

Rolling out Accelerated Reader into KS1

School	Braunstone Frith Primary School
Reading Champion	Bec James
Contact email	rjames@braunstonefrith.leicester.sch.uk
Who was targeted?	Year 2 pupils who are secure at Reading Recovery Level 22 or above. From the Summer term, Year 1 pupils who are very secure at RR Level 22 or above.
Outline of project:	
To roll out Accelerated Reader into KS1, putting the resources already bought into use, training staff to support the pupils to use AR and extending the range of books available.	
Overview of the timelines, additional resources etc.	
<p>Some books for Accelerated Reader had been purchased last year but had not been used through the AR scheme.</p> <p>This year we purchased more books to extend the variety of text on offer (this being one major advantage of AR) and trained class LAs to support pupils to take Star Reader tests and AR quizzes. The guidelines for how pupils used their Star Reader-generated ZPD to steer book choice were revised once the new system had settled in and the average pace of Yr2 AR readers was apparent. The current book level monitoring system was modified to check the progress of pupils on AR. AR will then be rolled out to HAPs in Yr1, in the Summer term, with just one LA trained to run the Star Readers and quizzing from those pupils from all three classes.</p>	
Impact	
<ul style="list-style-type: none"> • Pupils on AR are very motivated by the quizzes and the improved book choice • Pupils not yet on AR are motivated to improve their reading and 'move up' levels because they want to be on AR • The enthusiasm has generated more spontaneous talk, between pupils, around books • Comprehension has shifted to the front of the minds of Yr2 staff and pupils and I anticipate the same for HAP Year 1s • Decisions regarding book level feel more secure with the evidence from AR Star Readers and quizzes alongside Benchmarks (although there is some mis-match between the two) • Pupils' reading diet is wider; they take on a greater range of texts which means that they are encountering a wider range of vocab, sentence structure, page layout, word spacing and font • Picture books are recognised and valued as 'reading books', to be read by the pupils • LAs feel supported and empowered in guiding pupils' book choices and monitoring their reading • Reading mileage competitions and quiz displays motivate reading 	
Lessons learnt – advice for other schools	
<ul style="list-style-type: none"> • Go for it! • Have a play with the systems so that you are able to help quickly and easily when confusions arise • Use the online chat facility – very helpful • Limit the number of people who act as administrators • Shop around for books and use ARBookfinder alongside online book retailers to get the best deals whilst checking that books are AR levelled • Allow SIGNIFICANT amounts of time for book levelling and book labelling • Be tenacious using ARBookfinder; sometimes the book won't come up under a title search but will under an author search (without title) • Be flexible and tentative with guidelines for how to structure book choice • Ensure that AR is seen as a useful tool for those teaching, monitoring and supporting reading, not a replacement! 	
Estimate of costs	<ul style="list-style-type: none"> • £1,500 added to KS1 AR book stock • £...?... from last year to establish an AR book stock but not used as AR readers before this academic year (scheme and non-scheme books) • LA and RRT time for initial training, on-going running and monitoring