

Intent:

At Goldsmith Primary Academy, we are passionate about providing our children with the essential tools to support them on their journey to becoming life-long readers. We want our children to embark on their secondary education having found 'the book' that changed their whole opinion of reading and ignited the reader inside them. Highly popular and successful for over 25 years, Accelerated Reader (AR) is a powerful tool for monitoring and managing independent reading practise. Through the use of Accelerated Reader, our children gain a life-long enjoyment of reading and books. They have a limitless library of texts specifically selected for the child's reading ability and also gives access to a wide variety of accessible texts that cover both fiction and non-fiction.

Implementation:

What is Accelerated Reader and how is it used?

Accelerated Reader encourages differentiated reading practise to create strong readers who have a natural passion for reading. Initially and at set milestones throughout the academic year, children will take a STAR reader test which assesses a child's comprehension and generates a ZPD (Zone of Proximal development). This code will then indicate the texts a child should read which are difficult enough to keep them challenged, but not so difficult as to cause frustration. 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. In addition, AR helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills.

Often, children struggle to find their passion for reading as they have not found 'the book'. By using AR BookFinder it 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.

AR is also an invaluable tool for teachers as they receive instant feedback on a child's progression which helps monitor the comprehension skills of each student and informs them further on instruction or intervention.

When is it timetabled?

Timetabled sessions enable pupils to undertake reading quizzes and select a new text. Within these sessions, staff will listen to pupils read their AR book on a 1:1 basis (focusing on the lowest 20% as additional). Pupils will be heard read by a teacher once per 3 weeks and a TA (at least) once per week. The lowest 20% will be heard read 3 times per week.

Impact:

• How is impact measured?

Four star assessments are completed per year: Baseline in September; End of Autumn 2 (growth); End of Spring 2 (growth); End of Summer 2.

• How do we know children have made progress?

-We know children have made progress due to their increase in standardised scores, reading age and ZPD marks. These are generated from STAR tests.

-School benchmark data which is obtained from STAR tests will also identify children who need intervention. This can be seen as urgent intervention and on watch intervention.

-We measure progress across a term, multiple terms or a year using AR Growth data.

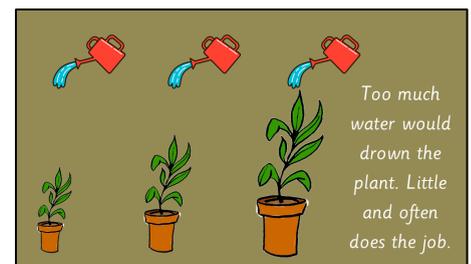
• How do we challenge and support lack of progress?

-Data from all reading assessments (RWI, NTS and AR) is cross referenced. From this, the lowest 20% are recalculated, The lowest 20% timetables for reading are repopulated by the Phonics, Reading and AR lead.

How are we inclusive?

AR starts for children who have a reading age of 6 or above - this means that Year 2 children who are currently reading at a reading age of 6+ now have access to AR.

Reading intervention in place for children in LKS2 who are not currently reading at a reading age of 6+ - the intent is for these children to have intensive sessions where they will move towards AR



Supporting our lowest 20% - We use the data from the STAR tests and NTS combined to identify the lowest 20% after each set of assessments. These children then have a daily timetable for reading and extra reading sessions with a member of staff. Pupils will be heard read by a teacher once per 3 weeks and a TA (at least) once per week. The lowest 20% will be heard reading 3 times per week.