DUKE STREET PRIMARY SCHOOL

7TH MARCH 2025

Head Lines

I CARE

READING PERCENTAGES

ACORN: 85%

ROSE: 57%

TULIP: 65%

ACER: 46%

SPRUCE: 67%

REDWOOD: 55%

MAPLE 76%

BEECH: 90%

ROWAN: 80%

POPLAR: 83%

SYCAMORE 57%

CHESTNUT: 64%

Auditions for this year's Duke Street's Got Talent have taken place this week. The children showcased a wide range of talents and should all feel very proud of themselves for taking part. The children who have made it through to the final have now all been informed. Tickets for the final will be on sale from Mrs Nicholls office from Monday. It is a very popular school event so make sure you secure your tickets early as spaces are limited.

The children had a great day on Thursday when we celebrated World Book Day. We were joined by our favourite poet – Paul Cookson and illustrator Liz Million who completed workshops with all classes. The day started off with Paul leading a fantastic assembly where we were treated to a selection of his entertaining poems. Freddie riding his TRex into assembly also added to the entertainment. A big thank you to all parents for your support in getting and making the children's costumes. They looked amazing!

A reminder to Year 2 parents that Maths workshops for Spruce and Redwood classes will be taking place on Wednesday and Thursday next week. The children are looking forward to having you with us.

WEEKLY ATTENDANCE

ACORN: 96.3%

ROSE: 97.5%

TULIP: 96.7%

ACER: 99.1%

REDWOOD: 99.1%

SPRUCE: 95.7%

MAPLE: 96.6%

BEECH: 95.7%

ROWAN: 92.5%

POPLAR: 90.8%

SYCAMORE: 95.0%

CHESTNUT: 92.9%

OVERALL: 94.4%

School Target: 96%

MOMENTS MATTER, ATTENDANCE COUNTS.

We would love to see every class rolling the Classopoly dice next week!

Class Attendance

96%+ =

Individuality   **Community**   **Aspire & Achieve**   **Resilience**   **Empathy**

Special Educational Needs and Disabilities (SEND) information

For parents/carers of children with SEND or concerned regarding a possible need you can access all relevant information on the following link on our school website;

You can also contact the school office if you wish to make contact with Mr Reay (SENDCo) and an appointment can be made at a convenient time. Additionally the Local Authority have lots of useful information on the following links;

https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/send-newsletter/

https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/things-to-do/break-time/

Safeguarding/Outreach
Empowering Parents and Carers to Build Self Esteem in Children
What's is self-esteem.
How to recognise signs of low self esteem in children.
Factors that shape self esteem.
Practical strategies to build confidence.
When? Thursday 20th March 6-7pm.

Please register for this webinar by 5pm 19th March using the following link

BCEWebinar.eventbrite.co.uk

Machine of Dreams Winner for 60 Reads

KS1	KS2
Caleb (Acorn)	Riley (Beech)
Harry George (Acorn)	Eva (Poplar)
Amal (Rose)	Ali (Chestnut)
Royal (Acer)	Yasin (Chestnut)
Ella (Acer)	William (Sycamore)
Maya (Spruce)	
Lola (Spruce)	
Charlie (Spruce)	

Individuality   Community   Aspire & Achieve   Resilience   Empathy

Award Winners

CLASS	MATHS	ENGLISH	ICARE
Acorn	Lewis	Harry-George	Farhaan
Rose	Isla	Memphys	Marnie
Tulip	Brooklyn	Darcie	Paisley
Acer	Jenson	Aihan	Royal
Spruce	Frankie	Layla	Tristan
Redwood	Lincoln	Leo	James
Maple	Zoja	Anthony	Nate
Beech	Mia	Olivia	Eleanor
Rowan	Izabell	Jonathan	Teegan
Poplar	Skye	Abotle	Enna
Sycamore	Sam	Raid	Freddie
Chestnut	Yasin	Sofiya	Lelan

KS1 Numbots Highest Coin Earners

1st: Faith R from Spruce

2nd: Azaan from Acer

3rd: Mahirah from Spruce

KS2 T.T.R.S. Highest Coin Earners

1st: Yasin from Chestnut

2nd: Ali from Chestnut

3rd: Nia from Rowan

CLASS	OVERALL ACTIVE MINUTES
Spruce	188
Acer	120
Redwood	150
Maple	97
Beech	120
Rowan	135
Poplar	70
Sycamore	55
Chestnut	70

Photo Gallery (see X for more pictures)

Children in Spruce enjoyed reading in the library

Chestnut exploring programming software Micro-Bits

Children in enjoyed the World Book Day orienteering scavenger hunt

Well done to our Y5/6 children who finished 3rd in the Dodgeball Competition

Individuality   Community   Aspire & Achieve   Resilience   Empathy

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.
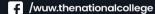
10 SOCIAL MEDIA AND PARENTAL CONTROLS

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.
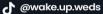
Meet Our Expert

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®

Individuality   Community   Aspire & Achieve   Resilience   Empathy

DIARY DATES

Tuesday 11th March, 9.10 am: Spruce Class Assembly
Wed 12th & Thurs 13th March, 9am: Year 2 Parent Maths workshops
Wednesday 19th March, 9.10 am: Acer Class Assembly
Tuesday 25th March, 2.00 pm to 6.00 pm: Parents Consultations
Wednesday 26th March, 9.10 am: Reception Class Assembly
Tuesday 1st April, 9.10 am: Maple Class Assembly
Thursday 3rd April: D.S.G.T. The Final.

Reading Café Dates

Please bring your child to their class in the usual way then make your way to the hall, (Acorn will be in the classroom)

Thursday, *3rd April:* **Redwood (Changed from 6th March)**
Wednesday, 12th March: **Acorn**
Thursday, 20th March: **Maple, Beech and Rowan**
Thursday, 27th March: **Poplar, Sycamore and Chestnut**

TERM DATES

Spring Term 2025
Term ends Fri 4th April 2025

Summer Term 2025
Term starts Tue 22nd April 2025
Bank holiday Mon 5th May 2025
Half-term Mon 26th May to Wed 4th June 2025 (inclusive)
Return after half-term break Thursday 5th June 2025
Term ends Fri 18th July 2025