



# Lexplore Intensive

## Instructor Copy

Yellow Level

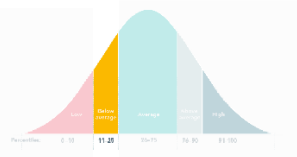


# Contents Page

Background	.....	2
Instructions	.....	3
Guide	.....	4
Individual Phonemes, Blends and Nonsense Words	.....	5
Consonant Blends	.....	6
Word Families, Real Words, Two-Syllable and Polysyllabic Words	.....	7-8
High Frequency and Tricky Words	.....	9



# 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.

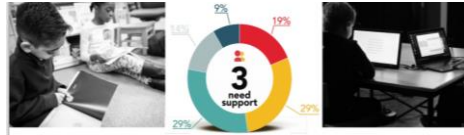
The programme aims to help students develop their phonological skills as the foundations upon which they can build their further reading skills. **Lexplore Intensive** has been developed following thorough research into the reading process and its many influencing factors.

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 Yellow Level** provides simple training to develop children’s foundations in phonological awareness, understanding and skills, through their interaction with simple digraphs, phonemes and blends. Students will then work through different combinations of these, 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 and blends at this level, they can progress towards **Lexplore Intensive Yellow** 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 learnt 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 then 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 for 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 for the majority of children), the Marking Copy can be used to assess embedded knowledge and understanding of the GPC's 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 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.

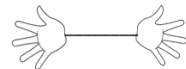
- Precision Teaching – this refers to the methods similar to those used in Lexplore Intensive, to enable the student to overlearn the phonemes and words needed to become a proficient reader. The student reads across the rows in one session, followed by reading down the columns the following session.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



## Individual Phonemes, Blends and Nonsense Words

At this stage of the **Yellow Level**, students will work on their automatic recognition of digraphs and vowel phonemes and then on to blending these to read nonsense words, before moving on to read nonsense words, containing consonant blends. Nonsense words will include previously learned consonants. This helps them to develop their knowledge and understanding of different graphemes and phonemes as well as combinations of these, working through new sounds in this effective phonics programme. 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 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, single 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. They will also encounter vowel digraphs and trigraphs, where the long Huge Hug sound is said: .

Although the student has been directed to the **Lexplore Intensive Yellow Level** material, they may require the additional challenge of the **Lexplore Intensive Turquoise 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.

Student Copy and Marking Book: Pages 4 - 24



# Adjacent Consonants



The student may need reminding, that these letters make separate sounds and need blending together. This may need modelling. The majority of the blends on each page, will generally be found at the start **or** at the end of words. The exception to this, is the blends on p20 of the student book, which contains initial and final adjacent consonants. Depending upon the individual, this can become a talking and learning point.

Student Copy and Marking Book: Pages 12 – 19





# Word Families, Real Words, Two-Syllable and Polysyllabic Words



Word families include words that contain common features, patterns or meanings. These often have a common base or root word, to which different prefixes or suffixes are added. At this level, the word families used, refers largely to the use of the same features and patterns. At the **Yellow Level**, this is relating to their use of the same phonemes.



## Word Families, Real Words, Two-Syllable and Polysyllabic Words

The following 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 and aid spelling. 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 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 alternative vowel phonemes and pronunciations are included in these words, as these will be covered in the **Lexplore Intensive Turquoise Level**

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 Supporting Resources for further ideas and information.


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 and vowels in these will sometimes say their long Huge Hug sound , such as in the word ‘we’. Similarly, others contain consonants that do not ‘say’ their typical sounds, such as ‘was’. 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 Intensive Turquoise Level..**

