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**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)

”

How many times have you already read today?



QUARTERLY Utilities Invoice

NAME: SMITH, JOHN
FOR SERVICE AT: 123 MAIN ST
ACCOUNT TYPE: RESIDENTIAL

ACCT NUMBER: 123456
ACCESS CODE: 11111
DUE DATE: May 14, 2020

BILLING PERIOD: Jan 1, 2020 - Mar 31, 2020
BILLING DATE: Apr 7, 2020

FOLIO: 12345 123

ROUTE: 10

DATE	METER NO.	NO. OF DAYS	CURRENT READING	PREV READING	CONSUMPTION	AMOUNT
Feb 14, 2020	A-12345678	91	236	168	68 CUBIC METERS	324.63
Apr 7, 2020					45.00 CUBIC METERS	-324.63
Apr 7, 2020					28.00 CUBIC METERS	7.48
Apr 7, 2020						96.00
Apr 7, 2020						35.60
Apr 7, 2020						50.12
Apr 7, 2020						17.60
Apr 7, 2020						25.39
Apr 7, 2020						4.11
Apr 7, 2020						392.50

Go paperless and get your utility bill by email. Choose this 'earth friendly' option by creating a MyCity account and selecting the e-billing option. For step by step instructions please visit www.vernon.ca/mycity.

Residential Accounts: Sewer user fee is based on first quarter's water usage and charged each quarter for the remainder of the calendar year. If usage is 20 cubic meters or less, a base rate of \$50.20 is charged. If over 20 cubic meters, the charge will be the base rate plus \$2.45 per cubic meter.

Any unpaid balance after the due date will be charged 12 percent interest per annum.

Effective January 1, 2020 GVWU approved Greater Vernon Water Utility Rates Imposition Bylaw No. 2768, 2018. It can be found at www.vernon.ca.

Research shows that the critical age at which children learn to be good readers and writers is between three and seven. We ensure that we provide rich opportunities to talk, listen and build as wide a vocabulary as possible to form a solid foundation for reading, writing and spelling.

At Brabourne, Reading is at the heart of all we do.

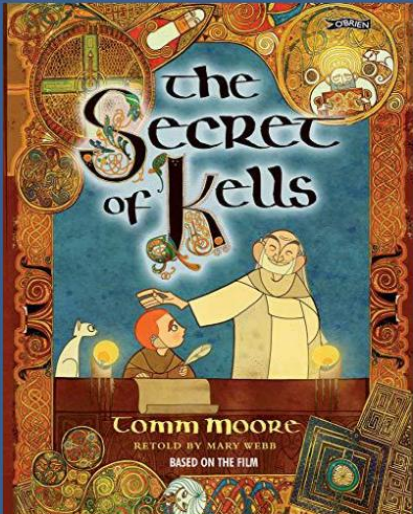


Core School Value	Curriculum Key Concept	Trips/Enrichment & Visitors	Pupil Leadership
British Values	Movement and People	Brabourne Church	Young Leaders Award

NEPTUNE TERM 6 TOPIC TITLE: TRADERS AND RAIDERS

Key Concept Question: How did trade and invasion influence British history?

Core Text

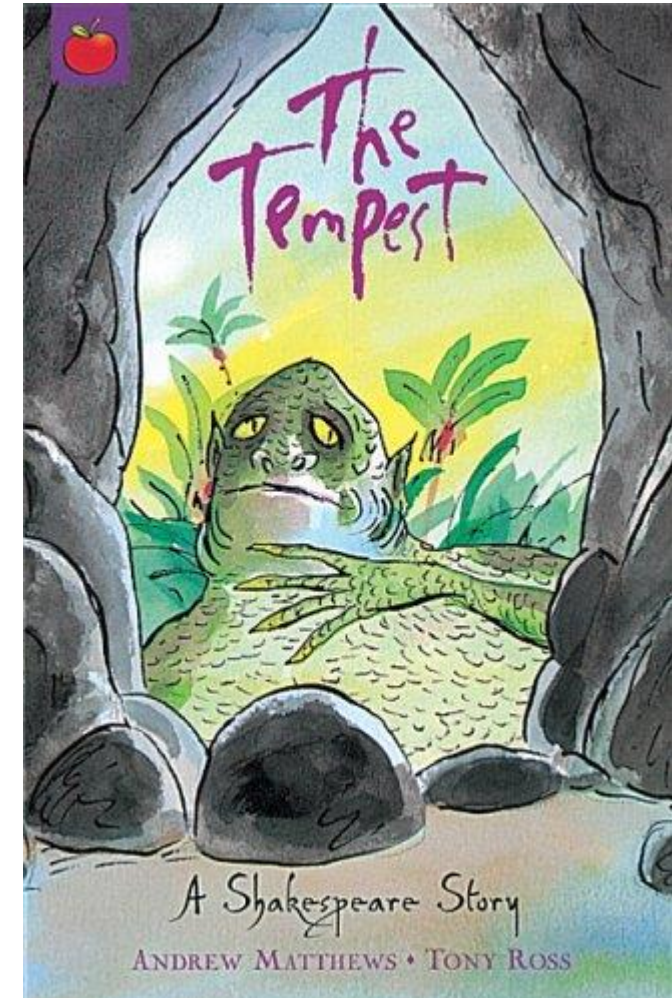


Brendan's life in the monastery in Kells is not very exciting - his uncle, Abbott Cellach, won't even allow him outside the walls. Then Aidan and his cat Pangur Bán, arrive.

Suddenly life is one big adventure. In the forest, Brendan is rescued from wolves by Aisling, a mysterious green-eyed girl. In the cave of the Dark One, he risks his life to steal the eye of the serpent god, Crom Cruach.

And all the while, Aidan is keeping a secret - a secret that will become Brendan's biggest challenge.

Meanwhile, the Vikings are coming closer and closer...



Reading at Brabourne



- One to one
- Pair
- Group
- Whole Class
- Guided reading
- Weekly comprehension
- Incidental
- Opportunities for reading for pleasure are integrated into the school day. These include relaxing and stimulating reading areas in all classes, 'drop everything and read' moments, reading buddies, parent readers, reading incentives and competitions.



Phonics – fluency

“

Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

”

Blending to read words



Blending in Phonics

c a t
cat

twinkl Explainer

Supporting your child with phonics

- [Phonics: How to pronounce pure sounds | Oxford Owl – YouTube](#)
- [Phonics: How to blend sounds to read words | Oxford Owl - YouTube](#)



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

Terminology

Phonics terminology - YouTube



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

Teaching order



Phonics						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Sounds	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, ff, l, ll, ss	all Level 2 GPCs
Tricky Words				to, the	no, go, I	

Week												
	1	2	3	4	5	6	7	8	9	10	11	12
Sounds	j, v, w, x	y, z, zz, qu, ch	sh, th, th, ng	ai, ee, igh, oa	oo, oo, ar, or	ur, ow, oi, ear	air, ure, er	all Level 3 GPCs	all Level 3 GPCs	Trigraphs and consonant digraphs	recap j, v, w, x and vowel digraphs	all Level 3 GPCs
Tricky Words Reading	all level 2 tricky words	he, she	we, me, be	was	my	you	they	here	all, are	was, my (recap)	we, they (recap)	all level 3 tricky words
Tricky Words Spelling		the, to		no, go, I								the, to, no, go, I

Reading and spelling



ea

each /ee/
head /e/
break /ai/

Tricky words



Wednesday

the

ought

know

whole

We use assessment and professional judgement to match your child the right level of book



Reading a book at the right level in YR/KS1

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words– but they should be able to do this on their own.



Assessments of reading age/comprehension



Year Groups	Reading Range (year sublevels)	Brabourne Book Band Colours
Year 3	2+	Pink
	3 - 3.4	Red
	3.5 - 3.9	Orange
Year 4	4 - 4.4 LY (lower years interest)	Yellow
	4.5 - 4.9 LY (lower years interest)	Green
	4 - 4.4 MY (middle years interest)	Light Blue
Year 5	4.5 - 4.9 MY (middle years interest)	Dark Blue
	5 - 5.2	Purple
	5.3 - 5.5	Black
Year 6	5.6 - 5.9	Grey
	6+	Gold

Reading strategies



I use the picture
to help me.

I look for smaller words inside words.



"tEACher"



"en - joy - able"

"Enjoyable"

I can break words down into
syllables.



"C-A-R-P-E-T"

"CAR - PET"

"CARPET"

I sound out/blend words I don't
know.

Y1 phonics test

Y2 re-take phonics test

Y2 SATS assessment – to end

Y6 SATS

Assessment in all year groups

Comprehension

Asking questions and reflection

By the time children become fluent readers they should be able to discuss their favourite authors and to compare books they have read. They should be able to express their personal reading preferences and to predict what may be about to happen in the plot. Children should have developed their comprehension skills and be able to use evidence from the text to justify their answers and opinions. They should also be able to extract information from non-fiction texts and be able to reuse that information in their own words.

Comprehension:

deduction, inference, interpretation and identifying an author's viewpoint, and how to understand, select and retrieve information.

Inference

Interpretation

Author viewpoint

Deduction

Retrieving information

Reading Paper 1 Example Page:

How the hedgehog got its name

Hedgehogs were not always called hedgehogs. Hundreds of years ago, the name of a hedgehog was an **urchin**. It was given a new name because of two things:

1. It likes to live under leaves in bushes and hedges.
2. It makes funny grunts and snuffle sounds, just like a pig or hog.



- 1 What did people call hedgehogs a long time ago?

1 mark

- 2 What sort of places does a hedgehog live in?

Tick (✓) **one**.

in ponds and rivers ☐

in hidden places ☐

in open spaces ☐

high up in trees ☐

1 mark

- 3 Grunts and snuffles are...

Tick (✓) **one**.

animal food. ☐

types of plants. ☐

animal noises. ☐

types of animals. ☐

1 mark

Reading Paper 2 Example Page:



Fox didn't care if the man was handsome, but he pricked up his ears at the word 'fisherman', for where there are fishermen, there are fish. And a tasty fish would just suit Fox. His nose twitched. A delightful fishy smell was coming out of the man's leather boots.

This is an old Native American story about a man called Heron Feather and the time he met a fox.

Heron Feather is a Native American warrior. Warriors were sometimes known as 'braves'.

The Fox and the Boastful Brave

One fine day, a hungry fox was walking down the road. His tummy was rumbling so loudly that he almost didn't hear the sound of someone coming. Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Over the top of the hill, he saw a tall feather. Fox crouched down and prepared to pounce on the bird. Imagine his surprise when he saw that the 'bird' was riding a horse! The feather was stuck in the headdress of a handsome young man who was riding along the path, singing as he went, "No one is handsomer than Heron Feather. No one is a better fisherman than Heron Feather. And I should know, for I am he."



Questions 7–15 are about *The Fox and the Boastful Brave* (pages 6–8)

(page 6)

7

Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Find and copy one word that shows that Fox moved quickly.

1 mark

(page 6)

8

What did Fox think was coming over the hill?

Tick one.

a horse ☐

a man ☐

a bird ☐

a fish ☐

1 mark

Example of KS2 reading questions



2

*The struggle had been between two **rival** families...*

Which word most closely matches the meaning of the word *rival*?

Tick **one**.

equal

☐

neighbouring

☐

important

☐

competing

☐

Vocabulary formed a LARGE part of last previous papers.

The knowledge of the vocabulary and the ability to gain meaning of unknown words from the context was tested thoroughly.

The Lost Queen

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

“Come on,” Maria said impatiently.

The Reading Test

Example questions



9

Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

2 marks

18

Gentle, and small, and frail

How do these words make the reader feel about the snail?

1 mark

11

Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

1 mark

25

Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

Professor
Summerlee.

Lord John.

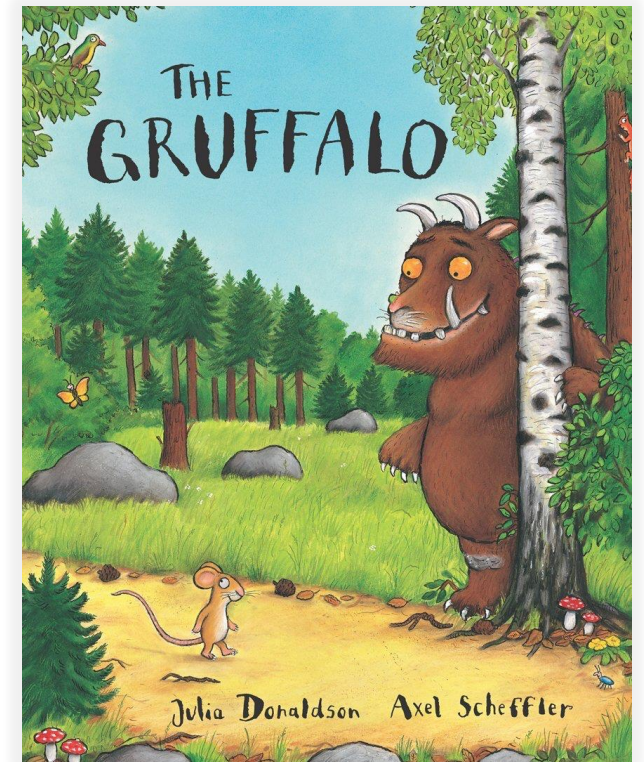
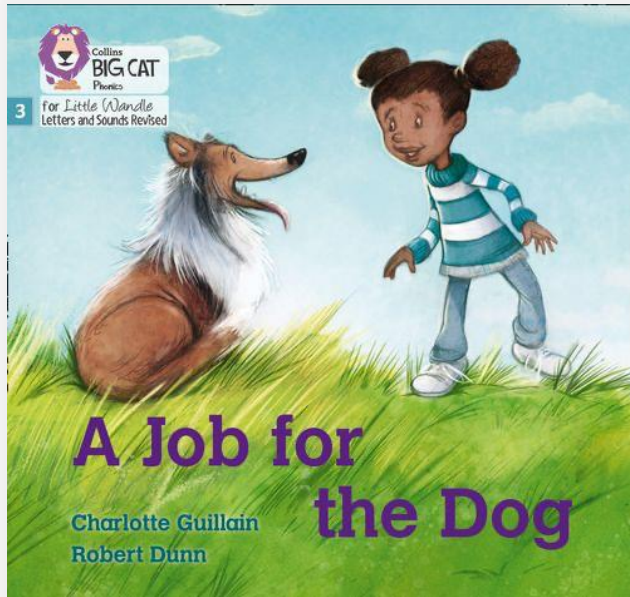
Malone.

Professor
Challenger.

1 mark

Reading at home

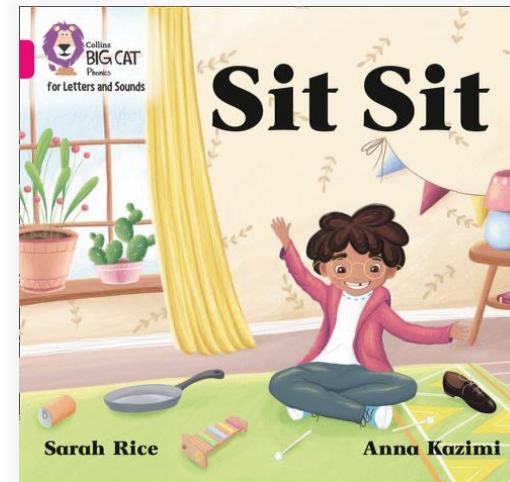
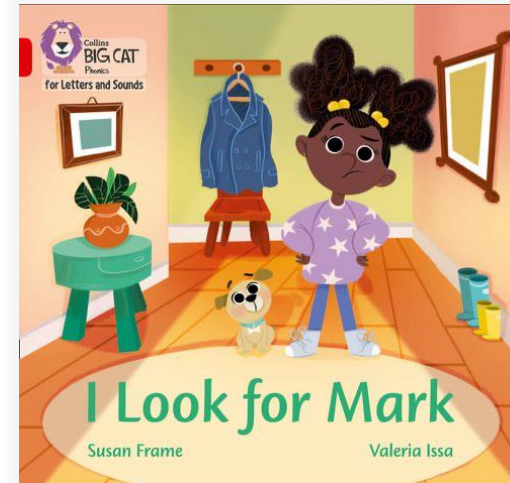
Books going home



How do we teach reading in books?



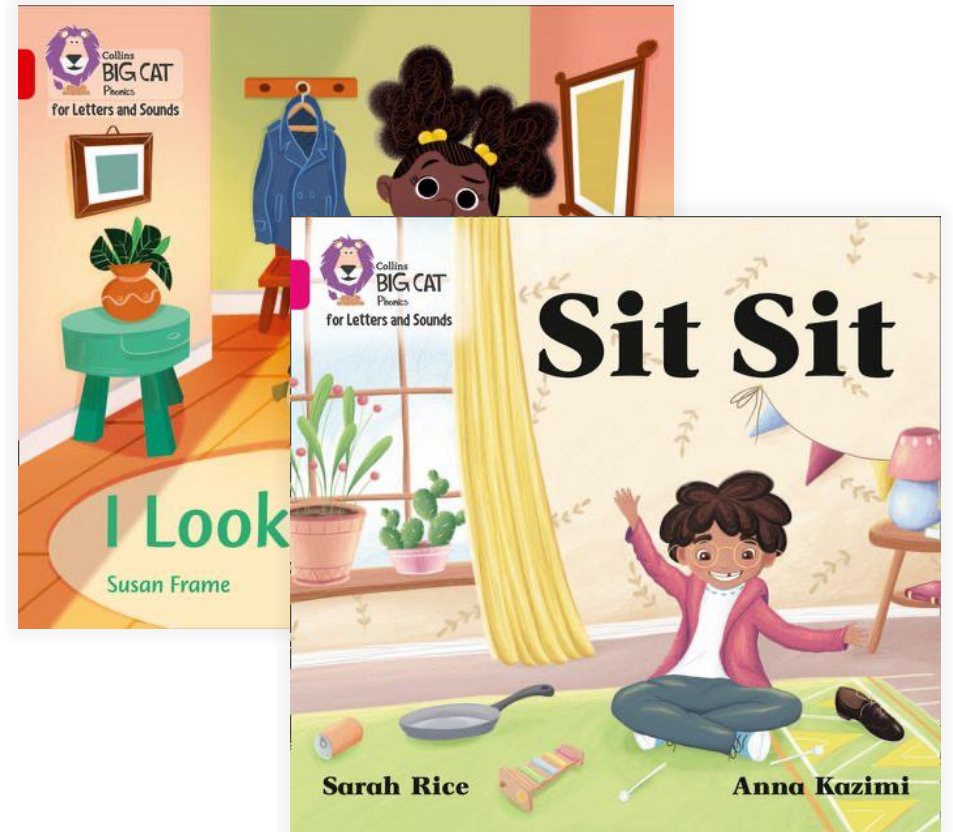
- Children in the Infants will bring home phonetically decodable books each week, matched to their phonics level. These are books for *your children to read to you* at home.
- Children will read daily in phonics lessons as well as being read with individually throughout the week, with a view to reading in small groups later in the year.
- Any children needing further reading practice will be given additional support.



Listening to your child read their phonics book



- Your child should be able to predominantly read their school assigned book without your help.
- If they can't read a certain word, read it to them or help them break it down.
- Talk about the book and celebrate their success.



Read to your child

The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.
 - There are questions in the front of your child's reading record to support comprehension.
- If you'd like additional inspiration when reading at home, please speak with your class teacher.
- Making time to read is vital, but we understand that families are busy. Please approach us if you're finding things challenging at home, and we'll support as much as we can.



The most important thing you can do is read with your child



Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

Reading at home is crucial for many reasons, including (but certainly not limited to) building positive relationships with family members, vocabulary enrichment, listening and attention skills, igniting imaginations, and fostering a love of reading and learning.



“

**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

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