

IMPORTANT CHANGES TO OUR READING SCHEME



When our pupils leave Long Lane, we want them to be confident readers, children who read fluently and widely for pleasure and purpose and who can express preferences and opinions about the texts that they have read.

WHY MAKE CHANGES?

We want to ensure that Long Lane children feel motivated to read and that our scheme provides them with enough challenge to ensure they continue to develop their reading skills and enjoyment of reading throughout their time in Primary school.

WHAT IS THE NEW SCHEME?

To achieve this, we have introduced a new reading scheme called **Accelerated Reader**. The **Accelerated Reader** programme consists of an online reading assessment which gives your child a numerical reading range (ZPD). The assessment also provides teachers with lots of useful information about your child's reading attainment.

WHAT WILL BE DIFFERENT?

Instead of choosing colour coded books, children choose books from within their ZPD number range. Once they have read the book they will then complete a short, online quiz to check their understanding. They earn points for completing a quiz and the book they have read is added to their virtual bookshelf.

All children nearing the end of the RWI Phonics scheme will be using the Accelerated Reader programme – even those who were previously 'free readers'. This is because we are able to add a much wider range of books to our Accelerated Reader library and we want to continue to provide challenge for our more able, confident readers.

Our entire reading scheme is explained in more detail on the following pages and will be added to the website shortly.

If you have any questions or concerns about your child's reading or the new scheme, please speak to the class teacher or email the school office.



Our Reading Scheme: A Guide for Parents





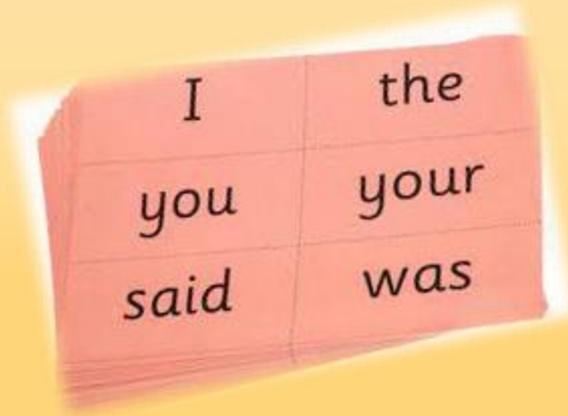
Learning to read at Long Lane

From the start of Foundation Stage, children begin learning to read using phonics. This means that they learn the sounds that letters or groups of letters represent. When children blend these sounds together, they can read whole words and sentences. We use the Read Write Inc. Phonics programme for this.



Red words

Children also need to learn to read 'red words', such as *the*, *where* and *should*. These are words that may not be read using phonics alone – children need to learn to recognise the word as a whole.



Read Write Inc Phonics



- Children read books which relate to their phonic knowledge.
- Children learn to blend independently and to find meaning in what they are reading.
- Children should re-read books to become confident, speedy readers.



Accelerated Reader

Once children have a secure phonic knowledge base and can read fluently, they will move onto our Accelerated Reader programme. This has now replaced our previous 'colour band' reading scheme.



Accelerated Reader

The **Accelerated Reader** programme is designed to do the following things:

- Find books that are the right level of challenge for your child
- Encourage your child to read more
- Improve your child's reading ability





How it works

Once children can read fluently, they take a **Star Test** each half term, which is a computer-based test that measures a child's reading ability through a series of 34 questions.

Every test for every child is different, and the computer selects different questions for each child dependent on how well they answer the previous questions. Essentially, the computer adapts the test to suit your son or daughter.

Once a child has completed the test, they are then given a **ZPD score** by their teacher.



How STAR tests work

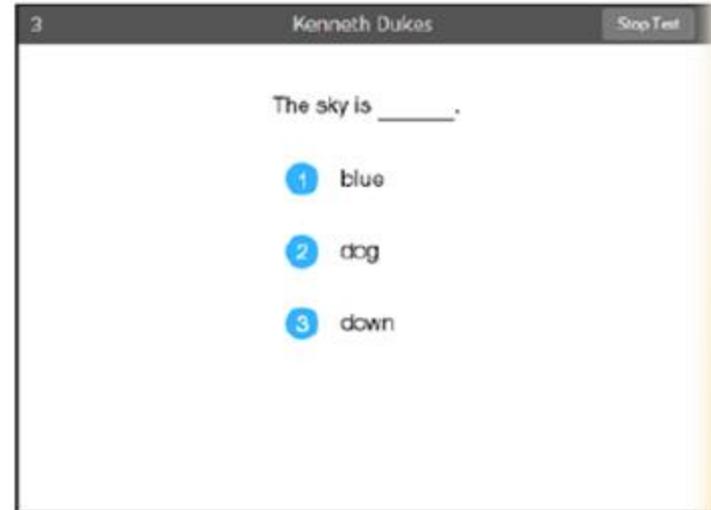
- 1) The child **must take their time**. It is recommended that each child should spend **at least 20 minutes** on their tests. During a STAR test it is about concentration, focus and careful reading.
- 2) Children should not guess answers to questions. Instead, they should wait for the question to time out if they do not know the answer. This is to ensure the computer is not given a false impression of the student's reading ability.
- 3) Tests will be taken without any help from other children or the teacher.



Examples of STAR test questions

Picture 1

Fill-in-the-blank questions have a sentence with a word missing. There will also be a list of three or four words that could fit in the blank. Your job is to choose the word that best completes the sentence.



The screenshot shows a web browser window with a dark header bar. On the left of the header is the number '3', in the center is the name 'Kenneth Dukas', and on the right is a 'Stop Test' button. The main content area contains the text 'The sky is _____.' followed by three numbered options: '1 blue', '2 dog', and '3 down'. Each option is preceded by a blue circle containing the number.

Web browser

Short-answer questions have a text passage at the top, followed by a question about the passage. There will be a list of three or four possible answers. Your job is to choose the best answer to the question.



The screenshot shows a web browser window with a dark header bar. On the left of the header is '12/34', in the center is the name 'Kenneth Dukas', and on the right is a 'Stop Test' button. The main content area contains a text passage: 'Leslie curled up in a chair on the porch. She closed her eyes and tuned into her surroundings. She smiled at the familiar sounds of her neighbour rustling his newspaper and the floorboards creaking beneath his rocker. She laughed as the neighbourhood boys raced by on their bicycles. The rat-a-tat-tat of the cards pinned to the spokes of their wheels added a beat to the music of the street.' Below the passage is the question: 'How does the author's use of sensory detail affect the story?' followed by three numbered options: '1 The sounds help the reader imagine the neighbourhood.', '2 The music is too loud and bothers Leslie.', and '3 The creaking noises give it a mysterious mood.' Each option is preceded by a blue circle containing the number.

A ZPD score is given to your child after completing the STAR test

3.2 – 4.6

Lowest
number

Highest
number

ZPD is the Zone of Proximal Development. This ensures the books your child chooses are not too easy or too hard, but will develop reading.

The lowest number is the lowest level of book the child should be choosing. A child who is a less confident reader should choose books from the lower end of their ZPD range.

The highest number is the highest level of book the child should be choosing.

Children will keep a record of their ZPD range in their reading records or homework diaries.

A new STAR test takes place every half term, so teachers can track progress, children can see improvements in their reading ability and choose more challenging books.

I get sad every
time I hear a
person say, "I
don't read." It's
like saying "I
don't learn," or
"I don't laugh,"
or "I don't
live."



There are two Accelerated Reader libraries in school. One for Years 2-3 (LY) and one for Years 4-6 (MY).

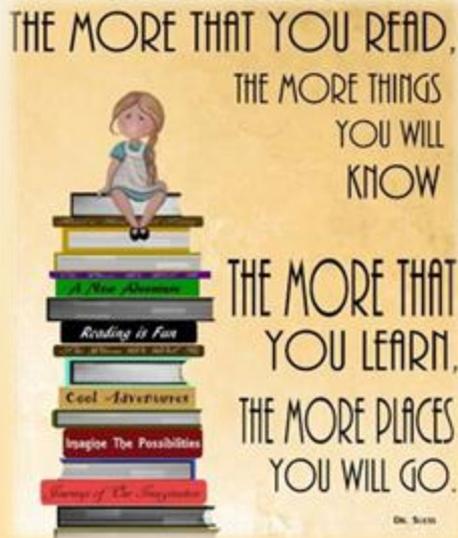
This is to ensure that children choose books at an appropriate interest level for them.

Text difficulty is indicated by the numerical score on each book. There will be a range of text difficulties within each library.

“I love books.
I love that moment when
you open one and sink into it
you can escape from the world,
into a story that’s way more
interesting than yours
will ever be.

Elizabeth Scott

AR Quizzes



A quiz is different to a STAR test because children only take a quiz **after** they have *finished* a book.

There are usually about 10 questions on the book that has been read. At the end of the quiz the children are given a percentage to show them how well they have done.

Children will be able to take their quizzes at home or at school – we will show children how to do this at school first.

There are some important rules for taking quizzes:

- 1) The book the child is quizzed on **must be a book they have read in the last two weeks.** AR is not a memory test but rather measuring reading comprehension.
- 2) A child cannot take a quiz until they have read the entire text.
- 3) Quizzes must be done individually, not with anyone's help.
- 4) Quizzes may only be taken once.

How much should my child read each day?



According to Renaissance Learning's research, children who read **at least 20 minutes** a day with a **90%** comprehension rate on AR quizzes see the greatest gains.

How can I help?



10 top tips for parents to support children to read

<https://www.gov.uk/government/publications/10-top-tips-to-encourage-children-to-read/10-top-tips-to-encourage-children-to-read>

1. Encourage your child to read

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.

2. Read aloud regularly

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

3. Encourage reading choice

Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

10 top tips for parents to support children to read

4. Read together

Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all.

5. Create a comfortable environment

Make a calm, comfortable place for your family to relax and read independently - or together.

6. Make use of your local library

Libraries in England are open to all, so visit them when you're able to and explore all sorts of reading ideas. Local libraries also offer brilliant online materials, including audiobooks and ebooks to borrow. See [Libraries Connected](#) for more digital library services and resources.

7. Talk about books

This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.

10 top tips for parents to support children to read

8. Bring reading to life

You could try cooking a recipe you've read together. Would you recommend it to a friend? Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

9. Make reading active

Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home. You could organise treasure hunts related to what you're reading. Try creating your child's very own book by using photos from your day and adding captions.

10. Engage your child in reading in a way that suits them

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

arbookfind.co.uk



It's not just books from school that children can read, they can read books from home or library and take quizzes on them!

You can use arbookfind.co.uk to check whether a book is on Accelerated Reader.



Any questions ?

Please speak to your
child's class teacher
or email the school
office.

