



BRAMHOPE PRIMARY SCHOOL PARENT PACK Summer Term 1 2026

Welcome back! This information pack contains all the information you need about your child's learning for the term.

If you require any further information, please email your child's class teacher in the first instance.

What will my child be learning this term?

- School's Vision
- Overview of the curriculum
- Curriculum updates
- Curriculum highlights
- Curriculum topics
- Reading at Bramhope
- Personal development
- Dates for your diary



How do I know my child is doing well this term?

How can I help my child this term?

- Expectations for home learning
- Support with phonics, reading and writing
- Support with your child's learning



Support for pupils with Special Education Needs and Disabilities

- Safeguarding Bulletin
- Online Safety
- Attendance
- Working with Families

THE SCHOOL'S VISION

Within the classroom, our primary intent is to teach children to become readers, writers, and mathematicians. However, our curriculum is broad, and we want to inspire children to begin to think and act as artists, geographers, musicians, scientists, designers, historians, linguists, sportsmen and women.

Outside the classroom, we want to teach children to become good citizens. Our school motto is *Belong; Be your best; Be Bramhope*. This describes our ethos.



Belong: feeling part of our school and being inclusive.

- Ensuring children feel that they belong in our school community
- Enabling children to contribute to our local community
- Helping children learn about the global community

Belong refers to our school community. Every adult and child associated with the school is welcomed and included. Children are taught to behave in a way that allows this to happen. We also teach children about the importance of contributing to other communities, local, national, and international.



Be Your best: achievement through effort

- Having high expectations of academic achievement
- Demonstrating a positive attitude to learning
- Being resilient and independent

Be your best refers to challenge and our response to being challenged. The school aims to provide challenge for all children, regardless of starting points, across the curriculum. Children are encouraged to be independent in their learning and show resilience when they find things difficult.



Be Bramhope: being kind, responsible citizens and leaders of the future

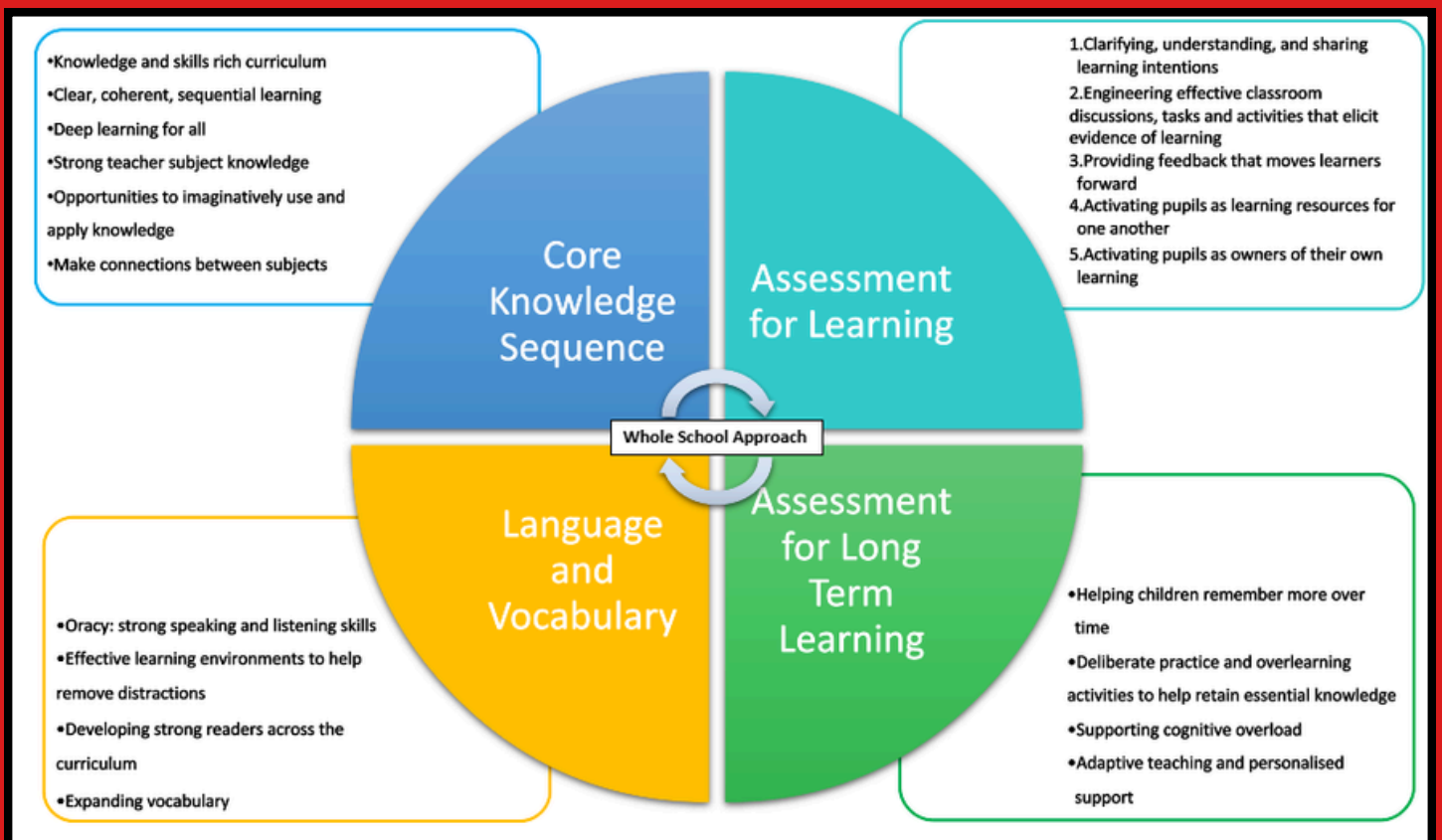
- Having high aspirations for the future
- Taking opportunities
- Becoming a leader

Be Bramhope refers to the personal characteristics we want our pupils to develop whilst they are at our school and build upon once they have left it. We want our pupils to stand out as confident and ambitious. We help children develop informed opinions and provide leadership opportunities.

CURRICULUM, TEACHING AND LEARNING

Our school is known for much more than our academic results; we place emphasis on the importance of reading and the core subjects of English and Maths, but are committed to providing children with a broad curriculum led by teachers who are passionate about their subject areas. Outside of the school day children are encouraged to extend their learning by joining a range of extra-curricular clubs and activities.

Our teaching and learning offer can be summarised by the following diagram:



We continue to develop a highly structured, knowledge-rich curriculum built around a core knowledge sequence, enabling children to acquire knowledge in small, sequential steps within each subject. Clear, coherent and sequential learning is carefully planned, so that children know more and remember more, building their long-term memory over time. We provide opportunities for deep learning within each subject. More time is taken on each element of knowledge so that it can be understood more deeply and connections can be made across different subjects. Once children have achieved age-related expectations, they can look into these areas in greater depth and with greater challenge.

Rigorous assessment procedures ensure that no child is left behind. AfL (Assessment for Learning) strategies help teachers and children acquire new knowledge and skills. Our feedback policy focusses on Dylan William's five strategies for 'Embedding Formative Assessment':

1. Clarifying, understanding, and sharing learning intentions
2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activating pupils as learning resources for one another
5. Activating pupils as owners of their own learning

Assessment for Long Term Learning enables teachers to understand what children have learnt and helps children embed learning in their long-term memory. We provide personalised support to all children, including those with physical, behavioural or learning difficulties, so that they have what they need to access the curriculum. We ensure that we do not overload children's working memory and use a variety of strategies to help children learn more and remember more over time. We use funding streams carefully to ensure that children, for example those with SEND or in receipt of the Pupil Premium, make rapid progress to attain age-related expectations and have experiences that enrich their learning to help them increase their vocabulary and knowledge.

Dialogic talk is a key element of our teaching pedagogy. The focus on talk enables pupils to develop strong communication skills, and the ability to ask questions, to deepen their learning so that they can approach tasks both collaboratively and independently. This approach supports our vocabulary-rich curriculum.

Teachers plan opportunities in all subjects for pupils to think in different ways, find different solutions, create original designs, make connections between subjects and imaginatively use and apply knowledge. Performing in music, drama and sport activities are highly valued as part of the broader curriculum to enrich knowledge and skills taught in subject lessons.

OVERVIEW OF THE CURRICULUM

We have a strong, nurturing ethos where we are committed to developing each and every child as an individual. Working in close partnership with children and parents, we hope to foster an ethos of mutual respect and co-operation within a secure and stimulating environment.

Spiritual, moral, social and cultural education (SMSC) is threaded throughout school life to prepare pupils for life in modern Britain and teach them how to keep safe. We enable our pupils to succeed through challenging tasks and activities that encourage them to take risks and be creative. We develop their ability to think independently, enabling them to transfer their learning to all aspects of their lives, thus preparing them for the future.



We promote the rich diversity of Britain and the wider world so that pupils can engage with society and understand their place in it, irrespective of their circumstances, special needs or disability. We are committed to the active promotion of the four fundamental British values through the Personal Development Curriculum and subject curricula as part of Spiritual, Moral, Social and Cultural education:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance.

We carefully plan for special events that support this ethos. This may include a school trip, visitors to school or a planned event. Such events may be planned for the beginning, middle or end of a topic to provide a link to previous learning; develop enquiry-based learning; acquire new knowledge and vocabulary and place learning in context or to deepen/master learning.

If you would like further information regarding the curriculum, please access the curriculum pages on our website using the link below or contact Mr Street (Deputy Head) at admin@bramhopeprimaryschool.co.uk

[Click here for a link to the curriculum pages](#)

A collage of documents related to the curriculum. The top document is 'Year 3 and Year 4 English' with a section on 'Speaking and Listening in Year 3 and Year 4'. Below it is a page titled 'Tests your child will take' with a word cloud. The main document is 'The national curriculum. A guide for parents.' with an introduction and a section on 'What's Changed?'.

Year 3 and Year 4 English
PAGE 10
Speaking and Listening in Year 3 and Year 4:
Listen and respond appropriately to adults and peers.

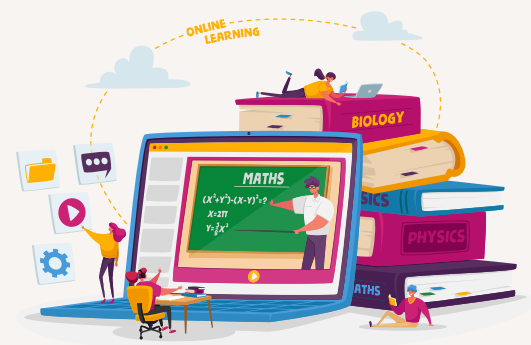
Tests your child will take
PAGE 2

The national curriculum. A guide for parents.
Introduction
For generations, parents have found themselves visiting primary schools with their children only to hear themselves saying, "It's not like when I was at school." Things change quickly in education, and at no time in the past 25 years has that been truer than September 2014 when the whole school curriculum changed for maintained schools throughout England.
It would be impossible to set out in detail everything your child would learn during their seven years of education at Bramhope Primary School, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help parents support their children in making the most of their education.
What's Changed?
English, Maths and Science remain very important and are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week. Alongside these are the familiar foundation subjects: Art, Computing, Design and Technology, French (age 7+), Geography, History, Music and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: schools have much more flexibility regarding what they cover in these subjects.
Much of the publicity about the changes to the curriculum has focused on 'higher expectation' in various subjects, and it is certainly the case that in some areas the content of the new primary curriculum is significantly more demanding than in the past.
Maths: There is a greater focus on number facts (number bonds/times tables); calculation methods; reasoning and problem solving across different areas in maths.
English: There is a greater focus on spelling, grammar and punctuation, as well as speaking and listening.

Bramhope Primary School
The national curriculum. A guide for parents.
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High Achievers.
If your child is achieving highly, rather than moving on to the following year group's work, schools are expected to encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

CURRICULUM UPDATES...



Here at Bramhope, our curriculum is constantly evolving. We are always looking for ways to improve our curriculum offer and develop our teaching so that children make the best possible progress and achieve the highest outcomes. Here are some of the things we are focussing on this year to help us achieve this:

1) EMBEDDING THE MAIN PRINCIPLES OF DIALOGIC TALK (ORACY).

Dialogic teaching harnesses the power of talk to stimulate and extend children's thinking, and to advance their learning and understanding. It helps children not only develop their oracy skills but also their listening skills. We will continue to enhance opportunities for pupils to develop their oracy skills with new initiatives.

2) FOCUSING ON THE COGNITIVE SCIENCE TO HELP CHILDREN REMEMBER THE KEY INFORMATION THEY NEED

Children are expected to remember a lot of information! To help them remember the essential knowledge in our curriculum, we will embed our 'knowledge sentences' for each unit of work (in every subject) so they can be shared throughout each lesson. We will continue to embed initiatives to help children retrieve essential knowledge.

3) FURTHER DEVELOPING WRITING

Following the release of a new Writing Framework by the Department for Education, the school will review its current provision and develop a writing improvement plan to help enhance our current provision. We will further develop our practice with updated training and resources to support planning and teaching.

4) FURTHER DEVELOPING PROVISION FOR PUPILS WITH SEND.

Evidence shows that improving provision for pupils with Special Educational Needs and Disabilities actually benefits all pupils. We will further develop provision in Communication and Interaction; Cognition and Learning, and Social, Emotional and Mental Health. We will enhance our provision for pupils within the foundation subjects. We will build upon our work last academic year to help support parents of pupils with SEND.

5) NEW CURRICULUM FOR MUSIC AND DESIGN TECHNOLOGY

Having developed a new curriculum for Art & Design last academic year, we will continue to develop our creative subjects. This year, we will review music and design technology and develop a new curriculum with enhance resources and opportunities within both subjects.

If you have any questions about our curriculum, please get in touch with your child's class teacher in the first instance



CURRICULUM SPOTLIGHT...



HISTORY



At Bramhope Primary School, we believe that a high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

In November 2024, we were awarded the Historical Association Quality Mark for the second time, achieving Gold in all areas!

History teaching should inspire pupils' curiosity to know more about people's lives in the past and enable them to be viewed within the context of the time. Our curriculum is supported by resources from the Leeds Curriculum (Leeds Museums and Galleries) to help reveal the bigger picture of our nation's history through local stories. This increases the relevance to our pupils and enables them to see history as 'real people'.

Progression of historical concepts	Power				Trade		Society			Achievements and Legacy			
	Monarchy	Empire/Invasion	Civilization	Government	Trade	Agriculture	Childhood	Religion	movement of people	Entertainment	Achievements	Transport	Technology
EYFS													
Understanding the World													
Year One													
Toys													
Explorers													
Castles													
Year Two													
Victorians in Leeds													
Holidays in the past													
First Flight													
Year Three													
Stone Age to Iron Age (1 term)													
Ancient Civilizations (Egypt depth)													
Year Four													
Ancient Greece													
The Romans													
Local area (Bramhope)													
Year Five													
Anglo Saxons													
Vikings													
Benin													
Year Six													
WW2 - Evacuation													
Migration (1 term)													
No of times covered/yr	10	12	11	14	12	9	11	12	11	15	14	10	14

The diagram above shows how the main historical concepts are covered through the school. This helps pupils build upon previously taught knowledge.

[Click here to find out more about our History curriculum](#)

Times Tables at Bramhope



To ensure that all children can recall all times tables up to 12x12 by the end of Year 4, tables are taught and practiced from Y2. Our expectation for every child is as follows:

By the end of Year 2, children can rapidly recall their 2x, 5x and 10x tables

By the end of Year 3, children can rapidly recall their 2x, 5x and 10x tables as well as their 4x, 8x, 3x,

By the end of Year 4, children can rapidly recall all their tables and know the associated division facts

All children in years 3 to 6 have a Times Tables Rockstars Account. This is a great way of learning your tables! Please ask your child's class teacher for a login if you don't have one.

CURRICULUM TOPICS FOR THE SUMMER TERM

Early Years

The reception overview is too large for this document. Please [Click here](#)

CURRICULUM TOPICS FOR THE SUMMER TERM

Year 1

Year group: 1		Term: Summer 1
Subject	Strand	Unit of work title / Overview
English	Reading	Leaf by Sandra Dieckmann, The Cat Rap (Poetry) Grace Nichols
	Writing	Sequencing sentences to form a short narrative, including adjectives and conjunctions and other interesting vocabulary to add interest to and extend sentences.
	Phonics/Spelling	Reviewing words containing Set 1 and 2 sounds; recapping/learning new Set 3 sounds. Building pace and fluency by reading and re-reading books containing sounds already taught, considering 'voice choice' when reading aloud.
	Grammar	Year 1 Common Exception words, conjunctions to join clauses together.
	Punctuation	Focus on most work being punctuated accurately and consistently with capital letters and full stops.
Maths	Mental calculations	Count in multiples of 2, 5 and 10.
	Written calculations	Repeated addition calculations.
	Units of work	Multiplication and division, fractions.
Science	Working scientifically	Plants: Observing closely, using simple equipment, performing simple tests, gathering and recording data to help in answering questions, using their observations and ideas to suggest answers to questions and using their observations and ideas to suggest answers to questions.
	Units of work	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees
Spanish	Units of work	In the Jungle: En la selva
History	Units of work	Castles: How have castles changed over time? What were castles built for? Identifying and observing features of a castle, who uses them and what we use them for.
Art	Artist	Anthony Gormley
	Units of work	Sculpture: Manipulate malleable materials in a variety of ways, i.e., rolling, joining, and kneading.
Music	Units of work	Nautilus Musical focus: Active listening (musical signals, internalising beat, draw to music, movement /actions), electronic music.
		Cat and Mouse Musical focus: Mood, tempo, dynamics, rhythm, timbre, dot notation.
RE	Units of work	How should we care for others and the world and why does it matter? Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.
Computing	Units of work	Digital Painting: How can we paint using computers? Children complete piece of their own artwork using shapes and lines using digital versions of tools such as brushes and pencils.
PE	Units of work	Athletics: Throwing, catching, running, jumping
PSHE	Units of work	Health and Wellbeing: Who helps to keep us safe? Children will consider who keeps us safe, what to do if there is an accident or in an emergency, and what to do if they feel unsafe.

Year 2

Year group: 2		Term: Summer 1
Subject	Strand	Unit of work title / Overview
English	Reading	Continue using VIPERS, developing comprehension skills.
	Writing	Writing to inform: Writing a letter to inform people why Earth is special and why we need to take care of it. Key text: Dear Earth by Isabel Otter. Writing to Entertain: Writing narratives about personal experiences and those of others (real and fictional). Key text: Lights on Cotton Rock by David Litchfield.
	Phonics/Spelling	Year 2 Common Exception Words (Summer 1) The /i/ or /ai/ sound spelt '-ei' at the end of words, /ɔ:/ sound spelt 'a' before 't' and 'll', suffixes '-ful', '-ly' and '-less', the /s:/ sound spelt 'or' after 'w', adding '-ing', '-ed', '-er', and '-est' to words ending in '-y'.
	Grammar	Learn to spell more words with contracted forms e.g., can't, didn't. Learning the possessive apostrophe (singular). Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly. Adding -er and -est to create adjectives. To use sentences of different forms: statement, command, questions and exclamations.
	Punctuation	Accurately punctuate a sentence in line with the sentence type. Commas to separate items in a list. Apostrophe for possession and contractions.
Maths	Mental calculations	2, 5, 10 times-tables.
	Written calculations	Multiplication and division.
	Units of work	Fractions: Recognising and finding 1/4, 1/2, 3/4 and 1/3 of an amount, identifying unit and non-unit fractions, and counting fractions up to a whole. Time: Tell the time past the hour and to the hour, to 5 minutes.
Science	Working scientifically	Identifying, classifying and grouping. Performing simple tests. Gathering and recording data. Asking simple questions.
	Units of work	Plants and Living Things. Continuing our observations of how seeds and bulbs turn into mature plants, exploring the wildlife garden, planting our own seeds and keeping them healthy. We will then explore animals and their habitats, using the wildlife garden to find microhabitats.
Spanish	Units of work	La fiesta de disfraces; The fancy dress party
History	Units of work	How did the first flight change the world? We will be exploring two mini enquiry questions: 1. When was the first flight and how do we know? 2. How has the flight changed since the time of the Wright Brothers?
Art	Units of work	Drawing. Genre: Landscape Artist: Paul Cézanne Technique: Identify backgrounds and foregrounds. Blending using pencils, pastels, chalk and oil pastels. Outcome: Draw a landscape using a variety of media
Music	Musician	Dmitri Shostakovich.
	Units of work	Exploring how beats are grouped and devising body percussion patterns to demonstrate this. Begin to identify different metres in familiar songs. Finally, the children will be invited to move freely and creatively to two pieces from Shostakovich's Jazz suites.
RE	Units of work	What is the good news that Christians say Jesus brings? Learning about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. We will learn about the instructions that Jesus gives in the bible and how Christians follow his example.
Computing	Units of work	Digital music. In this unit children will be using a computer to make music. They will listen to a variety of pieces of music and consider how music can make them think and feel. We will be exploring creating music digitally and non-digitally.
PE	Units of work	Athletics. Exploring different types of skills such as jumping, short distance running, throwing and catching, relay running and throwing, catching and jumping that come together as a 'Mini Olympics' at the end of term.
PSHE	Units of work	Health and Wellbeing. What helps us grow and stay healthy? Describe specific ways to keep their whole body healthy. Including a healthy diet and how to look after teeth. Exploring keeping safe in the sun and the importance of sleep.

Year 3

Year group: Year 3		Term: Summer 1
Subject	Strand	Unit of work title / Overview
English	Reading	Continue to develop fluency including accuracy, automaticity and prosody. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction.
	Writing	Writing to entertain. Key Text: The Barnabus Project – The Fan Brother Use interesting and varied word choice, Noun phrases to describe and specify (characters and settings), Co-ordinating conjunctions (for, and, but, or, yet, so) Subordinating conjunctions (because, although, if, when, since), Apostrophe for possession, Inverted commas to punctuate direct speech, Create and develop characters for narrative. Create and develop plots based on a model.
	Spelling	The /ɪz/ sound spelt as ss and gss at the end of words Suffix ly with root words ending in 'le' and 'ls'. Summer 1 CEW. Rare GPCs (/i/ sound). Apostrophes for contractions.
	Grammar	Select generate and effectively use imperative verbs and adverbs to add detail. Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Use conjunctions, adverbs and prepositions to express time, place and cause (when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in). Accurately use commas in a list. Exploring the use of first, second and third person. Using imperative verbs, fronted adverbials and noun phrases to describe and specify.
	Punctuation	Correctly demarcate sentences (statement, command, exclamation and questions). Capital letters, full stops, question marks, exclamation marks, apostrophe for possession and contractions, commas in a list. Beginning to use inverted commas to punctuate direct speech. Accurately punctuate commands, statements, exclamations and questions.
Maths	Units of work	Mass and Capacity: Use scales, measure mass in grams and kilograms, add and subtract mass. Measure capacity and volume in litres and millilitres, add and subtract capacity and volume. Fractions: Add and subtract fraction. Partition the whole, unit and non-unit fractions of a set of objects/numbers. Reasoning with fractions of an amount.
Science	Working scientifically	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Ask relevant questions and use different types of scientific enquiries to answer them. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
	Units of work	Plants: Identify parts of different plants and understand that different plants have different parts. Research the functions of different parts of a plant. Investigate and research what different plants need for life and growth. Investigate the role of the stem in a plant and sow seeds in the correct growing conditions.
Spanish	Units of work	Las Verduras; Vegetables. Learning the vocabulary for different vegetables and learning to say which vegetables we do and don't like (Language Angels: Early Language)
History	Units of work	What were some of the significant achievements for the Ancient Egyptians?
Art/D.T.	Artist	John Constable
	Units of work	Painting - Know that detail and colour can be built using paint and that a variety of colours can be created from using a limited palette. Create a colour wheel that displays tertiary colours and explore creating hues using watercolour paints. Explore complementary colour combinations and create a final piece that uses complementary colours.
Music	Musician	Ukulele lessons with Mr Row (ArtForms)
	Units of work	
RE	Units of work	What is the 'Trinity' and why is it important for Christians?
Computing	Units of work	E-safety: I can show how to use key phrases in search engines to get accurate information online. How the internet can be used to buy and sell things. Explain the difference between fact and opinions. Describe how to get help if I see content that is worrying online. Explain why copying people's work online isn't fair. Microsoft PowerPoint: Open and save, add new slides and written content, add pictures, Change the font, size and colour, Edit and improve, Present work.
PE	Units of work	Athletics: Track and field
PSHE	Units of work	Health and Wellbeing – Why should we eat well and look after our teeth? To know that physical health is about food, exercise, illness, sleep and dental health. To know that mental health is how we think, feel and act. To know that the elements of a balanced, healthy lifestyle include making healthy food choices, drinking water and being active. To know that to maintain good oral hygiene includes brushing and flossing and that regular visits to the dentist are essential.

CURRICULUM TOPICS FOR THE SUMMER TERM

Year 4

Year group: Year 4		Term: Summer 1
Subject	Strand	Unit of work title / Overview
English	Reading	The Boy Who Biked Around the World
	Writing	Writing a set of instructions on how to travel the world.
	Phonics/Spelling	Expanded noun phrases, fronted adverbials, commas in a list, numbered / bullet points in a list, time phrases, subordinate clauses
	Grammar	Commas after fronted adverbials, bullet points / numbered steps
Maths	Mental calculations	Multiplication and division facts up to 12 x 12, multiplying and dividing by 10 and 100,
	Written calculations	Adding and subtracting decimals using column method, dividing whole numbers by 10 and 100 where the answers are decimals, adding and subtracting decimals in the form of money using the column method.
	Units of work	Fractions, Decimals, Money, Time
Science	Working scientifically	Identifying, classifying and grouping, research using secondary sources, observing over time
	Units of work	Animals including humans – looking at the digestive system, the functions of digestive organs, types of teeth and their functions, food chains.
Spanish	Units of work	¿Qué tiempo hace? The weather
History	Units of work	Bramhope – local area study; a deep dive into the history of our local area, including a walk around Bramhope to visit the historical sites we have learnt about.
Art & Design	Artist	Yayoi Kusama
	Units of work	Focusing on the Modern Art Movement and linking Kusama's style of art to our final outcome of printing with paint.
Music	Musical focus Pieces	Pentatonic scale, different music traditions and cultures, graphic/dot notation. Skye boat song – Traditional Scottish, Om Namah Shivaya – Traditional Hindu, Busy weaving by Liu Tianyi, Desert blues by Alhousseini Anivolla and Girum Mezmur.
RE	Units of work	What was the impact of the Pentecost?
Computing	Units of work	Creating effective slideshows using Microsoft PowerPoint
PE	Units of work	Athletics – focus on jumps and sprint
PSHE	Units of work	RSE – Recognising the changes our bodies go through, looking at families and relationships.

Year 5

Year group: 5		Half Term: Summer 1
Subject	Strand	Unit of work title / Overview
English	Reading	Beetle Boy
	Writing	Non-Chronological report writing
	Spelling	The focus is on: 'fer' sound, 'cian' suffix, 'que' and 'gue' and WW5 Column 5
	Grammar	Formal language, relative clauses, cohesive devices, determiners
	Punctuation	Semi-colons, colons, bullet points
Maths	Units of work	The focus this half term is statistics, shape, position and direction and decimals
Science	Working scientifically	Identifying, classifying, and grouping; Comparative and fair testing; Pattern seeking; Observing over time; Research using secondary sources
	Units of work	Forces: We will be looking at water resistance and simple gears and levers
Spanish	Units of work	Mi casa, my house
History	Units of work	The Kingdom of Benin – we will study how the kingdom began and ended and the main achievements.
Art	Units of work	Antoni Gaudi We will be learning about the artist Antoni Gaudi. We will learn how to use a range of techniques using clay and create our own creatures.
Music	Units of work	Balinese music. Composing in the 'ternary form'; a musical sandwich.
RE	Units of work	How can following God bring freedom and justice?
Computing	Units of work	We will be looking at how to use design tools including layering and duplicating to create more complex pieces.
PE	Units of work	This half term we will be focussing on athletics, looking at track and field events.
PSHE	Units of work	How can drugs common to everyday life affect health?

Year 6

Year group: 6		Half Term: Summer 1
Subject	Strand	Unit of work title / Overview
English	Reading	Practising a range of reading skills including retrieval, inference and vocabulary questions. We are also interpreting classic poems and identifying different types of figurative language.
	Writing	Recount: We will be writing a recount of our Brownlee Triathlon.
	Spelling	Adding fer suffixes. Adding cian/tian suffixes.
	Grammar	Consolidating SPaG terminology including nouns, verbs, adverbials, pronouns, conjunctions and determiners.
	Punctuation	Identifying punctuation used in poetry such as commas, colons, semi-colons, colons and hyphens.
Maths	Units of work	Consolidating the four operations and fractions, decimals and percentages. We will also be revisiting geometry, measure and algebra in preparation for Y7.
Science	Working scientifically	Identifying, classifying and grouping, comparative and fair testing, pattern seeking, researching using secondary sources, observing over time.
	Units of work	In learning about forces, we will be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Also, we will be able to identify the effects of air resistance, water resistance and friction, that act between moving surfaces as well as recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.
Spanish	Units of work	In Spanish, our unit is, 'el fin de la semana' (At the weekend). We will focus on telling the time and describing activities at the weekend.
History/ Geography	Units of work	Our study this half term is Ancient Greece. Our enquiry question is "What were the main achievements of the Ancient Greeks and what was their impact on the Western world.."We will learn who the Ancient Greeks were and when did they exist. Then we will investigate what impacted the lives of the Ancient Greeks and if all Ancient Greeks the same. Then we'll study what the Ancient Greeks achieved and what was their impact on the modern world including what has lasted today.
Art	Alexander Calder	We will be exploring and making sculptures inspired by Alexander Calder.
	Sculpture	
Music	Musician	Various musicians
	Units of work	Freedom to Improvise with a focus on intervals. Play, improvise and compose using a selection of these notes: C, D, E, E, F, F#, G, A, B, B
RE	Units of work	Why do Christians believe that Jesus was the Messiah?
Computing	Units of work	In Excel, we will organise data into columns and rows to create our own data set. We will learn the importance of formatting data to support calculations. We will be taught how to apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them. Alos, we will use spreadsheets to plan an event and answer questions. Finally, we will create charts and evaluate our results in comparison to questions asked.
PE	Units of work	Athletics – we will be building on our skills in the following way: Sprinting, Javelin, controlling running pace (distance), developing technique in a variety of activities (hurdling, jumping). This will be underpinned with social skills: determination, communication, encouragement and respect.
PSHE	Units of work	In PSHE, we will be looking at moving to secondary school, friendships and peer pressure.

What's coming up this term?

May

Friday 1st. Burton House Day
Monday-Thursday 11th-14th. Year 6 SATs week
Tuesday 12th Year 4 local history walk around Bramhope.
Wednesday 13th Reception trip to Nell Bank.
Thursday 14th 5pm. RSHE curriculum information evening for parents
Friday 15th. Bronte House Day
Friday 15th SEND coffee morning- invited guest speaker- Understanding Behaviour.
Monday 18th May. Year 6 Triathlon
Friday 22nd May. Year 1 trip to Skipton Castle

June

1st-12th. Year 4 Multiplication Check
3rd-5th. Year 6 Residential
26th. PTA Ice Cream Friday
8-12th. Phonics Screening Week
8-12th Year 6 Swimming Week
Monday 15th Year 6 MindMate Transition Workshop
Thursday 18th. KS2 Sports Day (reserve date 2nd July)
15-19th. Wellbeing Week, including Run The World week
Wednesday 17th. Year 6 Pieces Project
Wednesday 17th. Collaborative Learning Trust Choir concert 10.30-2pm
Friday 19th Parent workshop: Open conversations with your child 9:00-10:15am
Monday 22nd Year 5 PHGS High School Experience Day
Wednesday 24th. Year 6 Junior Band Day (invited event)
Thursday 25th June. Year 2 trip to Leeds Industrial Museum
Sunday 28th. PTA Summer Fair and Scarecrow hunt
Tuesday 30th. Reception/KS1 Sports Day (reserve date 7th July)

July

Thursday 2nd. Transition Day 1- afternoon
Friday 3rd. Transition Day 2- all day
Friday 3rd. SEND Coffee morning- Parent led.
3rd, 10th, 17th. PTA Ice Cream Fridays
6-10th. Year 5 Swimming Week
Tuesday 14th. Meet your child's new class teacher 3.15-4pm
Thursday 16th Year 6 Play and Leavers Assembly 9-12pm
Friday 17th July. Last Day of Term

TRAINING DAYS FOR THE DIARY

School will be closed on these days.

Monday 4/5/26 (Bank holiday)
Monday 20/7/26
Tuesday 21/7/26
Tuesday 1/9/26 to Friday 4/9/26 inclusive
Friday 20/11/26
Monday 4/1/27

READING AT BRAMHOPE

At Bramhope, we have high expectations for reading. We recognise the importance of reading a wide range of texts and genres. We have a well planned curriculum that support a rich reading culture through school.



Creating a Reading Culture

At Bramhope Primary School, we are committed to fostering a love of reading from an early age. Reading is at the heart of our curriculum. We aim for all our children to become fluent, confident readers who are passionate about reading.



Environment:

Each classroom has an organised and inviting class library filled with high-quality texts. Pupils have time to browse, explore and enjoy their class libraries each day. Our school library is a celebrated environment in which pupils have time to browse and enjoy high-quality texts. Pupils are taught how to select and find books which they will enjoy and are exposed to new authors and genres.

Book Club:

Teachers influence and support pupils reading choices through Book Club. Each year group has a Book Club session per week, pupils are introduced to new books and recommended reads. Teachers get to know their pupils as readers, in order to foster and develop their reading experiences and preferences. Pupils engage in high-quality book talk and recommend texts to each other.

Reading for pleasure:

Our aim is to promote and nurture a genuine passion for reading amongst pupils and adults. All pupils have a protected time to read each day. Reading time includes adult modelling, book talk, independent pupil reading and sharing stories. The environment during reading time is carefully considered to ensure a positive reading experience.

Bookflix:

Each year group has a core set of 'Top Picks' which they are encouraged to read throughout the year. A store of classic and essential reads with the aim of introducing pupils to a wide range of literature. Copies of each book are available for pupils to loan from school. 'These essential reads would be a store of classics, creating a living library inside a child's mind.' Pie Corbett.

Storytime:

From EYFS to Year 6, daily Storytime is prioritised and provided in a distraction-free environment, where children can become immersed in the high-quality stories. From Talk through Stories in EYFS/Y1 to class novels in Key Stage 2, a love of reading is nurtured through adults reading aloud.

Celebrations:

Reading is celebrated throughout all aspects of our curriculum. **Great Book Swap** - Pupils, parents and carers donate pre-loved books they no longer need. Through rehoming their beloved stories, we spread the joy of reading. All pupils, with their parent/carers, are invited to select a 'new-to-them' book to take home and enjoy.

Fluency plays a fundamental role in enabling pupils to understand what they are reading. We have implemented a sequence of teaching to support fluency and comprehension.

Fluency is the bridge between word recognition and comprehension

Fluency

If students are unable to develop that bridge, they will likely have difficulty in achieving necessary levels of comprehension when reading.
The Megabook of Fluency

Word recognition

Comprehension

More details can be found on our website:

<https://www.bramhopeprimary.co.uk/attachments/download.asp?file=4923&type=pdf>

Reading - Sequence of teaching.

STEP 1

Model fluent reading
Vocabulary
Unlock background knowledge

STEP 2

Prosody:
Assisted reading (e.g. echo or choral)
Text marking

STEP 3

Repeated reading (paired/individual)
Comprehension (VIPERS)

If you would like more information regarding our reading curriculum, please contact Miss Parker (early reading lead), Mrs Rathmell (English Lead) or Mr Street (Deputy Head)

PHONICS & READING SCHEME



The school uses a systematic phonics scheme called Read Write Inc. Full details, including ways to help your child at home, can be found on the school website <https://www.bramhopeprimary.co.uk/page/?title=Phonics&pid=536>

Once children have completed the RWI phonics scheme, they will move onto our systematic reading scheme called Oxford Reading Tree. Each book corresponds to a colour and level. Full details can be found below.



Oxford Levels and Book Bands

Use the table below to find out which Oxford Level is best suited to your child.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
Year 1 / Primary 2	5-6 years old	4	Light blue
		5	Green
		6	Orange
Year 2 / Primary 3	6-7 years old	7	Turquoise
		8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	Grey
		12	
Year 4 / Primary 5	8-9 years old	13	Dark blue
		14	
Year 5 / Primary 6	9-10 years old	15	Dark red
		16	
Year 6 / Primary 7	10-11 years old	17	
		18	
		19	
		20	

RECOMMENDED READS

We have created a list of books suitable for each year group to help engage your child at home. You'll also be aware we also have our Bookflix reading programme in school as well as a fantastic school library for children to access many of the books in this list.

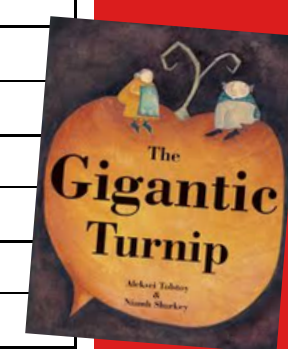
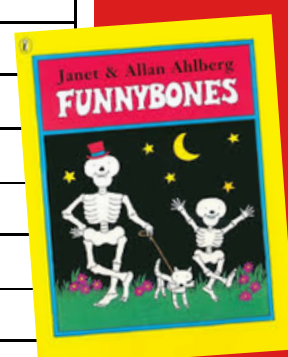
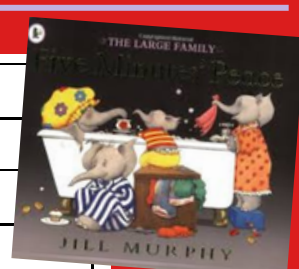
EYFS

Brown Bear, Brown Bear, what do you see?	Bill Martin Jnr
Where's spot?	Eric Hall
Guess how much I love you?	Sam McBratney and Garth Williams
The little Red Hen	Byron Barton
The very hungry caterpillar	Eric Carle
Clifford the Big Red Dog	Norman Bridwell
Owl babies	Martin Waddell and Patrick Benson
Where the wild things are	Maurice Sendak
Winnie the Pooh	AA Milne
The Tale of Peter Rabbit	Beatrix Potter
Stone Soup	Marcia Brown
There was an old lady who swallowed a fly	Pam Adams
The tiger who came to tea	Jill Tomlinson
The Gruffalo	Julia Donaldson & Axel Scheffler
Winnie the Witch	Valerie Thomas & Karky Paul
The Elephant and the Bad Baby	Elfrida Vipont & Raymond Briggs
We're going on a bear hunt	Helen Oxenbury
Handa's surprise	Eileen Browne
The owl who was afraid of the dark	Jill Tomlinson
I will never eat a tomato	Lauren Child
Rosie's walk	Pat and Laurence Hutchins
One snowy night	Nick Butterworth
Dear Zoo	Rod Campbell
The Rainbow fish	Marcus Pfister
Dogger	Shirley Hughes
Farmer Duck	Martin Waddell
Once there were giants	Martin Waddell and Penny Dale
Traditional Rhymes Alphabet Books Counting Books	



Year 1

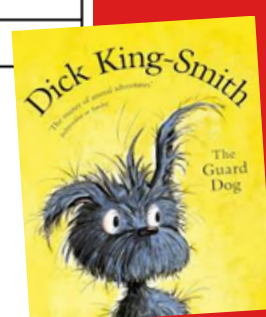
The cat in the hat	Dr Seuss
The tiger who came to tea	Judith Kerr
Hairy Maclary	Lynley Dodd
The large family collection	Jill Murphy
Charlie and Lola	Lauren Child
The smartest giant in town	Julia Donaldson
The Gruffalo's child	Julia Donaldson
The gigantic turnip	Aleksei Tolstoy
The whisperer	Nick Butterworth
Mrs Armitage on Wheels	Quentin Blake
The trouble with Jack	Shirley Hughes
My friend bear	Jez Alborough
Avocado Baby	John Burningham
A bear called Paddington	Michael Bond
Funnybones	Allan Ahlberg
The Hodgeheg	Dick King-Smith
The Jolly Postman	Allan Ahlberg
Mister Magnolia	Quentin Blake
Katie Morag series	Mairi Hedderwick
Frog and Toad are friends	Arnold Label
The princess and the pea	Minnie Grey
Amazing grace	Mary Hoffman
Don't forget the bacon	Pat Hutchins
Emperor of Absurdia	Chris Riddell
The true story of the three little pigs	Jon Scieszka
Collins Primary Dictionary Children's First Encyclopaedia Children's Atlas Topic Books. E.g., Old Toys, Homes in the Past Traditional Nursery Rhymes Traditional Fairy Stories	



RECOMMENDED READS

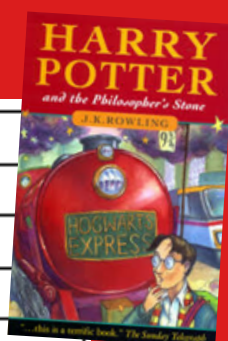
Year 2

The Cat who Lost his Purr	Michelle Coxon
Frightened Fred	Peta Coplans
Friends	Kim Lewis
Mog Stories	Judith Kerr
Mr Wolf's Pancakes	Jan Fearnley
Frog is Frog	Max Velthuis
Cat and Mouse Story	Michael Rosen
The Snow Lady	Shirley Hughes
Grace and Family	Mary Hoffman and Caroline Binch
The diary of a killer cat	Anne Fine
Little wolfs book of badness	Ian Whybrow
The magic finger	Roald Dahl
Mrs Wobble the Waitress	Allan Ahlberg
George's Marvellous Medicine	Roald Dahl
The Giraffe, Pelly and Me	Roald Dahl
The Guard Dog	Dick King-Smith
Emily's Legs	Dick King-Smith
Children's Illustrated Dictionary <u>Usborne Books:</u> The First Encyclopaedia of Science The First Encyclopaedia of the Human Body The First Encyclopaedia of Animals The First Encyclopaedia of Seas and Oceans Pocket Science Books <u>Watt's Great Event Books:</u> The Great Fire of London Gun Powder Plot Battle of Hastings Coronation of Elizabeth the Second <u>Watt's Famous People Series:</u> Florence Nightingale Louis Braille George Stephenson Thomas Edison	



Year 3

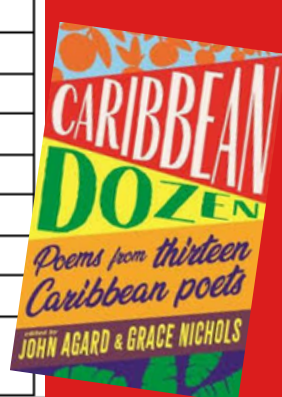
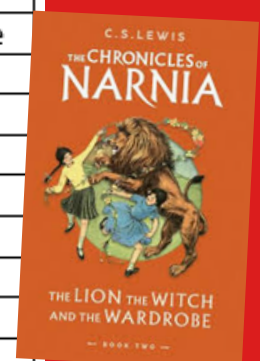
Cool	Michael Morpurgo
The Butterfly Lion	Michael Morpurgo
Kensuke's Kingdom	Michael Morpurgo
Billy the Kid	Michael Morpurgo
The Twits	Roald Dahl
Charlie and the Chocolate Factory	Roald Dahl
Matilda	Roald Dahl
Danny the Champion of the World	Roald Dahl
James and the Giant Peach	Roald Dahl
Fantastic Mr Fox	Roald Dahl
The BFG	Roald Dahl
The Sheep Pig	Dick King-Smith
Bill's New Frock	Anne Fine
The Hundred Mile and Hour Dog	Jeremy Strong
The Naughtiest Girl in the School	Enid Blyton
Secret Seven Series	Enid Blyton
Famous Five Series	Enid Blyton
Animal Ark Series	Enid Blyton
Horrid Henry Series	Enid Blyton
Charlotte's Web	Enid Blyton
Flat Stanley	Enid Blyton
Fungus the Bogeyman	Raymond Briggs
Mystery Winklesea	Helen Cresswell
The Indian in the Cupboard	Lynne Reid Banks
Mr Majelka	Humphrey Carpenter
Please Mrs Butler	Allan Ahlberg
The Sam Pig Story Book	Alison Uttley
Railway Cat	Phyllis Arkle
Harry Potter and the Philosopher's Stone	J K Rowling



RECOMMENDED READS

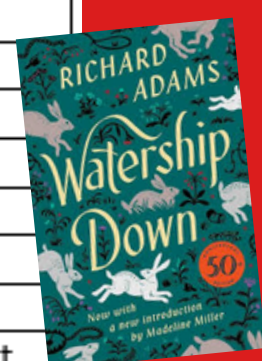
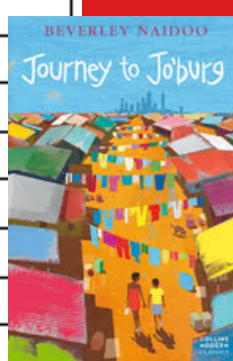
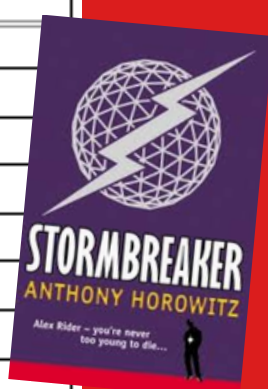
Year 4

A Caribbean Dozen	John Agard & Grace Nicholls
Alice's Adventures in Wonderland	Lewis Carroll
Mufaro's Beautiful Daughters	John Steptoe
Beowulf	Kevin Crossley-Holland
The Firework Maker's Daughter	Phillip Pullman
The Dragon's Child	Jenny Nimmo
The Ghost Blades	Anthony Masters
Sara, Plain and Tall	Patricia MacLachlan
Smart Girls	Robert Leeson
Brother Eagle, Sister Sky	Susan Jeffers & Chief Seattle
Robi Dobi	Madhur Jaffrey
The Reluctant Dragon	Kenneth Grahame
Flow	Pippa Goodhart
Dragon Poems	John Foster & Korky Paul
The Crazy shoe Shuffle	Gillian Cross
The Sea Piper	Helen Cresswell
The Chocolate Touch	Patrick Skene Catling
Spacebaby	Henrietta Branford
Gregory Cool	Caroline Binch
A Pot of Gold	Jill Bennet
Fog Hounds Wind Cat Sea Mice	Joan Aiken
The Clothes Horse	Allan Ahlberg
It was a Dark and Stormy Night	Allan Ahlberg
The Dancing Bear	Michael Morpurgo
The Demon Headmaster	Gillian Cross
Dog so Small	Phillipa Pearce
Emil and the Detectives	Erich Kastner
The Iron Man	Ted Hughes
The Lion, the Witch and the Wardrobe	C S Lewis
Little House on the Prairie	Laura Ingalls Wilder
Mrs Frisby and the Rats of Nimh	Robert C O'Brien
Stig of the Dump	Clive King
Swallows and Amazons	Arthur Ransome
A Child's Garden of Verse	Robert Louis Stephenson
Greek Myths for Young Children	Marcia Williams
The Orchard Books of Creation Stories	Margaret Mayo & Louise Brierley



Year 5

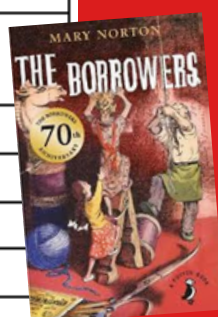
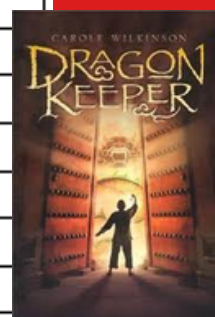
Water Wings	Morris Gleitzman
Blabbermouth	Morris Gleitzman
Belly Flop	Morris Gleitzman
The Diddakoi	Rumer Gadden
Stormbreaker	Anthony Horowitz
Walter and Me	Michael Morpurgo
Friend or Foe	Michael Morpurgo
Mister Monday	Garth Nix
Aquila	Andrew Norris
Harry and Wrinklies	Alan Temperley
The Story of Tracey Beaker	Jacqueline Wilson
Double Act	Jacqueline Wilson
Northern lights	Phillip Pullman
A Christmas Carol	Charles Dickens
Dragon Rider	Cornelia Funke
Journey to Jo'Burg	Beverley Naidoo
Journey to the River Sea	Eva Ibbotson
The Owl Service	Alan Garner
Pig Heart Boy	Malorie Blackman
Tom's Midnight Garden	Phillipa Pearce
Watership Down	Richard Adams
The Wizard of Earthsea	Ursula K Le Quin
Wolves of Willoughby Chase	Joan Aiken
Where the Red Fern Grows	Wilson Rawls
Little Women	Louisa May Alcott
The Secret Garden	Frances Hodgson-Burnett
Artemis Fowl	Eoin Colfer
The Wind in the Willows	Kenneth Grahame
Anne of Green Gables	L M Montgomery
Black Beauty	Anna Sewell
Holes	Louis Sachar
There's a boy in the girls' bathroom	Louis Sachar
Vicky Angel	Jacqueline Wilson
The other side of the truth	Beverley Naidoo
Harry Potter Series	J K Rowling



RECOMMENDED READS

Year 6

Carrie's War	Nina Bowden
When Hitler Stole Pink Rabbit	Judith Kerr
Forgotten Voices of the Second World War	Max Arthur
The Diamond of Drury Lane	Julia Golding
Framed	Frank Cottrell Boyce
Homecoming	Cynthia Voigt
Noughts and Crosses	Malorie Blackman
Knife Edge	Malorie Blackman
Private Peaceful	Michael Morpurgo
The Secret Diary of Adrian Mole 13 ¾	Sue Townsend
Treasure Island	Robert Louis Stevenson
Mortal Engines	Philip Reeve
Clockwork	Philip Pullman
Dragon Keeper	Carole Wilkinson
The Curious Incident of the dog in the night time	Mark Haddon
Peter Pan	J M Barrie
Wizard of Oz	F Baum
Robinson Crusoe	Daniel Defoe
Oliver Twist	Charles Dickens
Jungle Book	Rudyard Kipling
The Railway Children	E Nesbit
The Borrowers	M Norton
The Adventures of Huckleberry Finn	Mark Twain
Alex Rider Series	Anthony Horowitz
My Story Series	Various Authors
Anne Frank: The diary of a young girl	Ed. Otto H Frank
Boy Overboard	Morris Gleitzman
Sabriel	Garth Nix



THE IMPORTANCE OF READING BOOKS

Opening the World Window

Add information that is in accordance with the points above in this column in short and concise writing.



Adding insight

Add information that is in accordance with the points above in this column in short and concise writing.

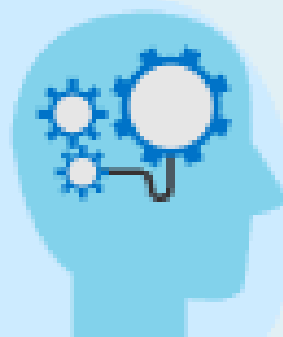
Improve Focus and Concentration

Add information that is in accordance with the points above in this column in short and concise writing.



Improve memory

Add information that is in accordance with the points above in this column in short and concise writing.



WRITING AT BRAMHOPE

At Bramhope Primary school, we strive to nurture a passion for writing.

Our curriculum is designed to teach pupils to become:

Clear communicators – To develop skills in spelling, grammar, vocabulary, punctuation, tone and text organisation in order to convey information effectively.

Creative writers – To use their writing as a vehicle to express their own ideas and to be encouraged to be creative and use their imaginations.

Writing is taught daily following the national curriculum. We have based our curriculum on the following four purposes of writing:

Entertain: To entertain the reader often by evoking an emotional response. To write to capture and hold the attention of the reader making them feel happy, sad etc.

Inform: To explain, instruct and to give information to the reader.

Persuade: To argue a particular point of view to convince and persuade the reader.

Discuss: To present arguments and information from different viewpoints to help the reader draw conclusions based on the evidence.

The teaching of writing can be summarised using the following diagram:

Writing - Sequence of Teaching

1

Writing outcome

Identify writing outcome for the unit.
Reason: Why are they writing?
Audience: Who are they writing for?
Features: What are the features that need to be taught/included?
Tone: How do we want our writing to sound?

Refer the Writing LTP and Unit Planners

2

High-quality text

Identify high-quality text to support and inspire your writing outcome (may or may not be same genre).

Read as a reader - Can I explore and understand the text? Use VIPERs to support planning with a focus on 'staying in the story'.

Refer to Reading Road Maps

3

Writer's toolkit

Read as a writer- explicit teaching of the writing genre, features and SPAG.
Discuss and unpick model texts. Collect and extend vocabulary. Explicit teaching and practice of identified features and SPAG objectives.

Refer to Writing Road Maps

4

Capture and create

Capture ideas - research for non-chronological report, capture ideas for character, setting for narrative writing.
Plan - Select and sequence their content including key vocabulary and concepts where required.
Draft - Likely to begin with modelled, shared or guided writing before pupil's writing.
Edit - From class feedback, editing such focus on one or two key concepts well. Likely to be linked back to identified features/SPAG. .
Publish - How the writing will be published depends on the R.A.F.T.

More details can be found on our website:

<https://www.bramhopeprimary.co.uk/page/?title=Writing&pid=500>

If you would like more information regarding our writing curriculum, please contact Mrs Rathmell (English Lead) or Mr Street (Deputy Head)

WRITING AT BRAMHOPE

Transcription Curriculum – Spelling

At Bramhope Primary School we recognise that writing down ideas fluently depends on effective transcription. The role of spelling and handwriting is an important functional tool in the writing process, providing the foundation for high quality composition. In spelling we are committed to developing children's ability to spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Introduce - Introduce focus vocabulary, say the words, define them, use the word in a sentence

Teach - Identify and teach the spelling rule or pattern, morphology and etymology

Practise - Use spelling strategies to practise spelling rule/pattern.

Apply - Apply focus spellings within dictated sentences.

Each spelling unit follows the same learning sequence.

Teaching and Learning:

Reception and Year 1: ReadWriteInc Phonics scheme (RWI) and National Curriculum (NC) spelling

Reception: RWI daily

Year 1: RWI daily (spelling within phonics lessons). 5 x 15 minute discrete spelling lesson based on NC spelling rules. Day 1 - Introduce, Day 2 - Teach, Day 3 - Practise, Day 4 - Practise, Day 5 - Apply

Year 2 - 6: No Nonsense Spelling Scheme plus Common Exception Words

Year 2: Spelling within RWI phonics. 5 x 15 minute lesson per week. Day 1 - Introduce and teach, Day 2 - Practise, Day 3 - Practise, Day 4 - Apply, Day 5 - Apply

Year 3 and 4: 4 x 15 minutes per week. Day 1 - Introduce and Teach, Day 2 - Practise, Day 3 - Apply Day 4 - Apply

Year 5: 3 x 15 minutes lesson per week. Day 1: Introduce and teach, Day 2 - Practise, Day 3 - Apply

Year 6: 1 x 20/30 minute lesson per week. 1 x SATs style spelling test.

Spelling Journals

Pupils have their own spelling journals which are accessible during all curriculum areas. Pupils to take responsibility for their spelling learning and to refer back to previous learning.

Spelling journals will be used for:

Practising strategies, learning words, recording rules as an aide-memoire, word lists of challenging words, 'Having a go' at the point of writing, ongoing record of statutory words learnt and recording spelling targets or goal

Spelling practice strategies

Look, say, cover, write, check
Trace, copy and replicate
Segmentation, Quick write
Drawing around the word to show the shape
Drawing an image around the word
Words without vowels
Pyramid words, Rainbow writing
Clapping syllables, Silly sentences

More details can be found on our website:

<https://www.bramhopeprimary.co.uk/page/?title=Writing&pid=500>

If you would like more information regarding our writing curriculum, please contact Mrs Rathmell (English Lead) or Mr Street (Deputy Head)

WRITING AT BRAMHOPE

Transcription Curriculum – Handwriting

At Bramhope Primary School we recognise that writing down ideas fluently depends on effective transcription. The role of spelling and handwriting is an important functional tool in the writing process, providing the foundation for high quality composition. In handwriting we are committed to developing children's ability to have fluent, legible and joined handwriting. Children are expected to demonstrate effective letter size, orientation and to use the four letter joins.

Teaching and Learning: Handwriting is taught explicitly in all year groups which includes teacher modelling, practising and formative assessment. High expectations of handwriting across all curriculum areas. Handwriting will be taught inline with Nelson Handwriting.

Rec: 4 x 15 minutes. Taught in letter families after all sounds are taught. Nelson Handwriting Scheme using RWI rhymes

Year 1: 5 x 15 minutes. 14 units across the year. Each unit varies in length (see LTP)

Year 2: 5 x 15 minutes. One unit per week. **Day 1:** Unit A, **Day 2:** Unit B, **Day 3:** Unit B, **Day 4:** Extension (Ext), **Day 5:** Ext and/or assess unit.

Year 3 and 4: 3 x 15 minutes. One unit per week. **Day 1:** Unit A (teach focus) **Day 2:** Unit B (practise within words) **Day 3:** Unit Ext (Apply further)

Year 5: 1 x 20 minutes per week. One unit per week plus dictated sentence including a spelling focus.

Year 6: 1 x 15 minutes per week. One unit per week with a spelling focus.

The lower-case alphabet for Books 1 to 6:

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

A letter slant of 8° from the vertical to the right is introduced in Pupil Book 3:

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

Letter Families:

Set 1
c a o d g q s f e

Set 2
i l t u j y

Set 3
r n m h k b p

Set 4
v w x z

The Three P's

Posture - Sitting comfortably with both feet on the floor.

Pen Hold - Holding pen/pencil correctly.

Paper Position - Paper at an angle



Getting ready to write

Are you sitting comfortably with both feet on the floor?



Are you holding your pencil correctly?



Is your paper at the correct angle?

The Four Joins

First join - diagonal joins to letter without ascenders

Second join - diagonal joins to letters with ascenders

Third join - horizontal joins to letters without ascenders

Fourth join - horizontal joins to letter with ascenders

Break Letters - b, g, j, p, q, x, y, z

in am

ab ch

oa wo

wh ob

The quick brown fox jumps over the lazy dog.

Key Vocabulary:

Clockwise, anticlockwise, vertical, horizontal, diagonal, parallel, ascender, descender, consonant, vowel, joined, slanted, x-height.

Letter Families:

Set 1
c a o d g q s f e

Set 2
i l t u j y

Set 3
r n m h k b p

Set 4
v w x z

The Four Joins

First join - diagonal joins to letter without ascenders

Second join - diagonal joins to letters with ascenders

Third join - horizontal joins to letters without ascenders

Fourth join - horizontal joins to letter with ascenders

Break Letters - b, g, j, p, q, x, y, z

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

am an as ap in is iv un ur
eb ah al ch ck af il it sh sl
rr fe on ow ox fa ve vo wa
oh ok ot rk rk rl rt wt wh
ba bu ge go ju pa pi xe yo ze
The quick brown fox jumps over the lazy dog.

The quick brown fox jumps over the lazy dog.

Handwriting check

- Set 1 letters
- Set 2 letters
- Set 3 letters
- Set 4 letters
- First join
- Second join
- Third join
- Forth join
- Break letters
- Letter size
- Starting point



If you would like more information regarding our writing curriculum, please contact Mrs Rathmell (English Lead) or Mr Street (Deputy Head)



PERSONAL DEVELOPMENT AT BRAMHOPE

Our personal development curriculum runs alongside our academic curriculum. Our personal development curriculum enables all our children to navigate through life safely, happily and healthily. We do this through our three core values:

Belong: We work hard so that all children feel a part of Bramhope Primary School and are inclusive towards others.

Be your best: We emphasize achievement through effort.

Be Bramhope: We provide opportunities for children to become kind, responsible citizens and leaders of the future.

Throughout the school year, our aim is for your child to gain the following experiences:

EYFS

- Transition workshop
- Teddy Bears' teambuilding picnic
- Grow to eat (and cook) workshops
- Mystery visitor careers programme
- Eco project: litter picking
- Launch of Travel tracker and Teddy takes a Tumble
- Your time to shine: performance poetry

Year 1

- Class Go Wild teambuilding day
- Make friends with someone in Uganda
- Grow to eat (and cook) workshops
- SWP enterprise project
- End of term class to class music concert
- NSPCC Number Day
- Eco project: energy saving-lights off
- Your time to shine: performance poetry plus

Year 2

- Class Go Wild teambuilding day
- Get to know someone from Salvation Way Primary School
- Transition workshop
- Grow to eat (and cook) workshops
- House X tables
- House poetry recital
- NSPCC Number Day
- End of term class to class music concert
- House mile
- Scooter training
- Eco project: fruit and veg composting
- SWP enterprise project
- Mystery visitor careers programme
- Your time to shine: dance and drama

PERSONAL DEVELOPMENT AT BRAMHOPE

Year 3

Class Go Wild teambuilding day
Music Must Haves: start to learn the recorder, take up music lessons or join the choir
Grow to eat (and cook) workshops
House X tables
NSPCC Number Day
End of term class to class music concert
House poetry recital
House mile
SWP enterprise project
Eco project: recycle your batteries
Your time to shine: dance and drama plus

Year 4

Teambuilding day
Local study project
Grow to eat (and cook) workshops
Year group music concert
House X tables
House poetry recital
NSPCC Number Day
End of term class to class music concert
House mile
SWP enterprise project
Pedestrian training
Eco project: recycle school paper
Mystery visitor careers programme
Your time to shine: mini play in a day

Year 5

Leadership team building day
Music Must Haves
Residential- High Adventure teambuilding visit
Transition workshop
Grow to eat (and cook) workshops
Year group Music concert
NSPCC Number Day
House X tables
End of term class to class music concert
House poetry recital
House mile
SWP enterprise project
Sustainable goals workshop
Your time to shine: Shakespeare Workshop

Year 6

Residential- Kingswood teambuilding visit
Music Must Haves
Transition workshop
Grow to eat (and cook) workshops
Career programme
Year group music concert
House X tables
NSPCC Number Day
End of term class to class music concert
House poetry recital
Triathalon
Bikeabiliy
SWP enterprise project
Sustainable goals workshop
Become a prefect
Mystery visitor careers programme
Fiver Challenge Enterprise Project
Your time to shine: play in a day

PASTORAL SUPPORT



I am Mrs Judd and I am the Pastoral Care Co-coordinator at Bramhope Primary School. I believe that supporting the health and well-being of our pupils and parents will assist in improving each pupil's school experience and this, in turn, will help academic outcomes.

My role is to provide support and guidance to pupils, helping them to address any social, emotional or behavioural needs that may occur. This could include friendship groups, anxiety and bereavement support.

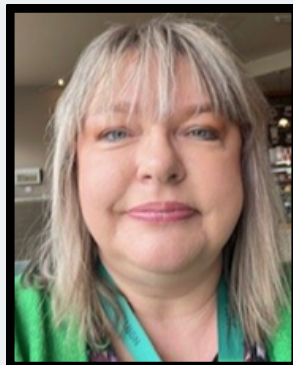
I work closely with other adults, within and outside of the school, to identify and break down barriers, helping children to remain motivated so that they can achieve their best.

Social, Emotional and Mental Health (SEMH) is critical to the development and educational achievement of children and young people and research has shown it has important consequences for health and social outcomes in adult life.

I am keen to work in partnership, to support pupils and families, so if you have anything you would like to discuss with me, please do not hesitate to contact me in school or via email at pastoral@bramhopeprimaryschool.co.uk.

To help support our families at Bramhope, our local family of schools has bought in to the services of a trained play therapist.

Our current play therapist is Pam Hewitson.



FOR FURTHER INFORMATION CONTACT

pastoral@bramhopeprimaryschool.co.uk

BRAMHOPE SCHOOL PARTNERSHIP



Bramhope Primary School is proud of the strong relationships which exist between parents, carers, and our school staff. All parties work hard to provide the very best for the children in our care and to communicate effectively.

To provide a welcoming, supportive environment for everyone and to support our staff with their work life balance, we have summarised our expectations as follows:

Parents

I will do my best to:

- Speak directly with a class teacher (in person, on the phone or on Teams) whenever possible if I have a concern.
- Only email a class teacher if I am unable to speak with them or unable to arrange an appointment.
- Use the admin address for all enquiries which do not directly relate to my child's learning.
- Only email or copy in the deputy headteacher or headteacher if I am unable to speak with a relevant staff member or unable to arrange an appointment.
- Seek support and advice from the school if I have a concern, rather than going directly to a parent.
- Avoid posting concerns on social media, or using social media to name other parents and/or children.
- Act as a role model for children within our school grounds. This includes using appropriate language, body language and avoiding raised voices.
- Enable and encourage my child to become independent and, where appropriate, resolve small issues which might arise in school.
- Enable and encourage my child to develop a routine outside school so that reading becomes a habit.
- Enable and encourage my child to develop a school routine outside school so that age appropriate home learning and test preparation becomes a habit.

Staff:

I will do my best to:

- Speak directly with a parent or carer (in person, on the phone or on Teams) whenever possible.
 - Only contact a parent if they need to be made aware of an issue which cannot be resolved or an issue which would benefit from further discussion at home.
 - Answer emails as soon as possible, always remembering to prioritise emails which are about children's safety and welfare.
 - Provide a factual account of an event which has caused concern.
 - Seek support and advice from a parent or carer if I have a concern.
 - Act as a role model for children within our school grounds. This includes using appropriate language, body language and avoiding raised voices.
 - Enable and encourage children to become independent and, where appropriate, resolve small issues which might arise in school.
 - Encourage children to develop a routine outside school so that reading, age-appropriate home learning and test preparation becomes a habit.
-

HOW DO I KNOW MY CHILD IS DOING WELL ?



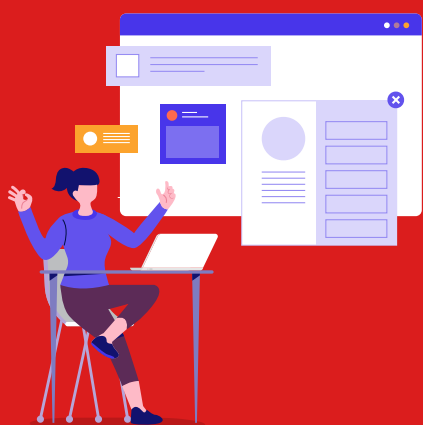
1) PARENTS' EVENINGS

You will have the opportunity to meet with your child's class teacher(s) at least twice a year.

Parents/Carers will also have the opportunity to review your child's books and other learning in school.

2) END OF TERM REPORTS

You will receive an end of term report for your child to inform you of current attainment, behaviour and attitudes in the core subjects. At the end of the school year, parents/carers will receive a more detailed end of year report noting specific achievements during the academic year.



3) CURRICULUM INFORMATION AND SEND WORKSHOPS

We will be running curriculum information evenings and SEND coffee mornings throughout the year aimed at providing parents and carers with valuable information on our curriculum and how they can help their child at home.

4) ADDITIONAL MEETINGS

If you would like to meet with your child's class teacher, please email them directly using the addresses on the school website.



5) WE'RE HERE TO HELP

If you have any queries or concerns about your child's learning, development or behaviour, always contact your child's class teacher in the first instance. All class teacher email addresses are on the school website.

Get in Touch

01132 671222

admin@bramhopeprimaryschool.co.uk



HOW CAN I HELP MY CHILD?

01

Reading

Hearing your child read is one of the most important things you can do at home. In the early stages of reading, little and often is always best!

We also use VIPERS as part of our Reading Lessons, which are taught to improve the pupils' skills across all areas of reading. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

For more information, go to: <https://www.bramhopeprimary.co.uk/page/?title=Reading&pid=535>



02

Phonics

Read Write Inc. (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, we continue teaching RWI to pupils beyond the age of 7 if required, as we use a stage not age approach.

For more information, go to <https://www.bramhopeprimary.co.uk/page/?title=Phonics&pid=536>



03

Maths

Supporting children in learning their times tables really helps develop strong maths skills. All children in Year 4 are required by the government to know their tables up to 12 x 12. Every child from Years 1 to 6 has a Times Tables Rock Stars account which they can access from home. To support your child with all aspects of maths, every child in school has a Mathematics login. Please contact your child's class teacher for the logins if you do not have one.

We have a calculations policy that all staff follow when teaching the children. Please feel free to use this when supporting your child at home. The calculation policy can be found in the useful links area in the maths section. Or just follow the links here:

https://www.bramhopeprimary.co.uk/_site/data/files/documents/01CDC7A43D59DFFBF4B6F28ECB99991C.pdf

https://www.bramhopeprimary.co.uk/_site/data/files/documents/8757B54746589157C7054052E93B83B5.pdf



04

Talking

In school, we encourage children to ask and answer questions, listen to others, explore ideas and extend their learning through discussion. We share our 'Big think' questions with parents in the weekly newsletter so that they can discuss the key question at home. As part of their home learning, children will therefore sometimes ask parents about their opinions and experiences as a means of developing their own views and understanding of the world.



05

Written Tasks

Writing activities are designed to allow your child to practise and become fluent in the knowledge they have been acquiring in School as well as apply their knowledge in a range of contexts. Written tasks are usually either a grammar exercise or a reading comprehension.



06

Additional Work

Children of any age may occasionally be asked to do additional work including spelling and handwriting. Children will not be asked to regularly complete additional work unless it is part of an individual learning plan which has been agreed with parents.



SUPPORT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES.

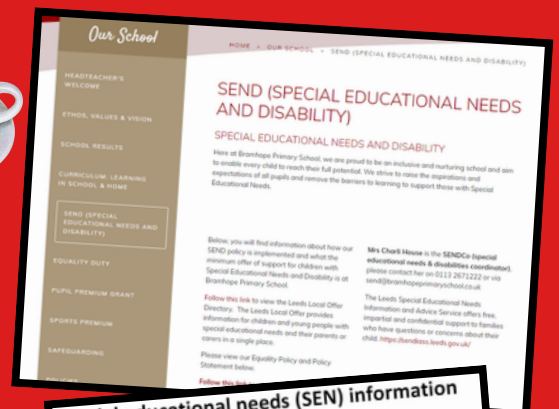


OUR SENCO IS CHARLI HOUSE.

Whilst Mrs House is new to the SENCO role, she has wide ranging experience of teaching in a primary setting, particularly pupils with SEND. Charli has 13 years' experience of teaching, nursery, key stage 1 and key stage 2 and has taught at Bramhope for 8 years, leading a wide range of subjects. Charli's interests have always been in SEND: focussing her dissertation on provision for pupils with ASD, and over the years completed wide-ranging SEND training, including THRIVE, ASD and ADHD. She has started the National Professional Qualification for Special Educational Needs Co-ordinators.

Mrs House is allocated 2 days a week to manage SEN provision.

We are delighted to welcome parents to our SEND coffee mornings this year. Please check the 'dates for the diary' section for our coffee mornings this term! Click [here](#) for the slides we share

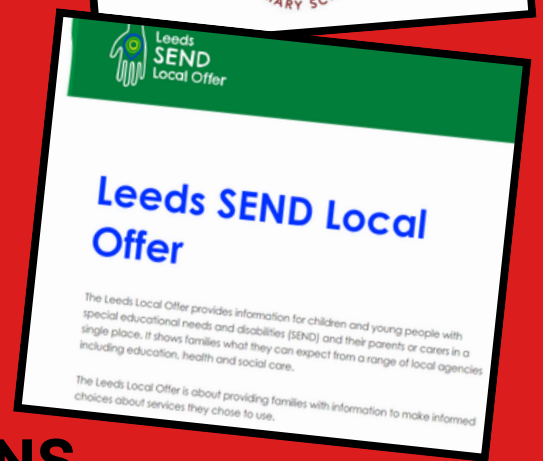
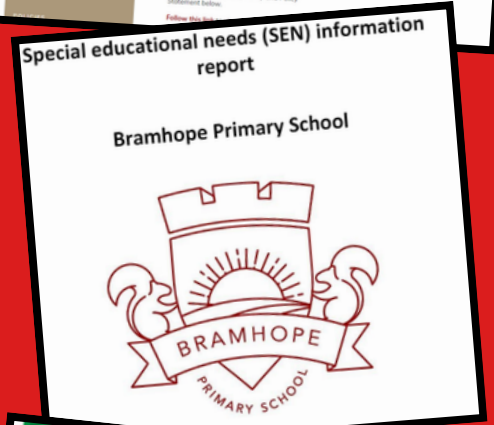


Our school website contains a wide range of information.

Please click [here](#)

Please read our SEND implementation guide [here](#)

For more information regarding the Leeds local offer click [here](#)



FREQUENTLY ASKED QUESTIONS...

What do I do if I think my child may have Special Educational Needs?

Speak to your class teacher initially and they may refer to the SENCO. The school will work with you to establish what additional help your child may need.

How will school support my child?

The class teacher and the SENCO will develop a plan for your child. If a Special Educational Need has been identified, a SEN support plan will be written. This will have specific targets for your child. The targets will involve the teacher/ the teaching assistant, your child (if appropriate) and yourselves.. The school leaders will monitor how effective this provision is. When necessary, the school will access additional help for your child.

How will the curriculum be matched to my child's needs?

Work will be scaffolded and may be differentiated for your child. Your child may receive targeted support from a teacher or a teaching assistant during the school day. Additional resources will be provided as necessary.

Charli House is the school's SENDCo (special educational needs & disabilities coordinator) please contact her on 0113 2671222 or via send@bramhopeprimaryschool.co.uk

SUPPORT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES.



Bramhope Primary School has an inclusive ethos. We promote the social and emotional aspects of a child's development as well as the academic. We provide all children with learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by designing a curriculum which engages all learners. We work in partnership with children, parents/carers and other agencies to identify individual needs and provide focused support and interventions to ensure progress of all pupils.

Ethos

The progress of all children is closely monitored by the Leadership Team. The SENCO (Special Educational Needs Co-ordinator), works in partnership with parents, supports staff and reviews and evaluates our SEN provision. Data is collected each term for all pupils and the achievement and progress of children with SEN Plans is monitored and reported to Senior Leadership. At the termly progress meetings the Leadership Team and SENCO review the provision plans and monitor and evaluate the intervention programmes. Teachers have time provided to meet 1:1 with the SENCO to discuss children with additional needs.

Leadership

Funding for SEN is used according to the specific needs of the children. The SEN budget is used to employ additional staff to work with small groups of children and sometimes on a 1:1 basis with a child. The school also uses some of the school budget to provide targeted support for SEN at various levels throughout the school. Equipment and training can also be purchased with the SEN budget.

Budget

At Bramhope Primary School we plan a knowledge based curriculum which excites the children and engages them in learning. We teach children how to grow into positive, responsible citizens, who value and can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. We value the uniqueness of each child. Teachers and support staff provide targeted intervention with small groups and individual pupils. Pupils may have a combination of a Positive Behaviour Plan and a SEN Support Plan. Our Pastoral leader is able to offer support groups and 1:1 mentoring. We make arrangements to ensure the learning environment is accessible for everyone.

Curriculum

Teaching & Learning

The school works closely with the Local Authority and other local schools (The Otley, Pool and Bramhope Family of Schools Cluster) to access support for pupils with specific needs. We also access support from Educational Psychologists and Speech and Language services. The Cluster has a parent support worker and a TaMHS (Mental Health) Counsellor who may be accessed by the school as required. The school is part of the NW Leeds Area Improvement Partnership. This ensures that there is additional provision for pupils with high levels of complex needs and enables them to access alternative placements if required.

Partnerships

Charli House is the school's SENDCo (special educational needs & disabilities coordinator) please contact her on 0113 2671222 or via send@bramhopeprimaryschool.co.uk

SUPPORT FOR PUPILS WITH SPECIAL EDUCATION NEEDS AND DISABILITIES.



Free parent carer workshops 2025/26:

Parent carers please email leedsforlearning@leeds.gov.uk to book.

Spring 2026:

Preparation for adulthood (session 4: employment)

Date: Wednesday 6th May 2026

Time: 9.45am till 11.15am

Venue: online

This session is suitable for parents and professionals who are currently supporting young people to identify their strengths and interests and how this can inform their aspirations for the future.

The training will explore resources and approaches to plan the steps to employment such as preparing for an interview through to opportunities in employment and how to effectively self-advocate in the workplace and request adjustments.

Keeping autistic children and young people safe online

Date: Wednesday 3rd June 2026

Time: 9.15am till 11.15am

Venue: online

This session is suitable for parents and professionals who are currently supporting children and young people to navigate the online world safely.

The workshop will explore the importance of online media to autistic identity and wellbeing- to build positive connections and communities. During the workshop discussions will take place to explore how to monitor the safe use of online platforms and understand vulnerabilities when young people access these. There will be a focus on the current themes present in harmful online content and how to support young people to navigate these safely.

SEND parent carer monthly information drop-in

A monthly drop in for parents and carers to speak to services to receive information and advice about what is available in Leeds to support their family.

Leeds Local Offer

SENDIASS

Leeds Parent Carer Forum

Carers Leeds

Little Hiccups

Child Health and Disability Team (CHAD)

Leeds Speech and Language Service

SEND Coordinators, Family Hubs

Dates and times of drop ins

**Wednesday 13th May 2026, 10.30 till 12.30 at The Old Fire Station,
Gipton Approach, Leeds, LS9 6NL**

**Wednesday 10th June 2026, 10.30 till 12.30 at Horsforth Library
Building, Town Street, Horsforth, Leeds, LS18 5BL**

**Wednesday 8th July 2026, 10.30 till 12.30 at The Welcome Centre, Belle
Isle Rd, Belle Isle, Leeds, LS10 3DN**

[Book your place at the drop in here.](#)

If you require further information about the drop in sessions email LLO@leeds.gov.uk.

Follow the Leeds Local Offer [facebook page](#) or [WhatsApp channel](#).

SUPPORT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES.



The Leeds Local Offer provides information for children and young people with special educational needs and disabilities (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.

About the Leeds Local Offer Information about the Leeds Local Offer (SEND).	Leeds SENDIASS Special Educational Needs and Disabilities Information Advice Support Service.	Early Help Local agencies working together to support families.	Localised cluster support Clusters identify support for those families in need of help.
Parent Carer Support Groups Groups to meet other parents for practical and emotional support.	Sibling support Services who provide support for siblings.	Financial advice and support Information about financial advice and support available to families.	Cost of Living Support Information about cost-of-living support.
Regional Local Offer Websites Local Offer websites across yorkshire and humber.	Making a complaint If you're unhappy about a service then it is your right to complain.	Organisations providing support Organisations providing information, advice and support.	SEND Policies Information about local and national SEND policies.

The Leeds Local Offer has a facebook group, where we provide regular updates about what is happening in Leeds for those with SEND and their families.

A monthly drop in for parents and carers to speak to services to receive information and advice about what is available in Leeds to support their family

Leeds Local Offer
SENDIASS
Leeds Parent Carer Forum
Carers Leeds
Child Health and Disability Team (CHAD)
Leeds Speech and Language Service

Each drop in will host a workshop for parents and carers.

[Click here to find out more!](#)

SUPPORT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES.



Following an increase in demands on the service and workforce challenges resulting in a drop in statutory performance, Leeds City Council assessed its EHC assessment, planning and annual review processes to identify key opportunities for change. The review identified areas for improvement in the Council's communications, processes, support provided, and consistency in approaches.

We've now developed several improvements, and the programme is moving into everyday business. Our focus is now on embedding these changes to support the Council's vision that children and young people in Leeds with SEND have the best possible start in life and equal opportunities to learn.

You can read more about these changes on the [SEND and Inclusion transformation page](#).

As part of this transition, the temporary EHCP Review inbox closed on Monday 9 February 2026. The inbox was set up specifically to support the transformation work. Moving back to our standard contact routes will help ensure queries reach the correct teams more quickly and consistently.

From 9 February, please use the usual support and contacts:
Your school's Special Educational Needs and Disabilities Coordinator (SENDCO)

Your school's Family Support Worker (if applicable)

[Leeds SEND Local Offer | Leeds Local Offer](#)

[The Leeds Parent Carer Forum](#)

[The SEND Information Advice and Support Services \(SENDIASS\)](#)

sendiass@leeds.gov.uk or call 0113 378 5020

For general enquiries and more information about EHCPs, monitoring and quality assurance, you can contact SENSAP by emailing SENSAP@leeds.gov.uk or calling 0113 376 0062.

Further SEND transformation work will take place in response to the Government's new SEND reforms when they are announced.

Leeds Therapy Hub CIC offer free, subsidised and private paying therapy options to children and adults living in West Yorkshire.

Play and creative arts therapy (ages 5–16)

Helping children express emotions, build confidence, and regulate feelings through play, art, music, and creativity.

6 weeks Wellness Reset Course (for adults)

Combining mindfulness, breathwork, CBT, and somatic healing to reduce stress and build resilience.

Transformative art for wellness sessions for adults

Explore emotions through art in a safe, supportive space – no artistic skill needed!

Why choose Leeds Therapy Hub CIC?

Warm, non-judgmental support in a safe space.

Therapists with lived experience and professional expertise.

Flexible self-referral – no GP needed.

Individual or group sessions.

In-person (home, school, community) or online.

Contact details:

Email: leedstherapyhubcic@gmail.com

Phone: 07349 619954



SAFEGUARDING AT BRAMHOPE

Meet the Safeguarding Team



Richard Street
Deputy Head
Designated
Safeguarding Lead



Caroline Judd
Deputy
Designated
Safeguarding Lead
Pastoral Lead

At Bramhope Primary School we are committed to safeguarding and protecting the welfare of our children and young people

Please alert us if you have any concerns:

0113 2671222

richard.street@bramhopeprimaryschool.co.uk

caroline.judd@bramhopeprimaryschool.co.uk

We are here to support your child and your family. We recognise that life brings with it many challenges and there are certain times within the life of a family that can be really difficult. Both myself and Mrs Judd are here to listen to your needs and provide appropriate support, advice and guidance. We are here in the best interests of your child. It is not our role to judge; we just want to help.



Otley, Pool & Bramhope Cluster

Otley Parent Support Group & Workshops

February - May 2026

For more information, contact:
Ali Stevens (Parent Support Adviser)
T: 07510 079959 E: ssa@princehenrys.co.uk

24	February 2026 Welcome Back & Connection!	31	March 2026 Family Hub
03	March 2026 Sibling Rivalry	28	April 2026 Parental Conflict
17	March 2026 Linking Leeds - Social Prescribing	12	May 2026 Managing Meltdowns

Venue:
Otley Common, 65 Walkergate, Otley, LS211AG
Term Time: 9.30 - 11.00am

- Parent/carer support - All welcome
- Neurodiversity parent/carer focus
All welcome - no diagnosis needed

If you feel you or your family would benefit from an informal chat or confidential support, please ask Mrs Judd for the contact details of our Parent Support Workers Ali Stevens.

SAFEGUARDING SPOTLIGHT ON...

Positive Parenting

We know how challenging it can be to balance all the demands parents have to cope with. All children need boundaries and discipline, and this guide helps you develop what works for you and your child.



Positive parenting uses techniques that work well for every child. These techniques build on your child's wish to please you, the importance of listening, and, above all, loving your child – leading to a better-behaved, happy child and less-stressed parents. All parents can come under pressure or stress from time to time, and it can even lead them to want to smack their children – although many parents regret it later. But physical punishment is never an effective way to discipline your children.

How can I set boundaries?

All children need love, guidance and to have rules and boundaries. Rules and boundaries help families to understand how to behave towards each other, and what's OK and not OK. But the best way to go about this will vary based on your child's age and stage of development. All children are different and develop and reach milestones at different rates.



Top tips...

for all ages

- Keep guidance simple and consistent.
- If your child is behaving in a way you don't want them to, clearly explain what you want them to do instead.
- Be available and make time so your child will come to you when they feel something is wrong or they are upset.
- Keep talking and listening to your child even if at times it feels like a challenge. Start listening from a very early age and set a pattern for life.
- Review family rules as your child gets older and recognise the different needs of children living at home. For example, you shouldn't expect the same from your 12 year-old as you would from your four year-old.
- Get support from friends and try any good ideas they have found helpful.
- If you are struggling and things are getting out of hand, get advice from your GP, a health visitor, or your child's teacher.

for babies – toddlers

- Introduce boundaries from an early age.
- Sympathise with how your child may be feeling – for example, saying "I know you are frustrated", if your child is struggling to do something.
- Share your own feelings if you find it helps to relieve your stress – for example, "I know you're tired but I'm tired too".
- Try to avoid using orders and ultimatums.

for school age – teenagers

- Be willing and give your child chances to show they can be trusted.
- Avoid criticism wherever possible. If your child has done something wrong, explain that it is the action and not them that you're unhappy with.
- Try to avoid getting trapped in petty arguments, there are rarely any winners!
- Consider ways to negotiate or offer choices as your child gets older.



Rewards and discipline

Only you will know what works for your child but here are some helpful points to think about.

Praise children, even for the little things they do. Reward positive behaviour and consider asking what would be a good reward. Avoid making rash decisions when you're angry. Talk to your child about the rewards and consequences of their behaviour, and do it before rather than after. Take time to really listen to what your children are saying and explain to them what you are feeling. Be a role model and don't do things that you wouldn't want your children to do.

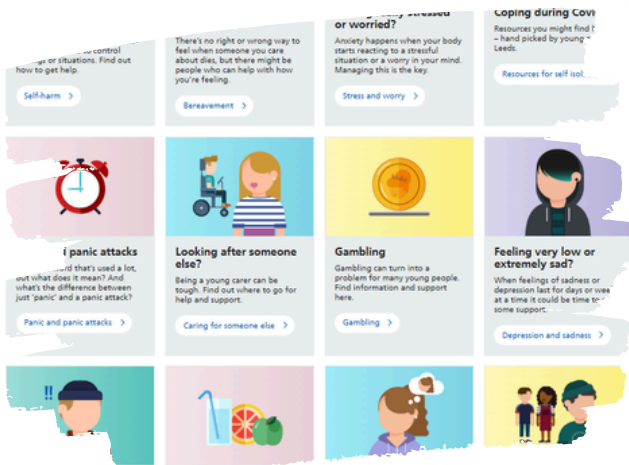


Who can I talk to?

All parents can feel stressed or unsure from time to time, or just need someone to talk to. But don't worry, there are lots of places where you can get different kinds of help. We've put together a list of some of the different places you might find helpful, and you could also talk to your GP, health visitor or your child's school nurse.



For more information click [here](#)



For more support on support your child on common issues, please go to:

<https://www.mindmate.org.uk/coping-common-issues/>



If you would like further information, support or guidance, please get in touch.



Online Safety



“Being online is an integral part of children and young people’s lives. Social media, online games, websites and apps can be accessed through mobile phones, computers, laptops and tablets – all of which form a part of children and young people’s online world. The internet and online technology provide new opportunities for young people’s learning and growth, but it can also expose them to new types of risks.” [nspcc.org.uk](https://www.nspcc.org.uk)

Our e-safety curriculum forms a key part of our preventative curriculum and is explicitly taught in computing and PSHE. Our preventative curriculum extends to timely opportunities in other subjects, assemblies and awareness days. Throughout the year, all children will be taught the following:

- Self-image and identity
- Online relationships
- Online reputation
- Online bullying
- Managing online information
- Health, well-being and lifestyle
- Privacy and security
- Copyright and ownership



Our whole school approach to online safety helps to ensure staff, governors, volunteers and parents educate themselves and children about online safety. We have a dual responsibility to ensure the school’s online procedures keep children and young people safe, and to teach them about online safety, in and outside of school.



Click on the links below to access support:

[HOW TO SET PARENTAL CONTROLS](#)

[HOW TO SET YOUTUBE RESTRICTIONS FOR AGE-APPROPRIATE CONTENT](#)

[YOUTUBE PARENT GUIDE](#)

[CHILDNET ADVICE FOR PARENTS & CARERS](#)

[Click on the icons to access the following organisations:](#)



If you would like further information, support or guidance, please get in touch.



Online Safety



Is your child safe online?

Talking to young people about what they do online is just as important as asking them where they go when they go out with friends.

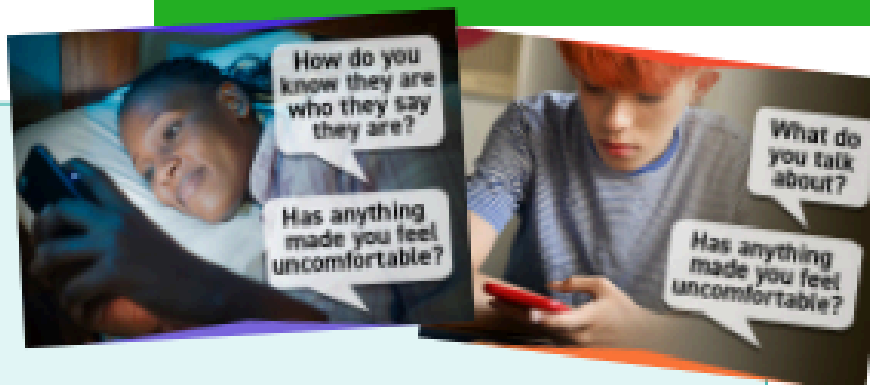
It can be difficult to start the conversation with a young person about their online activities. Technology keeps changing and you might struggle to keep up with it all. But you don't need to. You just need to take an interest and ask questions about the games and apps they are using.

Whether they're going out or going online...



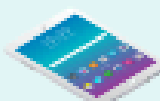
Start the conversation

Start the conversation



Ask questions

Ask your child what they are doing online and if you can take part, or ask to play their favourite game with them. If they see that you are taking a genuine interest they will be more willing to want to talk to you about what they're doing online.



Honest conversations

Encourage conversations about not keeping secrets. People online might ask your child to keep their conversation a secret. Talk about what secrets mean in your house.



Buying a device

If you are thinking about getting your child a new device, that's the perfect opportunity to start a conversation. Ask them what they are going to use it for. What are they looking forward to doing?



Reporting a concern

Make sure they know that if they see something online that makes them feel uncomfortable that they can always come to you and they won't get into trouble. If you are concerned about something that has happened to your child online, you can make a report via the CEOP website: www.thinkyouknow.co.uk

If you are concerned that your child is in immediate danger, call 999.

www.westyorkshire.police.uk/conversation



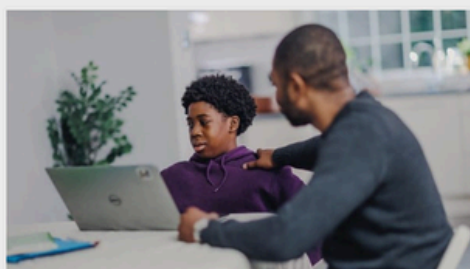
Starting family conversations about online safety



Online safety quiz

Does your child know how to stay safe online? Here's a family quiz you can take together.

Take the quiz



Talking to your child about online safety

Advice on how to talk to your child about staying safe.

Learn more



Age-appropriate support for children using technology

Read our helpful tips to help you decide what is right for your child when it comes to tech ownership and usage.

Learn more

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

If you would like further information, support or guidance, please get in touch.



ATTENDANCE

EVERY DAY COUNTS

School and future success starts with good attendance!

COLLABORATIVE LEARNING TRUST

100%

OUR TARGET FOR ALL

DAILY LATENESS EQUATES TO...



3
DAYS
LOST

6
DAYS
LOST

10
DAYS
LOST

5 MINUTES LATE
15 hours lost to learning

10 MINUTES LATE
30 hours lost to learning

15 MINUTES LATE
50 hours lost to learning

REMEMBER

Your child's education is important - don't miss out!

97%

6 DAYS
ABSENCE

30 hours lost to learning
—
You're on the right path for success, keep it up!

95%

10 DAYS
ABSENCE

50 hours lost to learning
—
A poor attendance gives you less chance of success.

90%

19 DAYS
ABSENCE

95 hours lost to learning
—
Very poor attendance has a serious impact on your education and may reduce your life choices.



UK Health Security Agency



Should I keep my child off school?

Yes

Until...

Chickenpox

at least 5 days from the onset of the rash and until all blisters have crusted over

Diarrhoea and Vomiting

48 hours after their last episode

Cold and Flu-like illness (including COVID-19)

they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.

Impetigo

their sores have crusted and healed, or 48 hours after they started antibiotics

Measles

4 days after the rash first appeared

Mumps

5 days after the swelling started

Scabies

they've had their first treatment

Scarlet Fever

24 hours after they started taking antibiotics

Whooping Cough

48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth

Glandular fever

Head lice

Tonsillitis

Threadworms

Slapped cheek



SCAN ME

Advice and guidance

To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>.



ATTENDANCE

To help the NHS, and to help children maintain good school attendance whilst safeguarding the health and wellbeing of your school community, it is now important that families become familiar with the different illnesses and how to manage them.

www.wyhealthiertogether.nhs.uk

Healthier Together was launched to provide families, children and young people across West Yorkshire with consistent and high-quality advice from local health and care professionals. All the information on the website has been written by Doctors and other Healthcare staff in West Yorkshire.

On the website families and young people will find advice on what signs and symptoms to look out for, when and where to seek help if required, what to do to keep an unwell child comfortable and how long symptoms should last for a wide range of health conditions, including fever, coughs, asthma, bronchiolitis, gastroenteritis and many others. The website also provides advice and guidance on when you should / shouldn't send them to school:

Healthier Together is a community project which continues to grow by giving people consistent, high-quality advice and putting their needs at the heart of the website.

For any queries or more information about the website please contact:

wyicb-wak.wyhealthiertogether@nhs.net

Visit the West Yorkshire Healthier Together website for advice and guidance on a wide range of common illnesses and medical conditions that affect children and young people aged between 0-19, and for advice on when you should / shouldn't send them to school:

<https://wyhealthiertogether.nhs.uk/parentscarers/child-unwell-ok-go-nurseryschool>

WORKING WITH FAMILIES



Early help is the term used in Leeds to describe our approach on a whole range of individual social, health and educational issues when providing support to children, young people and their families as soon as problems emerge, or re-emerge.

Families should be enabled and supported to have the right conversations, with the right people and at the right time about their needs or concerns, so that statutory interventions can be avoided where this is appropriate.

Early help is voluntary and consent from children, young people and their families to work with them should always be sought.

Intervening as early as possible, regardless of the age of the child or young person, can positively improve their outcomes.

Early help is a collaborative approach not a provision and relies on local agencies working together effectively with families to identify who needs help and then to meet their varied needs. Early help can be provided through a single agency or a multi-agency response as appropriate to the needs of the child and family and the concern.

Leeds early help approach:

- Early in the life of the problem - whatever the age of the child or young person.
- Early to respond when problems emerge, or re-emerge.
- Help to prevent concerns getting worse and avoid the need for statutory intervention.
- Support in school, home and community through a graduated approach.

TALK TO US

If you would like more information or would like the school to assist you with an Early Help referral, please get in touch.



THE PARENT SUPPORT OFFER

at Otley, Pool and Bramhope Cluster

OUR SERVICES

Advice & Information Appointments

Parents can book a half hour appointment with a member of the Parent Support team to discuss what support is required. We can offer advice, information and guidance on a wide range of issues. Follow up appointments are also available.

HOW TO ACCESS: Parents can contact us directly using the details below to book an appointment. drop in appointments always available on Wednesday mornings from 8:45 – 10:00 (please contact to confirm)

Parent Support Group:

Parents can access a friendly and informal support group for Cluster families. Everyone is welcome. A different parenting topic is discussed every session. Structured 'micro-workshops' are also offered covering issues such as screen and media usage, school non-attendance, managing children's emotions and much more. This runs on alternate Tuesdays, 9.30-11am, at the Otley Common 65 Walkergate Otley LS21 1AG (access from the back entrance).

HOW TO ACCESS: Parents can just turn up! Or contact us using the details below on if you'd like to discuss before visiting.

Intensive Family Support (IFS):

Where it is felt that a family may benefit from several bespoke sessions to work through extremely challenging issues IFS may be offered. We can offer up to 6 one-hour sessions, either at your child's school or the Otley Common.

HOW TO ACCESS: Schools can refer families directly via the Cluster referral form.

OPBC Neurodiversity course:

We have recently developed an in house, six session parent training course which will contain information about neurodiversity. We are hoping it will both inform and support families. A diagnosis is not required.

HOW TO ACCESS: Parents and school staff can contact us directly to discuss further and to book a place.



PLEASE CONTACT:

ALI STEVENS PARENT SUPPORT ADVISOR
works Tuesday-Thursday 8-4pm
T: 07510 079959 E: SSA@PRINCEHENRYS.CO.UK

RACHEL BROUGHTON PARENT SUPPORT FACILITATOR Tuesday-works Wednesday 8-4:30pm
T: 07771 176018 E: BNR@PRINCEHENRYS.CO.UK



HOW CAN WE HELP?

Signposting

MindMate
www.mindmate.org.uk
MindMate Leeds is the name for all the different ways children and young people in the city can get support with their mental health and wellbeing.

What is the MindMate website?
The MindMate website is an information hub for Leeds and includes:

- ▶ free and accredited services available in the city
- ▶ advice and information on a range of mental health issues
- ▶ stories and experiences of young people and their mental health
- ▶ guidance for self-care, and where necessary, self-referral

While MindMate is focused on the needs of young people, it's also a valuable resource for professionals, as well as parents and carers. In fact, the service was co-designed by young people, professionals and carers, and they still have a say in every aspect of MindMate.



Other things that you might find useful:

YoungMinds
www.youngminds.org.uk
A charity which supports children and young people needing support with mental health.

Childline
www.childline.org.uk
Childline is a free, private and confidential service where children can talk about anything.

Northpoint
www.northpoint.org.uk
One of the largest charitable providers of mental health services in Yorkshire, working with children, young people and adults.

The Otley, Pool and Bramhope Cluster (OPBC) is a collaboration of support services that work in partnership with children, young people, families and other professionals. We aim to provide families with a range of accessible support services and activities to meet their needs.

We recognise that every family is unique and aim to provide the right support at the right time to allow positive and lasting change to happen, progress and last.

We do this by:

- ▶ Listening to concerns and needs
- ▶ Identifying strengths
- ▶ Offering support and advice to organisations that work with families

The cluster consists of the follow schools:

- ▶ All Saints CE Primary School
- ▶ Ashfield Primary School
- ▶ Bramhope Primary School
- ▶ Pool-in-Wharfedale CE Primary School
- ▶ Prince Henry's Grammar School
- ▶ St Joseph's Catholic Primary School
- ▶ Westgate Primary School
- ▶ The Whartons Primary School

Our services include:

- ▶ Therapeutic Counselling Services
- ▶ Family Support
- ▶ Parent Training
- ▶ Signposting



Otley Parent Support Group & Workshops

June - July 2026



For more information, contact:
Ali Stevens (Parent Support Adviser)
T: 07510 079959 E: ssa@princehenrys.co.uk

2 June 2026
Arfid - is it fussy eating?

30 June 2026
Henry project - parental wellbeing

16 June 2026
Summer holiday activities and resources.

14 July 2026
Otley Larder introduction

Venue:
Otley Common, 65 Walkergate, Otley, LS21 1AG
Term Time: 9.30 - 11.00am

- Parent/carer support - All welcome
- Neurodiversity parent/carer focus
All welcome - no diagnosis needed



Take 3 Parenting

<https://www.take3parenting.co.uk/whoisitfor.html>

Overview of the Programme

The Take 3 Programme is a parenting course in two parts for parents of young people aged between 10 and 18:

- Part 1 - a basic course consisting of ten 'core' sessions
- Part 2 - eleven extra 'pick and mix' sessions focusing on specific issues which can be added to the basic course

Take 3 has two main aims:

- to improve relationships between young people and their families; and
- to improve young people's behaviour at home, at school and in the wider community.

To this end, the objectives of the course are to equip parents with skills and strategies to:

- nurture their young people by encouraging them and listening to them;
- provide appropriate structure and boundaries for their young people;
- take care of themselves so that they have more energy for their job of parenting and can also model self-care to their young people.

Young people behave better when they feel understood, when they have parents who are able to set authoritative boundaries and when their parents value themselves.

The course is supported by a comprehensive pack containing written material and video clips, and each session is accompanied by detailed instructions. These not only make it very easy for facilitators to use in a practical sense, but also provide readily accessible background theory, which greatly supports practitioners in their work by enabling a deepened understanding of family dynamics and human behaviour.

**OTLEY
COMMUNITY
LARDER**

ALL WELCOME!

A place where everyone can access surplus food and reduce waste

**OPEN
TUESDAYS
14.30 - 19.30
SATURDAYS
10.30 - 13.30**

- Pick up fresh food
- Try something new
- Support a more sustainable Otley
- No fixed prices— donate what you can

'The larder makes me feel satisfied that I've saved food from going to waste. I think more about what I'm going to cook, and it saves me money!'



DID YOU KNOW WE ALSO PROVIDE FOOD FOR EVENTS AND COMMUNITY GROUPS? GET IN TOUCH OR FOLLOW THE LINK FOR MORE INFORMATION

Contact: larder@otley2030.com
More Info: www.otley2030.com/larder

**OTLEY
COMMUNITY
LARDER**

INTERESTED IN VOLUNTEERING?

Do you want to meet new people, reduce food waste, and get involved in your community? Join us as a volunteer and help make a real difference!

Help our project grow, by:

- Collecting and sorting food
- Assisting in our shop
- Supporting events
- ... and more

- We operate 7 days a week
- Light and active volunteering tasks to suit everyone
- 40 tonnes of food saved since 2023 — and counting!
- We support community events and keep growing what we do!



Apply: larder@otley2030.com
More Info: www.otley2030.com/larder

OPEN TUE: 14.30-19.30
SAT: 10.30-13.30

@otleycommunitylarder
 @otleylarder

OTLEY COMMUNITY LARDER, OTLEY SOCIAL CLUB, HOLLIN GATE, LS21 2DP

FAMILY FOOD & WELL-BEING

Working together to improve access to food for families



Emergency food provision

Local Welfare Support Scheme

Leeds City Council has a **Local Welfare Support Scheme** to help people in emergencies or crisis. If you can't afford essentials like food, gas, or electricity, and meet the criteria, you may qualify for help.

For more details and to check if you're eligible, scan the QR code or visit our website:



leeds.gov.uk/benefits/local-welfare-support-scheme

FoodAid Provision

Local food banks and other projects provide emergency food to people in need. For more details about food support in the city and what's available, check out the Leeds Food Aid Provision Map:



leedsfoodaidnetwork.co.uk/find-emergency-food

or scan the QR code



Healthy Holidays

Over the Easter, summer and Christmas holidays, some community groups, schools and community hubs are running free schemes providing fun activities and healthy meals for eligible school aged children and young people. For more information please visit this page: healthyholidays.leeds.gov.uk or scan the QR code.



Leeds Money Information Centre (LeedsMIC)

The Leeds MIC website provides details of agencies that offer free, independent and confidential advice and support in Leeds. Help is available on a range of matters such as food, debt, energy bills, benefits and emergency support. For more details, please visit: moneyinformationcentre.leeds.gov.uk or scan the QR code. Printed MIC materials, including booklets and flyers are also available at all community hubs and libraries in Leeds.



Children's Centres

If you have a child under 5 you can access your nearest children's centre for a range of support services, scan the QR code or visit:

familyinformation.leeds.gov.uk/childrens-centres



Leeds School Uniform Exchange

Leeds School Uniform Exchange helps families share great quality school uniforms - Instead of buying new uniforms, you can get them for free! The project also helps set up uniform-sharing programs at schools, online, or in local neighbourhoods in Leeds. For more details, scan the QR code or visit: leedsuniformexchange.org.uk



Healthy Start

If you're more than 10 weeks pregnant or have a child under 4, you may be able to get help to buy healthy food and milk.

You'll be sent a Healthy Start card with money on it and can use it to buy:

- cow's milk
- fresh, frozen or tinned fruit and vegetables
- infant formula milk
- fresh, dried, and tinned pulses

You can also get free Healthy Start vitamins.

How to apply

Get help to buy food and milk:



healthystart.nhs.uk/how-to-apply

or scan the QR code for more information.

If a family claim from when a mum is 10 weeks pregnant the family will receive more than **£1200** for that child



If you need help applying contact Digital Health Hubs – 100% Digital Leeds

digitalinclusionleeds.com

This can make a big difference to your family.

For ideas, help and information on Cooking on a budget: bda.uk.com/food-health/lets-get-cooking/cooking-at-home/cooking-on-a-budget.html



Cost of Living

The Together Leeds website has lots of help and advice to support people with the cost of living. Scan the QR code or visit: leeds.gov.uk/campaign/cost-of-living

Free school meals

You may be able to claim for free school meals for any child who normally lives with you and who is classed as being under your parental care. Children may be eligible for free school meals if you receive benefits such as:

- Universal credit (and your net combined household income is less than £7,400 a year after tax)
- Income support, pension guarantee credit, income-based job seekers allowance, income-related employment support allowance



To check the full eligibility criteria or complete the free school meals claim form, please scan the QR code or visit:

leeds.gov.uk/schools-and-education/apply-for-free-school-meals

Families with No Recourse to Public Funds & Free School Meals

The Government has permanently extended free school meal eligibility to children in all households with No Recourse to Public Funds (NRPF), subject to maximum income and savings levels. To find out more speak to your child's school directly.



Community Hubs

There are Community Hubs across Leeds, where you can find, free, confidential and tailored support and information under one roof. Community Hubs offer Library services, housing support, customer services and job searching as well as many other help and advice options. For further details including opening times, scan the QR code or visit: leeds.gov.uk/community-hubs

