



A guide to...

Accelerated Reading

"Children and young people who use AR tend to enjoy reading more, do it more often and think more positively about reading than their peers who do not use AR. They are also more likely to see a link between reading and their successes."

Dr Christina Clark, National Literacy Trust

Please note: Mrs Thomas and Miss Short will be available in the media suite during parents evening to answer any questions and demonstrate quizzes and STAR tests.

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Overview

- Accelerated reading helps monitor children's comprehension skills.
- Your child may bring home a book which they can easily decode but do they really understand it? Can they retrieve information, infer and deduce, make predictions and summarise the main points? Do they understand the vocabulary? Accelerated reading aims to ensure children really understand what they are reading and give them practise with answering test style questions.
- 6 half termly STAR tests will allow children to be closely assessed and monitored and put on appropriate book levels.
- Every time children finish a book they will have the opportunity to take a reading comprehension quiz on an ipad or computer.
- If the book is pitched at the right level, children should be scoring at least 85% per test.
- If they score 100% consistently across a few quizzes, they will progress up to the next book level.
- 60% is a pass on smaller books although this indicates that the child still needs to do a lot of practise before moving up a level.
- Reading corners have been stocked with exciting new books for the children, which we will hope motivate the children and help them make excellent progress with their reading.

How can you help?

- Encouraging your child to read daily and ensuring they are asked questions about what they are reading will optimise their progress. Please see the end of the pack for ideas on questions to ask your children when you hear them read.

The STAR reading test- (to determine the ZPD and book level)

The STAR reading test should take a child on average 15 minutes to complete.

If children do not know the answer to a question, they should wait for it to time out. Guessing can affect the reliability of the score.

Questions start off easy. If answered correctly, the questions will get progressively harder. Otherwise they will stay around the same level, in order to encourage the child to not give up.

*****PLEASE NOTE- children will complete one of these every half term and book levels will be adjusted accordingly*****

Example of questions from a STAR test for a year 4 person ZPD level 3.1-4.8- getting progressively harder as questions answered correctly.

Question 1

He threw his fresh laundry on the bed in a big _____.

- 1 heap
- 2 pool
- 3 melt
- 4 grab

Question 4

They loved the puppy because it was the most _____ of the litter.

- 1 affectionate
- 2 hazardous
- 3 cultural
- 4 legible

Question 6

Learning to play an instrument well takes dedication and _____.

- 1 enforcement
- 2 discipline
- 3 delegation
- 4 economics

Question 11

Jon is planning his weekend around his town's independent film festival. He wants to attend a lecture given by a filmmaker and also view a variety of films. Jon needs to locate the festival's current schedule so he can make his plans.

Which would be the **most** reliable source for this information?

- 1 a blogger who enjoys writing about current films
- 2 his friend who will also be attending the festival
- 3 the film section from a local newspaper

Question 12

When Gretchen returned home for break, she was surprised that her younger sister Eva picked her up from the airport. It was bizarre to conceive of her baby sister, whom she could remember learning to talk, confidently driving a car. When Gretchen got in the car, however, she realised that Eva hadn't really evolved all that significantly. Eva immediately started complaining, as she frequently did, about all of their parents' rules around the house. For the first time, Gretchen suddenly felt above such things, and advised Eva to take it easy on their parents.

How is the theme of the passage revealed?

- 1 Eva's complaints about her parents' rules communicate the theme of the importance of discipline.
- 2 Eva's driving a car to get Gretchen from the airport demonstrates the themes of exploration and travel.
- 3 Eva and Gretchen's contrasting attitudes about complaining convey a theme of growing maturity.

Example of how the questions at Q11 will stay easier if children are not getting them right.

All animals have homes. Fish live in water. Most ants live in the ground. Birds live in a nest.

What live in a nest?

- 1 birds
- 2 ants
- 3 fish

Some animals live on farms, and some animals don't. Cows and pigs live on farms. Bears and foxes don't live on farms.

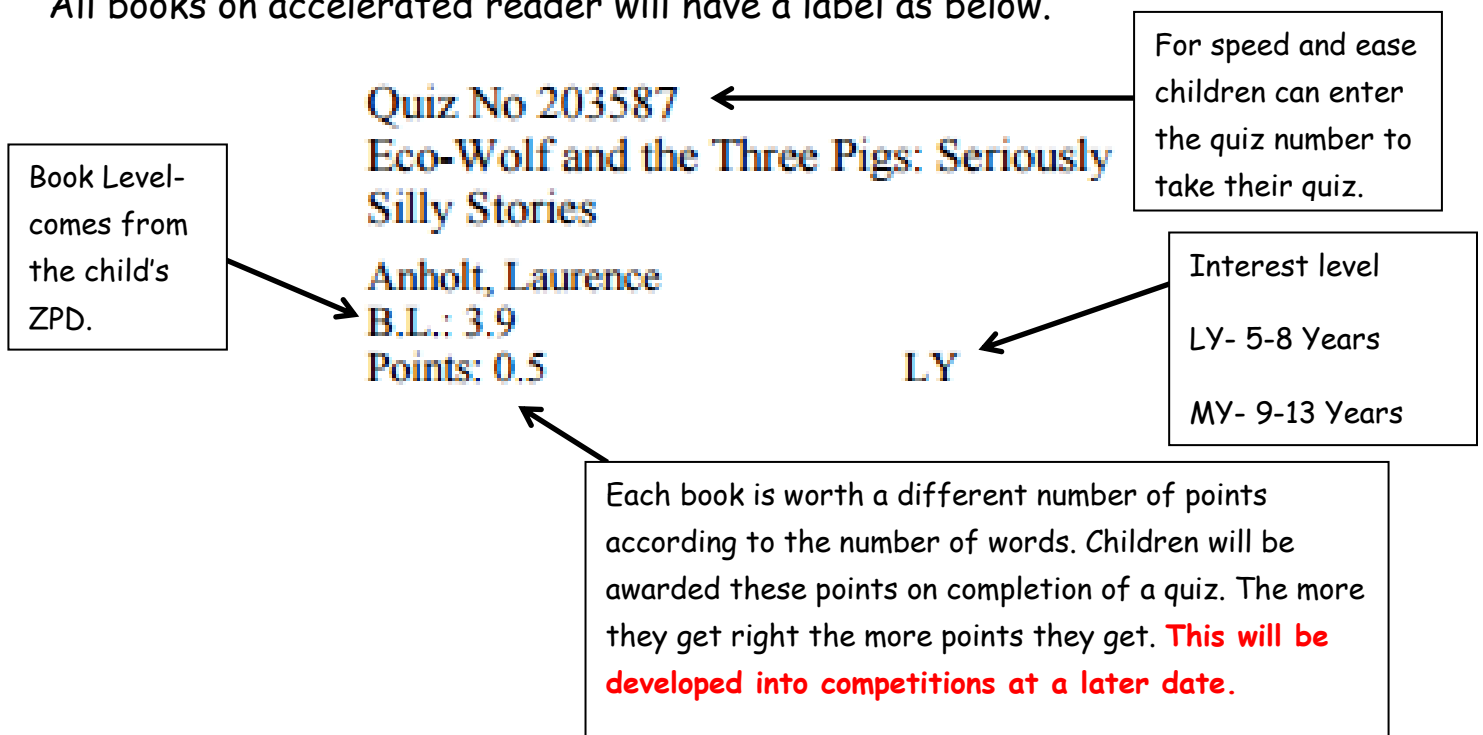
What animals live on farms?

- 1 pigs
- 2 bears
- 3 foxes

The labels explained

Your child will be given a ZPD level. This could be a small range for example (2.2-3.2) or a larger range (4.2-7.0). We have encouraged children to roughly start in the middle of this range and take a test to then determine whether they are pitched at the right level. Please note: If your child cannot find their exact level (for example 3.2) taking one above or below (3.1 or 3.3.) will be fine.

All books on accelerated reader will have a label as below.



Book choice

Book corners have been reorganised to ensure each class has a good coverage of their required levels. More stock has also been ordered taking into consideration gaps in levels and interest levels of books to ensure they are inspiring to children.

Even though a book may look easier than your child has read before, it will be matched (using the data from the STAR test) to your child's ability to comprehend. Please help us reassure your child that a thin book doesn't necessarily mean it is easy. It is about the sentences structure and complexity of vocabulary that determines how hard a book is.

We encourage children to read at Roebuck as we want to develop a love of reading. From stimulating books corners, whole class story sessions, weekly guided reading sessions, reading buddies and plans to revamp and open up the school library to out of school hours, we are striving to improve and better the reading provision for your child.

Children can still choose their own books for pleasure when they are at home and at the school library. We want to motivate children to read.

The quizzes

Once a child has completed a book, they will be given the opportunity to take a quiz online. This will help both the child and teacher assess their progress.

Once children are confident with the process, incentives such as certificates will be introduced to motivate the children.

If a child is achieving 85% on a test- this indicates the book level is appropriate. Consistently achieving 100% indicates they may be ready to move to the next level. 60% is considered a pass but indicates the child should stay at the set level or even go back a level to aim for scoring 85% or above.

Reading comprehension Quizzes

All accelerated reader books will have a comprehension test. These questions predominantly test the children's retrieval skills.

The only way kids could protect themselves from the Cheese Touch was to ---.

- A cross their fingers
- B wear long sleeves
- C stay in the "safety zone"
- D spray "invisible spray"

What did Greg do whenever Dad forced him to go "do something sporty"?

- A He rode his skateboard to school and back.
- B He hid under the basement steps and read comic books.
- C He went to Rowley's to play video games.
- D He played basketball at Fregley's house.

Vocabulary Quizzes

Some accelerated reader books will have a vocabulary quiz. These are very important as they test children's understanding of key vocabulary. It is very important that children understand the words that they are reading to enhance their overall understanding of the text.

Sophie asked the BFG to swivel one of his big ears.
To swivel is to ---.

- A remove or cut off
- B turn or rotate on a point
- C rub with soap and water
- D insert something in order to plug

As he dreamed about Jack, the Fleshlumpeater moved like a colossal writhing snake. What is another word for colossal?

- A trained
- B enormous
- C evil
- D sick

Literacy skills quizzes

Some accelerated reader books will have a Literacy skills quiz. These are very important as they test children's ability to infer and deduce information.

How did the author foreshadow, or hint, that Harry would have to battle Voldemort?

- A Harry's name was drawn from the Goblet of Fire.
- B Harry kept feeling pain from the scar on his forehead.
- C Harry was hurt by a horntail dragon that looked like Voldemort.
- D Hermione kept dreaming that someone was trying to hurt Harry.

Why did Dumbledore announce that Voldemort had returned, when he knew the Ministry of Magic wanted him to be quiet?

- A He hoped to get Cornelius Fudge fired so Professor Snape could become the head of the Ministry of Magic.
- B He knew that parents would not want their children to return to Hogwarts if he was not honest about Cedric Diggory's death.
- C He was trying to gain more power for himself by making the parents believe he was friends with Voldemort.
- D He knew that the Ministry of Magic could not afford to wait until Voldemort showed himself to start fighting against him.

What can you do to help your child?

DISCUSSION & QUESTIONING AS OFTEN AS POSSIBLE WILL HELP YOUR CHILD MAKE PROGRESS

Ask your child questions when you hear them read to assess their understanding of the text. This is so important as we want to develop their ability to comprehend, infer, predict, summarise and question as well as many other reading skills.

Summarising

- Tell me about *XX*. Does s/he remind you of anyone in another story? What about the things that s/he does / says? How do they remind you?

Vocabulary

- Read me; *specify sentence/ paragraph*. Are some words more important than others? Tell me about them. Let's look at the conjunctions / verbs / etc. What do they make you think about?

Inferring

- What things that *XX* does or says give us clues about them? What do you notice about how s/he behaves towards other people?
- When you read: *specify section*, what does it make you feel? Are some words more important than others to make you feel like that? Tell me about them.
- Tell me about how the author makes you feel about (*name of character*). Can you find me an example of what you mean?
- When *XX* says "...", what does that make you think? What do you think they might be feeling?
- Find me a place where the scene changes. Are the characters behaving differently now? (Relate to their own experiences.)

Predicting

- Tell me about *specify section*. What do you think *XX* might do now? What about *YY*? What would you do? What will they not do?

Authorial intent

- What did you think of: *character / chapter / specified sections / overall as a book*? Are there bits that stick in your memory? What made them stick?
- Tell me about the sentences in this section. What do you notice? (Short? Long? Ways to start? Conjunctions?) Say them aloud. What do you notice?

Retrieving

- Which words give us little clues about *XX*? What kind of a person do you think they are from what you've noticed?
- What impression do you have of the house / garden? Which words make us think it is strange / exciting etc?
- Find me the words and phrases that are referring to *XX*. On those same pages is information that is not about *XX*. Let's find some examples. Agree what these might be about.
- Find me a bit where the setting / time / person narrating changed. Are there particular words / phrases that tell us what's happening? What do you think the author wants us to feel? Show me the words that make you think that....

Comparing

- Do you think *XX* is feeling a bit biased (tell them 'on the side of' or 'against') about *YY*. Find me a bit in the text that made you think that. Do other characters in the story feel differently? Are there particular words that show the bias?