

1st October 2021

Green Lane Primary Academy / Ribblesdale Avenue / Garforth / Leeds / LS25 2JX



Diary Dates

Parent Partnership- Parents are invited

Note: Activities, times and dates are subject to change. Up-to-date information will be confirmed on the weekly newsletters.

DATE	Activity
Tuesday 5 th October 2021	Harvest Festival – Please donate any food that you can!!!
Tuesday 12 th October 2021	Nursery Stay & Play – 2:00pm – 3:00pm
Thursday 14 th October 2021	Murton Park Viking Village Trip – Year 5
Friday 15 th October 2021	Nursery Stay & Play – 9:00am – 10:00am Reception Stay & Play – 9:00am – 10:00am
Tuesday 5 th October 2021	EYFS Reading Workshop – no children – 5:00pm – KS1 Hall
Tuesday 2 nd November 2021	Flu Immunisations
Tuesday 16 th November 2021	Year 3 Levers & Pulleys Workshop
Wednesday 17 th November 2021	Lego Workshop – Year 3
Thursday 25 th November 2021	Book Fair
Friday 10 th December 2021	LKS2 Christmas Performance – AM & PM
Tuesday 14 th December 2021	Christmas Lunch
Wednesday 15 th December 2021	EYFS Christmas Performance – 14:30pm – adults & pre-school children
Thursday 16 th December 2021	EYFS Christmas Performance Morning – 9:15am Afternoon – 14:30pm
Thursday 16 th December 2021	Sleeping Beauty Trip – Alhambra Theatre
Tuesday 15 th February 2022	KS2 Poetry Competition (Year 3-6) – 3:30pm

Coronavirus

Should you have any queries regarding Coronavirus and actions that you should take, please either email info@glpa.org.uk or contact the school office on 01132127107.

Nasal Flu Vaccination

If you would like your child (Reception to Year 6) to receive the nasal flu vaccine in school, please follow this link to complete an online consent form;

<https://www.nhs.uk/FLU/information?Id=136326&Type=FLU>

The vaccinations will take place at your child's school Tuesday 2nd November 2021. The link will close on Monday 4th October 2021. If your child has already had the Nasal Flu vaccine since September 2021 please disregard this message. If you have any problems accessing the link please telephone 0333 358 3397 (option 2 ext 3).

Supporting Children's Reading

Please take a look at some extracts from **The Oxford Language Report 'Why Closing the Word Gap Matters'** below. I'm sure you will agree that it reinforces why Green Lane is so passionate about supporting children's reading, and particularly the importance of fostering a LOVE of reading.

Miss Egan
Assistant Principal/English Leader

P.S. Thank you for your ongoing support with home-reading - it's great to see children earning their 5x reading stamps in their Reading Record books!

Children will be Taking 10!

Next Friday everyone at the school will be Taking 10! The whole school will Drop Everything and Read (DEAR) at least once during the day. There are benefits for the whole family!

Bike to School Week

Thank you to everyone that took part in the Bike to School Week this week. It was great to see many children taking part.

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Stars of the Week

- Z.Halagiera for being reflective in maths this week.
- E.McCurdy for consistently achieving brilliant marks in souncheck assessments.
- N.Diskin for always showing excellent resourcefulness in his work and for being an excellent role model to his peers.
- A.Davies for being ambitious and reflective in her writing.
- A.Baraniak for being extremely ambitious in her writing.

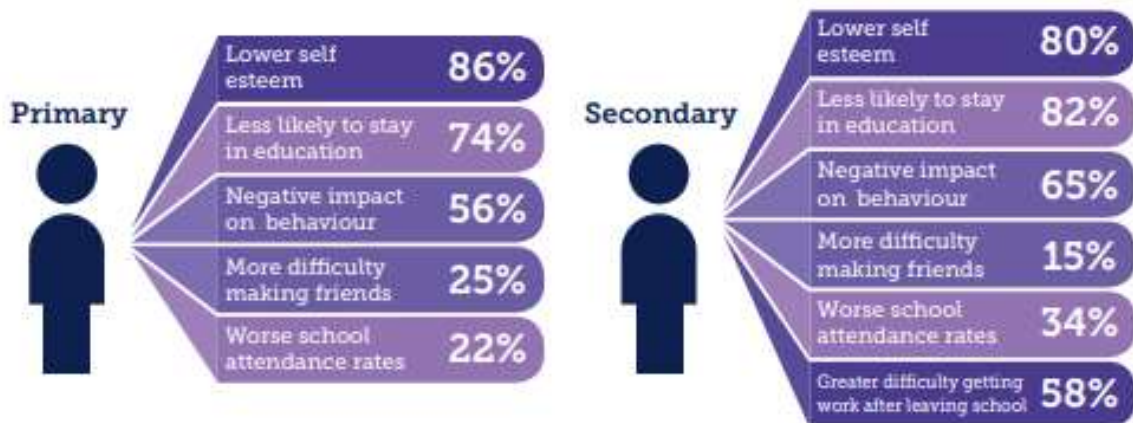
Safeguarding

At Green Lane Primary the welfare of all our pupils is of great importance to us and we hope parents are confident about their children's health and safety whilst in our academy. We will always try and share any concerns we have with parents.

However, there are times when we are legally obliged to share our concerns with other agencies without first speaking to parents, or without the consent of the parents. The safety and protection of our pupils is our most important concern and we wish to reassure you that any sharing of information is done with the child's best interest at heart. If you have any concerns about the welfare or safety of any child in our school, the Designated Safeguarding Lead is Mrs Beverley Waddington. The academy has a duty to inform parents there is a prohibition on reporting or publishing details (including on social media) that could identify anyone who is subject to an allegation.

Besides the effect on academic work, both primary and secondary teachers observed that low levels of vocabulary also impede pupils' wider life chances and mental health.

Self esteem, behaviour and a child's ability to make friends were all felt to be negatively affected by low levels of vocabulary. The diagram below illustrates the proportion of teachers surveyed who believe the word gap is impacting on pupils in the following ways¹¹.



Leading academics have made similarly stark conclusions about the impact the word gap has on a child's academic performance and wider life chances.



¹¹Oxford University Press (2018) op cit. 473 primary teachers and 840 secondary teachers were asked, "Do you think vocabulary deficiency has any impact on a child's wider life chances with regards to the following?"

¹²Department for Education, 2017 <https://www.gov.uk/government/speeches/justine-greening-out-ambition-is-to-leave-no-community-behind>

¹³Law, J., Charlton, J., Aasmussen, K. (2017) op cit.

¹⁴Law, J., Charlton, J., Aasmussen, K. (2017) op cit.

¹⁵Law, J., Charlton, J., Dockrell, J., Gascoigne, M., McKean, C., and Theakston, A. (2017) Early Language Development: Needs, provision and intervention for preschool children from socioeconomically disadvantaged backgrounds. Education Endowment Foundation

Reading and language acquisition



James Clements

Perhaps not surprisingly, language acquisition and reading are closely linked. The better a child's language knowledge and the richer their vocabulary, the more likely they are to understand the texts they read. Likewise, the more widely and often they read, the greater the number of words and different language structures and patterns they will encounter. Reading fuels language development, which in turn supports reading, forming a virtuous circle.

There are many ways we can help to strengthen the link between language and reading, including:

- **Encouraging children to read widely**
The best way is also the simplest: give children the time and space to read books they love. At home and at school, it is through reading often and widely that children access new words and new ideas, encountering the same words in different contexts and slowly building a sophisticated model of their meaning.
- **Reading aloud to children**
Both at home and at school, listening to books being read aloud introduces children to words and language that perhaps they wouldn't be able to or choose to read independently yet. It also helps them to hear what fluent reading sounds like and to hear the pronunciation of unfamiliar words.
- **Letting children talk about books and language**
Reading the words on the page is a great start, but combining this with an opportunity to talk about the ideas and language from a book is where children can develop their spoken communication. Good quality book talk needs to sit at the heart of English teaching.
- **Allowing children to play with language and sometimes get it wrong**
Like everyone, children can worry about getting the words they use wrong. Whether that is pronouncing a word that they've learned from a book incorrectly, or using the wrong word when writing. This can lead children to be fearful about taking a chance on a more adventurous word choice. Children need to be encouraged to play with language and sometimes get it wrong. This, along with support to address any misconceptions, will help to develop their control of language.

“ Good quality book talk needs to sit at the heart of English teaching. ”

These ideas are true when children are in the early stages of developing language, but they continue to be just as important as children move through the rest of their education. Spoken language and written language are often very different and it is through encountering a wide range written texts that children will learn to employ the often sophisticated language patterns that exist in different types of written language.

Reading and listening to a wide range of different texts gives children a reservoir of language that they can draw on when they wish to communicate their own ideas.

Ultimately, reading gives children a voice of their own.

James Clements is an education writer specialising in the teaching of primary English. He is a former primary school teacher and school leader. James is the author of Teaching English by the Book (2017, Routledge).



Why reading for pleasure is a social justice issue



Dr Ian Thompson and Nicole Dingwall

Many pupils from disadvantaged social backgrounds, with SEND, or newly arrived in the UK from asylum seeking or refugee backgrounds face difficulties accessing the school curriculum because of weaknesses in literacy skills or a variety of language difficulties or challenges. The acquisition and use of English vocabulary, both expressive and academic, is a major factor in the academic and social success of learners in the UK.

The word gap constitutes a considerable barrier to learning. Frustration caused by difficulties in understanding the particular language requirements of different subjects can lead to disaffection with school, poor social skills, and low self-esteem. Learning to communicate is also a social process, and emotional problems can hamper social integration in school. Poor literacy skills are common amongst pupils permanently excluded from school.

Reading comprehension not only increases the range of vocabulary available to learners, it also expands their academic vocabulary. But getting many young people to read for pleasure is a worldwide problem. The OECD PISA 2009 report found that 37% of 15 year olds never choose to read for enjoyment.¹⁴ There is a broad consensus, underpinned by research evidence, that reading requires both decoding and comprehension skills.¹⁵ Phonics is a proven method in teaching children to decode but readers must also draw on strategies such as using context clues to infer and develop meaning.

Pupils who do well in school generally read a lot both in and out of school. They were almost certainly read to as a young child and exposed to a wide variety of texts that helped them to increase the advanced vocabulary demanded by texts at secondary school level. These same pupils also have the opportunity to communicate in social groups both in and out of school. Children who are socially disadvantaged are far less likely to have these opportunities. This is normally not because these children's parents or carers do not care or have low aspirations, but rather that they simply do not have the time, money, or resources available to support their children's language acquisition.

“Pupils who do well in school generally read a lot both in and out of school. They were almost certainly read to as a young child and exposed to a choice of a wide variety of texts that helped them to increase the advanced vocabulary demanded by texts at secondary school level.”

Research has shown that children are more likely to read texts that are meaningful and enjoyable. Schools therefore can play a major role in these children's lives in developing both a love of reading and by making available a wide range of interesting and accessible texts. This means putting significant resources into school libraries and using pupils to support each other to recommend authors and titles. Reading for pleasure is an issue of social justice and one that society cannot afford to ignore.

Dr Ian Thompson is an Associate Professor of English Education and PGCE Course Director at the University of Oxford. He previously taught English for 16 years in state secondary schools. Ian's research focuses on English pedagogy, teacher education, and social justice in education.

Nicole Dingwall is a Curriculum Tutor on the PGCE English course at the University of Oxford. Previously Nicole taught English in secondary schools in Australia and the UK. She is currently conducting research on the cultures of secondary school English departments.

¹⁴(2010). PISA 2009 Results: Executive Summary

¹⁵Education Endowment Foundation (2017). Improving Literacy in Key Stage 2. London: Education Endowment Foundation

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	Monday	Tuesday	Wednesday	Thursday	Friday
Hot Main Dish	Macaroni Cheese	Allegra's Garlicky Chicken & Spanishy Spuds	Roast Pork with Roast Potatoes and Gravy	Beef Burrito	Southern Fried Chicken Tasters
Alternative Dish	Veggie Sausage and Mash with Gravy (V)	Allegra's Cheesy Peasy Risotto Bake (V)	Butternut Squash and Potato Pastry Slice with Roast Potatoes and Gravy (V)	Veggie Lasagne (V) served with a Bread wedge	Soft Taco and Chips (V)
Salads	A selection of fresh salads				
Jacket Potato	Jacket Potato with a choice of Fillings				
Pasta	Tomato Pasta ** (V)				
Vegetables	Peas Carrots	Sweetcorn Broccoli	Carrots Cabbage	Green Beans Sweetcorn	Baked Beans Peas
Desserts	Oatie Biscuit with Fruit Slices *	Apple and Carrot Yoghurt Muffin	Strawberry Ice Cream	Chocolate Sponge Cake	Creamy Peach Rice Pudding
Cool Water, Fresh Fruit, Freshly Baked Bread and Yoghurt available daily * Fruit Based ** Wholegrain *** Oily Fish (V) Vegetarian					