

Accelerated Reader Policy

Accelerated Reader

Reading transports curious minds to wondrous realms of the imagination. It determines success not only in the classroom, but in life. Highly popular and successful for over 25 years, Accelerated Reader (AR) is a powerful tool for monitoring and managing independent reading practise.

AR is supported by scientifically-based research. An extensive body of research confirms the effectiveness of Accelerated Reader and best classroom practices in helping educators dramatically improve student reading skills. The research consistently demonstrates that Accelerated Reader enables teachers to target instruction and accelerate reading growth for students of all ability levels.

Intent

We aim to enable our children to:

- Personalise and guide independent reading practice.
- Develop lifelong readers and learners.
- Have access to a wide variety of accessible texts that cover both fiction and non-fiction.

Implementation

The 5 steps to reading success

It's all about practise. AR encourages substantial differentiated reading practise to create strong readers. Based on each student's independent reading level, AR helps teachers set personalised goals for each student, and guide students to books that are difficult enough to keep them challenged, but not so difficult as to cause frustration.

In addition, AR helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills.

- Determine reading level. First, a student's optimal reading level is determined through the STAR Reading Enterprise assessment. This assessment suggests a range of book levels for each student called the "zone of proximal development", or ZPD. Children should begin reading books that have a level at the lower end of their ZPD and gradually move up the range in order to make optimum progress.
- Set practice goals. Teachers support children to set individualised reading practice goals based on reading quantity, quality, and difficulty and they can then monitor progress toward those goals.
- Personalised practice. Personalised reading practice means students read books of interest at their own reading level. AR BookFinder makes it easy to find the perfect book.
- Students take an AR quiz. AR offers more than 150,000 quizzes of three types on both fiction and non fiction titles. Students use their 1:1 device to complete these.
- Receive instant feedback. AR provides teachers with immediate information, helping them monitor the comprehension skills of each student and inform further instruction or intervention.

The following guidelines will govern the AR Program at Percy Main Primary School:

- Students will complete a STAR Reader assessment AT LEAST every term. Where required, students may complete additional STAR Reader tests to inform other forms of teacher assessment or to update/ clarify reading levels and ZPD range for AR books.
- All students must log in using their own passwords and key in their own answers.
- Each student should be reading on their ZPD, or reading level, as determined by the STAR Reading assessment.
- Students must maintain an 85% correct average on comprehension within a minimum of three AR quizzes before moving onto the next level. However, teachers will maintain a degree of 'flex' when working with the children in their class to determine if they require further consolidation within a level or are ready for the challenge of the next level within their ZPD.
- Diagnostic reports from STAR Reader assessment will be used by teachers to inform individual reading requirements and targets.
- TOPS reports after each AR test will be utilised to initiate discussion between teacher and student to reflect on progress and reading targets.
- AR performance reports will be produced every Friday by individual teachers in order that they can monitor and analyse purposes.
- Best performing/ most improved students in KS2 to will be celebrated during the weekly Celebration Assembly.
- Progress reports will be produced for each student to inform teacher assessment and possible interventions following completion of each STAR Reader assessment.

Inclusion

All Key Stage 2 children are fully involved in the Accelerated Reader programme. Those children who are working with a lower ZPD for their age, will work with a TA during these sessions who will support access to the text and in turn support the acquisition of reading skills.

Impact

Reading miles for each child are increased and reading for pleasure is respected within the school environment.

Children have access to texts that are age and stage appropriate to develop their reading skills and comprehension ability.

Teachers have an in-depth knowledge of their children in terms of their strengths and weaknesses, their reading ability and their understanding of what they are reading.

Reading is personalised to the individual child and targets / interventions can be set appropriately.

Monitoring and Review

The Literacy Lead:

- Ensures that all Key Stage 2 pupils are accessing the programme.
- Coaches accelerated reader teachers and checks that pupils are in the correct groups
- Attends up-date meetings when they occur and reports back to the Key Stage 2 teachers.
- Speaks with the Head teacher regarding attainment and a 1-1 “hot list” of pupils needing further support.
- Is responsible for reporting to the governors about the quality of the implementation of accelerated reader and the impact on standards.