

Our School

Our School is proud to be part of the Roman Catholic community in the Parish of St Joseph's Ramsbottom. Our school has a distinctive character, because everything we do is based on the values of the Gospels. The purpose of our community is to recognise the worth and dignity of all and to fully develop the talents of each person.

St Joseph's Mission Statement

There are three things that last:
FAITH, HOPE and LOVE;

"Love one another as I have loved you."

Our Mission Statement is supported by the following aims and how we expect to fulfil them:

- Together as adults and children, we respect, value and cherish each other as unique individuals.
- Everyone has something special to give; we look for ways to recognise, nurture and celebrate each other's talents. We shall strive to offer a broad and differentiated curriculum.
- Our community is a partnership between home, school and Parish.
- We provide a welcoming, well maintained, safe and happy environment.
- Our Faith life is an integral part of our community.
- We will strive to be living witnesses of Christ's teaching within the world community.

St Joseph's Culture Statement

If we do nothing else today, we will show
Love, Faith and Hope.

The most important things we must ensure today, are that our children learn, are safe and are happy.

Phonics Screening Check

The Phonics Screening Check is designed to show how well children can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help.

Results of Phonics Screening Test:

<u>Year</u>	<u>Year 1</u>	<u>Year 2</u> <u>(Retake)</u>
2023	83% (79%)	100% (11 chn)
2022	62% (76%)	100% (1 child)
2021	94% (Taken in Yr 2)	33% (3 chn)

Phonics

There are 3 things that last: Faith, Hope and Love.

Phonics



'God gave them learning and skill in all literature and wisdom.' Daniel 1:17

Objectives

At St Joseph's we believe that phonics is effective when:

1. Pupils are taught phonics daily in F5 and Year 1 following the Read Write Inc scheme. The Year 2 phonics programme is reviewed each year. Some Y2 children will continue with the phonics programme from Y1 and those who are deemed to have completed the programme will begin Guided Reading/ Comprehension/ Reading Gladiator sessions.
2. Pupils also develop the essential knowledge and skills in phonics through continuous provision.
3. Teachers provide enhancement opportunities to engage learners and link to our topics.
4. Pupils are encouraged to be independent in the continuous provision.
5. Pupils are encouraged to transfer the skills they learn in phonics sessions into independent reading and writing in the continuous provision.
6. Pupils are taught to decode letter/sounds correspondences quickly and effortlessly, using their phonic knowledge and skills, read 'tricky' (red words) on sight, understand what they read, read aloud with fluency and expression, write strongly with a focus on vocabulary and grammar, spell quickly and easily by segmenting the sounds in words and acquire good handwriting.
7. Pupils are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as children's poor articulation, or problems with blending or alphabetic code knowledge
8. Pupils read books that are closely matched to their increasing knowledge of phonics and the 'red words'.
9. Teachers read to children daily.
10. The pupils that do not meet the threshold of the phonics screening will have the opportunity to access a daily phonics intervention.

Our Phonics Vision

At St Joseph's, children quickly learn to read using the Read, Write, Inc phonics programme. We believe that Read, Write, Inc (RWI) phonics provides the foundations of learning to make the development into fluent reading and writing easier. Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Through Read, Write, Inc phonics children learn a simple alphabetic code followed by a more complex code. All reading books progress cumulatively, matched to the sound's children are learning and already know. The teaching of phonics is of high priority.

Support for Parents and Carers

Phonics support is provided for parents and carers by:

- Parent and Carers Workshops (Reading, Phonics)
- Resources sent home
- Links to phonics websites/ resources
- Reading books provided to support RWI

Outcomes

The Phonics leader will support the teaching and learning of Phonics by; providing strategic leadership and direction, monitoring progress and standards across the school, reviewing and revising the Phonics policy, monitoring and supporting teachers in the teaching of Phonics, keeping staff up to date on new developments in Phonics, monitoring the effectiveness of the planning and development of Phonics, auditing, monitoring the effective and appropriate use of resources and obtaining new resources. Teachers will assess children's work in Phonics through formative judgements by; asking questions, observing learners during lessons, listening to pupils' reading. Attainment in phonics is also measured by the phonics screening test at the end of year and ongoing assessment throughout the Read, Write, Inc programme.