



# Reading at Moss Hall



What is



Online programme which monitors:

- what children read
- how much they read
- how much of what they read, they understand

# What is Accelerated Reader™



At its heart, Accelerated Reader is simple.

A student reads a book, takes an online quiz, and gets immediate feedback. Students respond to regular feedback and are motivated to make progress with their reading skills.










<http://www.renlearn.co.uk/reading/>



<http://www.renlearn.co.uk/accelerated-reader/>

## RENAISSANCE

Home

 Star Reading	 Star Early Literacy	 Accelerated Reader	 Renaissance-U Including Smart Start	 Add Content
 Users	 School Years	 Product Administration	 Renaissance Home Connect	

Students who read for 25 minutes or more a day will progress at twice the rate of students who read for less than 5 minutes

The top 10% of students read more than 40 minutes a day.



# How does AR work?



## Step 1- (School)

- Star Reader Test - determines reading level.
- Online, multiple choice, 20 minutes.
- Tested termly and at the end of the year

## Step 2- (School)

- ZPD reading range (e.g. 3.5 - 6.2) appropriate level of challenge.
- Children choose a book within their ZPD to read.
- There is no set time that this should be read in.

# How does AR work?



## Step 3 – (School and Home)

- On completion of reading their chosen book, children take a quiz. This should be within 48 hours and without the book in hand.
- Results are instant.
- Children are aiming for 85% (on average).

## Accelerated Reader Colours

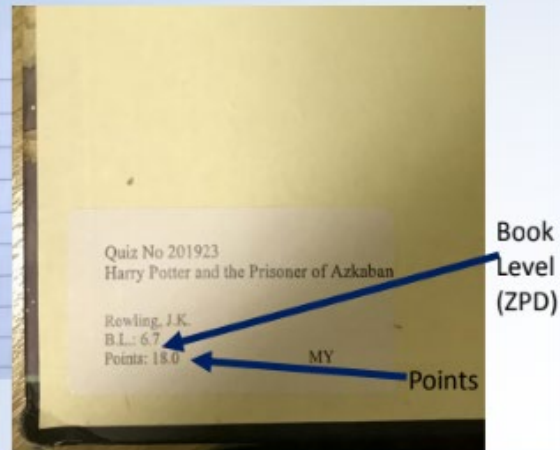
-  Red – 6
-  Pink – 5
-  Yellow – 4
-  Dark Blue – 3
-  Orange – 2
-  Green – 0-1

## Choosing Books

- Library – colour coded and labelled books
- Children are still able to choose extra ‘free choice’ books
- Suggested reading lists are on the school website

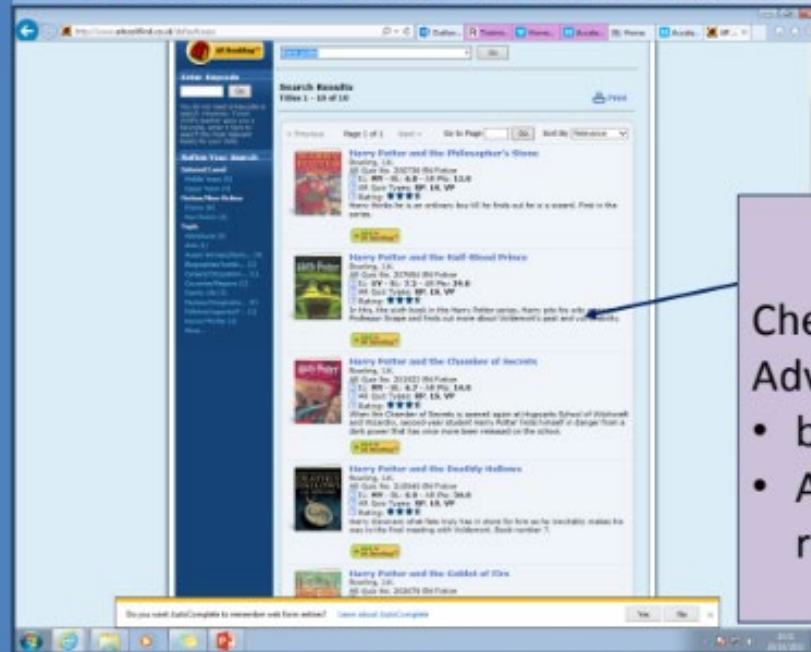
Accelerated Reader Colour Code.

	Red - 6
	Pink - 5
	Yellow - 4
	Dark blue - 3
	Orange - 2
	Green - 0



# Choosing Books

- Book from home or school (provided they are correct level)



**ARBookfinderUK**  
[www.arbookfind.co.uk](http://www.arbookfind.co.uk)

- Check book level  
Advanced searches to find
- books within genres
  - All books within a certain range

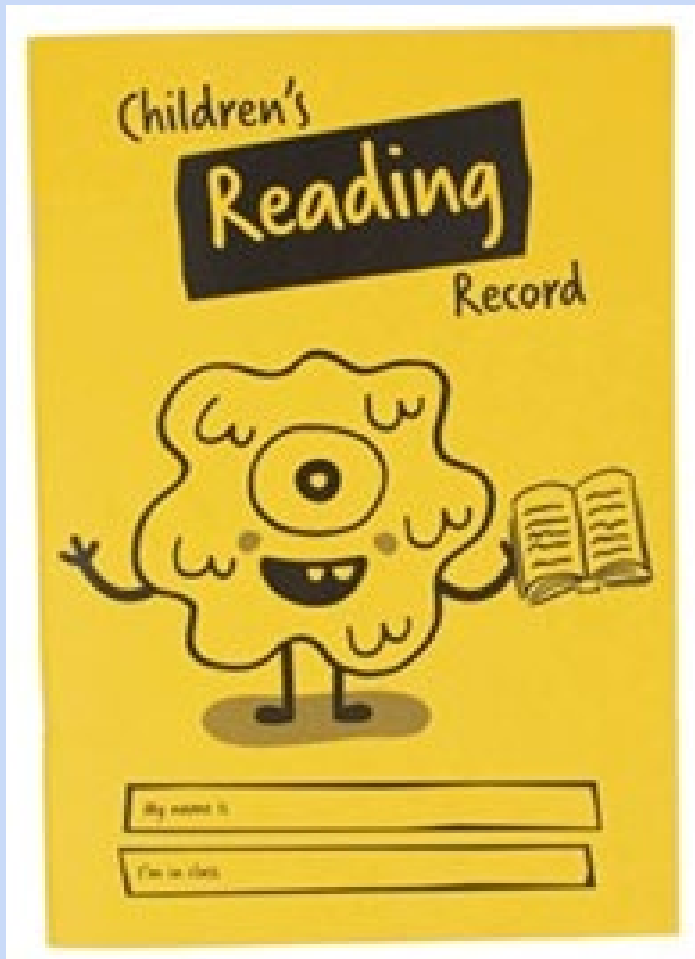


## Moss Hall Expectations

- Home Learning. Children are expected to read at home **daily** (for at least 15 minutes in the infants and 20 minutes in the juniors).
- Children bring their accelerated reader book and their reading record to school **every day**.
- Children can take their Accelerated Reader quiz during reading lessons in school (each class has one day dedicated to AR) or at home during weekdays.
- Children aim for an 85% average on quizzes, to show a secure understanding of the text.

## Changing Books

- Children have time in the library every fortnight to speak to the librarian Mrs Robel about their reading and select new books from their colour bands (as well as 'free choice' books)
- In the meantime, there is a library club every **Monday** and **Wednesday** (12:15-12:45 pm) for children to change their AR books more regularly
- Class libraries contain a wide range of books suitable for the age group



# Moss Hall Reading Records



A place for our pupils to write down what they have been reading **both in school and at home.**

It is also an opportunity for grown ups to leave a comment after you have read with your child or talked to them about what they are reading. Parents and carers are encouraged to leave a written comment at least **once a week.**

Every child should be reading daily at home! This includes being read to and sharing a book together.



The children will now also use their reading record **in school** as well to record what they are reading in their lessons. This will allow you to see any new vocabulary that they have been learning.

This will mean that the reading records become a central place where our children record **everything that they are reading** throughout their day.

Teachers will be able to see your comments and **may** add their own if they feel it necessary to do so. The children will record their new vocabulary, page numbers, titles and authors.



# Reading Strategies

Inside the reading record you will find this reading strategy grid. It can be used to support discussions about what your child has read and ask them questions. These are the reading strategies that our children use in their reading lessons to improve their comprehension skills.

If your child chooses to read independently or doesn't always read aloud, these strategies are a good way to explore what they have read and check their understanding of the text.

When you read together, please help your children to:

<b><i>Read fluently</i></b> <ul style="list-style-type: none"><li>-Read with expression by looking at the punctuation</li><li>-Read with pace and build reading stamina (read a little more each time)</li><li>-Use the contents page, index and glossary to find information efficiently in non-fiction texts</li></ul>	<b><i>Predict</i></b> <ul style="list-style-type: none"><li>-Make predictions about the book based on the front cover/blurb/title</li><li>-Make predictions about what will happen next in the book <i>based on what they have read (not guessing)</i></li></ul>
<b><i>Question</i></b> <ul style="list-style-type: none"><li>-Ask questions about what they are reading, as well as answer them</li></ul>	<b><i>Infer</i></b> <ul style="list-style-type: none"><li>-Use clues from the text to 'read between the lines' and discuss characters, setting or mood</li></ul>
<b><i>Make Connections</i></b> <ul style="list-style-type: none"><li>-Make connections between the book they are reading and other texts</li><li>-Make connections between the book they are reading and their own experiences</li></ul>	<b><i>Summarise</i></b> <ul style="list-style-type: none"><li>-Identify key information and summarise what they have read previously</li><li>-Challenge themselves to limit the amount of words they use to summarise themes and events</li></ul>
<b><i>Clarify</i></b> <ul style="list-style-type: none"><li>-Understand (clarify) the meaning of unfamiliar words or phrases that they have come across</li></ul>	<b><i>Evaluate</i></b> <ul style="list-style-type: none"><li>-Discuss the language that the author has used and its purpose</li><li>-Express their opinion about the genre, the author's writing style and the plot</li><li>-Think about how the text has been organised on the page and how it helps the reader</li></ul>

After they have read to you, please comment on these reading skills in their reading record. If you have any questions please ask the class teacher for further support.

# Comments

When you have read with your child, listened to them read aloud or discussed their book with them, there is space in their reading record for you to leave a comment.

You could comment on the reading strategy that they have explored, using the written prompts inside, or you could comment on their fluency, intonation and pace as you listen to them read.

You could also make a note of any words that they found tricky to read or clarify the meaning of, so that their teacher can see.



# Reading for Pleasure

There is also a message from Mrs Robel inside every reading record with some helpful advice and questions to ask your child as you read with them.

We want reading and book talk to be enjoyable for everyone. The information inside their reading records is there to facilitate interesting conversations between you and your child, no matter which stage of their reading journey they are at

## Reading at home with your child

Reading at home with your child makes a crucial difference to their reading skills and wider education. Please find a relaxed time each day when you can enjoy listening to, and reading with, your child. Each week, your child will have the opportunity to change their library book in school and to bring it home to share with you.

Some children may be confident at reading new words, others may still need some support. It is important that your child should make sure they understand what they have read. Talking about new words and finding out what they mean is an important part of their education. Discussing their opinion about the characters, settings and events is very important too.

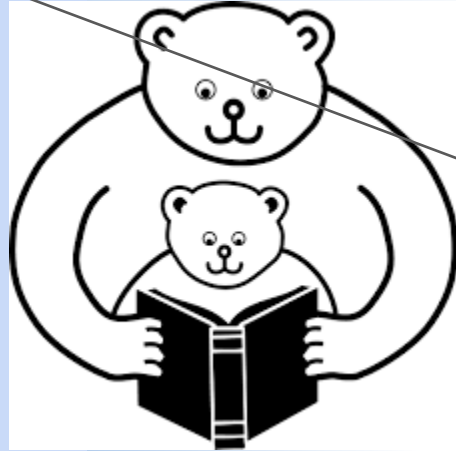
Some questions you might ask when talking to your child about their reading are:

- Was there anything you liked/disliked about this book?
- When you first saw the book, what kind of book did you think it was going to be?
- Have you read other books like it?
- When you were reading it were there any parts of the language that you liked?
- How could you make this book better?
- When you were reading did you see the story in your imagination?
- Where did the story happen? Which parts tell you that?
- Which character interested you the most?
- Is the character the most important person in the story?
- Did the characters remind you of anyone you know, or any other characters?
- Who was telling the story?
- Did you see yourself as a character in the story?
- Did you know what the characters were thinking about?

Reading is one of life's greatest pleasures. Enjoy it!

# What can you do to support your child?

Use the strategies provided in their reading records!



1. Encourage your child to read for 20-30 minutes a day and monitor.
2. Talk to them about what they are reading.
3. Listen to them read and praise them.
4. Discuss their books (questions provided).
5. Encourage them to look up and record new vocabulary.
6. Use Home Connect. <http://vimeo.com/138084388>



## Key messages

- **Don't stop reading** with them because they can decode.
- Make it fun! Talk about the text. **Laugh and cry together** - if they enjoy reading time with you, they are much more likely to read independently.
- **Model being a reader** – let them see you reading, talking about reading. Guess what happened in my book last night.....
- **Make time** - protect this time - leave your phone in the other room! Try to give your full attention for 10 minutes.



## Key messages

- **Make it easy** - books by their bed, books in lounge, take books on the bus. Join the library / visit bookshops - even if you don't buy anything!
- **Model the strategies** and **praise children** when you see them independently using them - try to do this on the turn of the page so it does not disturb the reading e.g. I like the way you ... made links, clarified etc
- Children should read books that **challenge** but also books that are comfort reads - what are your guilty pleasures when you want to relax?



## Vocabulary

**This is one of the most significant areas in which parents can make a real difference:**

- Talk to your children – discuss new words they have learnt as you eat round the table
- Praise children when they say they don't know what a word means when reading with you
- Try to explain what a new word means – 1 a night?
- Model an interest in words
- Praise your child if you hear them using that word



## Reluctant readers

**If your child finds reading difficult, this can become stressful. If they don't want to read sometimes:**

- Start with you reading first ...
- Take it in turns to read ...
- Listen to stories – story cds from library or apps
  
- If they never want to read, speak to your child's teacher.