



# The Telford Langley School

Ensuring Excellence



**LEXONIK LEAP**



# ENSURING EXCELLENCE



## **About LEXONIK LEAP**

**‘Reading ability has a considerable impact on both educational attainment and wider life outcomes. Research finds robust associations between reading ability and educational success and reading enjoyment and reading behaviour appear to be key mechanisms in this relationship. Reading ability affects attainment in literacy and, due to the need to read to gather information and understand examination instructions, reading ability also affects attainment across the curriculum.’**

(Mulachy, E., Bernardes, E. and Baars, S. 2014. The relationship between reading age, education, and life outcomes, LKMCo Literature Review, pp.1.)

All learners should have an adequate level of English Language acquisition in order to be able to access the full curriculum and reach their potential, both within the educational system and beyond.

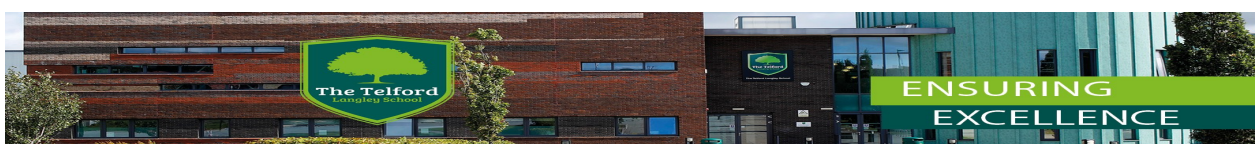
The LEXONIK programme improves reading ages by an average of 27 months in 6 weeks for mainstream students reading below their expected level. Some students need additional input prior to this, which is why **LEXONIK LEAP** was developed.

## **Methodology**

‘Sound Training’ was inspired and created by Katy Parkinson. Prior to developing the Sound Training programmes and setting up Sound Training LTD, she was a senior Learning and Language Advisor in a large urban unitary authority. It was here, and whilst teaching and observing mainstream students who were experiencing difficulties with reading, that Katy used her interest and expertise in phonology (and its effect on reading) to develop sound training.

Katy has 27 years’ teaching experience, specialising in supporting students with dyslexia. She holds a Post Graduate Certificate (PGC) in Special Education and was an Associate Member of the British Dyslexia Association (AMBDA).

Her commitment to enabling every child to fulfil their potential is underpinned by the belief that students have been, and will continue to be, her best teachers!



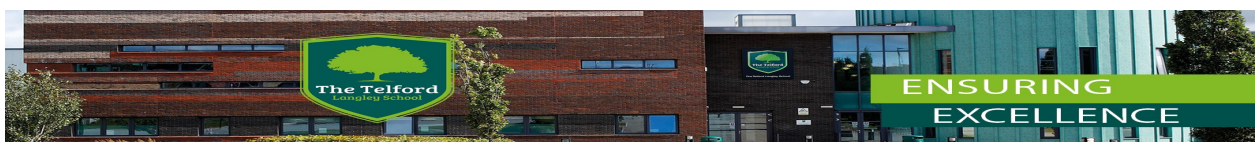




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## The journey so far...





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## **Why LEXONIK LEAP?**

**Lexonik Leap** has been developed as an accessible and flexible series of activities that can be used to help both first language students for whom literacy is very challenging, and with English as an additional language (EAL) students who need to quickly acquire literacy and oracy skills in English. The activities are uniquely designed to be highly adaptive in order to respond to the individual needs of every learner.

**Lexonik Leap** helps to upskill you by providing the confidence, resources, strategies, and knowledge required in order to effectively and rapidly teach the basics of literacy and oracy in the English language.

The aim of **Lexonik Leap** is to support all students who require help to develop basic literacy skills. We do this through a range of activities that are flexible and adaptable and highly effective for any student who experiences difficulties with basic reading and spelling tasks. In addition, it addresses some of the common language barriers faced by many, including EAL students, by providing them with the scaffolding they need to make rapid improvement.

### ***Learners will benefit from:***

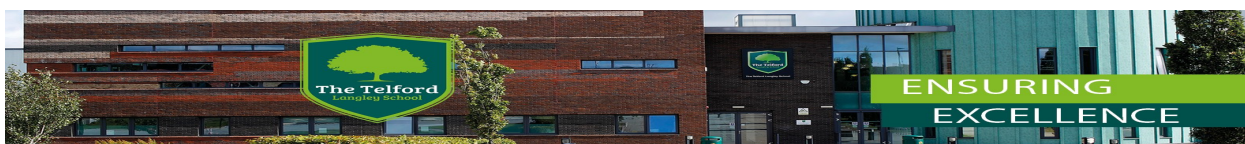
- Rapid progress through a personalised pathway and targeted instruction
- Development of reading and spelling ability
- Greater motivation, confidence, and independence
- Suitable resources, regardless of language background
- An intervention different to anything else available, learning through fun, age-appropriate activities

### ***Trainers will benefit from:***

- A unique diagnostic tool to ensure personalised learning
- Strategies to support students with limited English language acquisition
- Bespoke resources to use with immediate effect
- Time-saving, targeted techniques
- Record of progress for every learner

## ***Developing Oracy***

In developmental terms, we acquire oral languages first; it is a prerequisite for literacy. Teaching oracy is instrumental to successfully reading and, in particular, writing. If we don't have spoken language, we cannot construct our writing. We must strive to develop students' spoken language and vocabulary knowledge. Fluency in the English language is an essential foundation for success in all subjects not just in English.







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## **Using Lexonik Leap to support SEN students**

Many students, for a variety of reasons can experience difficulty developing basic literacy skills.

**Lexonik Leap** has been developed to support any student who is performing below the expected levels in early stages of reading and spelling English. It delivers the key information that they require to make rapid progress by delivering activities in a very fast and focused manner, specifically tailored to individual needs.

**Lexonik Leap** is different in its approach as it supplies both diagnostic assessment and all materials required to focus its support where it is needed most. It is highly probable that SEN students will have previously received intervention support. The instruction needs to be different, and the students must see it as different.

The activities purposely do not cover every grapheme and phoneme. The aim of **Lexonik Leap** is to teach a strong literacy base, covering the most common letter patterns only. This way, students see themselves making rapid progress, which increases their confidence and motivation to learn. They can be taught the less common letter patterns and exceptions when it is appropriate for their learning.

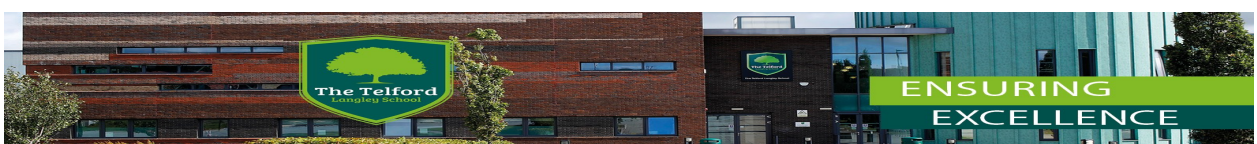
## **Using Lexonik Leap to support EAL students**

It is crucial to remember that the fluency of EAL students in speaking, reading, and writing English does not necessarily reflect their cognitive ability. Their specific needs will hopefully be temporary, and with a high level of initial support they will be able to access mainstream classes.

Research into language development of bilingual children has consistently shown a distinction between conversational (surface) fluency and the language proficiency necessary to access mainstream teaching.

The majority of EAL learners can and will acquire conversational (surface) English by being submerged in it, talking with teachers and peers along with instruction around basic rules of the English language. However, for students to demonstrate and reach their full cognitive ability they need to be taught how to fluently decode the written words and how to analyse those words for meaning.

The Lexonik core product does this very effectively and many EAL students make swift and significant levels of progress following the same course the students. However, students who may be new to the country, who have not yet gained sufficient levels of spoken language or have a strong accent and dialects that can impede their literacy skills, would benefit from accessing **Lexonik Leap**.





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## **Diagnostic Assessment**

### ***Purpose of the assessment***

It is essential that an individual diagnostic assessment is carried out, completing all sections for each student before teaching commences. This will highlight the students' strengths and weaknesses and help you plan lesson specifically focused on their needs.

### ***Ideal Conditions***

The assessment should be carried out 1:1. This will allow you to accurately gauge each student's understanding and group students of similar ability together for the teaching sessions. If a child is struggling to complete a section, move on to the next to avoid frustration and disengagement. If the student encounters this level of difficulty with any step it must be covered in its entirety.

### ***Deciding where to start***

The diagnostic assessment results should identify any gaps in a student's knowledge. This should enable you to establish the appropriate point of entry for each student. If a student has scored less than full marks and any of sections 1-5 then the sounds/words which caused difficulty can be worked on by picking the appropriate cards and delivering the activities until the student is confident with all sounds and words. The prefixes in step 6 are really important for literacy development.

The steps are designed to build on one another, but by choosing cards carefully, even those with very low attainment can work on several steps at once, bringing variety to the sessions.

***It is more than likely that some students will not need to go through every step and time should not be wasted teaching what is already known.***

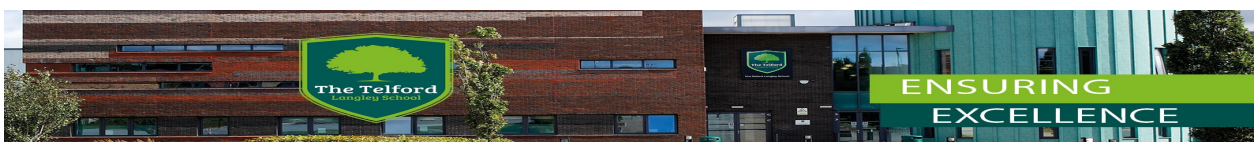
**When the students are secure in steps 1-6, they should be ready to access the core Lexonik programme and be better equipped to access the curriculum and life outside the classroom.**



Literacy at the speed of sound.



HOW TO TEACH EARLY READING SKILLS EFFECTIVELY AT HOME





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## **Delivering Lexonik Leap**

### **The objectives are to:**

1. Teach phoneme to grapheme correspondence
2. Develop reading and spelling ability
3. Develop knowledge of and confidence in using the English language

### **It is divided into the following 6 steps:**

1. Phoneme to grapheme correspondence
2. Word building
3. First 100 high frequency words
4. Vowel digraphs
5. Split digraphs
6. Prefix knowledge

The length of time it takes to progress through the steps is subject to the needs of the individual student.

Activities should always be timed, and sessions should be pacy; this adds fun, focus and structure for the students and is a crucial part of the learning process.

It is important that the activities are completed as regularly as possible, in small groups. Small groups of 1-2 are ideal for EAL students and up to 4 for SEN students.

It is **ESSENTIAL** that students are provided with **PURE** phoneme sounds before starting to deliver the modules.

The level of need will govern the number of sessions and activities and therefore the number of weeks taken to cover Lexonik Leap will vary greatly for each student. However, each session must be delivered at rigorous pace.

