



# Lexplore Intensive

## Instructor Copy

### Pre-Reading Level



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# Background to Lexplore Intensive Systematic Synthetic Phonics Programme and Intervention



**Lexplore Intensive is a 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 they will use in reading and spelling, developing phonological awareness, understanding, and reading fluency. The programme contains different categories, including nonsense words, giving students structured and effective grapheme and phoneme training. This is more effective than simply using real words, which can be learnt by sight.

The programme aims to help students develop their phonological skills as the foundations upon which they can further build their reading skills. **Lexplore Intensive** has been developed following thorough research into the reading process and its many influencing factors.

Focussing on phonological awareness and development, especially in connection to graphemes and phonemes, can greatly help children experiencing specific reading difficulties and those reading below their age-related expectations, to build the foundational skills they need to progress in a systematic manner.

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.



## Pre-Reading and Getting the Foundations in Place

Immersing young children in books, stories, rhymes and songs, has long been understood to be beneficial to the development of a whole host of literacy skills, including speech and language, phonemic development, reading and even writing. A wealth of academic studies and literature backs this up. These foundations to reading and phonic acquisition should be supported from birth and the DfE's Early Years Foundation Stage framework, sets standards for the learning, development and care of children from birth to 5 years old.

Within this and particularly pertinent to Lexplore Intensive in building these firm foundations to pre-reading, are the sections relating to: 'Communication and Language' and to 'Literacy'. These highlight that the development of children's spoken language 'underpins' all aspects of learning and development, including cognitive development. It speaks of the necessity of a 'language-rich environment', where both the quality and frequency of peer and adult communication play a role. They suggest that this can be further developed by:

- commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, will build children's language effectively.
- Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, giving children the opportunity to thrive.
- Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



Furthermore, igniting this ‘spark’ for a love of reading is focussed upon. They speak about the ‘two dimensions’ of reading, as being language comprehension and word reading. Beginning at birth, they show that for language comprehension to develop, adults must talk with children about the world around them and the books they read with them, and enjoy rhymes, poems and songs together. Later in a child’s development, skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Later again, writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

As such, Lexplore Intensive is giving guidance for developing the skills involved in pre-reading, working towards children orally segmenting and blending familiar words. These will be largely adult-led as part of language-rich provision, recognising the value and importance of play.

Children need to be given opportunities to:

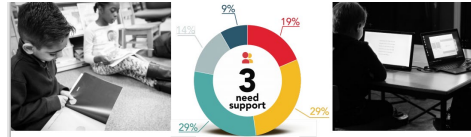
- Develop auditory discrimination, by ‘tuning into sounds’
- Develop auditory memory and sequencing, by listening to and remembering sounds.
- Develop their vocabulary and language comprehension, by talking about sounds.

They must experience activities that allow them to:

- Listen attentively
- Enlarge their vocabulary
- Speak confidently with adults and other children
- Discriminate phonemes
- Reproduce audibly the phonemes they hear, in order through a word
- Use sound-talk to segment words into phonemes



## Guidance and Ideas



The **Lexplore Intensive Pre Reading-Level** provides guidance for supporting a language-rich environment and accessible ideas to further these, through their interaction with simple, adult-led tasks and games. Many of these are well-practiced already within homes, early years settings and schools and have a long history. The 2007 Letters and Sounds Programme provided a number of high-quality suggestions for developing skills at this pre-reading stage of learning, it is also worth searching for games promoted by healthcare providers, such as Speech and Language therapists.

**Develop and foster speaking and listening skills** – Encourage and listen to children speaking with one another. Remember that waiting time is valuable and constructive, allowing children to think about and process what has been said, whilst gathering their thoughts and framing their replies. Model good listening skills, making eye contact with speakers and asking attentive questions and commenting on what has been said. Model spoken English well, to support children in expanding their vocabulary, structure sentences accurately, speaking confidently and clearly whilst sustaining dialogue. Plan opportunities to encourage children to speak about what they see, hear and do.

**Enjoy and share books** – Exposure to books from an early age, benefits children. Provide lots of opportunities for children to engage with books that fire their imagination and pique their interests. Enjoying and sharing books, leads to children seeing them as a source of pleasure and interest and motivates them to value reading.

**Explore the sounds in words** – this should be done when opportunities arise as well as fostering children’s curiosity in letter shapes and written words.

**Assessment for Learning** – Whilst Lexplore Analytics is not used as an assessment tool at this stage, educators should observe children closely, identifying those who may need further practice in a specific area, as well as supporting those who are capable of more challenge. Seek to encourage all children to apply their developing language skills as widely as possible.



## Range of Activities

Additional ideas and games can be found in: <https://my.lexplore.com/guide/the-reading-for-pleasure-guide/>

### Sound Discrimination – Environmental Sounds

These are aimed at developing children's listening skills and their awareness of sounds within the environment. Play games using the sounds heard within the indoor and outdoor environment. Listening walks, sounds stories and discussing sounds that are hidden from view can all help to stimulate interest and discussion about environmental sounds.

### Sound Discrimination – Instrumental Sounds

Activities linked to instrumental sounds will further promote speaking and listening through the use of musical instruments. These can be commercially bought but may have further relevance and impact, if made by the children. Thinking about and adjusting volume can be a useful skill to develop, matching sounds and adapting familiar songs can all help to support the development of a sense of rhythm.

### Sound Discrimination – Body Percussion

Activities linked to body percussion help to foster an awareness of sounds and rhythms. Multi-sensory action songs, listening to and appreciating music and keeping in time with a beat, support the distinguishing of sounds and recalling patterns of sound.



### **Rhythm and Rhyme**

Children should experience and appreciate a wide range of activities linked to rhythm and rhyme, which they will then become more aware of in speech. Songs, rhymes, books, following a musical rhythm, naming and playing with words are all valuable activities.

### **Alliteration**

Develop their understanding, love of and awareness of words, using alliteration. Playing 'I Spy...' using initial sounds.

### **Voice sounds**

Play with making sounds using their voices. Begin to distinguish the differences in vocal sounds, which will lead into oral blending and segmenting. The use of mirrors here cannot be underestimated, when children watch their lips, teeth and tongue as they make different sounds and discuss these, they are building the skills that will help, when they move to learning phonemes.

### **Oral Blending and Segmenting**

Developing the skills of oral blending and segmenting of sounds in words. This can be playing games with toys and so on: 'Pass me the c-a-t', 'Can you touch your f-ee-t?', clapping sounds and encouraging sound-talk all helps to foster these skills.

**Happy Playing and Reading!**





## Alphabet

The importance of developing a sound and automatic grapheme-phoneme recognition for the letter sounds and the letter names will be further explored in the **Lexplore Intensive Red Level**. At this stage, talking about the alphabet and singing the alphabet rap, will all help to build familiarity for the sequence. The 'Alphabet Rap' provides an alternative to the traditional alphabet rhyme. This helps with overlearning (as letters are repeated in sequence) and the medial part of the alphabet is much clearer. It goes like this:

A, B, A, B, C, A, B, C, D, E, F, G. H, I, H, I, J, H, I, J, K, L, M, N. O, P, O, P, Q, O, P, Q, R, S, T, U. V, W, V, W, X, V, W, X, Y, Z, Z, Z, Now it's in my head, head, head!

The alphabet sequence is shown on the next two pages, in the form of an alphabet arc, as the letter sounds, written in lower-case form and the letter names in upper-case form. Clearly, this is not the case when letters are seen within words.



## Alphabet Sounds

a b c d e f g h i j k l m n o p q r s t u v w x y z



## Alphabet Names

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



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