

# St Joseph's Catholic Primary School: Newsletter 07.03.25

## Mission

Together we love, learn, follow Jesus

## Vision

At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.

## Values

Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect

**Classroom Round Up:** In Phonics this week, **Reception** have been learning the er sound, while **Year One** have been learning the wh, e and o sounds. In English, we have moved onto our animal adventure stories unit and have been exploring the text, 'Poles Apart'. The children have particularly enjoyed learning about different places in the book and they have found the humour in the book amusing, particularly the character called 'Pog' who is popular among the class! The book links nicely to our 'Deserts and Poles' geography unit. This week in geography, the children learnt that there are hot places in the world due to being close to the equator and that there are cold places in the world due to being far away from the equator. Reception had lots of fun building a plane in the Travel Agent themed role play area. Maths wise, Reception have been focusing on ordering and sequencing time, while Year One have been learning how to partition numbers up to 50 into tens and ones. To end the week, we made some important Lenten promises in RE as we began our



new unit titled, 'Desert to Garden'.

This week has been fantastic in **Class 2/3/4!** We loved celebrating World Book Day, with a book tasting with biscuits and hot chocolate and attempted some McGrammar inspired raps. In maths, Year 3 began exploring fractions, Year 4 learnt the formal method for division and Year 2 enjoyed doubling and halving. In science, Year 2 and 3 categorised



things into living, used to be living and not living. Also, we recapped the 7 continents in geography to begin our new topic on a study of Europe.

Yet again, we've had a very busy week in **Class 5/6.** History wise, the children have come to the end of our Mayan unit and therefore spent some time this week showcasing their knowledge and understanding. In maths, Y5 have been looking at tenths and hundredths, whilst Y6 have been converting between decimals, fractions and percentages. On Wednesday, Class 5/6 led our Ash Wednesday Mass to mark the start of Lent, which was lovely to see. And of course, Thursday was World Book Day! The children marked the occasion by writing poems based on the theme of 'My Universe'. Each one was incredibly unique and thought provoking. Finally, on Friday, Y5 visited Brownedge St Mary's for a taster morning whilst Y6 got busy with some SATs revision.

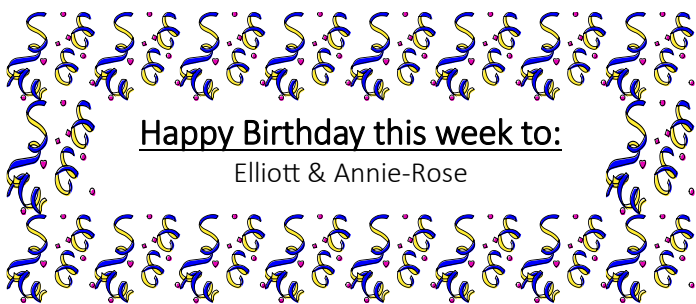


**Sunday Gospel:** Following his baptism, Jesus went out into the desert for forty days. He was alone and he ate nothing because he was fasting. Knowing that Jesus would be hungry, the Tempter told him to turn stone into bread. But Jesus refused and said, "Scripture says, 'No one lives on bread alone.'" Then the Tempter showed him all the kingdoms of the world, promising Jesus all their power and glory if Jesus would worship him rather than God. But Jesus said, "It is written, 'You must worship the Lord your God and serve Him only!'" Finally, the Tempter took Jesus to the top of the temple and told him to prove he was the Son of God by jumping off, and have God's angels come to save him. But Jesus said, "You must not put the Lord your God to the test." After Jesus had resisted three times, the Tempter left him.

Luke 4: 1-13 (Wednesday Word)



# World Book Day



**Happy Birthday this week to:**  
Elliott & Annie-Rose

**This week spotted by pupils: Isaac**  
For being a good role model to everyone



## Mutual Respect & Tolerance

When we practise mutual respect and tolerance, we learn about each other's backgrounds and treat everyone kindly. By doing this, we help more people feel proud of, and happy in, the places where they live.

## Award Winners

### CI R/1:

Dojo Champion: **Eve**

School Values/Mission: **Reuben**—Resilience—

For having the confidence to try new things independently

### CI 2/3:/4

Dojo Champion: **Rowan**

School Values/Mission: **Hektor**—Compassion—for

giving up his entire playtime to selflessly look after a friend who was hurt; thank you for being such a caring citizen of our school

### CI 5/6:

Dojo Champion: **Darcie**

School Values/Mission: **Penelope**—Creativity—for

producing a very thought-provoking poem linked with World Book Day



**Pope Francis:** *The [#Ashes](#)*

*remind us of who we are, which does us good. It puts us in our place, smooths out the rough edges of our narcissism, brings us back to reality, and makes us more humble and open to one another. None of us is God; we are all on a journey. [#Lent](#)*

### PTFA Meeting:

The next meeting will take place on **Wednesday (March 12th)** at The Oak in Hoghton. Upcoming fund-raising and family events will be under discussion. Anyone is welcome to attend—please just turn up at 7.30pm.

The next event will be Easter bingo on **Friday, 28th March**, Please see the poster for more details.

### Recent Correspondence: This Week

Please find below a list of information that has been sent out this week:

*Year 6 SATs Booster Sessions*

*Let's Go Sing: 11.03.25*

*Dance Rehearsal & Competition*

*Year 5 visit to Brownedge: 07.03.25*

*World Book Day Reminder*

*Wednesday Word: 05.03.25*

*Parent Consultation: 02.04.25*

*M&M Productions: Wizard of Oz*

*Year 6 Homework*

*School Meals: Week Commencing 10.03.25*

### School Attendance:

	This Week	This Year
Yr R	82.3%	95.3%
Yr 1	<b>100%</b>	96.8%
Yr 2	96.4%	96%
Yr 3	90%	94.3%
Yr 4	98.2%	95.5%
Yr 5	94.1%	95.3%
Yr 6	99.3%	97.7%
<b>Total</b>	<b>94.4%</b>	<b>95.9%</b>

### Parent Consultation:

Class teachers will be available to speak to parents on **Wednesday, 2nd April from 2pm to 6pm**. If you have not already done so, please book a slot using the Parents' Evenings area of School Spider. If you are unable to make this date, please speak to Mrs Cox to arrange an alternative appointment.

### Reminders:

As stated in our Uniform Policy, children should not be wearing any jewellery for school—this is for health & safety reasons. If your child is seen wearing earrings, bracelets and necklaces, they will be asked to remove them. They will be kept securely in the school office for collection at the end of the day. Children can wear an inexpensive watch.

Pupils who are walking home alone may bring a mobile phone with them to school. **However, these must be brought straight to the office before they go into school and collected at the end of the day from the front entrance.**





# ST. JOSEPH'S COIN BATTLE 2025

## WHAT?

Bring in coins to school to help your class to collect the most points.

## WHEN?

Lent 2025  
5th March  
until  
4th April

## WHY?

To raise money for  
our Lenten Charity,  
CAFOD.

## WHO WILL WIN?

The class with the  
most points at the  
end of the period  
will win a class  
prize!

## POSITIVE POINTS

Bring in the following  
coins to add positive  
points to your class jar.

1p = 1 point  
2p = 2 points  
5p = 5 points  
10p = 10 points

## NEGATIVE POINTS

Bring in the following  
coins to add negative  
points to another class's  
jar.

20p = -20 points  
50p = -50 points  
£1 = -100 points

## YOUR CHOICE

You can choose to  
bring in coins to add  
to your classes jar  
and/or bring in  
coins to take points  
from the class of  
your choosing's jar.

## HOW?

Bring in all coins and  
add them to the jar  
of your choosing!  
Think carefully!

**Stanley Grange:** As well as being tasked to spot as many signs of Spring as they could, our Year 1 pupils started a new project in Forest School. They have started to construct new bird boxes. Once these have been finished and painted, they will be installed in our outside area.





# Brindle St. Joseph's Easter Reflection Garden Competition

On Wednesday 2nd April, we are going to hold a competition for the finest Easter Reflection Garden.



PRIZE  
for each  
class  
winner!

to enter with all  
money going to  
our charity,  
CAFOD.

£1



Anyone from  
EYFS to Year 6  
can enter.





BRINDLE ST JOSEPH'S  
PTFA

# Easter Bingo

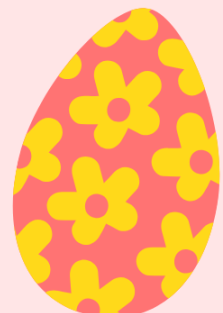
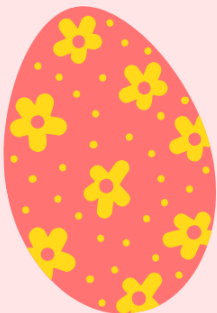


**ADULTS £1**  
**CHILDREN 50p**

**FRIDAY 28TH MARCH**  
**DOORS OPEN - 6PM**  
**EYES DOWN - 6:30PM**

**GREGSON GREEN**  
**COMMUNITY CENTRE**

TICKETS ON SALE FRIDAY 14TH MARCH FROM THE  
SCHOOL OFFICE





# 10 Top Tips for Parents and Educators USING TECHNOLOGY TO BOOST READING SKILLS

The way we engage with text has changed dramatically over the years. Whether reading captions on social media, instructions in a video game or an e-book on a digital device, technology plays a major role in modern literacy. While traditional books remain invaluable, digital tools can enhance reading skills by making text more accessible, interactive and engaging.

## 1 CHOOSING THE RIGHT TYPE OF TEXT

Before integrating technology, consider the types of text that a child engages with. If they need help on occasion, digital reading pens can assist by scanning and reciting words or sentences. These tools are especially useful for students with reading difficulties, and can even be used in exams if they're part of their routine learning process. Proper training and practice are required, but they can be a great help when tackling printed text.

## 2 READING ON SCREEN

Many devices now allow users to customise text for better readability. Adjusting font type, size and background colour can significantly enhance comprehension. For many readers, white text on a black background is the easiest to see, whereas other styles – such as dyslexia-friendly fonts – are designed to help those who are struggling. Teaching children how to personalise text settings on their devices empowers them to read more comfortably and with greater confidence.

## 3 ACCESSIBILITY TOOLS

Most modern devices include built-in tools designed to support readers. These features can be found in Settings under Accessibility and may include text-to-speech, speech-to-text and screen magnification functions. Enabling these tools can make digital reading more user friendly, especially for children with learning difficulties or visual impairments, who might have an easier time with spoken language than the written word, or who might simply require a closer look at the text.

## 4 INTERACTIVE READING PROGRAMMES

Many digital reading devices, such as Kindle and other e-readers, offer features like word highlighting, adjustable text speed and built-in dictionaries. These tools help learners to break down complex words and phrases while maintaining an appropriate reading pace. Some programmes even allow users to track their progress, making reading a more structured and motivating experience.

## 5 VIDEO GAMES AND READING SKILLS

Many video games require players to read instructions, character dialogues and mission objectives, making them an unexpected but effective literacy tool. Games that involve storytelling, puzzles or problem-solving often include large amounts of text – encouraging children to read these texts aloud or discuss them can improve their comprehension and vocabulary in a fun, engaging way.

## 6 SUBTITLES AND CLOSED CAPTIONS

Watching videos with subtitles or closed captions is an effective way to enhance reading skills. As children watch their favourite shows or online videos, they can follow along with the text, gaining a better understanding of how written words sound when spoken aloud. This is particularly beneficial for reluctant readers, as it exposes them to words in a familiar, engaging context. Repeatedly watching content with subtitles reinforces word recognition and comprehension.

## 7 USING AUDIOBOOKS

Audiobooks are an excellent way to develop listening and reading skills simultaneously. Children can follow along with the text while listening to a narrator, reinforcing word recognition and fluency. For struggling readers, listening to an audiobook before attempting to read the text independently can boost their confidence and comprehension.

## 9 TEXT-TO-VOICE TECHNOLOGY

Text-to-voice software reads digital text aloud, making it easier for learners to follow along. Most smartphones, tablets and computers come with this function built in. When enabled, users can highlight a passage or sentence and press Play to hear it read aloud. This tool is particularly helpful for auditory learners and those who struggle with decoding written words.

## 8 VOICE-TO-TEXT FOR WRITING AND READING

Voice-to-text tools allow users to dictate words, which are then transcribed into text. This feature helps children see the connection between spoken and written language. By using text-to-voice to have their dictated words read back to them, learners can identify mistakes and improve their reading and writing skills simultaneously.

## 10 SOCIAL MEDIA AND PARENTAL CONTROLS

While social media provides opportunities for reading, most platforms have age restrictions of 13-16 years old, making parental guidance essential. Many social media videos include captions and comments that can encourage reading. However, it's important to use the platform's parental controls (such as time limits and content filters) to create a safe and educational online environment for children. Encouraging responsible social media use can ensure a balanced and productive approach to digital literacy.

## Meet Our Expert

Catrina Lowri is a qualified special needs teacher and experienced SENCO. She recently launched her own site, Neuroteachers, which offers a library of short, 'how-to' and explanation videos for educators. Catrina also writes and delivers online training and events for multi-academy trusts, businesses, schools and training organisations.



#WakeUpWednesday

The National College