

Research shows that more explicit instructional approaches have the strongest impact on the skill development of children at risk of reading difficulty such as dyslexia. Lexia Core5 Reading is a highly structured and sequenced blended-learning approach to reading support that is designed to create individualised learning paths for pupils of all abilities, including pupils with dyslexia.

Definition of Dyslexia

The British Dyslexia Association (BDA) has adopted the Rose Report (2009) definition of dyslexia:

“Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

In addition to these characteristics: The BDA acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.”

BDA (2010)

Product Overview

Lexia Core5 Reading provides all pupils with a systematic and structured approach to the six areas of reading: phonological awareness, phonics, vocabulary, structural analysis, automaticity/fluency and comprehension.

The introduction of skills is done in a systematic sequence that moves from simple to complex and spirals back to review and integrate material previously introduced. This intensive review and practice is a critical characteristic of effective intervention for pupils with dyslexia.



Core5 provides a personalised learning environment for each pupil based on their strengths and weaknesses and supports learners through continual assessment. Here is how it provides support in each of the six areas of reading:

Phonological and Phonemic Awareness Support

- Pupils learn to recognise rhyming words, blend syllables in spoken words, and segment words into parts.
- Once phonological awareness has been established, pupils develop phonemic awareness by analysing and synthesising individual sounds in words.

Phonics Support

- Core5 helps students build grapheme-phoneme correspondence while also developing their understanding of print patterns and conventions.
- With the phonics strand, learners gain an understanding of syllable types, rules for syllable division and spelling conventions – all of which are critical skills for pupils with dyslexia.

Comprehension Support

- Early comprehension activities build pupils' language comprehension skills and print awareness through listening activities and modelled readings. This teaches developing readers about the structure of text and provides a framework for later reading comprehension.
- As soon as word-reading skills emerge, pupils associate decodable words, phrases and sentences with pictures to reinforce comprehension as they build their comprehension skills. As learners move through the program, they apply skills to independently read and comprehend multi-paragraph texts that represent a wide selection of genres and present a range of thought-provoking topics.

Structural Analysis Support

- Learners build awareness of the morphological structure of words, such as prefixes, roots and suffixes. This helps all pupils, including those with dyslexia, develop the necessary skill to read, spell and understand multi-syllabic words often found in literature, maths, history and science.
- Pupils use word-learning strategies in conjunction with their knowledge of word parts to determine the meaning of academic vocabulary at the word, sentence and passage level.

Vocabulary Support

- The vocabulary strand in Core5 is structured to build semantic knowledge by teaching word-learning strategies, promoting deep knowledge of abstract and academic vocabulary words, and allowing pupils to develop insights into word relationships.
- Activities require students to think critically about words and the concepts they represent while also applying strategies to build vocabulary breadth and depth.

Automaticity and Fluency Support

- To promote automaticity, Core5 includes warmup activities and review units designed to consolidate previously learned skills. This systematic and cumulative review of concepts is particularly important for pupils with dyslexia.
- Fluency teaching is built systematically with work that focuses on important aspects of sentence structure, as well as activities that involve the analysis of intonation, emphasis, phrasing, rhythm and rhyme scheme.

Explicit Presentation of Concepts

The Core5 instructional model integrates explicit online activities with multisensory teacher-led lessons to enhance teaching. While a pupil works on an activity, the program provides a scaffolding system for support and additional teaching as necessary. If a learner struggles in a unit, automatic branching moves them to Guided Practice with fewer stimuli and more structure. If the pupil continues to struggle, they move to Direct Instruction, which explicitly teaches the targeted skill. Teachers have access to online reports that provide continuous assessment data, allowing educators to identify pupils who are struggling with a particular skill.

The Importance of Multisensory Learning

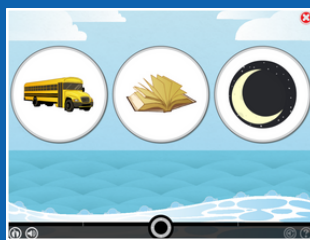
As pupils work through the online activities in Core5, auditory information is supported through engaging visual demonstrations and examples. Offline materials provide opportunities for learners to reinforce foundational reading skills using multisensory manipulative materials, as well as opportunities to interact with content in a hands-on and collaborative way. The multisensory approach allows pupils with dyslexia to learn through multiple modalities.

Why Choose Lexia for Pupils with Dyslexia?

Lexia Learning was founded in 1984 by Bob Lemire to provide reading intervention for pupils with language-based learning difficulties like dyslexia. While other reading programs may be described as research-based, Lexia programs are also research-proven to improve learning outcomes and are evaluated using rigorous scientific methods, as seen in gold-standard efficacy studies. Lexia now helps 3.8 million pupils of all abilities worldwide to master critical reading and language skills so they can become proficient readers and confident learners across the curriculum.



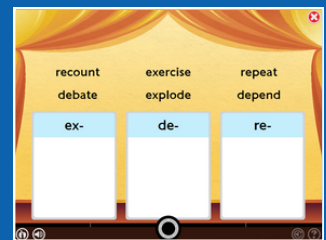
Phonological awareness activities support rhyming and syllable awareness.



Learning beginning and ending sounds builds phonemic awareness.



Phonics activities develop knowledge of print and syllable patterns.



Identifying prefixes supports decoding and builds academic vocabulary.

About LexiaUK

LexiaUK has been dedicated to providing personalised, engaging, effective, and relevant literacy solutions to schools across the UK & Ireland for over 30 years. With a robust offering that includes solutions for differentiated support, personalised learning, and assessment, LexiaUK provides educators across the UK and Ireland with the tools to intensify and accelerate literacy skills development for pupils of all abilities.