



Accelerated Reader Policy

Completed by:	Mrs M.Norris
Date Implemented:	September 2026
Review date:	September 2027

Accelerated Reader Policy

Rationale

At Stanley Crook Primary School, we believe that reading is fundamental to educational success and lifelong learning. Reading enables children to access the wider curriculum, develop their imagination, strengthen communication skills and become confident, independent learners.

Accelerated Reader (AR) forms part of the school's wider approach to teaching reading and developing enthusiastic, lifelong readers. It supports pupils in selecting appropriately challenging books, developing reading stamina, improving comprehension skills and taking responsibility for their own reading progress.

The programme is used alongside high-quality reading teaching, shared reading, guided reading, individual reading, reading for pleasure opportunities and our wider book-led, reading-rich curriculum. Accelerated Reader is used to support and enhance reading development and does not replace the professional judgement of teachers.

Aims

The aims of Accelerated Reader at Stanley Crook Primary School are to:

- Promote a positive reading culture across the school.
 - Develop fluent, confident and enthusiastic readers.
 - Encourage regular independent reading.
 - Improve reading comprehension and vocabulary development.
 - Support pupils in making strong progress in reading.
 - Foster a lifelong enjoyment of books and literature.
 - Provide teachers with accurate information to help monitor progress and identify appropriate support and challenge.
 - Strengthen links between home and school reading.
-

Reading for Pleasure

Stanley Crook Primary School recognises that reading enjoyment is at the heart of developing successful readers.

Whilst Accelerated Reader supports independent reading and comprehension, pupils are also encouraged to:

- Read a wide range of fiction, non-fiction and poetry.
- Read books recommended by teachers, peers and family members.
- Participate in whole-class reading activities.
- Visit and use the school library regularly.
- Share books with adults at home.
- Read for enjoyment as well as for challenge.

The school is committed to providing a reading-rich environment where books are valued, celebrated and accessible to all pupils.

How Accelerated Reader Works

Accelerated Reader follows a cycle of assessment, independent reading and monitoring.

1. Assess Reading Ability

Pupils complete a STAR Reading Assessment which provides information about their current reading attainment and reading practice range (Zone of Proximal Development or ZPD).

The ZPD identifies the range of books that are likely to provide both challenge and success.

2. Select Appropriate Books

Pupils choose books that fall within their recommended ZPD range whenever possible. Staff encourage pupils to select books that match both their reading ability and personal interests.

3. Read Independently

Pupils read regularly in school and at home.

Teachers monitor reading habits and provide support, guidance and challenge where required.

4. Complete an Accelerated Reader Quiz

Once a book has been completed, pupils take an online comprehension quiz to demonstrate their understanding.

Quizzes are generally completed in school under staff supervision.

5. Review Progress

Teachers use Accelerated Reader reports, STAR Reading Assessment data and wider assessment information to monitor progress, identify support needs and celebrate success.

Assessment and Monitoring

- Pupils participating in Accelerated Reader will normally complete a STAR Reading Assessment at least once each term.
- Additional assessments may be undertaken where staff require updated information regarding attainment, progress or reading practice levels.
- Assessment outcomes will be used alongside teacher assessment and other school-based evidence.
- Reading data will be analysed regularly by teachers and school leaders to identify achievement, progress and intervention needs.
- Progress reports may be used to support pupil progress meetings, reading interventions and communication with parents and carers.

Expectations for Pupils

Pupils are expected to:

- Read regularly both in school and at home.
- Choose books appropriate to their reading practice range, with support where required.
- Take responsibility for their reading habits and reading targets.
- Complete quizzes independently and honestly.
- Treat books respectfully and return them promptly.
- Discuss their reading with teachers, support staff and family members.

Progression Through Reading Levels

Accelerated Reader is intended to help pupils experience success while gradually increasing challenge.

- Pupils should generally achieve an average quiz score of at least 80% before moving to more challenging texts.
- Teachers will consider quiz outcomes alongside wider evidence including reading fluency, comprehension, engagement and teacher assessment.
- Professional judgement will always be used when determining whether a pupil is ready to progress within or beyond their current ZPD range.
- The needs of individual pupils will always be taken into account.

Home Reading

Reading at home plays a crucial role in developing reading fluency, comprehension and enjoyment.

Parents and carers are encouraged to:

- Listen to their child read regularly.
- Discuss books and reading experiences.
- Encourage daily reading routines.
- Support their child in caring for and returning books.
- Celebrate reading achievements and milestones.

Where appropriate, information regarding reading progress may be shared with parents and carers through school communication systems and reporting arrangements.

Inclusion

Stanley Crook Primary School is committed to ensuring that all pupils can access reading opportunities and experience success.

Adjustments may be made for:

- Pupils with Special Educational Needs and Disabilities (SEND).
- Pupils learning English as an Additional Language (EAL).
- Pupils requiring additional reading support.
- More able readers requiring additional challenge.

Teachers will use professional judgement when setting reading expectations, selecting texts and monitoring progress to ensure an inclusive and personalised approach.

This policy should be read alongside the school's SEND Policy, Reading Policy, Equality Information and Objectives, and Accessibility Plan.

Roles and Responsibilities

Headteacher

The Headteacher will:

- Monitor the overall effectiveness of Accelerated Reader.
- Ensure that adequate resources are available.
- Promote a whole-school culture of reading.

English Subject Leader

The English Subject Leader will:

- Monitor implementation of Accelerated Reader across the school.
- Analyse reading and assessment data.
- Support staff with the effective use of reading information.
- Monitor the impact of the programme on pupil outcomes.
- Report reading developments to senior leaders and governors as appropriate.

Teachers

Teachers will:

- Promote positive attitudes towards reading.
- Monitor reading achievement and progress.
- Support pupils in selecting appropriate books.
- Use assessment information to inform teaching and intervention.
- Communicate reading expectations with parents and carers.
- Celebrate pupil achievements.

Parents and Carers

Parents and carers are expected to:

- Encourage regular reading at home.
- Support positive reading habits.
- Communicate any concerns regarding reading progress with school staff.
- Value and promote reading as an important life skill.

Pupils

Pupils are expected to:

- Read regularly.
 - Engage positively with the programme.
 - Complete quizzes honestly.
 - Take ownership of their reading journey.
-

Celebrating Success

Reading achievements will be recognised and celebrated through a range of approaches, which may include:

- Celebration Assemblies.
- Certificates.
- Bookmarks.
- Reading awards.
- Class recognition systems.
- Displays and reading celebrations.

The school seeks to celebrate effort, improvement, engagement and achievement to encourage all pupils to develop positive reading habits.

Monitoring and Review

The implementation and impact of this policy will be monitored by the Headteacher and English Subject Leader.

The policy will be reviewed annually or sooner where changes to school practice, curriculum requirements or assessment systems make this necessary.

Linked Policies and Documents

- Reading Policy
- English Policy
- SEND Policy
- Equality Information and Objectives
- Accessibility Plan
- Teaching and Learning Policy
- Home School Agreement