

Juniper Hill School

Accelerated Reader (AR) Policy



Kindness Enjoyment Achievement

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At Juniper Hill School, together we are committed to creating a supportive reading environment built on kindness, enjoyment and achievement. We want our children to see

themselves as lifelong readers. We promote readers to decode, comprehend and response to the various reading material they are presented with.

Intent

We want all children at Juniper Hill School to develop an interest in reading. Accelerated Reader puts children in the driving seat to make informed choices about reading. As a school, we guide children to make choices whilst engaging quizzes and activities help hone children's reading skills to enable optimal growth.





Kindness: Children are supported in a nurturing yet challenging environment. They are encouraged to give their best selves. Teachers at Juniper provide reading opportunities to explore and promote kindness and respect through a diverse curriculum.

Enjoyment: Children enjoy reading a range of different genres. Teachers use diverse, high-quality texts as stimulus to ignite their own reading choices. Children find enjoyment in their success, as our reading approach ensures every child works towards their own targets, thus experiencing success.

Achievement: Children are encouraged to give their best selves. At Juniper we do not put ceilings on what the children can achieve in their reading, and we do not hold pre-conceptions about their ability to make progress. Children can achieve their targets as our reading approach ensures every child's targets are attainable; children are given small steps to achieve and progress.

Aims

The aims and objectives of Accelerated Reader are:

-  To ensure a consistent approach to the monitoring of reading, across the school (Y2-Y6).
-  To ensure that children are reading from books which enable optimal growth in reading skills.
-  To ensure that children are given opportunities to use and apply their reading skills in a range of texts.
-  To ensure that all children develop a love of reading through a selection of high-quality texts; fiction and non-fiction.

Implementation

Accelerated Reader encourages substantial differentiated reading practise to create strong readers. Based on each child's independent reading level, AR helps teachers set personalized goals for each child and guide children to books that are difficult enough to keep them challenged, but not so difficult as to cause frustration. In addition, AR helps teachers monitor children's vocabulary growth, literacy skills development, and other reading skills.

1. Determine reading level. First, a child's optimal reading level is determined through the STAR Reading assessment. This assessment suggests a range of book levels for each child called the "zone of proximal development", or ZPD. Children should begin reading books at the lower end of their ZPD and gradually move up the range in order to make optimum progress.

2. **Set practice goals.** Teachers support children to set individualized reading practice goals based on reading quantity, quality, and difficulty and they can then monitor progress toward those goals.
3. **Personalised practice.** Personalised reading practice means children read books of interest at their own reading level.
4. **Children take an AR Quiz.** AR offers more than 150,000 quizzes of three types on both fiction and nonfiction titles.
5. **Receive instant feedback.** AR provides teachers with immediate information, helping them monitor the comprehension skills of each child and inform further instruction or intervention. Children and parents get instant feedback to help motivate success with the use of myON through the number of correct or incorrect responses when quizzing.

Assessment

Each half term the children take a STAR assessment. The star assessment is a computer-based assessment comprising of 34 questions; 10 vocabulary and 24 comprehension. This assessment suggests a range of book levels for each child called a zone of proximal development, or ZPD.

Online safety

Each child has unique login credentials. The STAR assessments are conducted in school which uses a unique URL link specific to Juniper Hill. For those children who use myON at home, unique login details are provided by the school. Children can only access this via a unique URL code sent by the school.

Equal Opportunities, inclusion and SEND

At Juniper Hill school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race and disability or learning difficulties. The school works to ensure the active participation and progress of all children in their reading journey.

All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

At Juniper Hill School we are committed to ensuring that every child makes progress in their reading from their starting point. Class teachers will use their professional judgement as to how the STAR assessment is completed, in conjunction with parents and carers.

British Values

By connecting our British Values through the teaching of reading, we explore issues that affect us all in our lives and this helps inform decisions that will shape our future. The variety of texts on offer both in school and online promote Democracy, Rule of Law, Respect, Tolerance of others faiths and religions and Individual Liberty.

Resources

The children and staff each have individual access to Renaissance Place and myON. The physical copies of books in school have been banded in a specific way (number of words, word length, vocabulary and sentence structure). Each book has a unique internal label which shows the book level, book title, author, points value and quiz number. In addition, each book has a specific coloured label on the spine to show the ZPD range it is in.

Roles and responsibilities

The responsibility of engagement levels lie with class teachers who monitor reading volume every two weeks. The responsibility of the implementation of STAR assessments are of the reading leader. In addition, the reading lead takes responsibility for overseeing book stock maintenance.

Monitoring

Class teachers are responsible for overseeing reading engagement within their own classroom with support from the reading lead. The reading lead monitors STAR assessments and outcomes every half term and uses this data to inform teaching and learning outcomes. In addition to this, the reading lead uses data from myON to inform book stock decisions based upon current themes or genres of interest to the majority.

The monitoring of Accelerated Reader is monitored regularly and discussed at leadership meetings.