



Lexplore Intensive

Instructor Copy

Red Level

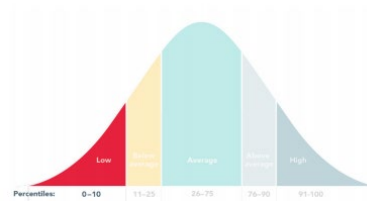


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Background



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.

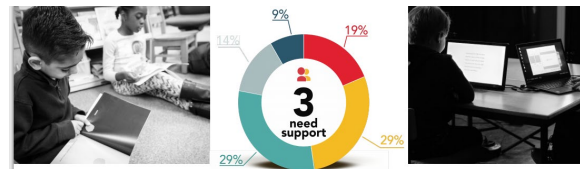
The programme aims to help students develop their phonological skills as the foundations upon which they can further build their reading skills. **Lexplore Intensive** has been developed following thorough research into the reading process and its many influencing factors.

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. This level also contains high frequency (often less decodable) words, that children need to learn by sight. Overlearning, using the principles of precision teaching, will support this.



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 **Lexplore Intensive Red Level** provides simple training to develop children's foundations in phonological awareness, understanding and skills, through their interaction with simple, individual phonemes. Students will then work through different combinations of vowels and consonants, in the form of nonsense words, so that they can learn to link the sounds and develop their reading technique.

Nonsense words provide a way for children to practice different sounds without the help of prior knowledge, understanding and experience, focussing solely on their decoding and blending skills. Once students have mastered their ability to combine the different phonemes at this level, they can progress towards **Lexplore Intensive Red** word families and high frequency words. These, more commonly seen high frequency words cannot all be easily decoded and must be learnt by sight.

Lexplore Intensive Discrete Phonics Session Teaching

- Suggested progression for the teaching of each discrete phonics session, should be as follows (see example lesson proforma in the Supporting Resources document):
 - Introduce the new phonemes (approximately four), together with the aims of the lesson and success criteria.
 - Recap and Overlearn – practice previously learned phonemes and graphemes (Maximum 5 minutes)
 - Teach and Embed – Using the new Graphemes, together with previously learned phonemes, and any of the common exception words (within Lexplore Intensive, these will be referred to as Sticky Tricky words), previously learned/introduced. The students will practice blending and reading words containing these and segmenting and spelling words with these GPC.
 - Apply Learning – Read/write a caption/sentence using GPCs taught and one or more Sticky Tricky words.
 - This session should last between 15-20 minutes daily.



Lexplore Intensive Intervention Session Teaching

- As an intervention programme, students work through the intensive programme at this stage, one-to-one, with an adult, for 5-10 minutes per day.
- This should be in a quiet place, without distractions, to encourage them to focus and concentrate on the tasks.
- At this level, children may need help with the phonemes and the adult should always support them during their training. Paired reading with a peer, is therefore not suitable at this stage of the programme.
- Whilst working, students should sit opposite the instructor and read aloud, alternating each session, between reading down the lists and the next day, reading across these.

Assessment for Learning/Monitoring

- For Discrete Phonics Sessions (this will be the majority of children), the Marking Copy can be used to assess embedded knowledge and understanding of the GPCs previously taught. Ideally, this should be monitored each half-term as a minimum, but can be done at the educator's discretion, using their knowledge of the individuals in their class.
- For those using the programme as an intervention, the Marking Copy should be used each time the student works on this. Place a mark against the phonemes/words they read accurately. Place a dot by sounds/words that were misread or told. Ideally, three ticks consecutively, implies that the student has embedded the knowledge and understanding of that sound, or can accurately decode the phonemes in the word, quickly and automatically.
- When the student can read a page fluently, they should progress onto the exercises on the following page.
- Each session should begin by repeating the previous page, to consolidate knowledge, developing automaticity and building confidence.
- If specific sounds are causing difficulty, see the Supporting Resources document, for specific guidance on helping 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.

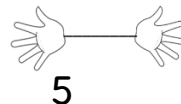
- **Precision Teaching** – this refers to the methods similar to those used in Lexplore Intensive, to enable the student to overlearn the phonemes and words needed to become a proficient reader. The student reads across the rows in one session, followed by reading down the columns the following session. A record is taken of the performance in this.
- **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:



Individual Sounds (Phonemes) and Nonsense Words

At this stage of the **Red Level**, children will work on their automatic recognition of single phonemes and then on to blending these to read nonsense words. This helps them to develop their knowledge and understanding of different graphemes and phonemes, working through new sounds in this effective phonics programme. Each new sound is combined with those previously introduced. They will never encounter a new sound combination, without being introduced to the separate letter sound first.

The phonemes are introduced in a systematic order, based upon their frequency of use in English, which will be familiar for the majority of students and enables greater combinations of decodable words. In this way, students build their confidence, as they recognise familiar sounds already committed to their long-term memory stores and feel able to succeed with the reading programme. It is important that the **Lexplore Intensive** programme makes learning enjoyable, in addition, students see their success, and this builds motivation.

Some consonants can be easily confused (such as /b/, /d/, /g/ and /p/), at this level, these are not combined within words, only with other consonants, which differ in sound, though great pains have been taken to use a font style that clearly distinguishes these letters. At this stage, all vowels will be said with their short happy sound: . It is incredibly important that all instructors use 'pure', clear phonemes when instructing students and that they themselves are encouraged to use these. The benefit of using 'pure' phonemes in accurately decoding and blending, cannot be underestimated.

Although the student has been directed to the **Lexplore Intensive Red Level** material, they may require the additional challenge of the **Lexplore Intensive Yellow Level**. Instructor discretion, together with a knowledge of the individual student, can be used and the student moved on more rapidly. Remember that sometimes, it is more beneficial to build the confidence of the individual, when developing phonological awareness and understanding, which may be done by going over familiar material.



Alphabet

It is important that all students have automatic grapheme-phoneme recognition for the letter sounds and the letter names. Letter sounds are required when accurately decoding and blending words. Letter names are predominantly needed for vowels, as these ‘say their names’ at times within words. For ease in the **Lexplore Intensive Programme**, these are shown on the next two pages 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.

Checking the student’s automatic knowledge on the following two pages, will give an indication if they need further work relating to specific letters, in order to overlearn these and fully embed them in their long-term memory. Further information about the Alphabet Arc can be found in the Supporting Resources document. Going through the alphabet, using the alphabet rhyme or even better, the Alphabet Rap, frequently, will help to embed this knowledge in the long-term memory stores of the student as well as supporting sequential understanding.

Student Copy and Marking Book: Pages 14 - 15



A Note on Letter Formation

Students should be supported in writing lower-case and upper-case letters correctly, with clear start and finish points. In the early stages, children should not be taught to join letters, but should be taught simple exit strokes for lower-case letters that end 'on the line', such as a, d, h, i, k, l, m, n, t and u. In addition, they do not need to be taught to start each letter 'on the line'. Developing gross and fine motor coordination is vital for developing these skills.

Students should be taught to write words made up of learned GPCs, followed by simple sentences composed from such words as well as any common exception words (the 'Sticky Tricky' words) learned. It is helpful to teach letter formation in the following four basic groupings: the **Long Ladder Letters**: start at the top and go down and then off in another direction - i, j, l, t, u and y. **Bouncy Ball Letters**: These start at the top and go down, before retracing upwards - b, h, k, m, n, p and r. **Curly Caterpillar Letters**: these letters begin at the top, then go anti-clockwise around - a, c, d, e, f, g, o, q and s. **Zigzag Letters**: These letters 'zigzag' from the top, then down - v, w, x and z.



Short, Decodable Word-Families Words

The following simple, decodable words have been separated into word families. Students will frequently encounter these in their daily reading and grouping the words in this way, will all help to build familiarity for them. The work they have completed in the programme so far, will now support them in decoding the letter sounds they contain.

At this stage, only short, simple and decodable words, with previously learnt phonemes, are included, 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. Once again, use your professional judgement and knowledge of the child, to decide how quickly you will progress through these. It is important to note that no words containing vowel digraphs, or adjacent consonant are included in these words, as these will be covered in the **Lexplore Intensive Yellow Level**.

It is useful to discuss how words in ‘families’ have the same end sound, and this meant that they rhyme. The rime part of the word is the part we listen for when rhyming. Can the students spot the rhymes?

Once students have developed their ability to sight read, you can still use the **Lexplore Intensive Red Level** for practice, but move them onto **Lexplore Intensive Yellow**, to further develop their skills in this. Before moving on to the next stage in the programme, please ensure that the student has done the section relating to high frequency and tricky words.

Student Copy and Marking Book: Pages 17 - 28
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High Frequency and Tricky Words

During the next section, students will encounter lists of common **high frequency words**. These are quite simply, those words which occur most frequently in spoken and written material. They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence.

This section also incorporates **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.



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



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