



All learning starts with reading. Develop lifelong readers and learners with **Accelerated Reader™ (AR)**. Reading is a skill and, as with every skill, requires not just instruction but practice.

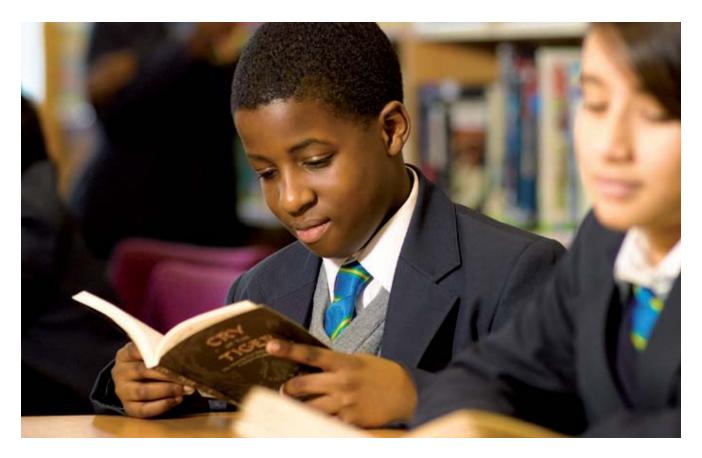
Accelerated Reader enables powerful practice by providing data to monitor and personalise reading activities and reinforce the understanding of content-area topics. AR is designed to be part of a comprehensive reading programme that supports and enhances textbooks and instructional materials.

With AR you can:

- Motivate students of all ages and abilities to read more, suitably challenging, books.
- Raise literacy standards amongst students of all ages and abilities from Years 1 to 13 and diagnose problems to help direct ongoing reading practice.
- Develop a lifelong love of reading in your students.
- Access instant reporting on each student's progress at school, class or individual level – demonstrating progress for Ofsted inspections and value from Pupil Premium allocation.

"AR brings with it the satisfaction that our students are becoming more able and confident readers."





Accelerated Reader (AR) informs instruction and engages students - helping them achieve their full literacy potential. With **AR**, teachers can create a reading programme to meet the needs of every student.

Using information generated by the software, teachers can help students select books that are difficult enough to keep them challenged, but not too difficult to cause frustration. In addition, **Accelerated Reader** helps teachers monitor students' vocabulary growth, literacy skills development and reading skills taught through other reading schemes.

With Accelerated Reader, teachers can:

- **Get students excited about reading.** Students will be motivated to read constantly in class, at lunch, at home, anywhere!
- Receive reliable, objective information. The data generated by Accelerated Reader covers reading comprehension, vocabulary development, literacy skills development, and much more.
- Help every student master standards. Students receive a large amount of reading practice with immediate feedback.
- **Improve students' attitudes to learning.** Success spurs enthusiasm, higher attendance, fewer discipline problems and better attitudes.
- **Keep all students challenged.** Students are guided to books where the level of difficulty is neither too hard nor too easy and the level at which optimal learning takes place.

"Since the introduction of AR, reading has become an integral part of our curriculum - instilling the reading habit amongst many of our previously reluctant readers, both at home and at school."

1. Determine a Reading Level

First, optimal reading levels are determined. Using **STAR Reading™**, teachers can screen an entire class in as little as 15 minutes.

STAR Reading is an assessment of reading comprehension and skills for independent readers. In addition to providing information on a student's overall reading ability, **STAR Reading** also suggests a range of book levels for each student called the "zone of proximal development," or ZPD.

The ZPD is a personalised starting place for reading practice with **Accelerated Reader**. It helps teachers guide students to books where the level of challenge for them is neither frustratingly hard nor very easy - and the level at which optimal learning takes place.





2. Set Practice Goals

Accelerated Reader then allows teachers to set individualised reading goals for each student.

AR BookFinder[™] helps teachers, librarians, and students find just the right book appropriate to their individual reading ability and interest level.



3. Personalise Practice

Personalised reading practice means students read books of interest at their own level that they can comprehend.

4. Take an AR Quiz

Accelerated Reader offers thousands of quizzes with new quizzes constantly being written for the latest and most popular books.

Students can take AR Quizzes on a classroom computer, iPad® or the **NEO 2**[™] (www.neo2.co.uk)



5. Receive Instant Information and Feedback

Accelerated Reader provides teachers with immediate information, helping them monitor the reading level and comprehension skills of each student and inform further instruction or intervention.

Students and parents get instant feedback to help motivate success with the use of TOPS reports and Renaissance Home Connect, Accelerated Reader's parent portal.

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The Importance of Perfect Reading Practice

A study of 174,000 students in 32 countries* revealed that time spent reading books is the single best predictor of academic achievement, more highly correlated than even socioeconomic status. But how much reading practice is needed? And what should it be like? Research tells us the more practice the better, but it must be at a high level of comprehension.

Engaged Reading Time

Overall reading ability increases as the amount of **engaged reading time per day** increases. Many schools, however, cannot find 50 or more minutes in their schedules to devote to this activity. In that case, the data tell us that the "sweet spot" is about **35 minutes a day**.

Reading Accuracy

Research also tells us that "just reading" is not enough. Students must understand what they are reading, and they must understand at a high level. Specifically, students must average at least 90 percent on **AR Quizzes** to make the greatest gains. To achieve such high comprehension, they must read at an appropriate level of difficulty - the zone of proximal development.



Maximise the potential of your reading curriculum

Accelerated Reader makes it easy for you to personalise your students' reading practice, opening up an entire new world of access for your students.

AR can be used with all students, from struggling readers to gifted and talented, EAL students and those with special needs, eliminating the need to purchase multiple programmes for different student groups.

"It makes me want to read more books!"

For more information please visit: ardemo.co.uk

^{*} Kirsch, I., de Jong, J., Lafontaine, D., McQueen, J., Mendelovits, J., & Monseur, C. (2002). Reading for change: Performance and engagement across countries. Paris: Organization for Economic Co-operation and Development (OECD).