

Accelerated Reader- Best Practices

What is most important?

- **Children have scheduled daily independent reading time at school.** AR recommends up to 30 minutes each day, however this will need building up over time so that children can develop their stamina for reading. When first introducing daily independent reading time, start with **10 minutes** and build up in increments.
- **Children have access to technology to quiz on books when ready.** AR recommends children quiz within 24 -48 hours of completing a book to ensure that the quiz assesses their comprehension and not their long-term memory. Ideally, children should **quiz on the same day**, if possible.
- Emphasis should be placed first on **quality** of reading, not quantity. Children should be encouraged to read carefully, re-reading if appropriate (non-fiction texts often require re-reading as they include lots of new information) and taking chapter notes to support their recall if reading extended books.
- Children should have an average of **85% accuracy** on quizzes. Accuracy greater than this suggests the child is choosing books that are not challenging enough and vice versa.
- Adults should provide children with **feedback** following inaccurate quizzes, to guide them to choose a book which they can experience success with e.g. one with a lower ZPD within their range.

Zone of Proximal Development (ZPD) explained

- Star Reader Assessments will generate a ZPD for each child. The ZPD is the zone of proximal development for the child to make best progress with their reading. It is designed to be a range of book levels that are not too easy and not too challenging. However, teachers should use their professional judgement if the ZPD does not seem accurate to the child. You may choose to re-assess on Star Reader or use the data from the child's quizzes to support the child to choose books that are best for them.
- Should I tell a student they can't read a book because it is not in their ZPD? The short answer is no. We should encourage children to read for pleasure- they choose books they would like to read just as adults do. Children should read within their ZPD most of the time, however they can read below their ZPD with **monitoring** and above their ZPD with **guidance**.

What does your ZPD mean?

BELOW ZPD Comfort Zone	LOWER ZPD Exploration Zone	UPPER ZPD Deep Dive	ABOVE ZPD Read Together
			
• This is an easier read, perfect for reading at home or on holiday • Maybe it's part of a series you enjoy or is by an author you really like • Ask your teacher first	• Go wild and try something new! • Explore new genres, authors and book lengths • Challenge yourself if you can	Plan ahead: ✓ Choose a book you are excited about ✓ Pick a shorter book first ✓ Make notes as you read – remember the 5Ws! ✓ Ask your teacher for advice	• This is a challenging read • Who would enjoy reading this book with you? - A parent? - An older sibling? - A friend? • Ask your teacher first

Zone of Proximal Development (ZPD)

The Zone of Proximal Development (ZPD) defines the readability range within which pupils should read to best develop their reading, while avoiding frustration. The ZPD is especially useful for pupils using Renaissance Accelerated Reader, which lists readability levels for all quizzed books. However, success at any difficulty also depends on a student's interest in a book, and knowledge of its content.

The Role of Adults in school

- Teachers should **monitor** what the children are reading, their **accuracy** of quizzing and how often children are quizzing.
- During independent reading time, **adults should listen to children read** and check in with children who have quizzed to offer them feedback.
- When reading with a child, the adult should **check the child's reading record** and award a class dojo for any child who has read three times or more at home over the course of the week.
- Children should be encouraged to quiz every two-three weeks minimum. This is to ensure that the children are being quizzed on their comprehension of the text and not their memory. Where a child is reading an extended chapter book and not quizzing as regularly as you would like, monitor this carefully and set the child targets to support them to complete the text. Chapter notes for extended texts are often useful. Children should not look at the book during the quiz, but they can look at the notes they have taken.
- Be aware of student's ZPDs, how they are changing and whether they seem accurate for the child. Children should take a Star Reader quiz at least 4 times a year:
 - Baseline in September, upon return to school.
 - Towards the end of Autumn Term 2.
 - Towards the end of Spring Term 2.
 - Towards the end of Summer Term 2.

Where a child is making excellent progress, you may wish to re-quiz sooner to see if their ZPD has changed. Likewise if a child is struggling to quiz accurately within their ZPD, you may wish to re-quiz to see if the ZPD was accurate.

- Teachers should make use of the reports available on the Renaissance platform. The AR Diagnostic report is useful for providing a snapshot of every student's abilities, across domains and for the class as a whole.

The Role of The Parent

- Parents should encourage their child to read their Accelerated Reader book at least three times per week at home, listening to them read as often as possible. This should be recorded in the child's reading record by the adult or in the case of a child recording it, it should be initialled by the parent to acknowledge the reading has taken place.
- Parents can monitor their child's progress on Accelerated Reader by logging in to their child's Accelerated Reader platform at home and viewing their 'progress' tab.

Incentives

- Children who read three times a week or more at home should receive a Class Dojo for the reading.
- A weekly word count is shared and celebrated with the children during Celebration/Honours assembly.