



# Lexplore Intensive

## Instructor Copy

Navy Level

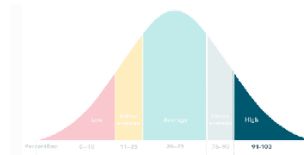


# Contents Page

Background	.....	2
Instructions	.....	3
Guide	.....	4
Affixes: Suffixes and Prefixes: Guide	.....	5
Homophones	.....	6
Homographs and Homonyms: Guide	.....	7
Writing: Dictation: Guide	.....	8
Correct the Errors	.....	9
Sentence Completion	.....	10
High Frequency and Sticky Tricky Words	.....	11
Subject Specific Spellings and Spellings: Guide	.....	12
References	.....	14 - 15



## 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.

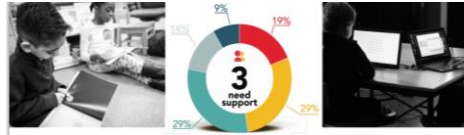
At this level, students have shown that they are able to decode many words, including polysyllabic and compound words. They generally have stronger sight-reading skills and have shown that they are able to quickly read familiar words as images, as opposed to decoding the sounds within them, as with the 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 Navy Level** students will work through some of Lexplore's most challenging content, to strengthen their decoding skills with additional affixes, homophones, homographs, homonyms, dictation exercises, editing, comprehension, high frequency and Sticky Tricky words together with subject specific spellings. Whilst these contain the phonemes that the students will have already experienced in previous levels, these will be more complex.

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



At this stage, all students should be able to work through **Lexplore Intensive Navy 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 activities, from the **Lexplore Intensive Light Blue Level** to help to practice their foundational skills and build their confidence and ability.

## 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 or concepts. 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:



## 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. At the **Lexplore Intensive Navy Level**, further examples of common suffixes and prefixes are included for the students to work through. As with **Lexplore Intensive Light Blue Level**, there is information given along the way, to build the student's metacognition of the language involved, together with morphology of the words used and aspects relating to inflection, derivation and the formation of compounds. 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 and *how* words are put together.


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-learnt 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



# 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 (following on from those in the [Lexplore Intensive Light Blue Level](#)), are not fully comprehensive, but do include the more common homophones that students will come across in their daily reading.





# Homographs and Homonyms



Homographs are words that are spelled the same, but have different meanings or origins and they are pronounced differently as well (this can be simply a different inflection when saying the word, putting the stress on different syllables within the word). Homonyms are words that have the same spelling and pronunciation but different meanings and origins. You need to know the context of the sentence to work this out.

Students should be encouraged to work with their partner, to read the homographs and homonyms on the following pages (one line each). They should then think of the different ways of pronouncing these and what their different meanings are. They should take turns in saying a sentence for each of the meanings. You may like them to write some of these. Encourage them to make their writing interesting by including adjectives, adverbs and some of the more complex words they have been reading.



# Writing



• Either the students will take it in turns to read a sentence to their peer, before breaking this into chunks for them to write, or you (the instructor) can do this. Use the sentences on the following pages (or make up your own), using the target words that the student struggles with. Writing in context, is an excellent way to practice the skills that have been built up. This can easily be done with a whole class of students or 1:1. If the students are working together, they can use a page each from the Instructor Copy and choose two sentences each, to read to the other student.

1. Begin by reading the sentence.
2. Break the sentence into chunks and allow the student time to write each chunk.
3. Read the sentence again and allow time for the sentence to be checked.
4. 'Mark' the sentence in reverse order (the student 'marks' their own work), this helps them to focus on each aspect of the sentence. Award marks for correct punctuation (as well as accurate capital letters) and for all words spelt correctly.
5. The student corrects any errors, they could even add these to their own word book if they use one of these.



# Correct the Errors



- Proof reading for errors and correcting them, is a really useful way to improve language skills in general and particularly to make students notice *how* things are written. Encourage them to read the sentences out loud, as this can often help them to ‘listen’ for things that don’t ‘sound’ right and to look for words that don’t ‘feel’ like they look correct.

Student Copy and Marking Book: Pages 22 - 23



## Sentence Completion

To become truly successful readers, students need to understand what they read. To achieve this, they need to learn a number of comprehension strategies, as well as reflecting upon their own understanding and learning. They also need to build on their understanding of their likes and dislikes of what they read, beginning to critically evaluate this. They need to further improve their understanding of the author's characterisation, plot development and ideas.

As they develop as readers, they will move beyond simple interpretations and recall of texts, to exploring the concepts of inference and deduction. They will need supporting in honing their strategies for good comprehension, including:

- **Activating prior knowledge**
- **Clarifying meaning and understanding**
- **Interrogating the text and generating questions**
- **Constructing mental images whilst reading**
- **Summarising**

There is not space here, in the **Lexplore Intensive Navy Level** material, to do full justice to comprehension skills, but the following exercises give a good indication of a student's developing understanding of what they have read and can lead to further teaching and learning points.

Student Copy and Marking Book: Pages 24 - 26



## 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 ‘bruise’, or may contain consonants that do not ‘say’ their ‘typical’ sounds, such as in the word ‘conscience’. 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 will need as they progress through their education.

Student Copy and Marking Book: Pages 27 - 34




## Subject Specific Spellings



It is recommended that the student can use 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 words containing a particular suffix or prefix, begin with words containing that. Each page has four columns of eight words and for most children, this 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 learn 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.

At this stage, only the core subjects of English, mathematics and science are covered in **Lexplore Intensive's** Subject Specific Spellings.



## References:

Aaron, I.E., 1960. What Teachers and Prospective Teachers Know about Phonics Generalizations. *The Journal of Educational Research*, 53(9), pp.323-330.

Alloway T.P., 2010. *Improving Working Memory. Supporting Student's Learning*. Sage Publications.

Burroughs-Lange, Sue., and Ince, Amanda (Editors). 2013. *Reading Recovery and Every Child a Reader: History, Policy and Practice*. Institute of Education Press.

Clay, Marie. M., 1993. *Reading Recovery: A Guidebook for Teacher in Training*. Heinemann.

Combley. M., 2002, *The Hickey Multisensory Language Course, Third Edition*. Tyrell Burgess.

Cunnngham, P.M. and Cunningham, P.M., 2005. *Phonics they use: Words for Reading and Writing*. Pearson/Allyn & Bacon.

DfE, 2007. *Letters and Sounds: Principles and Practice of High Quality Phonics, Primary National Strategy*. [online] Available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190599/Letters\\_and\\_Sounds\\_-\\_DFES-00281-2007.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)

Dombey, H. & Moustafa, M., 1998. *Whole to Part Phonics: How Children Learn to Read and Spell*. Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912.

Gathercole, S.E & Alloway T.P 2008, *Working Memory and Learning*. London: SAGE Publication Ltd.





Grossen, B., 1997. 30 Years of Research: What we Know about How Children Learn to Read. ERIC Number: ED415492.

Henderson, E.H., 1981. Learning to Read and Spell: The Child's Knowledge of Words. DeKalb, IL: Northern Illinois University Press.

Howes, N.L., Bigler. E.D, Burlingame. G.M & Lawson. J.S. 2003. Memory Performance of Children with Dyslexia. A Comparative Analysis of Theoretical Perspectives. Journal of Learning Disabilities. May-Jun 2003;36(3):230-46.

Kelly. K. and Phillips. S. 2011. Teaching Literacy to Learners with Dyslexia. A Multisensory Approach. Sage Publications.

The Moray Council, Educational Psychology Service. Sept 2013. Occasional paper No12. Precision Teaching – What is it?

