How to read the Reading Plus®
Lexile Progress Report

We use Lexiles to measure the readability of text in Reading Plus. The Lexile Analyser measures the complexity of the text by breaking down the entire piece and studying its characteristics, such as sentence length and word frequency, which represent the syntactic. The outcome is the text complexity, expressed as a Lexile measure, along with information on the word count, mean sentence length and mean log frequency. Generally, longer sentences and words of lower frequency lead to higher Lexile measures; shorter sentences and words of higher frequency lead to lower Lexile measures. Texts such as lists, poetry and song lyrics are not analysed because they lack conventional punctuation.

Lexile Key

The Lexile Key is a colour coded tool to show each pupil's reading start level and current level using the Lexile® measure.

Click here for a guide to the Lexile Ranges associated with each level on Reading Plus. A Lexile measure is defined as a text's readability level. The lower the range, the easier a text is to read.

Click here for a guide to the Guided Reading-Rate (G-Rate) goal for each SeeReader® level.

The below example is for a year 6 class, the report you receive will have a key in line with the correct year group.

Key			
Readability	Updated Lexile Range	Previous Lexile Range	Notes
Y7+	> 925	950 - 1380+	Above target level/ Potentially Greater Depth (Lexile Range of 1000+ for Greater Depth)
Y6	830 - 1010	850 - 980	At target level at the end of Y6
Y5	740 - 940	770 - 870	Just behind target
Y4	520 - 820	620 - 790	Behind target. Continue to monitor.
Y3	420 - 650	400 - 640	Behind target. Maintain increased intensity of usage and continue to monitor.
Y2	<530	330 - 480	Significantly behind target. Increase intensity of usage and monitor carefully.
Intervention	<400	230 - 360	Level Pre-A is designed for pupils who need shorter texts that are at a lower complexity.

There have been some minor changes to the framework. We have included the updated ranges for your reference and will update the programme in due course.

Breakdown of Progress

This table summarises class level progress made to date on Reading Plus.

2.2	Average Level Gain (where +1 level gain in Reading Plus = +1 Year in text readability)
35	Average Total Reading Lessons (SR) (We advise pupils should read between 40-60 lessons per term)
196	Average Reading Speed (wpm) Target Reading Speed in Y6 = 185
12.3	Average Usage. Target usage per term is 10-12 hours (36 hours per year minimum)

Elements of the Lexile Tracking Report Explained

Benchmark date & time	Total Usage to date (hours)	Total Reading Lessons (SR)	Lexile Range after inital benchmark (B1)	Current Lexile Range	Level Gains	Reading Speed in wpm from initial baseline	Current Reading Speed wpm
20/04/2021 11:45	12.3	35	400 - 640	850 - 980	2.2	100	196

Benchmark date & time (start date). When pupils started the program. Use this to measure how many lessons should have been completed against our recommended target of 5 Reading lessons per week.

Total usage to date (hours). Usage and progress are strongly linked. You may see in your tracking reports that the pupils that have spent more time on the program have the greater gains. View column Level Gain.

Total Reading Lessons (SR). The minimum recommended number of reading lessons is 5 per week with each lesson taking on average 10-15 minutes, ideally in slots of 3 x 30-minute sessions.

Lexile Range after initial benchmark (B1) and Current Lexile Range. Click here for a guide to the Lexile Ranges associated with each level on Reading Plus.

Level Gain +1 level gain in Reading Plus = +1 year in text readability.

Reading Speed in wpm from initial baseline assessment and Current Reading speed wpm. Reading speed in words per minute after initial benchmark assessment compared