

What Parents Need To Know





- STAR Reading assessments are the starting point for the Accelerated Reader Program
- The assessment is a 10 minute
- computer-adaptive test to help
- teachers assess reading ability
- The results will identify individual book level reading ranges (ZPDs) which support teacher judgements on guiding pupils to Accelerated Reader books

Charlie Abdee 4 / 25

In order to start the machine, you must pull this _____.

1. quill
2. stem
3. anchor
4. lever



ZPD - A range of book levels recommended for pupils. Ideally they should begin choosing books at the beginning of the range.



Book Level – An estimate of the reading difficulty of the text of each book on the Accelerated Reader scheme. The book level is based on average sentence length, average word length, vocabulary difficulty and frequency of words.



Too Easy

ZPD: Just Right

Too Hard

2.8

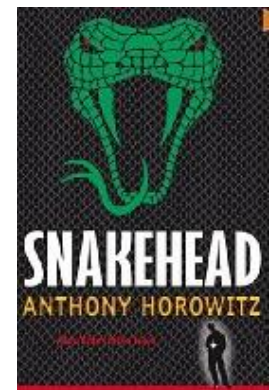
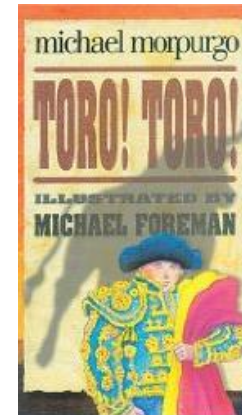
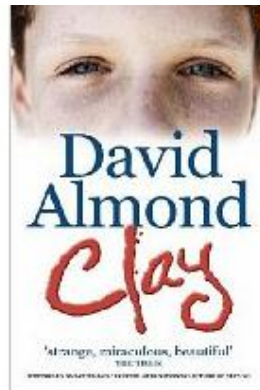
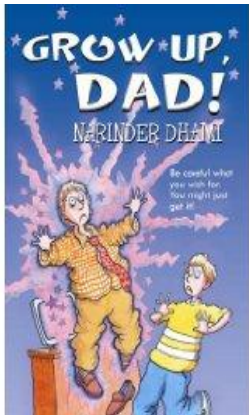
3.2

3.8

4.4

5.0

5.4



Matching books to individuals



Life Experiences

Geographic
Location

Reading Habits

Reading Skills

Family and Friends

Interests

Native Language

Reading
History

Feelings about Reading
and School

Maturity





- Teachers guide pupils to select books within their ZPD range and according to their interests
- Pupils take comprehension-based quizzes in school on the books they have read

RP ▶ **The Red Box**

Who was going to give the class a talk about snakes?

A. Jamila

B. Tessa

C. Mr Belter

D. Mr Keeping

Reading Practice

Question 1 of 5 [Next ▶](#)

Here are some suggestions on how you can help to make your child's reading a positive experience.

1. Choose a quiet time

Set aside a quiet time with no distractions. Initially, fifteen to twenty minutes is usually long enough.

2. Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers. Your child will most likely have a book from school that has been selected to match their current ability.

3. Maintain the flow

If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'.

4. Be positive

If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

5. Visit the Library

Encourage your child to use the public and school library regularly.

6. Regular practice

Try to read with your child or encourage your child to read independently on most school days. 'Little and often' is best.

7. Talk about the books

There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how

well they have understood and you will help them to develop good comprehension skills.

Your child will most likely to have a reading book from school. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.

8. Variety is important

Remember children need to experience a variety of reading materials eg. comics, magazines, poems, and information books.