

***‘Reading is fundamental to literacy. Being unable to read well affects almost every aspect of a person’s life, not least their education’***

(Breadmore et al., 2019; McArthur & Castles, 2017).

## **Reading**

At Little Aston Primary Academy, we are determined that every child will learn the life skill to read confidently, fluently and with enjoyment, regardless of background, needs or abilities. This is evidenced by our continually high standard of achievement compared to the national average. In 2022 we were in the 95th percentile, in 2023 the 100th percentile with all of our children achieving the expected standard in reading and 49% achieving the higher standard. In 2024, 97% achieved the expanded standard with 49% achieving the higher standard.

Throughout their journey through Sparkletots and Little Aston Primary Academy, our pupils develop a love of reading widely, their vocabulary and understanding of language, through a wealth of stories, poems, rhymes and non-fiction. All staff inspire our pupils to become life-long readers who choose to read for pleasure and develop their cultural capital.

By the end of KS1, children will be fluent at decoding, and by the age of 11, we aim for pupils to be able to:

- read with confidence, fluency and good understanding, drawing upon a range of independent strategies to self-monitor and correct;
- have an interest in a wide range of reading materials and read spontaneously for enjoyment and pleasure;
- read confidently to acquire information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading;
- meet and exceed age related expectations for reading.

### [Progression of Reading Skills at Little Aston Primary Academy](#)

**At Little Aston Primary Academy, we use evidence-informed professional development on the theory behind all aspects of reading and how to teach these effectively in practice. [Learning to read – the research](#) [Effective reading Instruction](#)**

### **Early Reading at Little Aston Primary Academy**



We teach early reading through the DFE approved, systematic, synthetic phonics programme Bug Club Phonics. The scheme is used for all early and beginner readers from Early Years to Year 2 and support children through intervention who still need early reading support in KS2. We use Bug Club Phonics because it provides a solid foundation in reading for all. [All you need to know about phonics - Pearson](#)

The learning is split into phases in which we teach individual letter sounds, or letter groups (digraph/trigraphs). We use these sounds to sound out words (segment) and then put the words together (blend).



**Phase 1 Phonics:** Pupils learn about rhyming, alliteration, to identify initial sounds and develop listening and discriminating skills.

**Phase 2 Phonics (s a t p i n m d g o c k ck e u r h b l ff ss II):** Pupils learn that letters have a name, a sound (phoneme) and a formation (grapheme), sounds can be put together (blended) to make words. Pupils start to learn keywords (high-frequency words) and tricky words (words that can not be sounded out). [bcp\\_phase2\\_sound-mat\\_colour\(1\).pdf](#)

**Phase 3 Phonics (j v w x y z qu ai ee igh oa oo or ar ur oi air ure er):** Pupils learn digraphs - two letters that make one sound. Pupils continue to practise segmenting and blending words, learn more high-frequency words, tricky words and to read sentences. Pupils develop comprehension skills. [bcp\\_phase3\\_sound-mat\\_colour\(1\).pdf](#)

**Phase 4 Phonics:** Pupils consolidate the digraphs learned so far and practise consonant blending. Further develop high-frequency words and tricky word recognition. Continue to read sentences and develop comprehension skills. [bugclub\\_trickywords.pdf](#)

**Phase 5 Phonics:** In this phase we learn alternative graphemes for the same phoneme i.e. ai - ay, eigh. Continue to develop high-frequency words, read sentences, develop comprehension and tricky word recognition. [Phase 5 sound mat unit 13-21.pdf](#)

**Phase 6 Phonics:** In this last phase we start to look at word starters and endings (prefixes and suffixes). Continue to develop high-frequency words, read sentences, develop comprehension and tricky word recognition.

### **Pure Sound Focus**

Letter sounds are pronounced clearly and distinctly without adding additional sounds to the end e.g f not 'fuh'

We help the children to understand how to say what we call 'pure sounds'. It is an important factor in building a strong foundation for the future and more complex phonetic skills. Being able to sound letters such as 'f', 'm' and 's'; as 'ff', 'mmm' and 'ssss' makes it much easier for the children to blend sounds together to read. [Pure Sound Board](#)

Right from the start of Reception to Year Two, pupils have a 30 minute, daily phonics lesson which follows the [Bug Club Phonics progression](#). Click on the link below to hear the correct pronunciation for each pure sound.

<https://www.pearsonschoolsandfecolleges.co.uk/assetlibrary/interactive/primary/bugclub/alphabet/index.html>

The Bug Club Phonics programme follows the teaching sequence of letters and sounds and lessons are structured in the same way each day with an **introduction, revisit, teach, practise and apply element**, to every session, providing the children with consistent routines that they can become familiar with as well as learning to read in a fun and accessible way.

We intervene swiftly if children do not master the alphabetical code early on through the same day / follow up interventions to help pupils keep up.



### Reading Rotation / Practice Sessions –

Children need to be given regular opportunities to apply the phonics they have learned to reading fully decodable books.

In addition to daily phonics lessons, pupils in Reception, Year 1 and 2 read a fully decodable book with their teacher in guided reading.

They also will revisit this book in three focused reading practice sessions.

#### Reception:

##### Session 1:

Guided session with the class teacher. Children will decode the text. Children will also be asked to recall or retell what they have read. They will also practise prediction skills.

##### Session 2:

1-1 read with the class teacher or teaching assistant

##### Session 3:

A second group read, to practise decoding and develop fluency.

Reception children also have the chance to read to their Buddy once a week. An independent read will also be encouraged as a morning activity or after-dinner activity for 5-10 minutes in the week.

#### Key Stage 1:

Key Stage 1 will follow a weekly routine with a daily focus for practice reading sessions, each with a different focus; decoding, prosody and comprehension.

**Y2 9.05 – 10.05 , Y1 10.30 -11.30**

Mon	Half Class <b>Phonics</b> delivered by the teacher	<b>Half class shared reading (HALL)</b> 'Subject based read' / Spelling / Handwriting
Tue		<b>Decoding practice (Library)</b> 2x Teaching Assistants group each (7/8) Flash cards – sound / tricky words / book vocabulary
Wed		<b>Comprehension (Library)</b> 2x Teaching Assistants group each (7/8) Flash cards – sound / tricky words / book vocabulary
Thur		<b>Fluency/Prosody / Reading skills Content (Library) Domain Focus</b> 2x Teaching Assistants group each (7/8) Flash cards – sound / tricky words / book vocabulary
Fri		<b>Half class shared reading (HALL)</b> Y1 Bug Club Book – IWB in library / Y2 (Literacy Leaves) Guided Read / Spelling / Handwriting

After these books are then sent home for children to build their reading fluency and showcase their developing skills and phonetic knowledge to their parents/carers.

Bug Club reading books for home support pupils in practising and consolidating the learning done at school. Reading the book aloud helps develop fluency and confidence in reading. Children should always be encouraged to use their phonics skills when reading and given lots of praise when they do this.

Bug Club Phonics books have been finely levelled to ensure that all children can read books at exactly the right level for them. Progressive, decodable books written specifically to



contain the grapheme- phoneme correspondences the children have already learned. This provides them with opportunities to use their developing segmenting and blending skills, to read words and develop automaticity, or the ability to recognise words quickly and effortlessly, and experience independent reading success. As more advanced phonics knowledge and tricky words are introduced, the books will reflect this in the texts. There are online versions for every printed title and a personalised website for each child.

### KS1 Reading Content Domains

1A: Draw on knowledge of vocabulary to understand texts.	1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information	1c: Identify and explain the sequence of events in texts
<ul style="list-style-type: none"> <li>• What does this... word/phrase/sentence... tell you about... character/setting/mood etc?</li> <li>• Highlight a key phrase or line.</li> <li>• By using this word, what effect has the author created?</li> <li>• In the story, 'x' is mentioned a lot. Why?</li> <li>• The writer uses words like ... to describe .... What does this tell you about a character or setting?</li> <li>• What other words/phrases could the author have used?</li> <li>• The writer uses ...words/phrases...to describe ... How does this make you feel?</li> <li>• How has the writer made you and/or the character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?</li> <li>• Can you find those words?</li> <li>• Which words and /or phrases make you think/feel...?</li> </ul>	<ul style="list-style-type: none"> <li>• Where/when does the story take place?</li> <li>• What did s/he/it look like?</li> <li>• Who was s/he/it?</li> <li>• Where did s/he/it live?</li> <li>• Who are the characters in the book?</li> <li>• Where in the book would you find...?</li> <li>• What do you think is happening here?</li> <li>• What happened in the story?</li> <li>• What might this mean?</li> <li>• Through whose eyes is the story told?</li> <li>• Which part of the story best describes the setting?</li> <li>• What part of the story do you like best?</li> <li>• What evidence do you have to justify your opinion? Find it. Prove it.</li> <li>• How do the title/contents page/chapter headings/glossary/index... help me find information in this book?</li> <li>• Which part of the text should I use to find...?</li> <li>• Why has the author organised the information like this?</li> </ul>	<ul style="list-style-type: none"> <li>• What happens first in the story?</li> <li>• Use three sentences to describe the beginning, middle and end of this text?</li> <li>• You've got 'x' words; sum up this story.</li> <li>• Sort these sentences/paragraphs/chapter headings from the story</li> <li>• Make a table/chart to show what happens in different parts of the story</li> <li>• Why does the main character do 'x' in the middle of the story?</li> <li>• How does the hero save the day in the story?</li> </ul>
1d: Make inferences from the text	1e: Predict what might happen on the basis of what has been read so far	
<p>What makes you think that? Which words give you that impression? How do you feel about...? Can you explain why...? I wonder what the writer intended? I wonder why the writer decided to...? What do these words mean and why do you think the author chose them?</p>	<ul style="list-style-type: none"> <li>• Look at the cover/title/first line/chapter headings...what do you think will happen next?</li> <li>• How have the cover/title/first line/chapter headings...helped you come up with this idea?</li> <li>• What do you think will happen to the goodie/baddie/main character?</li> <li>• Why do you think this?</li> <li>• What will happen next? Why do you think this?</li> <li>• Are there any clues in the text?</li> <li>• Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish?</li> <li>• Do you think this story will go the same way?</li> <li>• Which stories have openings like this?</li> <li>• Do you think this story will develop in the same way?</li> <li>• Why did the author choose this setting?</li> <li>• How will that affect what happens next?</li> <li>• How is character X like someone you know?</li> <li>• Do you think they will react in the same way?</li> </ul>	

### Parents - How to use Bug Club at home?

Each child has a unique homepage and can log into it by following these steps:

1. Log on to <https://rmunify.com/>
2. Click on the Active Learn Tile
3. Enter child's login details (provided by the class teacher)
4. Child's homepage will appear.



We allocate books and phonics games to your child according to their phonic level. These books will appear in the 'My Stuff' area of their personal homepages. There are quiz questions for the children to complete. By answering these questions, children will earn 'Active Learn Coins'. By reading more books and completing the games, children will earn enough coins to 'buy' a reward in one of the many reward schemes. There are also five games which can be allocated in each unit, consolidating one of the five areas that the children have been working on in the Lessons:

- Sounds
- Letters
- Reading
- Spelling
- Language

## **KS2 Reading Content Domains are explicitly taught and understood by pupils**

### **Year 2 Guided Reading**

Literary Leaves are book-based comprehension planning resources designed to support teachers with the teaching of reading, using whole books, rather than extracts. Each book has 10-20 session notes, with each session focusing on skills from the Programme of Study, so that children can secure them deeply. In many cases the same question stem is repeated to ensure teachers can model how to answer questions, before the children apply it themselves.

Children explore key vocabulary then whisper read, aloud independently, whilst the teacher listens in coaching any pupils that need support. After reading the text, the students discuss themes, ideas, and what they noticed about how the text was written. For example, the characteristics of genre, structure, features, and author's craft.

Guided reading in Reception and KS1 is monitored on the [Guided Reading Proforma](#).

### **Reading at home**

#### **Reading for Pleasure**

Reading for pleasure is planned for and promoted throughout Little Aston Primary Academy as this is crucial for educational success.

Learning to read involves both listening and comprehension, as well as decoding print. Hearing stories exposes children to a rich vocabulary, helping them build their own and improve their listening skills, which is crucial for reading. Understanding how stories work is also important. Even if they don't grasp every word, children hear new sounds, words, and phrases, which they can then imitate and practice.

To foster positive attitudes toward reading, we regularly read a variety of texts to children. Teachers read whole class books and those carefully chosen to link to their writing (Literacy Tree), helping children understand story structure and the resolution of exciting situations, while exposing them to new worlds. Daily read-aloud sessions with familiar books capture their imagination and nurture a love of reading.

In addition to decodable texts, children should be exposed daily to high-quality literature with complex vocabulary and sentence structures. This practice provides good reading models and helps develop the vocabulary and syntax essential for their reading progress. Children in Reception and Year 1, as well as their decodable independent reader, will also bring home a book for pleasure from the school library or class book corner. These books however should be read to the child, with encouragement to read any words that they have already phonetically encountered.

Y2 – Y6 have an accelerated reader book which they will read and quiz on in school during daily reading sessions. Follow the link to find out more about Renaissance Accelerated Reader programme.

<https://share.vidyard.com/watch/c1UzDckRAAt8wShMGWVbdZy?>



**Guide** - Personalised goals help pupils stay focused on the factors that matter most for reading progress and help us to monitor their progress and provide feedback to pupils / parents / carers.



**Engage** - Individual reading recommendations linked to pupils' interests and reading levels. Accelerated Reader gives pupils significantly greater choice in levelled books and quizzes than any comparable reading programme.



**Practice** - Reading quizzes monitor comprehension, while literacy skills and vocabulary quizzes extend pupil learning and build skills mastery. Once pupils finish reading a book, they take a short quiz on what they've read. Each quiz is written to make sure pupils have read the entire book.

**Book Finder** The dedicated online book-searching tool is publicly available to pupils, parents, teachers and carers so they can identify appropriate books to read and quiz on.

The importance of daily personalised reading practice cannot be overstated. Recent studies indicate that when pupils spend 25 minutes a day reading suitably challenging books which they successfully comprehend (demonstrated by achieving 90% or more on the reading practice quiz), then they will achieve optimal reading age growth. This is the power of personalised practice.



**Grow** - Detailed reports provide useful information and data. We use that data to set goals, monitor pupil progress, and personalise lesson plans.

Independent reading time is scheduled for pupils daily and for at least 15 minutes from Y2 to Y6, this is time for children to read, quiz and change their books.

Reading is encouraged at home and parents/carers are supported to understand how to read to/with their children using support materials shared within the class parent intranet page. [Enjoy Reading Pearson Guide](#)

Children and staff are encouraged to regularly make book recommendations, promote reading challenges e.g. Become a word millionaire in KS2 and celebrate book events including World Book Day each year.

Reading Records are kept of what pupils read and this is monitored by teachers and leaders. Reception / KS1 Reading Record    KS1 Reading Record    [KS2 Reading Record](#)

Each class has a dedicated, inviting book corner themed to their topic or a reading book. Books are displayed linked to curriculum topics and linked to the author being studied. Books are borrowed from the school library from Y2 to Y6.



### Little Aston Primary Academy Reading Spine

There are three shelves –

Shelf 1: Inspiring texts used in English lessons, as identified in our Curriculum for writing

Shelf 2: Books selected to promote the same author or similar author

Shelf 3: Our whole class shared reading book/texts for the half term / Guided Reading Books

### **Whole class reading**

In the third term of Year 2 and then into KS2 we aim to create a dynamic and inclusive reading environment where every pupil can develop strong reading skills and a lifelong love for reading. Through whole class reading, diverse text selection, and continuous support, we strive to foster confident and competent readers.

This approach focuses on inclusive, interactive, and comprehensive reading instruction that caters to all pupils, regardless of their reading levels.

### **Objectives:**

1. **Develop Reading Fluency and Comprehension:** Ensure pupils read with accuracy, speed, and proper expression while understanding and interpreting the text.
2. **Foster a Love for Reading:** Create an environment where pupils are motivated to read for pleasure and information.
3. **Build Vocabulary and Language Skills:** Enhance pupils' vocabulary and language comprehension through diverse and challenging texts
4. **Focus on KS2 Content Domains and reading skills**

Whole class reading timetable example:

	Mon	Tue	Wed	Thur	Fri
Class Book (diverse range) 1 per half term	<p>15 minutes daily read</p> <p>Texts are carefully selected to be age-appropriate and engaging. The class novel should be challenging. The children should be able to access it, but it should be a text that many of the class could not sit and read cover to cover independently.</p> <p>We invest in class sets and encourage children to have their own copy</p>				



<p>Reading Focus</p> <p>45 minutes daily</p>	<p><b>Class Book</b></p> <p>Recapping the events that have happened, discussing character developments and thinking about how and why events have unfolded.</p> <p>Explanation of authorial intent</p> <p><b>Inference and retrieval</b></p>	<p><b>Wider Curriculum Linked Texts</b></p> <p>Cover pivotal knowledge that the children need to access the wider curriculum.</p> <p><b>Inference, retrieval and explanation</b></p> <p><b>Sequencing and summarising</b></p>	<p><b>Class Book</b></p> <p><b>Inference, retrieval and explanation</b></p> <p><b>Prediction and Summary</b></p>
	<p>Recap questions: Can you remember why... Why did... Who... How did they react? How are these characters linked? How did that link with previous bits of the story?</p> <p>PSHE statement A PSHE focus question at the end, which relies on discussion and the children's opinions. To what extent do you agree with this statement? Do you think this character would have been scarier to the reader as a male? Explain your answer. If someone looks different to you, is it ok to ask them about it?</p> <p>These questions rely on discussion, have no right answer and should be shared and challenged widely within the class (good opportunity for a show call).</p>	<p><b>Texts should cover all genres: fiction, non-fiction, poetry, songs and picture books.</b></p> <p><b>The main skills covered should be inference and retrieval.</b></p> <p><b>All children should have the opportunity to read to the teacher across these sessions.</b></p>	<p>Predictions What might happen next? How might what just happened affect this character? How might this character react to that? How would you react if you were in this character's position? How might the setting affect the plot? Good prediction/bad prediction. 5 word prediction. Language based predictions. Allusions Summary/Sequencing What is your impression of this character? What message is the author trying to send? Pick one word to describe this character and explain your choice. What happened when this happened? What came in the middle of these events? Can you order these events from 1-5? What key event is missing from this timeline? What would happen if this character was removed? Can you rank these characters in order of your perceived significance? Can you rank these events in order of your perceived significance?</p>
<p>Reading Skills</p>	<p><b>Interactive Discussions:</b> Encourage interactive discussions about the text, focusing on comprehension, vocabulary, and critical thinking.</p>		



<b>Modelling and Scaffolding:</b> Teachers model fluent reading and provide scaffolding to support pupils' understanding and engagement.
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The class novel is read to the children for 15 minutes a day either directly before or after lunch. It is always read by the teacher. We invest in whole class sets of books to make sure the children can read along with the teacher during this time.

This book is studied for 45 minutes in whole class reading sessions twice a week. The aims of the session are to ensure that all the children are literally and figuratively on the 'same page' of the text.

Our aim is that we are always reading the text TO the children and never AT the children. There are no exam-style questions, rather rich discussion on the overarching themes of the text and these sessions end with a balanced argument question where the children are encouraged to share their own opinions and thoughts.

The 45-minute sessions on the other three days largely link to the wider curriculum. These sessions link to topics such as science, history or geography. Sometimes they will link to what the children are writing about in English, for example widening their knowledge about coral reefs or the Windrush generation.

The aim of these sessions is to cover pivotal knowledge that the children need to access the wider curriculum. For example, if Year 3 is doing a science objective about igneous, metamorphic and sedimentary rocks, the morning reading lesson may cover what the knowledge needed around this is. This leaves time in the afternoon for our children to have more opportunities for practical scientific work. In the case of rocks, this may be smashing them up, getting them under microscopes and organising them into groups. By covering so much of the topic in a reading lesson, we have longer to impart the knowledge and more time to discuss it, but we also leave longer for our children to work scientifically and, in many instances, have more fun doing it.

On some occasions children will also read about relevant current events (for example, the women's World Cup when it was airing).

The 45-minute reading sessions are carefully planned prior to the session. Work is completed in their Whole Class Reading Exercise Book

Each Year group will follow the format below for consistency.

WCR session (45mins)	Class Book ( <a href="#">Proforma</a> )	Curriculum related (eg. science) ( <a href="#">Proforma</a> )
Reread	Individual read then Partner read / choral (unison) / Echo (teacher models rate and prosody – class echo) / Popcorn class read	
Vocabulary Check		
Quick Quiz Start the lessons with a simple recall quiz that refers to everything covered in the text so far.		



Reuse questions and be simple enough that everyone can score full marks and retain the thread of the story. The questioning should be well-thought out in these sessions so that when new events occur, the children are aware of their significance in terms of the story.

Individual Thinking

Partner Talk

Individual Thinking

Partner Talk

Solo work

### Class Expectations

Behaviour and expectations during these lessons will be consistent. The lesson routine will follow the same structure across Years 3–6 using the format above. Initially, Year 3 will have more scaffolding with fewer questions and more discussion. Class teachers will establish, reinforce, and maintain the expected learning behaviour, providing reminders at the start of each lesson and positively reinforcing those who demonstrate the correct behaviour.

	Sound	Behaviour	Expectations
<b>Reading aloud</b> Teacher reads aloud modelling fluency and prosody. Variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery.	Silence	Looking at books, following the text  Some pupils may use their finger, a ruler, or a bookmark to follow as the teacher reads.	All pupils are actively engaged in following the reading of the text by the class teacher.
<b>Paired Reading</b> Reading Partners and read some of the text independently	Quiet focused reading	In pairs one pupil is reading, the other is following the text. Any discussion is about unpicking meaning, comprehension or vocabulary. The other is following the text	All pupils actively involved in reading  Where pupils need support, it will be provided e.g. Definitions and vocabulary support,



			or having pre read the text with an adult.
<p><b>Discussion</b></p> <p>Prompts to discuss and feedback to the whole class.</p> <p><a href="#">Prompts</a></p>	Purposeful talk	Pupils are given roles in the discussion and are responsible for undertaking the defined task	All pupils are actively involved in the discussion and prepared to feedback following the discussion task.

### KS2 Hearing Children Read Aloud

- Basic reading aloud - children take sentences or paragraphs depending on text length/sentence length/proficiency.
- Echo reading - teacher reads exactly how text should sound and asks a child to 'echo it' giving constructive feedback as appropriate.
- Choral reading - pairs, groups or the whole class read aloud at the same time. This approach should be used more sparingly than the others.
- Drop ins - if a child has not read aloud to the class due to proficiency, the teacher should 'drop in' with them during an activity and hear them reread part of the text. This should not happen during 'partnered talk'. These children can also be targeted on Monday and Friday to reread short segments of the class novel to the teacher, as they will be au fait with potential stumbling blocks like character and place names
- Important to model to children about good reading aloud.
- Filling the room with their voice - loud and clear - can Fred in the corner hear you? Could you start again?
- 'Try that word again' - phonics strategies.
- Modelling self-correction when you're reading the class reader and drawing attention to the fact you have done so.
- Modelling that word substituting that doesn't make sense can change the meaning completely and how to spot it - did that word make sense in that sentence? Why? Try reading the word again or thinking about what word it could be contextually.

### Assessment and Support:

- Children will be heard to read a paragraph or two a week using this approach. discussing key vocabulary will help them develop a better understanding in a less distracting environment.
- Targeted support, children who have been identified with difficulties in decoding can still be included in whole class reading sessions to build understanding and comprehension, Pre-reading the texts will provide extra support. These children will also read regularly with an adult 1:1 and may require phonics intervention, outside of these whole class reading sessions
- WCR books are live marked. Teachers assess constantly by circulating and reading work over the shoulders of children and giving live feedback, as well as 'show calling' work by displaying it on the board and discussing it with the class. They also do this by collecting answers and discussing reading with the children.
- All children Y1 to Y6 do one summative reading test per term using Testbase Standardised Reading Tests to further inform teacher assessment and monitor progress in reading.
- Children will be monitored through their Star Reader Assessments. Star Reading is a computer-adaptive test that measures student achievement on reading skills. As a student takes the assessment, the software selects items based on the student's responses. If the student answers the item correctly, the software increases the difficulty level of the next item. If the student answers incorrectly, the software lowers the difficulty level of the next item. By continually adjusting the difficulty of an item to what the student has shown they can or cannot do, the assessment is tailored to accurately measure each student's level of achievement.



Star Reading consists of 34 items and generally takes fewer than 30 minutes for the student to the assessment

From the Star Reader Assessment we are then able to carefully monitor the children's

- Reading Age (RA) which indicates the typical age for an individual with a given value of the Star Reading Scaled Score. This provides an estimate of the chronological age at which students typically obtain that score.
- Normed Referenced Standardised Score (NRSS), an age standardised score that converts a student's "raw score" to a standardised score which considers the student's age in years and months and gives an indication of how the student is performing relative to a national sample of students of the same age. The average score is 100. A higher score is above average, and a lower score is below average
- Zone of Proximal Development (ZPD) which suggests the readability-level range from which a student should be selecting books for optimal growth in reading without frustration. The ZPD is especially useful for students using Accelerated Reader. The ZPD, however, is approximate. Success with any book also depends on the student's interest and prior knowledge of a book's content. Teachers should use their professional judgement to adjust the level of books read.

The class teacher is responsible for checking on the frequency and accuracy of book quizzes, that children are choosing the correct level book to access and