



What is an AR literacy lesson? Book quizzes are completed during class time and children record their results in their reading log which is also a communication tool for parents. Teachers emphasise that reading is non-competitive, and there are incentives for children when they read their target such as certificates and yearly rewards.

Accelerated Reader provides clear and quantifiable reports on each individual child. These show progression. This also enables teachers to spot any anomalies and identify areas of need, such as a child struggling to find books they enjoy reading within their correct ZPD range, or frequent incorrect quiz scores and the intervention required.

What is ZPD? The Zone of Proximal Development (ZPD): this is the difficulty level of a text which has just enough challenge to promote reading growth in pupils. If reading is done at a level below the ZPD, little or no growth in attainment is likely to occur, although the pupil is likely to score highly on the quiz. Similarly, if reading is done at a level above the ZPD, in theory the text will be too hard and no growth in achievement will occur. The range of numerical values for each pupil in each year is derived from the Star norm-referenced reading test.

With quizzes for over 33,000 fiction and non-fiction titles and hundreds more added every month, AR offers a vast array of reading options to suit every age, interest and ability. In addition, a book discover shelf within Accelerated Reader provides personalised suggestions to help students find their next great read.

This year, nationally, over one million pupils (1,057,720) read over twenty million (20,674,121) books between them. Boys were slightly more likely to feature than girls. While more students were participating, they were also quizzing on more books per pupil, which is fantastic news.

The largest number of quizzes per year was taken by Year 7 pupils (3,820,128) and Year 8 was also high on this factor (2,257,458).

In our 2018 survey, the number of books read per year steadily declined. As older pupils read longer and harder books, this would be expected to a large extent.

There is a strong relationship between quality of implementation of AR and reading achievement on the Star Reading test. The better AR is implemented, the higher the reading achievement.

Pupils should be encouraged to: pass all quizzes; sustain a higher level of challenge in their reading on transfer to secondary school; and sustain Average Percent Correct at or above the 85% level on every book.

For all readers, high levels of implementation are associated with high levels of reading achievement throughout the year, while low levels of implementation are associated with low levels of achievement. This demonstrates how vital regular reading is and how it affects student progression.



Reading Time and Progression

Reading time has a direct bearing on vocabulary expansion, and there is a fascinating chart that shows the stark contrast between students who read for more than 30 minutes a day, and those reading for only half that time.

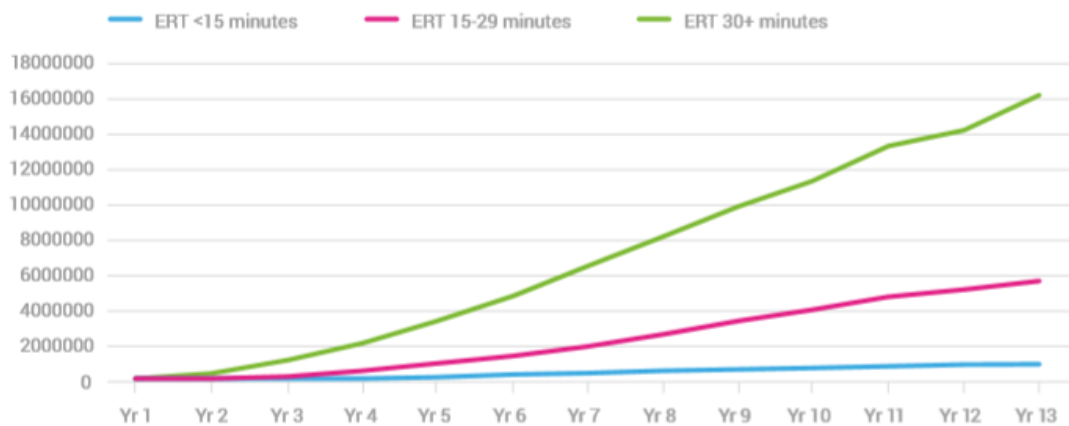


Figure 3: Cumulative number of words read, by ERT

ERT = Engaged Reading Time

Jeff Kinney remains the most popular author



Jeff Kinney

Books including:
*Diary of a Wimpy Kid:
The Getaway*



AR at King's

At King's, since implementing Accelerated Reader, our reading culture within school has improved greatly. More time is now dedicated to in-school reading, such as form time and a weekly 'Drop Everything And Read' whole school reading session. For years 7 and 8, we have established individualised target setting and careful monitoring of pupil reading comprehension. Literacy lessons are vital to encourage peer recommendations and foster a culture of group reading and enjoyment. They also allow literacy staff to monitor student progress and aid students in book selection within their ZPD range.