

(Covered by Mrs Stenton on
Wednesday PM and Thursday AM)

Miss Parker (1P)

(Covered by Mrs Stenton on Tuesday
PM)

Y1 Support Assistants

Mrs Pugal - Year 1

Y2 Class Teachers

Mrs Schofield (2S)

Miss Beaumont (2B)

Year 2 Support Assistants

Miss Smith

Miss Sanna

Mr Knight

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.*
- *The school Safeguarding and Child Protection policies can be found on the website.*

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

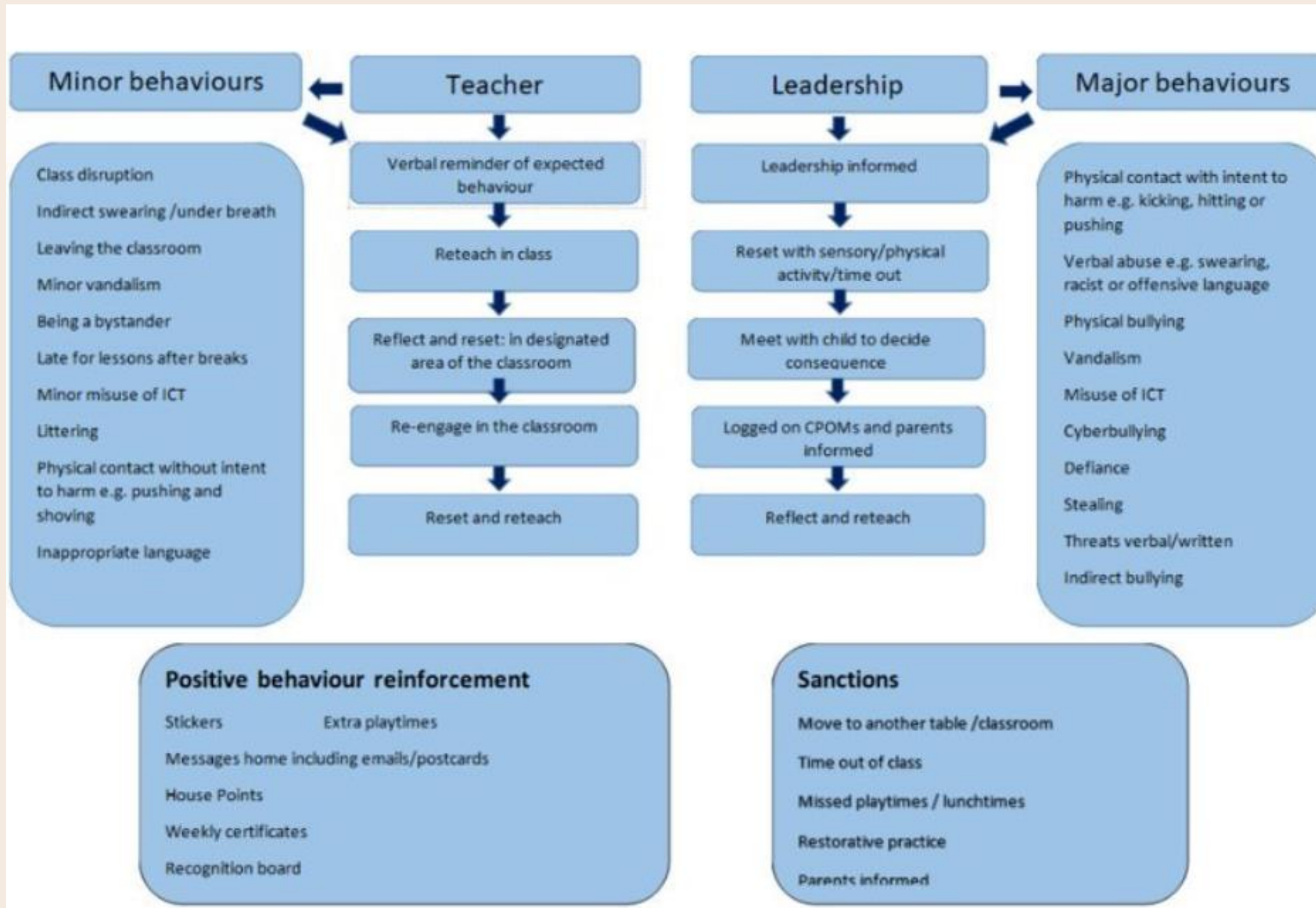
BEHAVIOUR AND ATTITUDES

Be safe

Positive

Show respect

KS1 BEHAVIOUR MATRIX



RESTORATIVE PRACTICE

The infographic is titled "Restorative Practice" in large green letters. It features five numbered steps, each with a colorful cartoon character and a speech bubble containing a question. The characters are: 1. Red character, 2. Purple character with question marks above its head, 3. Orange character, 4. Light blue character, 5. Green character with a lightbulb above its head. The background is white with a green border.

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

elsa support

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

Pastoral Lead

Deputy Designated Safeguarding lead

pastoral@bramhopeprimaryschool.co.uk

PASTORAL CARE

*Intervention
Groups*

*Targeted
individual
support*

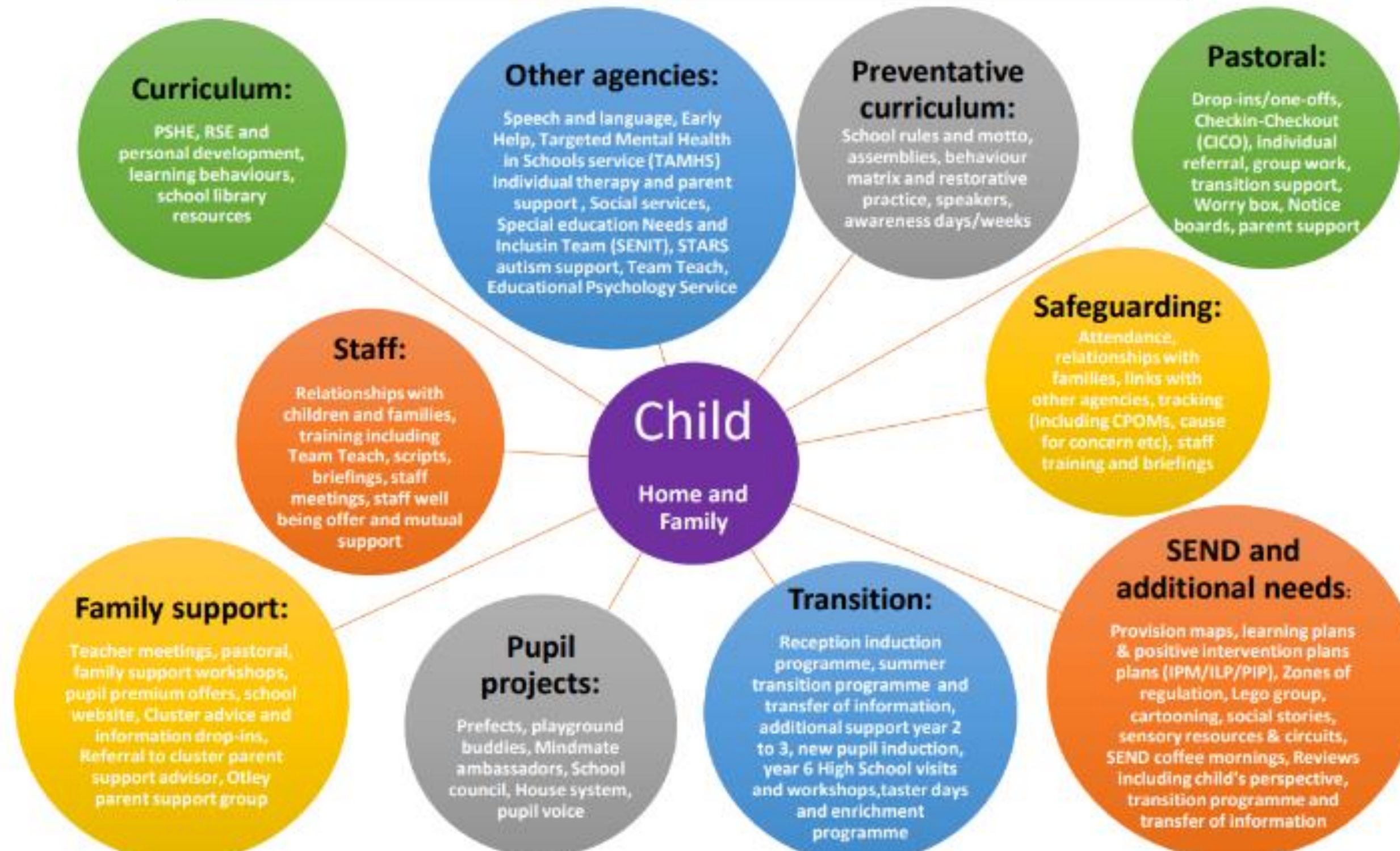
*Support and
advice to
parents*

*Support and advice
to teachers and
other staff*

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.



Bramhope Primary School: Supporting Child and Family Well Being



SENDCO

- *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.*



*Ms House
SENDCo and Year 4 Class
Teacher*

*send@bramhopeprimaryschool.co.
uk*

QUALITY FIRST TEACHING

For example:

- *Visual time table*
- *Whole class movement breaks*
- *Concrete resources*
- *Word mats*
- *Worked examples*
- *Letter formation*
- *Clear step-by-step instruction*
- *Visual learning*

1P WEEKLY TIMETABLE

Monday			1 0 : 3 0 - 1 0 : 4 5	1 2 : 0 0 - 1 0 : 0 0						
8.35-9:00	9:00-9:45	9:45-10:30			11:00-12:00	1:00-1:20	1:20-2:15	2:15-2:45	2:45-3	3:00-3:15
Morning Work Priority Readers: TP 1P	Phonics	10.45-11: ERIC/TTS English			Maths	Phonics Handwriting	PE	Music	Assembl y	Story TTS Vocab
Tuesday					CP PPA - SS					
8.35-9:00	9:00-9:45	9:45-10:30			11:00-12:00	1:00-1:20	1:20-2pm	2:00-3:00	3:00-3:15	
Morning Work Priority Readers: TP 1D	Phonics	10.45-11: ERIC/TTS English			Maths	Phonics Handwriting	Spanish	2:00-2:30 Library 2.30-3:00 PSHE	Story TTS Vocab	
Wednesday										
8.35-9:00	9:00-9:45	9:45-10:30			11:00-12:00	1:00-1:20	1:20-2:00	2:00-2.45	2:45-3	3:00-3:15
Morning Work Priority Readers: TP 1P	Phonics	10.45-11: ERIC/TTS English			PE	Phonics Handwriting	Maths	Geograph y/History	Assembl y	Story TTS Vocab
Thursday					L u n c h					
8.35-9:00	9:00-9:45	9:45-10:30	11:00-12:00	1:00-1:20	1:20-2:15	2:15-2.45	2.50-3:15			
Morning Work Priority Readers: TP 1D	Phonics	10.45-11: TTS English	Maths	Phonics Handwriting	Computing	Science	Book Club			
Friday										
8.35-9:00	9:00-9:45	9:45-10:30	11:00-12:00	1:00-2:00	2:00-2.30	2:30-3:00	3:00-3:15			
Morning Work Priority Readers: TP Teacher Directed	Phonics	10.45-11: ERIC English	Maths	Art and Design (Blocked)	RE	Celebration Assembly	Story TTS Vocab			

1D WEEKLY TIMETABLE

Monday			10	11					
8.35-9:00	9:00-9:45	9:45-10:30				11:00-12:00	1:00-1:20	1:20-2:15	2:15-2:45
Morning Work Priority Readers: TP 1P	Phonics	Maths		10.45-11: ERIC/TTS English	Phonics Handwriting	Science	Book Club	Assembl y	Story TTS Vocab
Tuesday			30	0					
8.35-9:00	9:00-9:45	9:45-10:30				11:00-12:00	1:00-1:20	1:20-2pm	2:00-3:00
Morning Work Priority Readers: TP 1D	Phonics	Maths		PE	Handwriting	English	Geography/History	Story TTS Vocab	
Wednesday			45	0					
8.35-9:00	9:00-9:45	9:45-10:30				11:00-12:00	CD PPA - SS		
Morning Work Priority Readers: TP 1P	Phonics	Maths		10.45-11: ERIC/TTS English	Handwriting	PSHE	Spanish (2.15-2.40)	Assembl y	Story TTS Vocab
Thursday ECT Time – 9.45-11.30			Break	0					
8.35-9:00	9:00-9:45	9:45-10:30				11:00-12:00	1:00-1:20	1:20-2:15	2:15-3:00
Morning Work Priority Readers: TP 1D	Phonics	Maths		Library – 11-11.30 Music	Phonics Handwriting	English	Computing Art and Design	Story TTS Vocab	
Friday			0	0					
8.35-9:00	9:00-9:45	9:45-10:30				11:00-12:00	1:00-	2:00-2.30	2:30-3:00
Morning Work Priority Readers: TP Teacher Directed	Phonics	Maths		10.45-11: ERIC/TTS English	PE	RE	Celebration Assembly	Story TTS Vocab	

ENGLISH

Lessons will consist of:

Phonics

Punctuation and grammar

Handwriting practice following the Nelson Handwriting

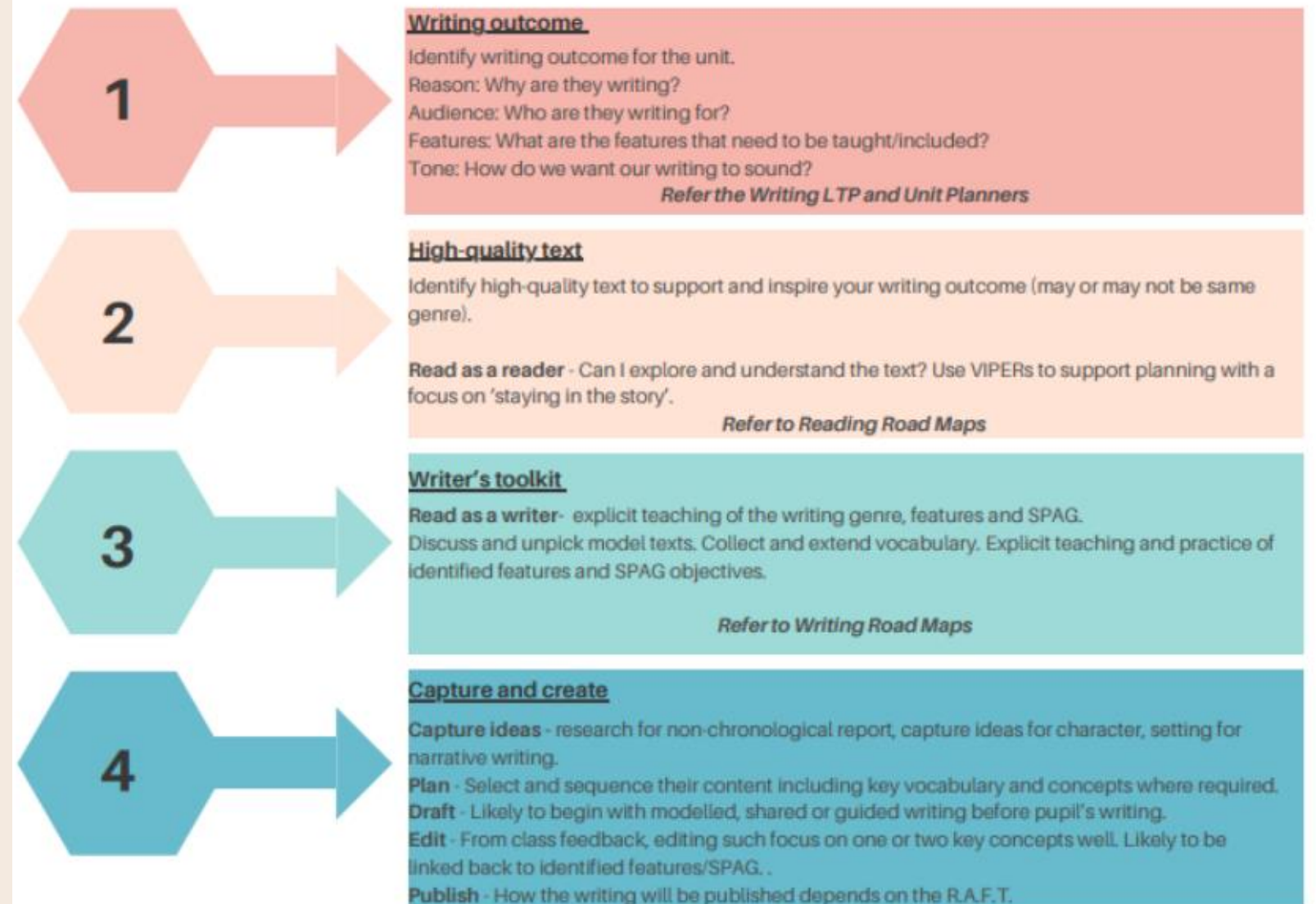
Scheme

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.

Writing - Sequence of Teaching



READ WRITE INC. PHONICS



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.



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



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

READ WRITE INC. PHONICS

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.*
- Assessments are completed every 6 weeks by the class teacher.*

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.*

LISTENING TO YOUR CHILD READ TIPS!

Ruth Miskin
Training



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.

We have an English curriculum workshop booked for Wednesday 8th October 2025. This will detail the reading and writing sequences and progression throughout your child's journey at Bramhope. We hope you can attend!

SPELLINGS

*New spellings every Friday based on weekly phonics lessons.
Directly linked to learning covered in the week.
Practice these in a way that works for your child. Many people
choose to use the look, cover, write, check method.*

*Every half term we will have a spelling challenge on the Year
1 Common Exception Words.*

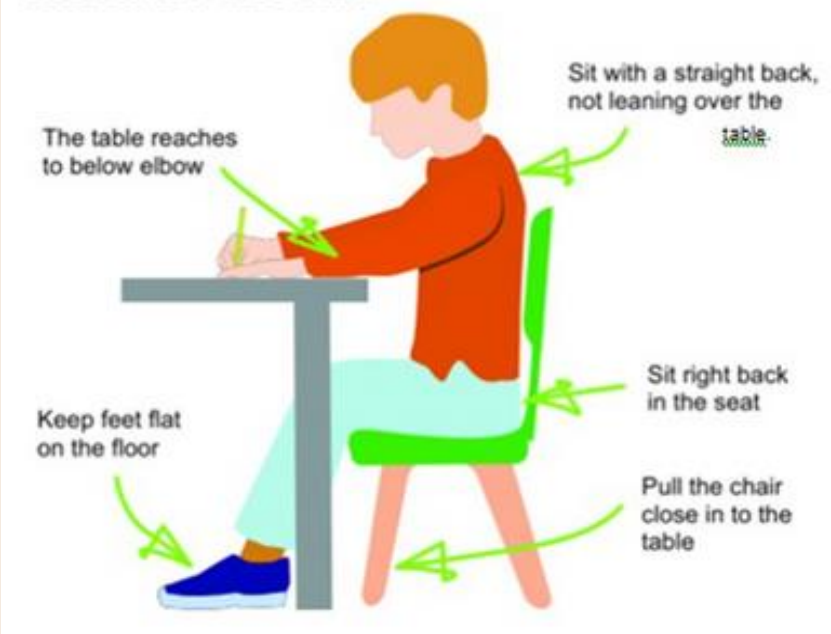
NELSON HANDWRITING SCHEME

Year 1 Handwriting Expectations:

Handwriting Pupils should be taught to:

- *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.*

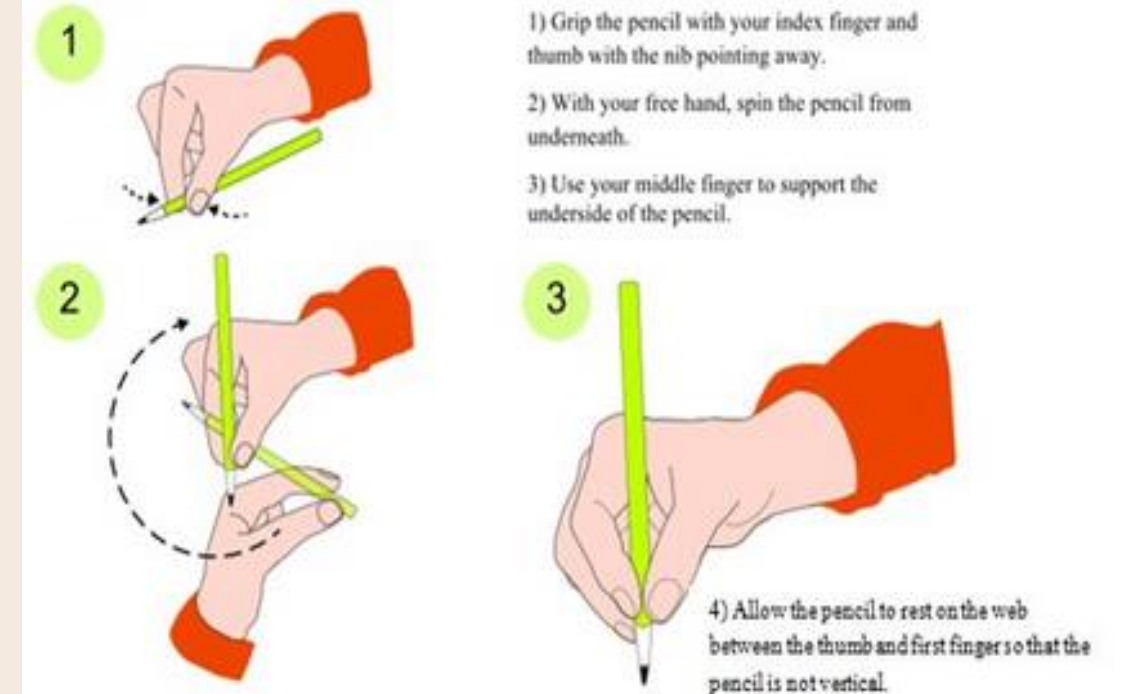
SITTING POSITION



In Year 1 we form letters in print, focusing on starting and finishing in the correct place. Pupils will be taught how to join letters in Year 2.

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.



MATHS

Your child's log in will remain the same for Mathematics, 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 to support recall of key information and skills.

- *5 a day*
- *Reasoning discussions*
- *Concrete and Pictorial*
- *Number formation*



MATHS

17.9.25

LC: Can I count backwards within 10?



Ollie and Davyd:
First we need to know what our starting number is...then we count backwards from that number. We tried to do one jump for each number so we didn't do too many

Task

<https://wheelofnames.com/>

Spin the wheel to select a starting number.

Count down from that number using actions e.g. Jumps/punch the air



2a. Mica and Lily are counting how many more chairs they need for an audience of 80 people.

Mica is correct because its ovvus that they need 6 more.

Mica: We have 74 chairs already, so we need 6 more.

Lily: We have 74 chairs already, so we need 10 more.

Who is correct? Explain why. *Mica is correct.*

16.10.24

LC: Subtraction – How many left?

1 Complete the sentences to match the picture



First there were 5 children on the bus.



Then 3 children got off the bus.



Now there are 2 children on the bus.

2 There are 7 cookies on a plate. 6 of the cookies are eaten. Complete the sentences.

First there were 7 cookies.

Then 6 cookies were eaten.

Now there is 1 cookie.

3 Tell a story to match each picture.



first there were 9 strawberries then 2 got eaten now there are 7

22.9.25

LC: Can I work systematically to solve a problem?

Ollie and Davyd:
We decided to draw our biscuits and add the decorations on. We think that all the biscuits have decoration on them

Problem solving

- Andrew decorated 20 biscuits to take to a party.
- He lined them up and put icing on every second biscuit.
- Then he put a cherry on every third biscuit.
- Then he put a chocolate button on every fourth biscuit.
- So there was nothing on the first biscuit.

How many other biscuits had no decoration? Did any biscuits get all three decorations?



Hassan and Amelie:
We drew our biscuits and followed the story, adding the decorations each time. We think that 16 don't have decorations on.

Lucas and Blake:
We represented our biscuits and decorations using the counters. We put more counters on top to show the biscuits had been decorated



In Year 1 lessons are composed of practical work that is evidenced through photographs, descriptions and pupil voice, and independent practice where pupils will record in their exercise books.

Problem solving and reasoning is a key part of every maths session to ensure that challenge is interspersed throughout all we do.

CURRICULUM OVERVIEW

Year group: 1		Term: Autumn 1
Subject	Strand	Unit of work title / Overview
English	<i>Reading</i>	Class Text: <i>Belonging</i> , Jeannie Baker. Making links from the pictures in the text to our own personal experiences.
	<i>Writing</i>	Using the images from the text as a stimulus to write sentences including an adjective and simple conjunction to tell our reader more.
	<i>Phonics/Spelling</i>	Recap previous learning, revisit and review Read Write Inc Set 2 and begin to learn Set 3 Sounds.
	<i>Grammar</i>	Use simple conjunctions: and/because to join clauses, generate and use adjectives to describe, explore the functions of nouns, verbs and adjectives.
	<i>Punctuation</i>	Full stops, capital letters and finger spaces.
Maths	<i>Mental calculations</i>	Number bonds and fact families and related facts to 10.
	<i>Written calculations</i>	Addition and subtraction to 10.
	<i>Units of work</i>	Place Value within 10; addition and subtraction within 10.
Science	<i>Working scientifically</i>	Observing over time.
	<i>Units of work</i>	Observing seasonal change: Summer to Autumn.
Spanish	<i>Units of work</i>	Los Saludos: Greetings
Geography	<i>Units of work</i>	The United Kingdom: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Art	<i>Units of work</i>	Exploring different painting and printing techniques: Explore primary and secondary colours, identify warm and cool colours, paint from observation, explore different techniques to make marks in print.
Music	<i>Units of work</i>	'My musical Heartbeat' - Social Question: How can we make friends when we sing together? Pulse – Begin to understand that pulse is the heartbeat of music. Clap in time to the music.
RE	<i>Units of work</i>	Which books and stories are special to me and other religions?
Computing	<i>Units of work</i>	E-Safety: Know that Passwords protect information, accounts, devices. Hour of Code Course A: Understand that an algorithm is a precise set of instructions and how these are used to create programs on digital devices.
PE	<i>Units of work</i>	Multi Skills: Team Games. Play competitive games and apply basic principles suitable for attacking and defending, with a focus on communication and teamwork.
PSHE	<i>Units of work</i>	Relationships – Who is special to us? Exploring families, friends and acquaintances and the roles that we collectively play in demonstrating that we care for others.

ASSESSMENT

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. We ensure these are as low stakes as possible, reminding pupils that these are an opportunity for extra practice.*

Formal assessment:

- *Starting from the end of the spring term: termly NFER assessments in reading and maths. These are standardised assessments.*
- *Phonics Screening assessment will take place WC 8th June 2026*
- *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.*

HOME LEARNING

Reading

- *Home reading books returned every Thursday.*
- *Please have in bag daily.*
- *Child will bring home:*
 - *Library book*
 - *Phonics book(s)*
- *Bookflix!*
- *Please read for pleasure at home!*

Spelling

- *Weekly spelling challenges in class.*
- *Spelling books returned on Friday for spelling challenge and new spellings!*
- *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. You can also find these on the school website*

Maths

- *Each child has their own Mathematics log in.*
- *We will assign tasks at the end of each unit of learning.*

PHYSICAL EDUCATION

- *Each class has two sessions for PE each week. Children should come to school wearing their PE kits on Monday and Wednesday for 1P and Tuesday and Friday for 1D.*
- *One session is taught by Sporting Influence and the other by the class teacher. (1P will be taught by Miss Parker for both sessions).*
- *Please can all children have their hair tied up. If they have their ears pierced, the children will have to take them out.*



Mr Chris Doey

ASSEMBLIES

Monday 14:45 Mrs Colbourn 'Big Think' Assembly

Wednesday 14:45 Mr Street Assembly

Friday 14:30 Celebration Assembly with Miss Parker

LUNCHTIMES

Year 1

- *12:00 - 12:05 Year 1 on KS1 Playground*
- *12:05 onwards lunch in hall / playground when finished.*
- *Hutchisons are the catering company providing lunches.*
- *Please choose what they would like to eat on each day, and your child will then confirm their choice before they are served.*

PLAYTIMES

- *Outdoor play – 10:30-10.45; snack, milk and story 10.45-11am*
- *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.*
- *Movement break/sensory rest throughout the school day.*

COMMUNICATION CHANNELS

- *When entering or leaving school (on the door!)*
- *Emails - via admin team or class emails*
 - *1P@bramhopeprimaryschool.co.uk*
 - *1D@bramhopeprimaryschool.co.uk*
 - *admin@bramhopeprimaryschool.co.uk*
- *Arrange an appointment*
- *Absences/lateness/sickness please report to school office*
- *Please inform the school office for pick up arrangements*

KEY MESSAGES

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

- *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.*
 - *Please do not bring any sweets or cake in for birthdays – allergies and dietary requirements*

ANY QUESTIONS?

