



**DfE Post-16 English and Maths
Continuous Professional Development**

OVER A THREE-YEAR PERIOD
FULLY FUNDED



Lexonik

Offer In Brief

Fully funded literacy professional development and reading intervention programmes for FE colleges across the Northeast, Yorkshire and Humberside.

Funded via - DfE Post-16 English and Maths Continuous Professional Development to the Further Education Workforce (16-19 GCSE/FSQ resits)

3-year funded commitment

As part of the programme, colleges will be part of an **impact evaluation study lead by The National Literacy Trust**

Lexonik's 2-fold approach = **Staff Professional Development + reading intervention programmes for students**

No limit to the number of students who can go through the intervention programmes

Reading intervention programmes – brief overview

Intervention	What is it?	The offer
Lexonik Advance	<ul style="list-style-type: none"> • Average reading age gains of 27 months in just 6 weeks (National Literacy Trust and Northumbria University evaluated) • For students with SAS of 85-115 • Develops fluency, automaticity, comprehension, vocabulary, spelling • Delivered 1:4, once a week for six weeks • We train your staff to deliver it + QA and ongoing implementation support 	<ul style="list-style-type: none"> • Maximum 8 members of staff trained to deliver Lexonik's Advance • Staff accessing must be involved in GCSE resit instruction
Lexonik Leap	<ul style="list-style-type: none"> • Phonics based intervention programme • Diagnostic lead to close gaps in phonics • Specifically designed with the older learner in mind • For students with SAS of 85-115 • Bespoke delivery, determined by need 1:2 upwards, little and often if timetable allows 	<ul style="list-style-type: none"> • Maximum 8 members of staff trained to deliver Lexonik Leap • Staff accessing must be involved in GCSE resit instruction
Lexonik Vocabulary	<ul style="list-style-type: none"> • Cloud-based classroom tool for the explicit teaching of vocabulary • Develops a whole-college approach to the teaching of vocabulary 	<ul style="list-style-type: none"> • Whole-staff access to Lexonik's explicit teaching of vocabulary classroom tool

Professional Development offer

– brief overview

- Face-to-face, live remote or pre-recorded training options available
- Face-to-face events can be amalgamated into a PD Day (or similar) or spread across a college PD cycle
- Seminar and small study group options for deeper study

Course titles:

- How to teach reading and phonics for the older learner
- Explicit vocabulary instruction to aid independence and exam success
- Lexonik Vocabulary – How to use the cloud-based tool in your classroom
- How to teach and improve spelling to aid progress and exam success
- Grammar – how to teach the 19 most common grammar and punctuation rules in the English language
- Questioning and oral rehearsal
- Embedding vocabulary instruction, mapping for progress and review
- Review and refresh on how to use Lexonik Vocabulary in the classroom
- Reading for exams – Developing teacher toolkit for exam reading success
- Top 10 things to embed literacy into practice and impact on progress
- Fluency automaticity & reading for pleasure
- Reviewing your practice and challenge for all!

Objectives:

Equip post-16 teachers and facilitators with a practical toolkit for the explicit teaching of reading, vocabulary, spelling, grammar and comprehension.

Train post-16 teachers and facilitators in the delivery of two targeted intervention programmes to increase reading ages of resit students

Increase in post-16 resit students' abilities in reading, decoding, comprehension, vocabulary understanding and spelling.

Lexonik currently work with hundreds of schools across the UK, progressing over 90,000 students over time.

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Overview

Every teacher is a teacher of literacy.

Every teacher seeks to support their students in achieving the very best level of competency and examined outcome.

And yet, it's undeniable that many post-16 teachers and tutors simply do not receive sufficient training, specifically in the teaching of:

Reading

Grammar

Vocabulary

Spelling

Comprehension

This matters.

It matters because these are the foundation skills which not only make it more probable for students to achieve a Level 2 English qualification, but, just as importantly – because this specific and solid habitual teaching toolkit means teachers themselves gain boosted confidence in their tutoring capability and in their subject understanding.

The impact of Lexonik's approach is twofold:

- Teacher pedagogy, classroom habits and knowledge
- Student reading age progress and developed levels of vocabulary, spelling and grammar comprehension

This dual-pronged approach from Lexonik allows institutions to be confident in the progressive (and rapid) development of individual teachers, while also delivering strategic and targeted interventions to students who may currently be struggling to pass at Level 1 and Level 2.

Regardless of the strength of teaching, some students will always need targeted reading interventions.

The project plan from Lexonik will achieve exactly that.

1

Equip post-16 teachers and facilitators with a practical toolkit for the explicit teaching of reading, vocabulary, spelling, grammar and comprehension.

2

Train post-16 teachers and facilitators in the delivery of two targeted intervention programmes to increase reading ages of resit students.

3

Increase in post-16 resit students abilities in reading, decoding, comprehension, vocabulary understanding and spelling.



Lexonik Post-16 programmes are the reading, vocabulary and professional development solutions for Post-16 providers across the North East, Yorkshire and Humberside.

Post-16 providers can access Lexonik literacy intervention programmes and professional development, over a three-year period, **FREE OF CHARGE** thanks to grant funding from DfE Post-16 English and Maths Continuous Professional Development to the Further Education Workforce (16-19 GCSE/FSQ resits).

How it works:

The offer for colleges

Post-16 English resit teachers and facilitators trained to deliver Lexonik's student intervention programmes, namely Lexonik Advance/Lexonik Flex and Lexonik Leap (maximum eight teachers per college)

- Suite of eLearning courses, and live remote training, released periodically, to support in the explicit teaching of reading, vocabulary, grammar and spelling
- Suite of eLearning courses can be restricted to Post-16 English resit teachers, or cascaded across the college
- Access to Lexonik Vocabulary – a cloud-based teaching tool for the explicit teaching of vocabulary, applicable for all subjects and contexts
- Lexonik Vocabulary can be restricted to Post-16 English resit teachers or cascaded across the college



Staff will be trained to competently deliver our literacy intervention programmes themselves. This approach not only gives you full autonomy but provides you with a sustainable model that works with your education environment and allows you to target your interventions where they are needed most.

Your teachers and tutors will gain the knowledge and tools to teach vital literacy skills, while closing the attainment gap and ensuring every student is realising their full potential.

We train your staff to deliver data-driven, targeted and specific interventions as well as embedding strategic 'whole college' approaches to the teaching of vocabulary, reading and spelling.

What's the evidence?

Lexonik's research-based, expert-led interventions and 'whole college' programmes, will transform your students' literacy skills for life.

The approach makes the art of reading and communication an attainable skill for all.

Aligning with college data systems, and assessments, our programmes allow for targeted interventions which track progress and performance, creating a shift in the culture of your organisation which puts literacy at its heart.

'Introducing the Lexonik approach led to a dramatic turnaround in how we addressed literacy 'college-wide'. We came to see literacy and vocabulary differently – but in a really effective way, and the engagement from our students was markedly increased'...

Lexonik's intervention progress is evidenced via an impact evaluation study via The National Literacy Trust, and Northumbria University quantitative data allows stakeholders to feel assured that Lexonik's methodology works.

"This evaluation demonstrates the impact that good quality literacy support can achieve. It shows that it is not only important that we support students to gain the skills they need to succeed in life, but that we also need to create systemic change by providing teachers with continuous professional development and resources."

Anne Teravainen-Goff, Evaluations Manager at the National Literacy Trust

Effective Delivery

Lexonik's unique and impactful programmes are conducted by our team of expert Regional Trainers.



They work closely with your staff, either in individual college settings or larger scale cluster training events.

For the ease of your schedule and scope of need, we ensure our trainers are widely available across the breadth of our serviced regions, but also that our training can be delivered remotely where necessary.

You will find all our intervention programmes are physically resourced, as well as having the provision of online support via Lexonik Cloud, together with continued delivery and account management input.

Lexonik Develop, the professional development arm of Lexonik, is delivered via pre-recorded master classes on Lexonik Cloud.

A series of seminars are also available to reflect upon learnings, share best practice and review next steps in facilitator development.

There is an option for Lexonik Develop to be delivered via live training events upon request.

Typically, we work on a module pricing structure, but the offer within this brochure is **FREE OF CHARGE** for applicable colleges across the North East, Yorkshire and Humberside through the DfE Post-16 English and Maths Continuous Professional Development to the Further Education Workforce (16-19 GCSE/FSQ resits).



The Detail:

Mode of Delivery



Face to face training

For many, training delivery in person is preferable, and practical.

Our core programmes Lexonik Advance, Lexonik Flex and Lexonik Leap are delivered by our Regional Trainers, on site to college staff.



eLearning

For Lexonik Develop, the professional development arm of our offer, eLearning is the central mode of delivery.

All eLearning courses are created by Lexonik experts.

These include video and audio content, quizzes, recall activities and knowledge checks to ensure courses are engaging... and ultimately that learning 'sticks'.



Live

Remotely conducted live sessions will be periodically available in the form of seminar groups.

Live face-to-face professional development can be discussed where required.

Foundation and Core Knowledge

Underpinning the specific targeted intervention programmes, is a focus on teachers' working knowledge of three key reading developmental areas:

- Phonological awareness and phonics instruction
- Explicit vocabulary instruction
- Reading automaticity and fluency

The Professional Development from Lexonik, offered to all colleges taking part, covers the following areas:

- How to teach reading and phonics to older learners
- Explicit vocabulary instruction to aid independence and exam success
- Lexonik Vocabulary - how to use this cloud-based tool in any classroom
- How to teach and improve spelling to aid progress and exam success

- Learning and teaching the 19 most common grammar and punctuation rules in the English language
- Questioning and oral rehearsal
- Practical teaching and learning techniques to aid students with dyslexia
- Reading for exams - developing a teacher's toolkit for exam reading success
- Top 10 practical ways to embed literacy into practice and impact on progress
- So, you think you've done vocabulary? Is vocabulary instruction a teaching habit?
- Fluency, automaticity and reading for pleasure

Evidence of learning is *'what students can do'* and logic dictates that if students cannot read for knowledge, then a pass at GCSE or the Level 2 equivalent, will inevitably evade them.



This is why the CPD proposed by Lexonik addresses foundation and core knowledge, equipping post-16 tutors with a literacy teacher’s tool kit, plus a proven intervention programme to remove all reading and vocabulary barriers for students.

These are skills for life and not just an approach to one specific exam.

“Professional development focused on teaching reading is likely to help teachers teach their subject more effectively, as well as providing teachers across subject disciplines with effective strategies to support students and a common language about reading instruction.”

(EEF Guidance Report: Improving Literacy in Secondary Schools).

Focusing on the foundation and core knowledge of vocabulary, spelling and grammar will undoubtedly increase independence and allows post-16 students to access the demands of the exam, as they will have a methodology to apply at the point of need.

The interventions explained

Each college will have access to Lexonik Advance/ Lexonik Flex, Lexonik Leap and Lexonik Vocabulary, to progress the reading abilities of their post-16 resit students.



Lexonik Advance

Rapidly improve reading, spelling, vocabulary and comprehension, with average reading age gains of 27 months in just six one-hour sessions.

A unique, research-based programme verified in an independent study by Northumbria University and the progress scores of over 90,000 Lexonik students, **Lexonik Advance** leverages metacognition, repetition, decoding and automaticity, training learners to develop phonological awareness and make links between unknown words using common prefix, root word and suffix definitions.

Conducted in six one-hour, teacher-led sessions, Lexonik Advance works for all learners regardless of age or ability.

Delivered on a 1:4 teaching ratio and **ideal for students with a SAS score of 85-115. There is no cap on the number of students who can go through Lexonik Advance per year.**

Staff Training – We train your staff to deliver Lexonik Advance, ensuring sustainability and longevity as well as upskilling your staff teams.

Training is two full days and can be face to face or remote.

Schools usually choose to host specific training events per individual school. However, Lexonik also caters for larger scale Trust-wide training events on application.

What we provide

- Two day in-house, or remote, teacher training workshop
- Nationally standardised assessment (for pre- and post-testing) – WRAT 5 – 180 per licence year
- Delivery and teaching materials
- Access to online delivery support via Lexonik Cloud
- Ongoing account management and regional trainer support



Lexonik Flex

As the name suggests, Lexonik Flex provides a flexible approach to our flagship intervention programme, Lexonik Advance.

With a much more adaptable style of delivery, it is designed to rapidly improve reading vocabulary, spelling and comprehension.

In doing so, it is curated in such a way as to be adaptable for the constraints of any timetable or fluid client base.


This intervention is appropriate for learners of all abilities, especially those needing immediate impact on their literacy skills, including adult learners.

Audience

- Post-16 providers
- Adult learning
- Apprenticeship or vocational learning establishments
- PRU's
- Short-term prison centres
- Anywhere with a fluid client base

What we provide

- Two day in-house, or remote, teacher training workshop
- Nationally standardised assessment (for pre- and post-testing) – WRAT 5 – 180 per licence year – if required
- Delivery and teaching materials
- Access to online delivery support via Lexonik Cloud
- Ongoing account management and regional trainer support



Effectively resolve phonics gaps for learners who find literacy particularly challenging at any age, and those for whom English is not their first language.



Lexonik Leap

Lexonik Leap is ideal for students who find literacy particularly challenging and those for whom English is not their first language (EAL); rapidly progressing reading, spelling and oracy.

Based on an initial diagnostic assessment, the programme is carefully adapted to allow for an individualised learning pathway, meaning the duration of the programme is dictated by the student's personal level of need.

The programme can be delivered 1:1, but ideally as a small group intervention. It is ideal for students with an SAS score of 84 and below, regardless of age.

There is no cap on the number of students who can go through Lexonik Leap.

What Leap covers

Phoneme to grapheme correspondence

Word building

High frequency words

Vowel digraphs

Split digraphs

Prefix knowledge

Why it works

Engaging and fun for learners

Secures phonological awareness

Develops automaticity

Consolidates prior learning

Incorporates spaced and phased repetition
plus retrieval practices

What we provide

- Full day in-house or remote teacher training workshop
- Training provided either for individual schools, or a larger scale Trust-wide event (on application)
- Diagnostic assessment and delivery, and teaching materials
- Access to online teaching support and ongoing delivery and account support

How to engage with the Lexonik Pathway

If you are a post-16 GCSE English resit provider within the North East, Yorkshire or Humberside, you can access this student and staff reading development programme FREE OF CHARGE, through the DfE Post-16 English and Maths Continuous Professional Development to the Further Education Workforce (16-19 GCSE/FSQ resits).

Simply contact us for a conversation.

We can help you understand which programme is right for you, what benefits will be felt by your teaching staff, and how your learners will reap the rewards of our approach.

Please don't delay in benefiting from this powerful opportunity.

We look forward to working together.



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Or register your interest by visiting:

lexonik.co.uk/post-16-intervention-programmes

Evaluation of Lexonik Advance

October 2022

Anne Teravainen-Goff, Emily Best and Ariadne Brown

In September 2021, Lexonik commissioned the National Literacy Trust to help them evaluate the impact of Lexonik Advance on children and young people's reading.

To do so, a decoding subtest of a standardised test called Wide Range Achievement Test (WRAT5) was used to assess changes in students' skills and a staff survey was conducted to explore their perceptions of the benefits of the programme for their students and for their own practice. This report presents the findings of this evaluation, focusing on changes in students' reading attainment alongside changes in school staff's teaching and classroom practice.

Key findings

Changes in students' decoding skills

- The programme successfully improved students' decoding skills:
 - The average score on the test used is 100, with students scoring within 15 below or above this having an average score for their age. On average, students who took part in Lexonik Advance had a standardised score of 94.5 before taking part. After taking part in the programme, the average score had increased to 106.0. The changes were sustained long after the programme ended as students scored on average 105.8 several months after taking part.
 - The percentage of students who were decoding below the national average decreased four-fold, from 23.7% at the start of the programme to 6.9% at the end. At the same time, the percentage of children who were decoding above the national average saw a more than five-fold increase, rising from 4.5% to 24.0% at the end of the programme.
- The programme was particularly beneficial for students who began with decoding skills below the national average (n = 89). Their standardised scores increased from 78.0 before the programme to 91.5 afterwards, a slightly greater increase than we saw for the cohort overall (13.5 points vs. 11.5 points). Indeed, more than 2 in 3 (67.4%) had started decoding at the average level after taking part in the programme.
- There were no statistically significant differences in students' standardised decoding scores over time based on their gender, whether they receive pupil premium, or whether they speak English as an additional language. However, older students benefited from the programme more than younger students. On average, standardised scores increased by 7.8 for those aged 11 to 12, by 11.5 for those aged 12 to 13, and by 15.4 for those aged 13 to 14.

- The analyses also show that the median increase in reading age for participating students was 24 months over a 2.2-month period. However, findings based on reading age should be treated with caution (see full report for more details).
- These changes are also reflected in findings from the staff survey. When asked to compare the reading progress of participating students to students of the same reading level who did not take part, over 3 in 4 (77.4%) felt that participating students made more progress than their peers.
 - 4 in 5 (79.2%; n = 19) staff who were able to assess changes for students throughout the academic year said they had seen the impact continue.
 - More than 2 in 3 (67.4%) staff indicated that they had noticed students having a larger vocabulary after taking part in the programme. In addition, nearly 2 in 3 (64.0%) had noticed students being more confident readers and 3 in 5 (60.5%) said that their phonics skills had increased. 1 in 2 (50.0%) also said that students seemed more fluent in reading, while nearly 1 in 2 (45.3%) had noticed a positive change in students' comprehension skills.

Changes in students' learning outcomes overall

- Staff noticed some changes in students' overall learning outcomes following the programme:
 - More than 1 in 2 (54.7%) had noticed a change in students' overall confidence, while more than 2 in 5 (44.2%) felt students' independence had improved. 1 in 3 (34.9%) also felt that students were more resilient following the programme.

Changes in staff practice and confidence

- Staff members also benefited from the programme in terms of their own practice and confidence supporting students' reading: 9 in 10 (90.2%) felt that the programme increased their confidence to support struggling readers effectively, and nearly 9 in 10 (89.0%) thought the programme was valuable for their professional development.
- These outcomes were true for all staff, regardless of their job role or how long ago they trained.

We also explored the outcomes for staff's own understanding, knowledge and confidence for

those who had personally attended the training provided (n = 91):

- More than 9 in 10 felt that they had a better understanding of how to support students' vocabulary development (95.6%) and increased confidence to support their phonological awareness (93.4%). 94.5% also felt the training improved their own understanding of morphemic analysis and vocabulary etymology (i.e. analysing parts of words and the origin of words).

The programme was also successful in creating a wider change in how reading is now taught in the schools:

- More than 9 in 10 (91.3%) felt that their school was better equipped to support students' reading overall after taking part in the programme and nearly 3 in 4 (72.6%) told us they had shared what they had learned in the training with their colleagues. This indicates that learning and strategies are being cascaded within the school, creating the potential for systematic change in teaching practice.

Conclusion

This report has shown that Lexonik Advance has been beneficial for the students who took part. Indeed, we saw improvements in students' decoding skills that were sustained months after they participated in the programme. Staff also told us that the programme was beneficial for students' reading as well as their learning overall, including improving their confidence. In addition, the programme has been successful in supporting school staff's own practice and knowledge, as well as changing how reading is taught in the schools.

Staff had a positive experience with the programme and the students were generally engaged with it. Staff valued the resources and accessibility of the programme in particular, and many found the intervention easy to implement. The training was described as comprehensive and engaging.

Lexonik will reflect on the feedback contained within this report as they continually look at ways to improve their customer experience. Their professional-development offer to schools and other educational agencies, Lexonik Develop, continues to evolve, striving to support staff with all areas of literacy.





Northumbria University Impact Study

In March 2015, Northumbria University carried out a piece of research which confirmed that the average reading age gain, across all abilities, after 6 hours of Sound Training was 27 months.

All data scrutinised was collected during the Spring, Summer and Autumn Terms 2014. Data from four cohorts of pupils undertaking the Sound Training programme in a range of schools during that period were analysed to look for trends and patterns according to their year group and chronological age at the time they took the test.

Reading ages (WRAT test) at the beginning and end of the training were used to identify progress in months.

View full version of the report at:

lexonik.co.uk/independent-impact-evaluation-studies

Table 1 Average progress in months according to reading age at the start of Sound Training

Reading age in years/months at start of programme	Cohort A DOB 1.9.98- 31.8.99	Cohort B DOB 1.9.99- 31.8.2000	Cohort C DOB 1.9.2000- 31.8.01	Cohort D DOB 1.9.01- 31.8.02
9 years or less		25	7	9
9.01-10.00	31	29	15	17
10.01-11.00	37	63	17	26
11.01-12.00	38	38	27	36
12.01-13.00	47	48	33	39
13.01-14.00	40	38	35	33
14.01-15.00	31	30	34	30
15.01-16.00	26	17	21	22
16.01+		11	10	10
Average gains	32	29	21	26
Total number of pupils	207	679	588	661
Chronological age range at start of programme	14.04-16.01	13.04-15.01	12.04-14.01	11.04-13.01

Please note - significant variation in group sizes across each reading age range.

	Pupils whose reading age was broadly in line with or above their chronological age at the start of the programme
	Pupils whose reading age was broadly between 6 months and 2 years below their chronological age at the start of the programme
	Pupils whose reading age was between 2 and 4 years below their chronological age at the start of the programme
	Pupils whose reading age was more than 3 years below that of their chronological age at the start of the programme

Data would suggest that pupils in Year 9 and 10 with a reading age of between 10 and 12 would benefit most significantly from the programme, as it has the potential to bring these pupils' reading ages in line or above their chronological age.

View full version of the report at:

lexonik.co.uk/independent-impact-evaluation-studies

The average gain across all cohorts, as measured by reading age, was **27 months**. However, there were variations within and across cohorts.



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