



Lexplore Intensive

Instructor Copy

Turquoise Level

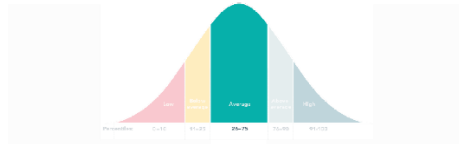


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Background



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

At this level, students have a reading percentile between 26 and 75, so their attainment and skills can vary greatly, depending on where they fall within this 'normal' distribution. Therefore, when working through **Lexplore Intensive Turquoise Level**, we recommend that students with percentiles below 40, begin with the High Frequency and Sticky Tricky Words from **Lexplore Intensive Yellow Level**. Those with percentiles above 41 can practice their decoding skills with the words containing the new graphemes and the alternative vowel phonemes, alternative spellings and pronunciations, in this section, but may do so more rapidly. They can then move onto the High Frequency and Sticky Tricky Words section. Students will also work through spelling previously encountered words, at the end of this level.

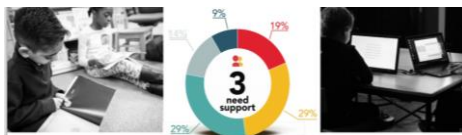
More challenge, together with explorations of the morphology of words and developing reading skills, will be explored in the **Lexplore Intensive Light Blue Level**, which the student can progress to when they are ready for a new challenge beyond **Lexplore Intensive Turquoise Level**.



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 Turquoise Level**, may vary somewhat. As such, this programme is more flexible to meet the needs of each individual student. **Lexplore Intensive Turquoise Level** looks at new graphemes, before encountering alternative vowel phonemes, spellings and pronunciations. These are within words and at this level, include both real and nonsense words within the same group of words. To minimise confusion (whilst still ensuring accurate decoding), these are demarcated, using the **Turquoise Level Arrow**. On completion of these, students will work through polysyllabic words and compound words, before encountering the **Lexplore Intensive Turquoise** High Frequency Words. These, more commonly seen high frequency words cannot all be easily decoded and must be learnt by sight. At this stage, spelling is also included, though once again, there is flexibility in starting points for this, according to the ability of the student.

Lexplore Intensive Discrete Phonics Session Teaching

In an ideal world, the children accessing this level of Lexplore Intensive should be grouped, according to their ability and their stage of phonological understanding. If this is not possible, the overlearning involved in merely ‘working through’ this stage with all children, will not be in vain. Students can practice their decoding skills with the words in this section but may move through them more rapidly. If appropriate, individual alternatives can be skipped over, once the new graphemes have been covered and the focus can just be on the sheets looking at all of the alternatives for a given phoneme. Instructors should monitor the responses, as students may still need support with some phonemes or letter combinations. 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. 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.

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 graphemes (approximately four), together with the aims of the lesson and success criteria.
- Recap and Overlearn – practice previously learnt phonemes and graphemes (maximum 5 minutes)



- Teach and Embed – Using the new graphemes together with previously learned phonemes, and any of the Sticky Tricky words previously learned and introduced, children will then practice blending and reading words containing these and segmenting and spelling words with these GPC.
- Apply learning – Read/write a sentence using GPCs taught and one or more Sticky Tricky words.
- This session should last for 15-20 minutes daily.

Lexplore Intensive Intervention Session Teaching

- As an intervention programme, students (with a percentile score under 40) work through the intensive programme at this stage, one-to-one or in small groups, 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.
- These students should begin by going through the High Frequency and Sticky Tricky Words section, from the **Lexplore Intensive Yellow level** (unless this has already been covered).
- Students will then work through the new graphemes pages.
- They may need additional support when introducing alternative vowel phonemes and alternative spellings. For best results, use a multisensory approach, ensuring that all of the new sounds and words are experienced visually (seeing them), auditorily (saying them) and in a kinaesthetic manner (writing them). For additional ideas, see the Supporting Resources Section of the Lexplore Intensive Programme.
- Paired reading with a peer (please see Supporting Resources document), is therefore suitable at this stage of the programme.
- Whilst working through the precision teaching lists, the instructor can mark off the grids in the Marking Copy. Students could work in pairs reading aloud, alternating each line, between the pair, before swapping around. For variety they could read down the lists on alternate days.

Assessment for Learning/Monitoring

- For most 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.
- For those students using this level as an intervention, the Marking Copy can be used to assess embedded knowledge and understanding of previously taught material. 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.
- When using the programme as an intervention, the Marking Copy could 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 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 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.
- 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:



New Graphemes

At this stage of the **Turquoise Level**, students will encounter new graphemes, which begin to build up a bank of alternative phonemes to those previously encountered. Students can read the decodable words, some of which are nonsense words. At the **Lexplore Intensive Turquoise Level**, these are mixed in with real words. The nonsense words can be easily distinguished by the addition of the **Turquoise Level** arrow, appearing next to the word. This must be highlighted for the student and will indicate how accurately and automatically the student can decode words containing these sounds. They will never encounter a new sound combination, without being introduced to the separate phoneme or digraph first.

The phonemes, digraphs and blends are introduced in a systematic and cumulative way, 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 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. It is important that the **Lexplore Intensive** programme makes learning enjoyable, in addition, students see their success, and this builds motivation.

Some students will already have stronger sight-reading skills and will be able to quickly read through these words as images, as opposed to decoding the sounds within them. Once students have developed their ability to sight read and are able to decode words containing the alternative vowel sounds and spellings with confidence, they can move on to the High Frequency and Sticky Tricky Words section of the **Lexplore Intensive Turquoise** programme.



Alternative Vowel Phonemes, Spellings and Punctuation




At this stage of the **Lexplore Intensive Turquoise Level**, students will read the decodable words that are divided into the alternative spellings of the sounds that the student will encounter. These lists are not fully comprehensive but do contain the most commonly seen alternatives for these sounds. Use this section as a teaching and learning point, looking for patterns. These can be *where* the vowel phoneme appears in the word, or how frequently it appears in words. Students will often encounter these in written material. Any previous work during the programme will now support them in decoding these and more challenging letter combinations and words.

Once again, nonsense words have been included in the word lists, though at **Lexplore Intensive Turquoise Level**, these are mixed in with real words. The nonsense words can be easily distinguished by the addition of the **Turquoise Level** arrow appearing next to the word. This must be highlighted for the student and will indicate how accurately and automatically the student can decode words containing these sounds. They will never encounter a new sound combination, without being introduced to the separate phoneme or digraphs first.

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At this stage, single vowels will be largely said with their short Happy sound: , though the student will begin to see exceptions, where the long Huge Hug sound is said: . Students will be reminded of this before decoding and reading words containing these. They will also encounter new vowel digraphs and trigraphs, where the long Huge Hug sound is said: . 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 Turquoise Level** material, they may require the additional challenge of the **Light Blue Level**. Instructor discretion, together with a knowledge of the individual students, can be used and the students 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.



Polysyllabic and Compound Words

The polysyllabic words found in the next section, are all fully decodable. Once again, students 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 the words and further details are given in the Supporting Resources document about syllabification.

Compound words consist of words that 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, 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. Once again, use your professional judgement and knowledge of the students, to decide how quickly you will progress through these.

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 words, can help with developing skills in spelling words accurately. Please see the Supporting Resources document for further information and ideas.

Before moving on to the next stage in the programme, please ensure that the student has done the section relating to High Frequency and Sticky Tricky Words.



High Frequency and Sticky 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 **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 ‘people’ or may contain consonants that do not ‘say’ their typical sounds. 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 Light Blue Level**.




Spellings



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 previous ones. Use knowledge of the students 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, this is a good number to choose. For those students who experience memory challenges, use four words and maybe check 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 whilst visualising its properties (ascenders/descenders and so on). 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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