



BRAMHOPE PRIMARY SCHOOL

PARENT PACK Summer Term 2 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

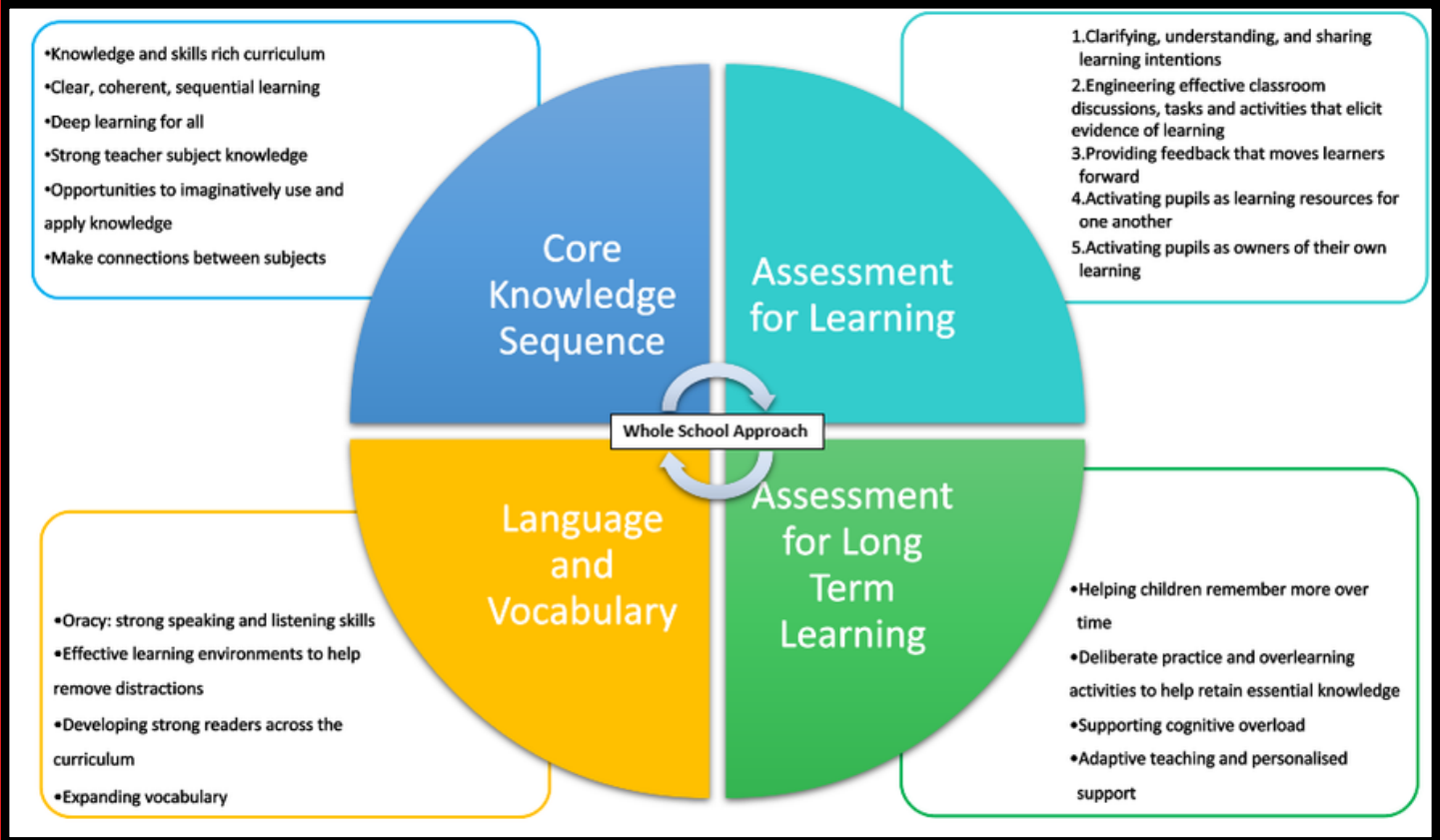
- Having high aspirations for the future
- Taking opportunities
- Becoming a leader

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.

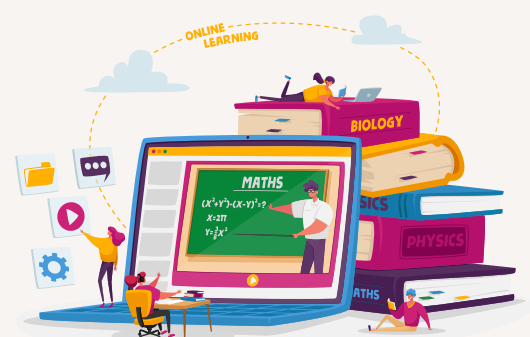
We carefully plan for special events that support this ethos. This may include a school trip, visitors to school or a planned event. Such events may be planned for the beginning, middle or end of a topic to provide a link to previous learning; develop enquiry-based learning; acquire new knowledge and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



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...

GEOGRAPHY

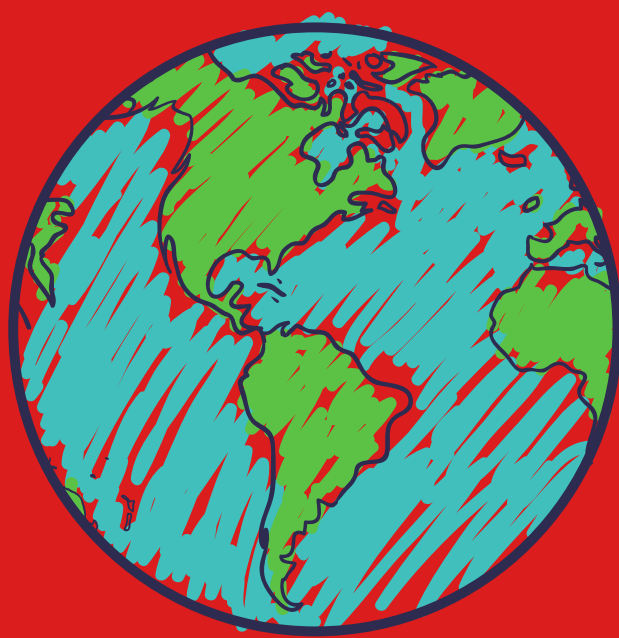
At Bramhope Primary School, our geography lessons inspire pupils to be inquisitive and curious about the world and everyone who shares it.

Our curriculum equips pupils with knowledge about the human and physical geography of Bramhope and Yorkshire. Pupils also learn about the features of contrasting countries, their people, resources and natural and physical environments.

Geography includes practical fieldwork. We explore our school grounds and local area using maps, diagrams and aerial photographs. Pupils enjoy class visits to Leeds and the surrounding area. The aim of this fieldwork is to ignite a fascination and investment in our local and global community which will last long after pupils leave our school.

Geography at Bramhope reflects our whole school vision and motto: **Belong, Be your best, Be Bramhope.**

Belong: From the very start of our pupils' journey at Bramhope, we teach them that they belong to our school and our local community. This is done through our EYFS unit All About Me, our KS1 unit Our Local Area and our KS2 unit Yorkshire and the UK. We then extend pupils' knowledge so they can begin to understand the wider world and our global community. One of the ways we do this is through our link school Way of Salvation Primary in Uganda.



Be your best: Children are challenged through open-ended tasks and discussions. They are given the skills needed to become increasingly independent as they progress through school. We provide opportunities for children to present their work in different formats to showcase their knowledge, understanding and skills. Examples of this could be: creating a tourist brochure or documentary; creating a river collage showing the various stages of a river; creating messy maps out of classroom materials.

Be Bramhope: We are fortunate to have access to a wonderful outdoor space which provides rich opportunities for fieldwork. Our village is also undergoing significant changes (such as the building of a new housing development) and we are studying these changes as part of the 'Our local area' unit. We are also near an international airport, so we discuss how connected we are to destinations around the world. Additionally, as part of our vision to develop young leaders, our school has a Y6 Eco-Council. These children are passionate about doing their bit to reduce waste and pollution.

[Click here to find out more about our Geography 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 2
Subject	Strand	Unit of work title / Overview
English	Reading	Recognise all 75 phonics sounds speedily; read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings, read multisyllabic words containing sounds taught.
	Writing	We will learn about the key features of a recount, using our trip to Skipton Castle as our first-hand experience. We will retell an innovated version of Little Red Riding Hood using the original story as a template for our retell, but making changes to key elements such as character or setting. Working towards sequencing sentences to form a short narrative, including adjectives and conjunctions and other ambitious vocabulary to add interest to and extend sentences. Form all letters in the correct orientation, starting and finishing in the right place.
	Phonics	Reviewing Set 1, 2 and Set 3 sounds, including additional sounds in both single and multisyllabic words. Building pace and fluency by reading and re-reading books containing sounds already taught, considering 'voice choice' when reading aloud. Spell words phonetically that contain Set 1, 2 and 3 sounds.
	Spelling and Grammar	Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i> ; Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>Helping, helped, helper</i> ; Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i> .
	Punctuation	Focus on <i>most</i> written work being punctuated accurately and consistently with capital letters and full stops.
Maths	Mental calculations	Counting in multiples of 2, 5 and 10; bonds to 20 including missing number calculations, doubling and halving facts including near doubles.
	Written calculations	Addition and subtraction to 20, including missing number problems; partitioning and recombining two-digit numbers to 100.
	Units of work	Place Value to 100; Money, Time to the hour and half past the hour, Position and Direction.
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	- 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	El Circo – The Circus. Children will be able to recognise and recall up to 7 different circus acts, and remember a short phrase for each.
Geography	Units of work	Our Local Area Identify the human and physical features of our local area, using aerial images to identify landmarks and devise simple maps.
Music	Units of work	Come dance with me This half term we will find the beat and learn to sing a call-and-response song. We will compose new lyrics and actions to create our own innovation of this song, before playing simple rhythm patterns on tuned percussion instruments.
RE	Units of work	What do Christians believe God is like? This half term we will focus on stories from the bible that show how Christians believe God is loving and forgiving.
Computing	Units of work	Use Beebots to support understanding of what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
PE	Units of work	Striking and Fielding This half term we will play competitive games such as rounders and tennis, and apply basic techniques for striking and fielding to support successful attacking and defending.
PSHE	Units of work	Living in the Wider World: How can we look after each other and the world? This half term we will focus on life changes such as transitioning to another year group, growing and changing from young to old and how our needs change. We will cover respecting ourselves and each other, working cooperatively and how to share opinions on things that matter to us.

Year 2

Year group: 2		Term: Summer 2
Subject	Strand	Unit of work title / Overview
English	Reading	To explore and understand a text. Read most words quickly and accurately without overt sounding and blending. Listening to, discussing and expressing views about a wide range of contemporary and classic stories. Discussing and clarifying the meaning of words and phrases and identifying ambitious vocabulary. Making inferences based on what is being said and done. Introduction to text marking.
	Writing	Writing to inform. Outcome: Write a recount from a character's perspective. Key text: The Proudest Blue by Ibtihaj Muhammad.
	Phonics/Spelling	Writing to entertain. Writing narratives about personal experiences and those of others (real and fictional). Key text: The Tear Thief by Carol Ann Duffy.
	Grammar	Reading multisyllable words containing all graphemes. Read common suffixes. Read and spell exception words. Revision of Year 2 spelling rules. Securing spelling strategies. Developing proofreading and checking skills.
	Punctuation	Subordination (using when, if, that, or because) and co-ordination (using or, and, but) 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.
Maths	Mental calculations	Accurately punctuate a sentence in line with the sentence type (statement, question, command and exclamation). Commas to separate items in a list.
	Written calculations	2, 5, 10 times-tables.
	Units of work	Multiplication and division. One step and two step word problems.
Science	Working scientifically	Statistics: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer questions about totalling and comparing categorical data. Position and direction: Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). Consideration of all previous learning.
	Units of work	Identifying, classifying and grouping. Performing simple tests. Gathering and recording data. Asking simple questions.
Spanish	Units of work	Living Things. We will be exploring and comparing the differences between things that are living, dead and things that have never been alive. We will learn how animals obtain their food from plants and other animals, using the idea of a simple food chain.
Geography	Units of work	Vamos al parque: Let's go to the park! Our local area –What's is the weather like where I live? We will be identifying the meaning of weather and climate and how it affects us all year round. We will be using rain gauges and windsocks to observe and record weather over a period of time, creating a weather chart with our data. We will identify extreme weather and the effects of climate change.
Art/DT	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	Musical focus	Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns.
	Pieces	Tańczymy labada, Plynie statek
RE	Units of work	What is the good news that Christians say Jesus brings? (<i>Part 2</i>) 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	Pictograms. Beginning to understand what the term data means and how it can be collected in the form of a tally chart progressing onto presenting data visually using software.
PE	Units of work	Summer sports focusing on striking. Playing competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.
PSHE	Units of work	How do we recognise our feelings? We will explore, recognise and name the different feelings that humans can experience. Learning how to recognise what others are feeling, share our feelings and describe ways that help us feel good.

Year 3

Year group: Year 3		Term: Summer 2
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.
	Writing	Writing to entertain. Key Text: Brownstone's Mythical Collection – Arthur and the Golden Rope by Joe Todd-Stanton Create and develop characters, settings and a plot based on a model Noun phrases to describe and specify (characters and settings). Compose compound and complex sentences using co-ordinating conjunctions (for, and, but, or, yet, so) and subordinating conjunctions (because, although, if, when since. Use adverbs to modify verbs. Effectively use prepositions for where (above, below, beneath, within, outside, beyond) Use fronted adverbials to vary sentence structure. Use inverted commas to punctuate direct speech.
	Spelling	The /ʌ/ sound spelt 'ou', suffixes beginning with vowel letters to words of more than one syllable, homophones (heel, heal, he'll, plain, plane, groan, grown, rain, rein, reign), spell irregular plurals, Year 3 common exception words.
	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	Time: Roman numerals to 12, tell the time to 5 minutes, tell the time to the minute, read time on a digital clock, use am and am, solve problems with time. Shape: Turns and angles, right angles, compare angles, measure and draw accurately, horizontal and vertical, parallel and perpendicular, recognise, describe and draw polygons, recognise, describe and make 3-D shapes.
Science	Working scientifically	Scientific evidence to answer questions or to support their findings. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
	Units of work	Plants: Research and identify the stages of the lifecycle of a plant. Make observations of the parts of a flower. Understand the process of pollination. Observe different seeds and explain the different methods of seed dispersal?
Spanish	Units of work	Los helados: Ice-creams (Language Angels: Early Language)
Geography	Units of work	How are coasts changing? Identify the physical features of a coast including cliffs, waves, coves and beaches. Explain that coastal erosion can form caves, arches, stacks and stumps. Know that sea defences protect cliffs, land and buildings against erosion. Know that Mart Anning discovered fossils along the Jurassic Coast. Know that longshore drift is the movement of material along the coast. Know that lighthouse protect ships against the coastal rocks.
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 landscape piece that uses complementary colours.
Music	Musician Units of work	Ukulele lessons with Mr Row (ArtForms)
RE	Units of work	How and why do people try to make the world a better place? Pupils will build on what they know already about Jewish, Christian, Muslim, and non-religious worldviews. They will consider what motivates many Christians, Jews, Muslims and people with non-religious worldviews to care for the world, basing their knowledge on scripture and teachings.
Computing	Units of work	E-safety: Explain and consider our digital footprint. Explain why we need to be careful before sharing anything personal online and how to seek advice or support before putting something online. Creating media: What is photo editing? I know that photo editing is the process of changing or altering a photo including changing digital images (rotate and crop), recolouring photos, retouching photos and creating own images.
PE	Units of work	Striking and fielding
PSHE	Units of work	Health and Wellbeing – Why should we keep active and sleep well? Know and can explain the positive impacts of physical activity on the mind and body. Know that regular (daily/weekly) exercise benefits my mental and physical health. Name some exercise that I enjoy to keep me healthy. Know that good sleep contributes to a healthy lifestyle. Know that I must go to bed at a similar time each night (and in good time). It is helpful to remove screens (computers, tv) in the hour before I go to bed. Know where to go for support if I am struggling with sleep routines and my physical activity levels.

CURRICULUM TOPICS FOR THE SUMMER TERM

Year 4

Year group: Year 4		Term: Summer 2
Subject	Strand	Unit of work title / Overview
English	Reading	Reading comprehension based on texts about Global Warming
	Writing	Persuasive writing: Write a letter to the author of ‘Little People, Big Dreams’ persuading them to publish a Steve Backshall Book.
	Phonics/Spelling	Homophones, ‘ous’ endings, ‘ly’ and ‘lly’ endings,
	Grammar	Present tense, hyperbole, conjunctions, fronted adverbials
	Punctuation	Brackets for parenthesis, quotation marks, exclamation and question marks.
Maths	Mental calculations	Multiplication and division facts up to 12 x 12, working out lengths of time
	Written calculations	Adding and subtracting decimals using column method, adding and subtracting decimals in the form of money using the column method.
	Units of work	Money, Time, Shape, Statistics, Position and direction
Science	Working scientifically	Pattern seeking, comparative and fair testing, research using secondary sources
	Units of work	Sound – How are sounds made? How do we change pitch and volume?
Spanish	Units of work	Healthy Lifestyle; comer sano
Geography	Units of work	What is mapping? Using Ordinance Survey maps, compass points and digital tools to locate different areas of Yorkshire.
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	To create music inspired by one of the first ever motion pictures that shows the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics. The horse in motion by Eadweard Muybridge (Moving image, 1878).
RE	Units of work	What does it mean to be a Hindu in Britain?
Computing	Units of work	What is a network? Learning about the components of a computer network including LAN and WAN.
PE	Units of work	Athletics – focus on precision throwing and multisports
PSHE	Units of work	Continuation RSE – Recognising the changes our bodies go through, looking at families and relationships.

Year 5

Year group: 5		Half Term: Summer 2
Subject	Strand	Unit of work title / Overview
English	Reading	We will be using the book Darwin's Dragons to support our writing. We will also use a range of texts in our Guided Reading lessons to practice comprehension skills.
	Writing	This half term we are focusing on writing a short adventure story and a biography on Charles Darwin.
	Spelling	The focus will be on: dictionary work, homophones and consolidating spelling rules we have learnt this year.
	Grammar	Relative clauses, conjunctions, adverbials, semi colons, parenthesis.
	Punctuation	We will review everything we have learnt this year.
Maths	Negative Numbers Converting Units Volume	Understanding the difference between decimals and negative numbers. Applying our work on decimals to real life scenarios such as units and volume. We will also consolidate work on the four operations and continue to practice Arithmetic skills.
Science	Working scientifically	Identifying, classifying and grouping, comparative and fair testing, pattern seeking, researching using secondary sources, observing over time.
	Units of work	Living things and their habitats: This will involve exploring animal life cycles, plant reproduction, and classification. Students learn how mammals, birds, amphibians, and insects reproduce and develop, and compare sexual and asexual plant reproduction.
Spanish	Units of work	La Ropa – clothes – learning adjectival agreement.
Geography	Units of work	Geographical skills and fieldwork: We will be looking at different types of settlements and how these have changed over time including the city of Leeds and the village of Bramhope.
Art	Artist	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.
	Units of work	Sculpture: Lizards
DT	Unit of Work	Using levers and pulleys to make a moving object.
Music	Units of work	Kisne Banaaya. Songs from India and Pakistan; singing in a <u>4 part</u> round and playing musical accompaniments.
RE	Units of work	In this unit, pupils will find out about the importance of creation within the 'Big Story' of the Bible. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways comparing with science.
Computing	Units of work	Video production and editing – we will be looking at what makes a video, different filming techniques and how to edit.
PE	Units of work	Striking and fielding – the focus will be on cricket and rounders.
PSHE	Units of work	We will be learning about how money is used, how people can make informed and responsible spending choices, the different ways that money can be saved and kept saved and the importance of keeping track of money.

Year 6

Year group: 6		Half Term: Summer 2
Subject	Strand	Unit of work title / Overview
English	Drama	Gigglebox Year 6 leavers play.
	Writing	Setting description: we will be inspired by the short film, Alma.
	Spelling	Topic vocabulary and Y7 word banks.
	Grammar	Using Y6 grammar techniques in our writing including clauses, modal verbs and the subjunctive.
	Punctuation	Using Y6 grammar techniques in our writing including colons, semi-colons, hyphens, dashes and parenthesis.
Maths	Units of work	We will be completing maths within our work towards the Fiver Challenge. This will mean costing our stalls and calculating the possible profit. We will also complete the MEI calculator unit in preparation for Y7.
Science	Working scientifically	Conducting investigations which develop our working scientifically skills by identifying, classifying and grouping, comparative and fair testing, pattern seeking, researching using secondary sources and observing over time.
Spanish	Units of work	My place in the world recapping all of the Spanish vocabulary we have used.
History/ Geography	Geographical Fieldwork	We will complete a local Geography unit using a range of maps to investigate how Bramhope has changed over time. We will also look at what different infrastructure their village has.
DT	Design	We will design logos and posters for our Fiver Challenges stalls.
Music	Units of work	We will practise songs for the Leavers' Play: Gigglebox.
RE	Units of work	We will understand what kind of King Jesus was by looking at his service, poverty and humility.
Computing	Stop Motion Animation	We will create stop motion animation videos to offer advice to Year 5 coming into Year 6.
PE	Units of work	We will be using techniques to improve our striking and fielding skills.
PSHE	Units of work	In PSHE, we will be looking at moving to secondary school, friendships and peer pressure as well as Relationships and Sex Education.

What's coming up this term?

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
Tuesday 9th Year 7 lead from PHGS to visit Year 6 at BPS
Monday 15th Year 6 MindMate Transition Workshop
Thursday 18th. KS2 Sports Day (reserve date 2nd July)
15-19th. Wellbeing Week
22-26th. 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)
Tuesday 30th Prayer and Reflection Space with Mr
Broughton

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

School re-opens on Monday 7th September

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.

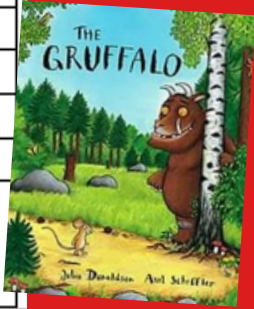
Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
Year 1 / Primary 2	5-6 years old	4	Light blue
		5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11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

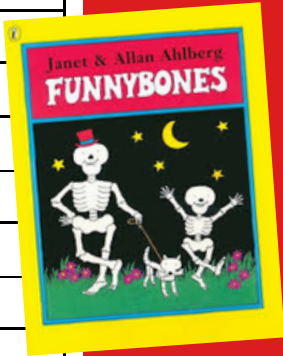
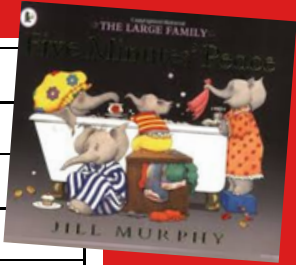
EYFS

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 Bridewell
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

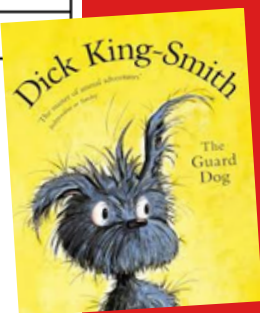


Collins Primary Dictionary
Children's First Encyclopaedia
Children's Atlas
Topic Books. E.g., Old Toys, Homes in the Past
Traditional Nursery Rhymes
Traditional Fairy Stories

RECOMMENDED READS

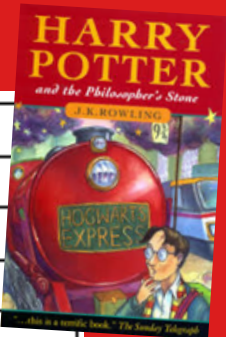
Year 2

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

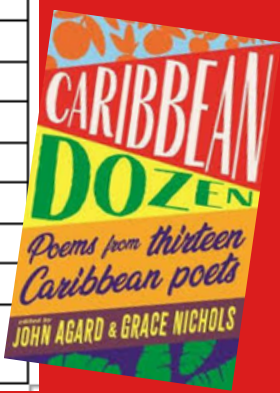
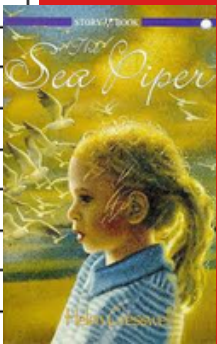
Cool	Michael Morpurgo
The Butterfly Lion	Michael Morpurgo
Kensuke’s Kingdom	Michael Morpurgo
Billy the Kid	Michael Morpurgo
The Twits	Roald Dahl
Charlie and the Chocolate Factory	Roald Dahl
Matilda	Roald Dahl
Danny the Champion of the World	Roald Dahl
James and the Giant Peach	Roald Dahl
Fantastic Mr 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	Phylliss Arkle
Harry Potter and the Philosopher’s Stone	J K Rowling



RECOMMENDED READS

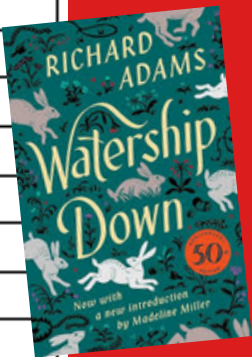
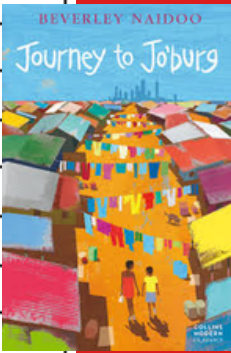
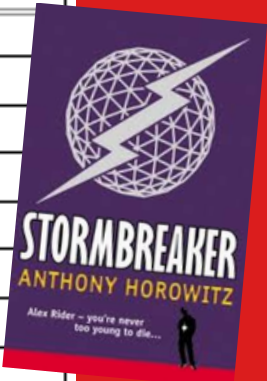
Year 4

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

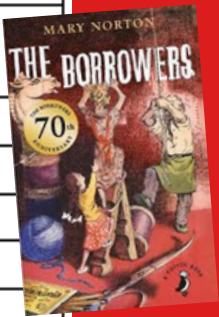
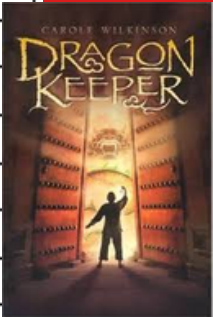
Water Wings	Morris Gleitzman
Blabbermouth	Morris Gleitzman
Belly Flop	Morris Gleitzman
The Diddakoi	Rumer Gadden
Stormbreaker	Anthony Horowitz
Walter and Me	Michael Morpurgo
Friend or Foe	Michael Morpurgo
Mister Monday	Garth Nix
Aquila	Andrew Norris
Harry and Wrinklies	Alan Temperley
The Story of Tracey 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.

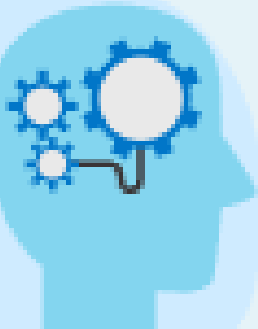


Adding insight

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:

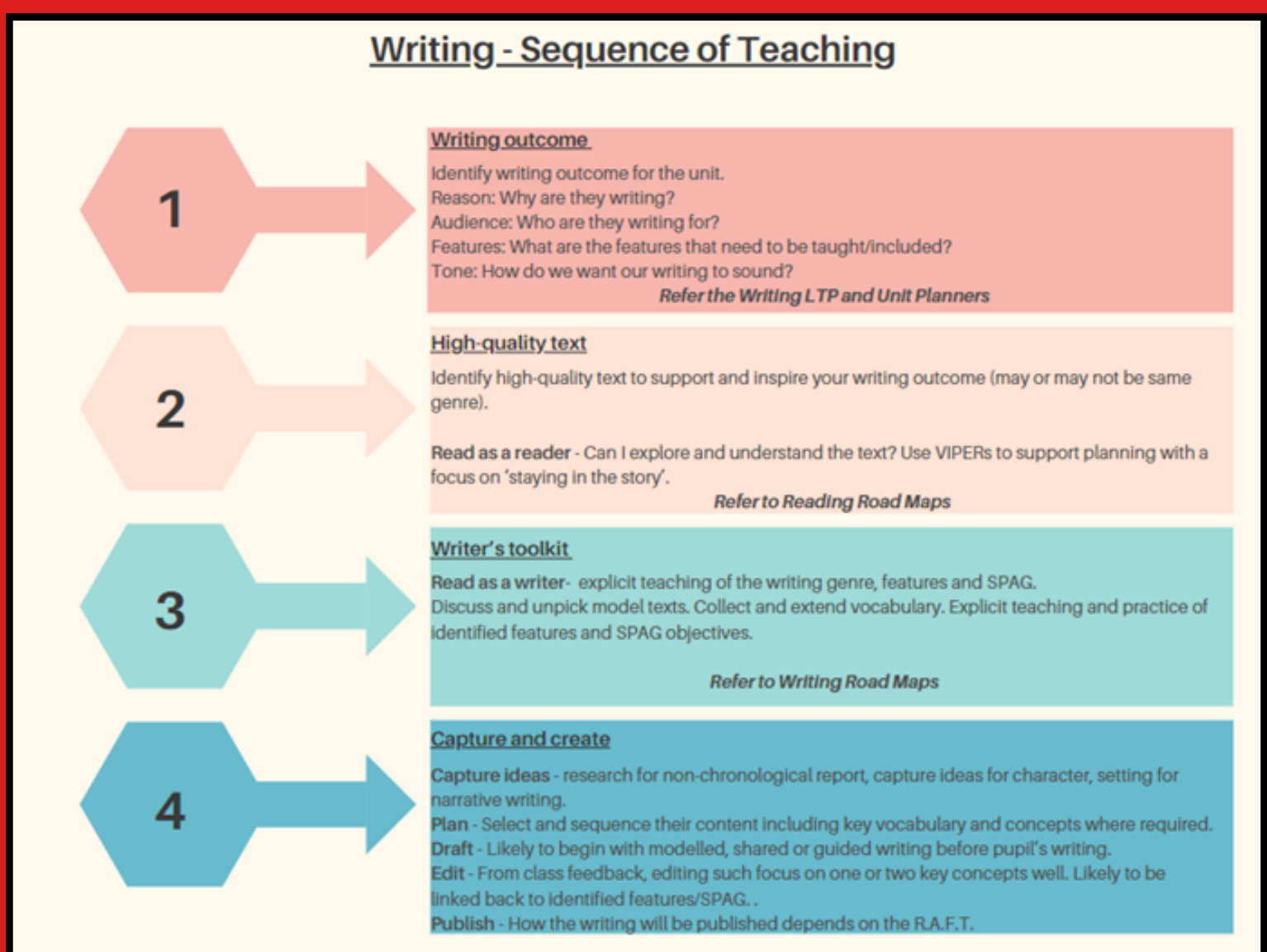
Entertain: To entertain the reader often by evoking an emotional response. To write to capture and hold the attention of the reader making them feel happy, sad etc.

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:



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>

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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

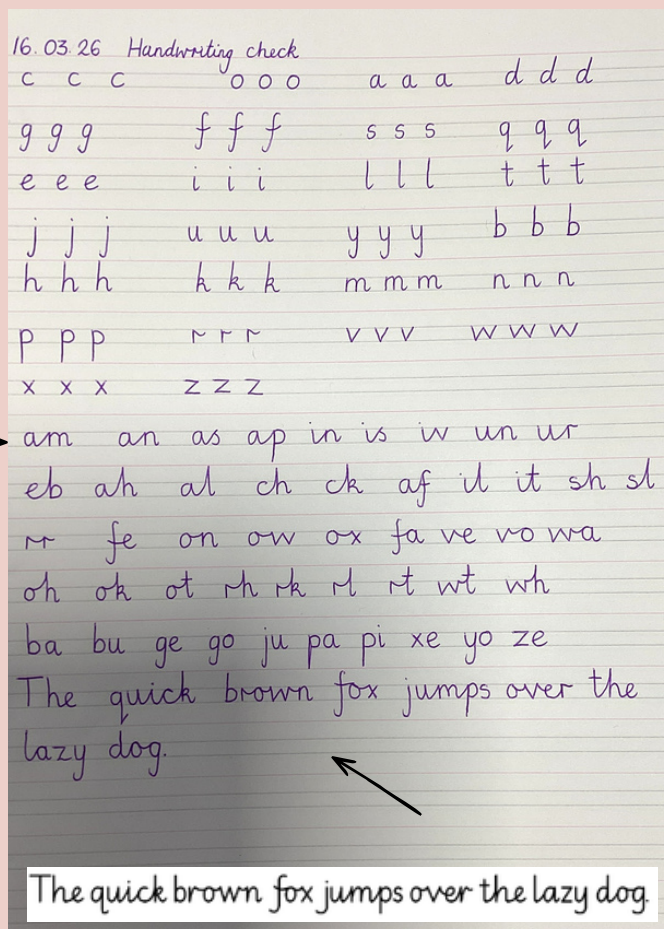
First join – diagonal joins to letter without ascenders

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



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: peformance 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: peformance 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 ?



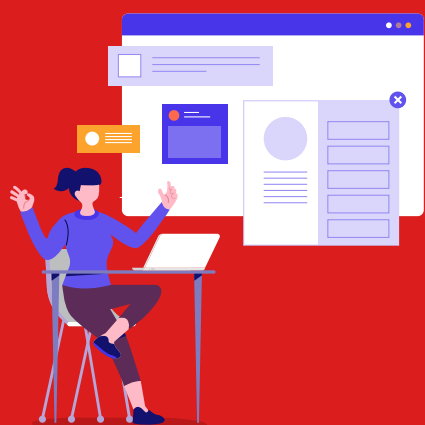
1) PARENTS' EVENINGS

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

0113 2671222

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 Mathletics 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 EDUCATION 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

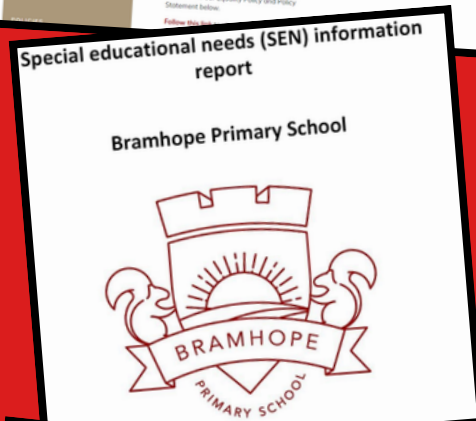
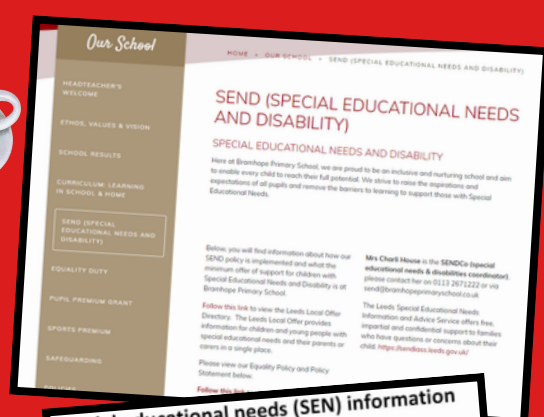


Our school website contains a wide range of information.

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 EDUCATION 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.

Summer 2026

Parent carer event – Leeds

Monday 22nd June 2026

10am till 12.30pm

Pudsey Civic Hall, LS28 5TA

Join the Leeds Parent Carer Forum and the Voice, Influence and Change Team for a supportive and informative morning where your views really matter.

The event is aimed at representatives from support groups, however all SEND parent carers are welcome to attend as individuals.

- **Learn how to share your views and feedback using Padlet**
- **Take part in the Leeds Parent Carer Forum annual survey**
- **Find out more about Short Breaks and Fun Activities in Leeds**
- **Learn about RADAR and give feedback directly to services**

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 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 EDUCATION 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!](#)

Leeds Local Offer have launched a new WhatsApp channel for families to find out about...
Local Offer developments
SEND service updates
Events for families
[Join the WhatsApp channel here](#)

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

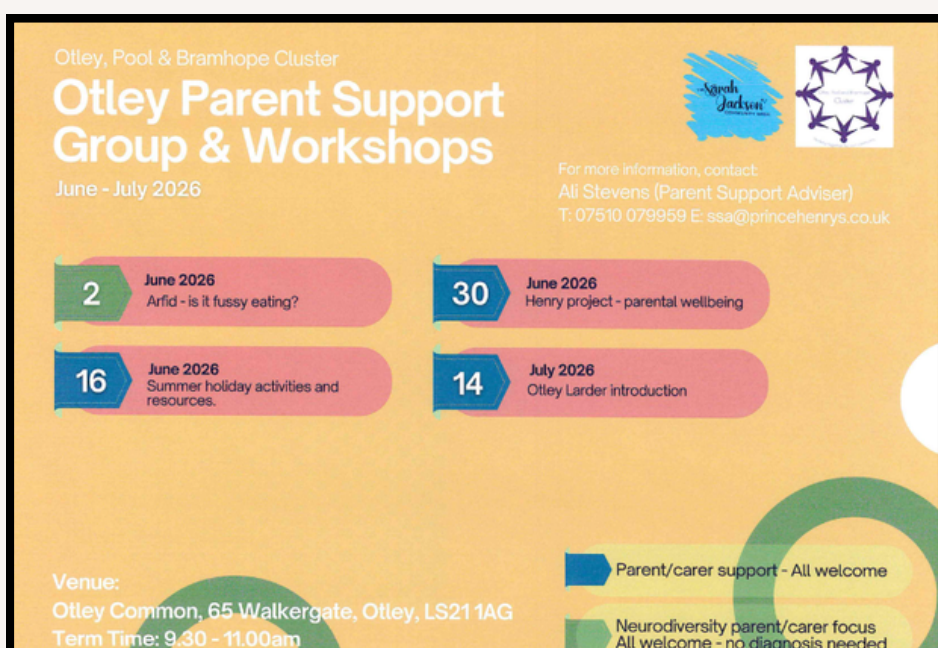
richard.street@bramhopeprimaryschool.co.uk

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.



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.



Otley, Pool & Bramhope Cluster

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

Date	Topic
2 June 2026	Arfid - is it fussy eating?
16 June 2026	Summer holiday activities and resources.
30 June 2026	Henry project - parental wellbeing
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

SAFEGUARDING SPOTLIGHT ON...

Stranger Danger

It's important that children know how to keep themselves safe in a variety of situations, not just with strangers.



Sadly, children may be at greater danger from people they know, from other children, or on the internet, than from the traditional bogeyman – but abuse and abductions continue to happen and it's important to teach your child how to stay safe.

Rather than giving warnings about certain types of people, teach them how to identify and respond to threatening situations. Children need to understand the difference between strangers who could hurt them and strangers who may help them.

Let them know who they can trust if they need help – such as a uniformed police officer or a teacher. Explain they must tell a trusted adult if they have been approached by a stranger or if they feel uncomfortable about a situation.

Help your child learn to be aware of their surroundings; encourage them to trust their instincts if they have a bad feeling about a place or person; and encourage them to be assertive.



Tips when talking to your child about staying safe not scared

Try using language like this when talking to your child about staying safe:

- **Staying safe** – “Pay attention to what people do. Tell me right away if anyone asks you to keep a secret, makes you feel uncomfortable, or tries to get you to go with them.”
- **Going somewhere with someone** – “It's important for you to ask me and get my permission before going anywhere with anyone.”
- **If you have a problem** – “Don't approach just anyone – if you need help, look for a uniformed police officer, a store clerk with a nametag, or a parent with children.”

Avoid using language like this:

“You can tell someone is bad just by looking at them.”
“Stay away from people you don't know.”
“Never talk to strangers.”

Resource:

https://www.betterliveshealthyfuturesbw.nhs.uk/learning_resource/stranger-danger/

Going out or staying home alone

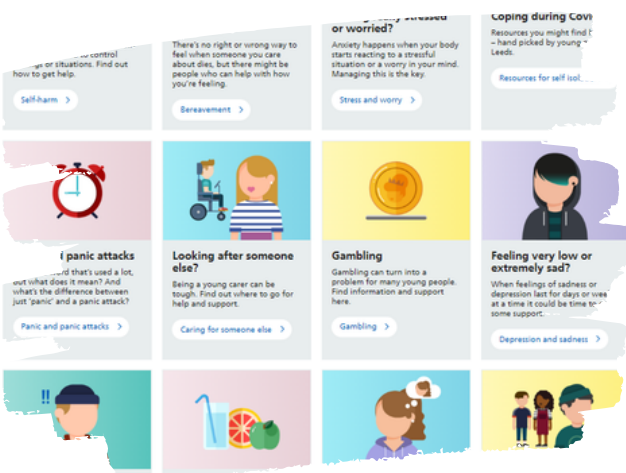
As your child gets older, it's likely they'll want a bit more independence or want to explore alone during the summer holidays. But are they ready to stay home or go out alone?

[Click on this link to the NSPCC website for more information](#)

While every child is different, we wouldn't recommend leaving a child under 12 years old home alone, particularly for longer periods of time.

Children in primary school aged 6-12 are usually too young to walk home from school alone, babysit or cook for themselves without adult supervision.

If you need to leave them home, it's worth considering leaving them at a friend's house, with family or finding some suitable childcare. We have advice about this below.



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

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...



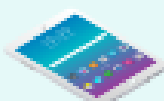
Start the conversation

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



Tracy Brabin
Mayor of West Yorkshire
Mayor's Safe Communities Fund



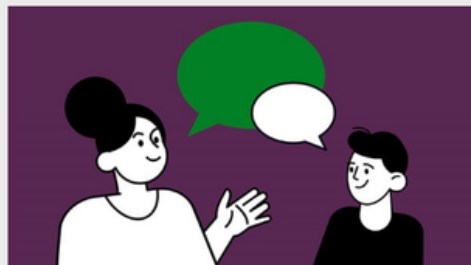
West Yorkshire
Violence Reduction
Partnership

Basis
yorkshire



WEST YORKSHIRE
POLICE

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 10 MINUTES LATE 15 MINUTES LATE
15 hours lost to learning 30 hours lost to learning 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

NHS

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>



Healthier Together

West Yorkshire
Health and Care Partnership

Online healthcare advice for parents and carers of children and young people

Click to visit or search West Yorkshire Healthier Together



Kids' health information hub

West Yorkshire
Health and Care Partnership



Got a mobile? Great!
Access our information
on your smartphone

Open or
download
QR scanner

Scan QR
code

View
landing
page



Healthier Together

Improving the health of babies, children and
young people throughout West Yorkshire

 Asthma attack	 Croup	 Bronchiolitis	 Difficulty breathing/wheeze	 Fever (over 3 months)
 Fever (under 3 months)	 Coughs and colds	 Diarrhoea and vomiting	 Ear ache	 Sore throat
 Conjunctivitis	 Tummy ache	 Headache	 Constipation	 Hand, foot and mouth
 Limp	 Crying baby	 Head injury	 Safe sleep for babies	 Vaccinations

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.

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





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.

We want you

Are you struggling to get your child to see a dentist?

Do you think they can sit on a dental chair and accept dental treatment?

Are they between 5 and 14 years old?

We are currently introducing a scheme in which we accept parental referrals for children to receive a course of treatment at the Leeds Dental Institute. This means that we are able to offer appointments to children on a first-come first-served basis.

The Leeds Dental Institute (LDI) Student Clinic is a teaching unit which aims to provide the best possible care for our patients. Our students provide patient care appropriate to their level of training and experience and are closely supervised by registered dental professionals who are teaching staff for the School of Dentistry, University of Leeds.

This scheme is not intended to provide emergency dental care for your child. If your child is experiencing dental pain, you should look up urgent care services that provide dental treatment or contact NHS 111. Leeds University Dental Students would not replace your General Dental Practitioner. Your child will be discharged after the completion of a course of treatment.

Appointments are **Monday-Friday in term time**. Treatment is scheduled around University holidays, exams and other student commitments. Missed appointments without prior notification may lead to your child being discharged from the care of University of Leeds Dental Students.

Scan this QR code to access our referral form. Once completed, email it to: leedsth-tr.dentpaedvolunteers@nhs.net

Scan this QR code to watch a video about what its like to come to see dental students at Leeds Dental Institute

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](https://www.facebook.com/otleycommunitylarder)

[@otleylarder](https://www.instagram.com/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.



MIC
MONEY
INFORMATION
CENTRE



B

A

C

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](https://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](https://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

