



Lexplore Intensive

Instructor Copy

Light Blue Level

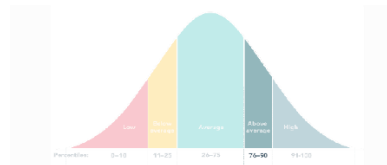


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Background



Lexplore Intensive is a new reading training programme specifically designed to develop all children's reading ability, regardless of their individual level. Once you have gained a student's reading percentile score, you will be directed to material designed for their specific level.

The **Lexplore Intensive programme** has been designed to build a student's decoding skills and enable them to overlearn the phonemes and graphemes they will use in reading and spelling; developing phonological awareness and understanding and reading fluency, as well as their sight vocabulary for high frequency and less decodable words. **Lexplore Intensive** has been developed following thorough research into the reading process and its many influencing factors.

At this level, students have shown that they are able to decode many words, including polysyllabic and compound words. They generally have stronger sight-reading skills and have shown that they are able to quickly read familiar words as images, as opposed to decoding the sounds within them, as with the High Frequency and Sticky Tricky words they come across on a daily basis. There is a shift at this level, from learning to read, to reading to learn and reading for information and pleasure.

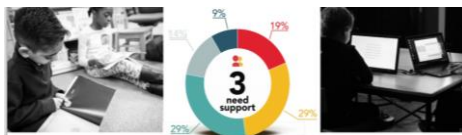
Throughout the **Lexplore Intensive Light Blue Level** students will work through exercises to strengthen their decoding skills with additional compound words, contractions (some of which they will already have worked with on previous levels), homophones, tenses and then a range of affixes (suffixes then prefixes). Whilst these contain the phonemes that the students will have already experienced in **Lexplore Intensive Turquoise Level** and before, these may be more complex than in previous levels. Students will read the next level of High Frequency and Sticky Tricky words, before having the opportunity to develop their skills in spelling. Once they are able to complete these exercises with fluency and confidence, they can move on to the **Lexplore Intensive Navy Level**, where they will further develop their reading ability and skills, working with some of Lexplore's most challenging content.



Previous research, combined with the experience and knowledge of our SEN consultants and reading specialists, has enabled us to create this easy to use, structured, systematic, cumulative and enjoyable resource, to help you to provide students with stimulating material, to facilitate their success.



Instructions



The ability of students directed to the **Lexplore Intensive Light Blue Level**, may vary somewhat. As such, this programme is more flexible to meet the needs of each individual student. **Lexplore Intensive Light Blue Level** looks at compound words, contractions, homophones, present and past tense exceptions, affixes and high frequency and Sticky Tricky words.

At this stage, all students should be able to work through **Lexplore Intensive Light Blue Level** activities as part of a group on the same Lexplore reading level. Instructors should supervise students during their work, in case they need support, although they should be able to offer each other help, if one encounters a challenging word they cannot decode using the skills they have been practicing. If at any point a student begins to struggle with the content of this level, instructors can offer them the **Lexplore Intensive Turquoise Level** activities, to help to practice their foundational skills and build their confidence handling more complex letter sounds, alternatives and combinations.

Lexplore Intensive Discrete Phonics Session Teaching

Suggested progression for the teaching of each discrete phonics session should be as follows (see the Supporting Resources document for additional ideas):

- Students should work in pairs, with a peer who is at the same level. They should work from the same page. One student should read out loud from the darker shade, whilst the other listens, reading the lighter shade. They can then swap over.
- Students can mark on the Instructor copy for one another, though this must be monitored by the instructor at various intervals.
- Students can offer each other help with any challenging words or spellings. It may help to make a note of any words they are unsure of in order to gain clarity from the instructor.
- Instructors should also ensure that students continue to read out loud through the programme, as this provides the best way for them to effectively develop their fluency.
- Students can then move on to the High Frequency and Sticky Tricky Words section, before completing the spellings appropriate to their ability.



- Depending upon the confidence and ability of the student, word lists previously encountered in earlier levels can be used for the spelling lists, choosing lists carefully to match the student's needs. Remember that these can cement the spelling knowledge of those phonemes, word families or alternatives.

Assessment for Learning/Monitoring

- For the majority of children at this stage, the Lexplore Analytics AI Screening Tool, completed three times annually will be sufficient to monitor progress and identify gaps in knowledge and ensure that an appropriate level of challenge is being maintained for all students.
- If specific aspects of the level are causing difficulty, see the Supporting Resources document, for guidance on supporting the child to overlearn this, without feeling like they are getting 'stuck' on a page or level.

Happy Reading!



Guide

Throughout the different levels, you will come across some symbols and information. The following guide will explain these.

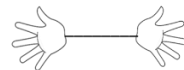
- Precision Teaching – this refers to the methods similar to those used in Lexplore Intensive, to enable the student to overlearn the phonemes and words needed to become a proficient reader. The student reads across the rows in one session, followed by reading down the columns the following session. A record is taken of the performance in this. At the **Lexplore Intensive Light Blue** and **Navy Levels**, this is slightly different at times and guidance will be given.
- Pre-teaching may be needed before introducing some new phonemes. Guidance will be given before that session and indicated by the symbol:



- Happy Words- These say their sound. e.g. The /u/ in ‘hug’ says the short /u/ sound. We can show this with a happy smile:



- Huge Hug Words – These say their name. e.g. The /u/ in ‘huge’ says the long /u/ sound. We can show this with the hugging arms:



Compound Words

Compound words are made up of two words that can ‘stand-alone’ and yet, when combined, make a new word, frequently, with a new meaning. Students will often encounter these words in their daily reading. The work they have completed in the programme so far (including the compound words read in the **Lexplore Turquoise Level**), will now support them in decoding the letter sounds they contain.

The words in this section, once again include previously learnt phonemes, so that students can build their decoding confidence without feeling overwhelmed. Some students will already have stronger sight-reading skills and will be able to read through these words as remembered ‘images’, rather than decoding them. Professional judgement and knowledge of the child should be used, to decide how quickly you will progress through these.

If students need help decoding the words, they should be encouraged to physically break these down, using their fingers, or the instructor can model this. When the words are ‘broken down’ in this way, they can then be decoded and blended through to read the word. Many students find breaking the words into their syllables is a useful way of decoding them and further details are given in the Supporting Resources document about syllabification.

It is useful to discuss where the previously learnt vowel phonemes tend to appear in the words in this section. Discussing the position of sounds at the beginning, middle or end of base or root words, can help with developing skills in spelling accurately.

Some of the words in this section will be less familiar to some of the students, these can become teaching and learning points and provide an excellent platform on which to develop and expand their vocabulary.



Contractions



Contractions are a shortened version of the spoken or written forms of a word, syllable or word group, created by omission of internal letters. The missing letter or letters are shown by an apostrophe of omission. Some contracted forms of words have already been experienced in previous levels of **Lexplore Intensive**, as part of High Frequency or Sticky Tricky word, however, this is the first level in which they appear as a distinct category of words. These are generally familiar to students and are largely easy to spell, though they may need to be taught where to place the apostrophe.

NB: From here onwards at **Lexplore Intensive Light Blue Level**, students will just read across rows, taking turns with their peer, before swapping over.



Homophones



Homophones can and do cause a great deal of confusion in spelling. Put very simply, they are each of two or more words that have the same pronunciation but different meanings, origins, or spellings. If a pair of students is unsure of the meaning of either of the homophones seen here, they should be encouraged to look these up, or make a note of them, to ask the instructor. These charts are not fully comprehensive but do include the more common homophones that students will come across in their daily reading.

Student Copy and Marking Book: Pages 12-15



Tenses



For most words, changing them from the present tense (something happening now), to past tense (something that has already occurred), is relatively simple, just by adding the suffix -ed to the base or root word, such as 'walk' becomes 'walked'. In English, there are some exceptions to this, and we can generally hear these, if we say them out loud. Some of the common exceptions are included in the following charts, for students to practice their skills in this and to overlearn them.



Affixes: Suffixes and Prefixes



Affixes include additions to base or root words that change the meaning of the original word, this can be in relation to its tense or a number of other alternations, including creating adverbs. Common suffixes (added to the end of a base or root word) will be looked at first, with some common prefixes (coming before the base or root word) will then be looked at, with information given along the way, to build the student's metacognition of the language involved. This is important as it can particularly aid spelling and understanding of more complex texts, when there is some knowledge of *why* things change the way they do.

There are some general rules that can be followed when adding suffixes to base or root words. Do remember that in English, there are exceptions to these (which are thankfully relatively few) and these should just be over-learned to embed them in the longer-term memory.

These are, when adding a suffix to a base or root word, the options are:

1. Do nothing
2. Double the final consonant
3. Drop the e



High Frequency and Sticky Tricky Words

During the next section, students will encounter further lists of common **High Frequency Words**. These are quite simply, those words which occur most frequently in spoken and written material.

This section also incorporates **Sticky Tricky Words**. These words are sometimes known as ‘irregular words’, ‘common exception words’ or ‘sight-words’. Many of these words are not decodable and therefore need to be learnt ‘by sight’. Overlearning, using the principles of precision teaching, is an excellent way to commit these to a student’s long-term memory.

Some of these Sticky Tricky words do not follow typical patterns, such as in the word ‘weight’ or may contain consonants that do not ‘say’ their typical sounds, such as in the word ‘naughty’. These may need to be told to the student the first few times that they encounter them.

Working through these words can greatly help students develop the sight-reading skills they need, before moving on to **Lexplore Navy Level**.




Spellings



It is recommended that the student can now begin to use the previously encountered word lists, as spelling lists. The instructor can choose which list the student should begin with, whether this is from this level or previously ones. Use knowledge of the student here, to determine which word lists are most appropriate, for example, if they struggle frequently with spelling a particular phoneme, begin with words containing that. Each page has four columns of eight words and for most children, eight words is a good number to choose. For those students who experience memory challenges, use four words and consider checking them more frequently.

An excellent and proven way to check spellings, is to use the 'Trace/Copy/Memory/Eyes Shut' routine:

<u>Trace</u> <i>spray crayon</i> <i>delay stray</i>	<u>Copy</u>
<u>Memory</u>	<u>Eyes Shut</u> 



The paper should be folded across the middle, so that the student can write over the top of the word/phoneme in question in the 'trace' section. As they do this, they should say the letters out loud. When this has been done, they should copy the word (in the 'copy' box) and check for accuracy. After this, the student flips the sheet over and in the 'memory' box, writes the word from memory, before checking and finally, writing the word with their eyes shut. Many students are amazed by how neat their writing is with their eyes closed and they enjoy the process of overlearning, without feeling like they are doing this.



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