

Welcome to



Reception Induction September 2026

Welcome to Duke Street Primary School



On behalf of the staff and governors, I would like to extend a warm welcome to all our new children and their families, old and new, joining Duke Street this September.

At Duke Street we work hard to ensure every child feels happy, safe and secure. Over the past few years, we have tried to make this important step into school a happy and meaningful one for your child. We want your child to feel relaxed and eager to join us, and to also become familiar with the building and the staff who will be working with them.

Today is our first meeting where parents and children can come together to meet each other and find out a little bit more about our school. You and your child will be invited to visit us for a number of induction sessions to help them find out more about their classrooms and teachers. The more sessions they attend, the happier they will feel about September.

At Duke Street we strive to give all pupils the very best start. I am incredibly fortunate to lead an excellent team of dedicated teaching and support staff who go above and beyond to provide exciting learning opportunities for your children. Staff and our older pupils also provide a wide range of extra-curricular clubs and activities in their spare time which provide further enrichment, fun and enjoyment.

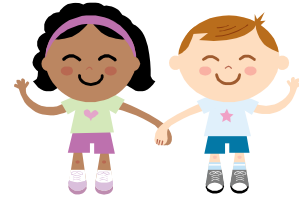
Our partnership with parents is vital in ensuring we get the very best from your child. We know that their education journey began long before they join us and your work as parents in supporting their development and learning has already played a crucial part in their successes. As a school we aim to build on that further by ensuring you continue to play an active role. We know from our years of experience that children will achieve far better when we work together and have regular opportunities to practice their learning.



As a school we are kind, caring and value each and every one of our pupils as individuals. We are excited to be on the next part of their learning journey with you and are looking forwards to the next seven years.

Mrs Sarah Ridley
Headteacher

GETTING TO KNOW US



Coming to school for the first time is an important step in the life of a 4 year old. We want everyone to feel secure and happy in themselves and with others. We value the time we have to get to know each child, talk to them and listen to what they have to say. In the interests of the children, therefore, we warmly invite you to attend a range of events.

SUMMER TERM EVENTS

Stepping Stone: These sessions will run in our school hall during the second half of the summer term. These sessions will be attended by your child and a family member. We will share information with you that will help you prepare for September (See separate letter with session times and dates). We look forward to seeing you all there.

Stay and Play Sessions: wb 29th June 2026

Two 'Stay and Play' sessions have been arranged for your child. These sessions will help your child to become familiar with their classroom, new friends and the staff at our school. Details of the dates and times of your child's sessions will follow. These sessions will be attended by your child **without** a family member.

Transition Meetings: During the summer term our foundation stage team have been busy speaking to nurseries that your child has been attending. This transition information helps us to get to know your children and look at how we can best support their transition into school.

Acorn and Seedlings Class Transition: Parents of children who will be starting school in our Acorn or Seedlings classes will receive separate information from Mr Reay regarding their bespoke transition into school. Further information can be found on page 10.

AUTUMN TERM EVENTS

Week 1 - Home Visits (3 days)

Home Visits will take place on **Wednesday 2nd September to Friday 4th September 2026**. The children enjoy these sessions, showing us their favourite toys and talking about what they like to do. Parents are also able to ask any questions they may have. We will be in touch nearer the time with a date and time.



Part time entry (5 days)

From **Monday 7th September**, the children are divided into two groups and will attend school during the morning or afternoon sessions. Details of the sessions your child will attend will be circulated later.



Week 2 - Full-Time Entry

Your child will start school full time on **Monday 14th September 2026**. The school day starts for Reception at **8.55am** and finishes at **3.25pm**.

WHAT WILL THE DAY BE LIKE?

Gates open into the playground at 8.45am. Classrooms are opened straight away to allow children to be settled by 8.55am. Please bring your child directly to the classroom door where their teacher will be waiting to meet and greet them as they arrive.

We encourage parents to leave their child at the classroom door to minimise congestion in the classroom and to help the children become more independent. All children must be in school by 8.55am as this is when the reception school day starts and our early morning work commences. Alternatively, we have a free breakfast club which is funded by the DfE which your child can attend from 8.15am to 8.45am. This takes place in the hall. Access is via the black gates next to the Neighbourhood Centre. The breakfast club provides children with a social time with friends as well as a free breakfast. There is a booking system for this club. Further information will follow.

When the children arrive in the classroom they put their reading packets in the reading boxes and hang up their own coat in the classroom. The children are then invited to complete a self-registration and other early morning activities. This is followed by registration. As soon as the teacher feels the children are ready, they will join the rest of the school in assemblies.



Water is available throughout the whole day and fruit is available during snack time. Lunchtime is from 11.40am till 12.40pm. School finishes at 3.25pm. The teacher will line the children up in the classroom. Parents of Reception children are asked to wait on the tarmac inside the Reception outdoor classroom area.

Throughout the day, children can access activities from within the classroom areas and in our outdoor classroom. The children are provided with a wide variety of activities that support their learning.

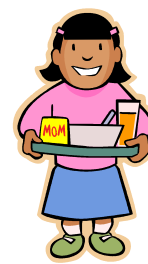
Over the course of the day, the children are praised for their positive behaviour and attitude to learning. We use a range of reward systems including Dojo points, stickers, stamps, prizes and certificates. Please send in any achievements your child does at home so that they can be shared.

What can you do to help?

There are many practical things you can help your child to do in the months before school starts. These will help them to settle into school life more easily.

- ☺ Dress and undress independently
- ☺ Take off and put on shoes independently ('Velcro' fasteners are ideal!)
- ☺ Fasten coat
- ☺ Go to the toilet on their own
- ☺ Wash and dry hands properly
- ☺ Ascend and descend the stairs
- ☺ Tidy away toys on their own
- ☺ Use a knife and fork appropriately
- ☺ Share and discuss a variety of picture books
- ☺ Learn simple nursery rhymes and number songs
- ☺ Play games that involve turn taking and sharing
- ☺ Establish an early bedtime routine





DINNER TIME

At dinnertime the children may have a school meal or bring a packed lunch.

School Dinners: Since September 2014, the government have been funding free school meals for all children in Reception, Year 1 and Year 2. We strongly encourage parents to take advantage of this free meal as it provides children with a range of different food options. We are also very lucky to have an excellent school cook who produces high-quality food that is enjoyed by a large majority of pupils.

Packed Lunches: If you prefer your child to have a packed lunch, a small amount of food they actually like, is best. The dining-hall is a new place with new experiences, and we have found that the children are most happy with their packed lunches when they have familiar food they can finish in a reasonable time. A plastic lunch box and flask are ideal for younger children - no cans of fizzy pop are permitted.

FRUIT

As in most schools, due to a government initiative, the children are offered fruit to eat. If you prefer your child not to eat the fruit offered, then they are allowed to eat a snack brought from home. However, this should be either fruit or vegetables as, at Duke Street, we follow a Healthy Eating policy.

HEALTHY EATING:

Carrots
Fruit
Raisins

~~Chocolate~~
~~Biscuits~~
~~Crisps~~
~~Sweets~~



UNIFORM

Our school uniform is as follows:

Main Uniform:

skirt/pinafore/trousers/shorts

White polo shirt

Red Sweatshirt/Cardigan (with school logo)

Black shoes with low heels.

Summer Dress - Red check



All of our uniform with the school logo on is available from Nu-Uniform in Market Street, Chorley.

PE Kit:

It is essential that your child has a full PE kit in school at all times. Our school PE kit is as follows:

Black Shorts

White T-Shirt (with optional school logo)

Black slip-on pumps

Additional items:

Wellington boots for rainy outdoor play.

School caps

School coats

School Book Bags



Labels:

Could we please ask you to clearly label every item of clothing before coming to school? When a jumper or a coat is found it can be returned to its owner immediately, if it is labelled. If it is not, it is put into lost property and may remain there for weeks. Remember there are over 300 children at Duke Street who are all dressed in the same colours!

Footwear:

To further help your child achieve a sense of independence, could we ask you to try and buy shoes with buckles or Velcro and leave those with laces until your child is older? Names in shoes and pumps would also be a great help.

The School Curriculum

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up." Statutory Framework for the Early Years

Foundation Stage, 2021

As your child enters school they are in the 'Foundation Stage'.

The 2012 Early Years Foundation Stage curriculum (EYFS) underpins all future learning by supporting, fostering, promoting and developing children's learning in three 'Prime' Areas and four 'Specific' Areas.

The 3 Prime Areas

- ☺ Communication and language
(listening, attention, understanding and speaking.)
- ☺ Physical development
(gross (large) motor skills and fine (small) motor skills)
- ☺ Personal, social and emotional development
(learning self-regulation; managing their self and building relationships.)



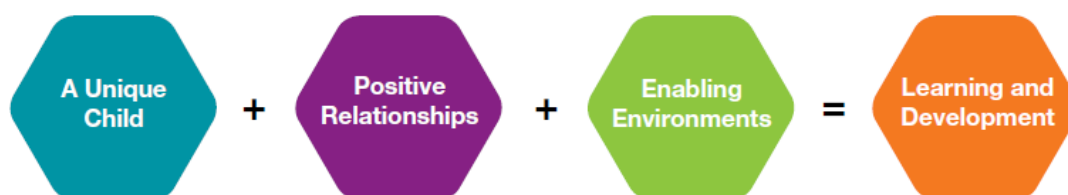
The 4 Specific Areas

- ☺ Literacy
(comprehension, word reading and writing)
- ☺ Mathematics
(Learning about numbers and numerical patterns)
- ☺ Understanding the World
(learning about the past and present; people, culture and communities; and the natural world)
- ☺ Expressive Arts and Design
(creating with materials; and being imaginative and expressive)



Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

The EYFS is underpinned by the belief that every child is a **unique child** who is constantly learning. We understand that every child is different and has different needs so our planning and activities are tailored to ensure every child can succeed. At Duke Street Primary School, we know that forming **positive relationships** with children and parents are key to helping children to become strong and independent learners. We strive to work in partnership with you so that together we can help your child to achieve their full potential. We pride ourselves on the **enabling environments** within our foundation stage department which responds to individual needs. We have stimulating resources, rich learning opportunities and experienced staff who support children in well-planned learning experiences, both indoors and outdoors, where the children will learn with enjoyment and challenge.



The Reception Baseline Assessment

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. This, alongside our teacher assessments of the children's abilities on entry to school form a starting point for how we plan our curriculum and provision.

Special Educational Needs and Disability (SEND)

The staff and Governors of Duke Street Primary School believe that every pupil in our school has an entitlement to learn and to achieve their full potential in an enriching, safe and stimulating environment. To do this, we provide an educational experience that allows children to show achievement and recognise their individuality. All of our children are valued equally and inclusion recognises a child's right to a broad and balanced curriculum, which is appropriate to their individual needs, talents and abilities.

Mr Reay is the Special Educational Needs and Disability Coordinator (SENDCo) at Duke Street Primary School and the key facilitator of inclusive learning. The role of the SENDCo is to oversee, guide and advise staff and parents regarding SEND provision at this school. Class teachers are very skilled and understand ways in which they can adapt the classroom, teaching and provision to meet the needs of children with SEND.

If you have a child with Special Educational Needs and/or disability, then another key part to the role of the SENDCo is to meet with you (as parents/carers) and external agencies such as physiotherapists, educational psychologists (EP), speech and language therapists (SALT) and other various professionals to provide adequate provision for children.

We currently buy in extra services to support your children, such as educational psychologists and SALT.

For our more complex needs children with significant SEND difficulties, Duke Street currently offers a resource base classrooms called Acorn and Seedlings classes. These classes are designed to meet the needs of children within a bespoke, smaller classroom with higher ratio of adult support which encompasses many elements of SEND support including speech and language, motor skills, cognitive development, social and emotional difficulties and sensory difficulties which are built into the everyday support within the classroom to help children access purposeful learning and meet their full potential.



Learning Knows No Bounds



READING AND LANGUAGE

Reading and language is an essential part of any school curriculum and is naturally of great concern to parents when a child starts school for the first time.

When your child starts school we do not expect him/her to be able to write. School provides the expertise and the necessary resources to build upon the learning that has already started in the home. Reading and Language work is one area where we feel home and school can really work together successfully. It is imperative you and your child get into the habit of "reading together". Reciting Nursery Rhymes is very important for reading development as well as listening to others read stories.

Read and tell stories. Let your child tell stories to you, encourage discussion about stories, let your child re-tell a story in his/her own words. It helps your child to realise that writing goes from left to right and that printed words have meaning, if you sometimes follow the words with your finger when reading the story.

When reading with your child, it is essential the meaning of the text comes over. Initially this may have to come through you reading some, if not all, of the words. Although we introduce children to phonic strategies, recognising letter and letter combination sounds, it is not essential for your child to try and sound out **every** word that he/she does not recognise.

Please remember that every child is different. Do not worry if others seem to be making faster progress; remember the tortoise and the hare. Reading should soon become an enjoyable and meaningful experience for your child, an experience to be shared at home and at school.

READING PACKETS: Each child in the infants has an individual reading record book and stamp card which should be brought to school **every day**. There will be a designated day of the week when your child's book will be changed. Please ensure that you sign the reading record book **every time** you read with your child. As a school, we track home reading every week and monitor how often individual children read. There is a minimum expectation that every child reads **at least three times** every week. The more reading you do at home when your child is in reception, the better start they have to their learning journey. Reading will help your child make progress in every area of the curriculum, the more reading the better the progress.



Once your child has completed their stamp card they will get a golden coin during Good New Assembly and will get to pick a book from the vending machine in the hall. We also share weekly percentages with the children every week during Good News Assembly and the class percentages are shared weekly on the newsletter.

ATTENDANCE and SICKNESS

As a school we have high expectations of attendance and punctuality and set an attendance target of 96%+ for all our children.

At Duke Street we value the support of all parents in securing good attendance and punctuality. We strive to ensure that all our pupils reach their full potential and know that good attendance and punctuality lead to greater success.

All children will at some point during their journey through school have some time off school due to one illness or another. When your child is ill, please telephone Mrs Nicholls, our school Office Manager, as soon as possible on 01257 239950, so that the class teacher may be informed of the reason for absence. If a child has vomited, then they should be kept off school for 48 hours to prevent the spread of illness. It can sometimes be tricky deciding whether or not to keep your child off school when they're unwell. Further information to help your decision making can be found on the following NHS webpage. <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

Every Reception child will have a School Entry Health Assessment after the completion of a medical questionnaire. During subsequent years, reviews are made of any children who have had problems highlighted by previous medicals. A school nurse from the 'School Health Team' visits school on a regular basis.

Hearing tests by the Audiologist are normally carried out during a child's second year at school. Notification of these tests are not given by letter, but parents will be informed should it be necessary to carry out a follow-up test.





COMMUNICATION

Parentmail

Regular updates are sent to parents through IRIS Parentmail. You will receive a link from Mrs Nicholls in September to set this up.

Class Dojo

ClassDojo is a digital platform and app used by teachers to communicate with students and parents, share classroom information, and manage student behaviour. It allows teachers to share photos, videos, and messages with families, track student progress, and encourage positive behaviours. You will be sent a link to join when your child starts school.

Newsletters

A weekly newsletter is sent out to keep parents up to date with life in school and upcoming events. This is available on the school website and is also shared on Parentmail and Class Dojo.

X (Formerly known as Twitter)

We update the school X (Twitter) page regularly with school news and events. We will post pictures of what is going on in the classroom to keep you up to date with what your child has been learning.

Termly Class Overviews

At the start of every term we upload a termly overview for each class to the school website. This outlines what your child will be learning about during the term.

Parent Consultations and End of Year Reports

A Parent consultation is held during the autumn and spring term and is an opportunity for you to discuss your child's progress with their class teacher. You will also receive a written report at the end of every year.

Good News Assembly

Every Friday we hold a special assembly to celebrate the children's successes during the week. As well as awarding certificates for work in class, we encourage the children to bring in achievements from home that we can share. (Eg: swimming certificates, new badges from Beavers or Rainbows etc.)

Class Assembly

During the year you will be invited to a class assembly which will be led by your child and the rest of their class. It is an opportunity for you to find out more about the work your child has been doing during the term.