

The Literacy Passport

Reading Strategies and Transition Documents

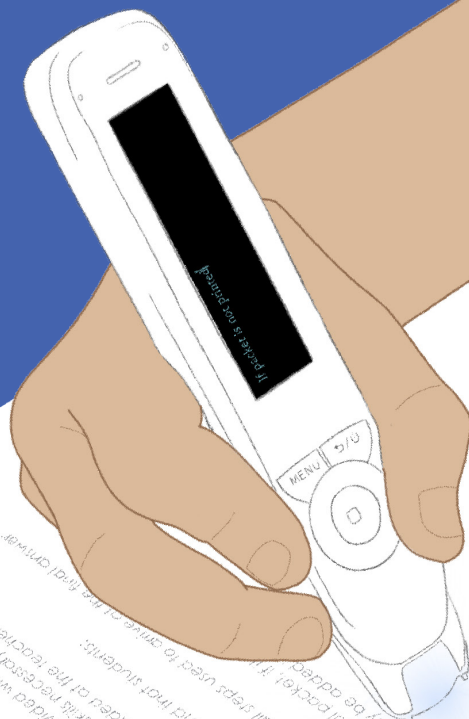
Share your knowledge more effectively with these passport pages

The Literacy Passport

In your classroom and the next classroom

This booklet accompanies resources and training available from Scanning Pens:

www.scanningpens.co.uk



Scanning Pens
Education

Scanning Pens

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Scanning Pens' Reading & Literacy Passport

Reading interventions, supported, recorded, evaluated and shared

Weak literacy is the greatest challenge students and teachers currently face.

Without effective intervention, strategies and support, educational achievement is impaired. Without educational achievement, self-confidence, opportunity and life chances are impaired.

How well we teach literacy, support learning difficulties and use assistive technology matters. Transitioning your expertise and knowledge of the individual's literacy profile is crucial to the future success of that student.

The knowledgeable teacher should provide succinct and high quality information at the point of transition and ensure it reaches the destination with the student.

By doing this we give the student the best chance to maintain self-esteem, make progress and stay interested in learning. The other side of the equation is the receiving teacher acting on the information given. Taking time to understand the student's literacy profile and implementing the support strategies shared is the foundation of progress in a new setting.

This booklet contains pro-formas, strategy information and exercises to help this to happen. They can be used to bridge the reading gap. If both sides of the transition equation are committed to supporting the child in the middle.

The Scanning Pens Transition Passport

Transition is a part of the educational process, it happens between years, between schools, between classrooms and between teachers. It continues through every stage of the educational process. How it is done can make or break learning progression and support or damage life chances.

Transition is a Process

Some students will have a packet of supporting information that travels with them.

For the majority of students, transition happens without an individual support package and without a learning passport. Without transition information, work will be replicated and time will be lost when progress should be happening. Professionals spend a lot of time re-testing and re-presenting strategies that may have already been tried. Students fall into the gap, and literacy disengagement follows.

On pages 18 to 21 of this booklet is a easy-to-use Transition Passport that will enable you to quickly record the literacy strategies you have used and share your good practice. If you have used Scanning Pens to support students in class or for examinations, this document will help to ensure that this information is shared. The most important job to be completed when your students move on, is to share information. Please copy these documents and share your knowledge and good practice.

In this book you will find a range of intervention and support documents. They include:

- Reading Difficulties - Identify and Track over Time
- Evidence of Need – Pen Portrait for a ReaderPen Strategy Student
- Entry Points for scanning pen Strategy – Is this a suitable candidate for SP intervention?
- Scanning Pen IEP
- Assess the Impact of scanning pen Strategy – Present Progress Evidence
- ExamReader - Evidence of Need Profile
- The Scanning Pens Transition Passport

These documents can help you to create records of evidence in a number of ways:

- Present evidence for intervention funding
- Evidence equality of opportunity to access literacy
- Within SEN learning policy document/action planning
- Within Whole School Literacy Strategy/evidencing SIP needs
- As evidence of high teaching quality teaching practice for appraisal
- To evidence Ofsted 'deep dives' into reading



**Share your knowledge of strategies
that work for your students**

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CPD & Professional Development from Scanning Pens

Understanding how to use assistive technology tools to better support literacy needs from the classroom to the examination room is an essential skill for teachers.

If you are interested in training and professional development opportunities, we offer a number of CPD training options. To fully realise the potential of Scanning Pens in your setting, please contact julia@scanningpens.com for more information.

1. Introduction

A Passport for Reading Improvement

Who is this booklet for?

This is written for educational professionals who have responsibility for assessing reading and learning strategies including teachers, SENCo's and Literacy Co-ordinators.

What helpful tools are in the handbook?

What to look for and how to record your concerns about reading progress.
Screeners for reading difficulties and signposts for hidden literacy problems.
How to use Scanning Pens strategies to support a range of SEN needs.

How does it support transition?

You can build a profile of reading difficulties, learning needs, and intervention strategies by using the forms in this handbook.
Combinations of these screeners and pro-formas can be used to make a comprehensive literacy transition document or produce a quick pen portrait.

You may wish to use:

Mini Literacy Passport – This is the pull out section in the middle of this handbook.
Pen Portrait Page – This enables you to record essential information
(Pen Portrait is helpful for sharing with a cover supervisor or supply teacher)
Other helpful forms include:
Access Arrangement Record, ReaderPen/ExamReader IEP
Record of Observations and Interventions for Reading Support.

What is the aim of these documents?

They are a quick way to ensure that literacy support needs are understood.
This may be from teacher to teacher, across provisions or as a comprehensive packet of information for stakeholders.

How can this help with examinations?

The information in this handbook will enable you to:
Record evidence to show the ReaderPen is used as the normal way of working.
To plan for and record the use of ExamReader in support of examinations.
Post transition, to ensure the student has continued access to the ReaderPen/ExamReader.

Overall aims:

To provide you with a raft of support ideas, including top tips, templates and suggestions on ways to implement inclusive and high quality teaching of literacy. To identify assistive technology tools that support inclusive classroom practice.

Share the ExamReader/ReaderPen Strategy:

For many students, using a scanning pen becomes an essential for literacy support and examination success. We want to help make sure that your knowledge of successful strategies to support reading, travels with the student.

2. The Challenge

The Literacy Challenge:

Literacy encompasses the skills of reading, writing, listening and communicating. It enables us to make sense of the world around us, to engage and to participate. Without these skills, we are unprepared for learning in school, limited in our ability to contribute effectively in the workplace, and unable to fully support ourselves or our students. There is overwhelming evidence that literacy has an impact on life chances and life expectancy. Reading is the strongest indicator for success in schools. It is more important than wealth, or social class, in determining ability to be successful.

The challenge presented to teachers to improve and accelerate reading ability has been set high because it is such an important skill and the foundation for success in life.

Reading and starting points:

As children progress through school, the expected reading age for all students matches and exceeds their chronological age. This is irrespective of learning needs, background or starting point. The 2019 UK Government Assessment SATs Data states that 73% of students starting secondary school achieved the expected standard reading age. This means that one in four students will struggle to access secondary school reading materials.

Students who enter secondary education with a reading gap, and who did not embed phonics, will struggle to catch up without recognition, intervention or support.

Transition with a Reading Age (RA) below Chronological Age (CA):

The secondary school phase provides resources and text books that are age appropriate. They anticipate students starting school to have a reading age of 11+ years. Reading ages for GCSE materials are pitched at 16+ years. When students start with a RA gap, and progress without appropriate strategies, the reading deficit widens through the secondary phase. Without intervention, students can find themselves with examination materials that are three to five years above their RA. (Topping, 2018)

Transition with a reading gap:

Students who did not achieve age appropriate reading skills at primary school have transitioned to the next educational phase unequipped to cope. Underlying reasons for weak reading and literacy often go unidentified and unsupported at secondary school. Where support is provided, students with identified SEN are prioritised for intervention support. The challenge of distributing time, resources and available skills may not always stretch to support weak readers.

Failure and productive struggle:

The philosophy that students should experience failure and productive struggle is embedded in our current system of educational delivery. This can be a positive challenge for some, but for others with special educational needs, the experience of repeated failure is damaging to wellbeing.

Many young people are experiencing low self-esteem and lack of confidence in their ability to succeed in learning. How literacy is delivered, the successful transition of positive learning interventions and shared responsibility of literacy progress, is a challenge for all teachers to shoulder.

2.1 Literacy Requirements of the Curriculum

Requirement to teach literacy from 11 to 16

Subject teachers at the secondary phase complete their teacher training with a subject focus.

The skills and knowledge required to explicitly teach literacy have not been embedded for all.

The level of competence required within subject teaching to meet curriculum requirements for literacy standards have changed. They are the responsibility of every teacher. Explicitly developing pupils' spoken language, reading for enjoyment, accurate spelling, grammar and punctuation in written work is compulsory. The role of Literacy Co-ordinator is to promote this requirement.

Knowledge of how to support SEN learning needs that impact on literacy is not yet compulsory. Developing strategy and delivering support is often delegated to the SENCo and the additional needs team. If the challenge of meeting literacy standards are to be achieved, the apportioning of responsibility for specialist teaching also needs to change. Professional development that gives all teachers the tools to support the foundations of literacy must be in place.

To achieve the literacy goals that have been set, teachers now require:

- More specific knowledge of reading difficulties
- The mechanics of how to support literacy within pedagogy
- Training in how to deliver teaching in technologically integrated inclusive classrooms
- Positive assimilation of assistive and adaptive technology that supports literacy in the classroom
- CPD that accredits standards for evidence-based practice of literacy teaching

2.2 If at first you don't succeed...

9-1 GCSE's implications for teachers and students:

- The 9-1 GCSE grade boundaries have changed. Level 4 represents a standard pass.
- Level 4 in English and Maths is an essential requirement.
- Students who do not pass at Level 4 will be required to re-sit these exams post 16.
- Study towards a pass grade of Level 4 is mandatory until the age of 18 at FE and College.
- Study opportunities must be provided during an apprenticeship or in other forms of training in order to re-sit GCSE English and Maths up to the age of 18.
- 5% GCSE examination marks will be for spelling, punctuation and grammar.
- 20% the GCSE English exam will be awarded for spelling, punctuation and grammar.

The Equality Act 2010 was written to establish equality of access:

For a student with a disability, access to reasonable adjustments to support learning is a legal requirement. There is a duty to take the steps needed to ensure that students with Additional Educational Needs (AEN) can fully participate in the education offer made by the school.

Dyslexia is recognised as a disability because it can have substantial and long term adverse effects on ability to manage day-to-day activities. The Equality Act 2010 provides a legal framework to protect the rights of the individual and advance equality of opportunity for all. This is British Discrimination Law that protects individuals from unfair treatment. Students who are falling far behind their peers in reading competency, and lack literacy skills, will experience substantial long term adverse effects throughout their lives. Our vision in education must be to better train teachers and to provide the reasonable adjustments required. There are a wealth of assistive and adaptive technologies that have the potential to change literacy and learning outcomes.

3. Specific Learning Difficulties

Learning Difficulties that most commonly impact on literacy:

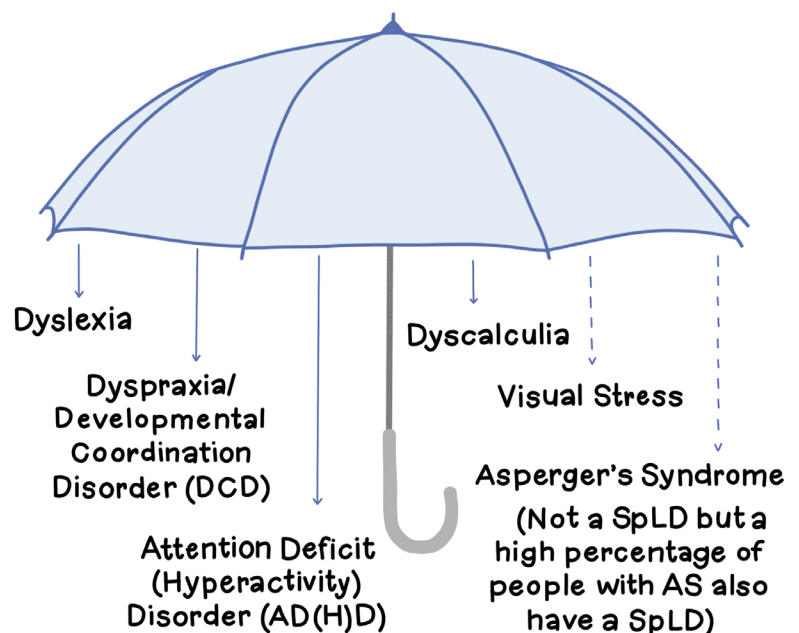
SpLD is an umbrella term that encompasses cognition and learning difficulties including dyscalculia, dyslexia, dyspraxia (co-ordination), dysgraphia (writing) and attention deficit-hyperactivity disorder. It is possible to have one SpLD but many students experience multiple difficulties that co-exist as part of a wider profile of difficulties that may include limited short term memory and slower speeds of processing. A wider profile of combined needs is also described as co-morbidity.

Specific Learning Difficulties (SpLD) are neurological disorders that make it difficult to learn in a typical manner. It is helpful to understand students with SpLD can have the same learning capacity as their peers. With targeted support and intervention they can access learning with equality of potential for success. SpLD dyslexia, ADHD and dyspraxia tend to have the most impact on developing reading skills if not supported at the earliest opportunity.

SpLD and terminology:

When a student has a number of difficulties that may include reading, writing, spelling, recalling, organising and reasoning and it is reflected in their ability to manage their day-to-day living, then they would be deemed to have a severe Learning Disability (LD).

Where a student has difficulties or weaknesses in one or two areas, and has a range of good or average cognitive skills, this is called a Specific Learning Difficulty.



3.1 ASD under the umbrella:

Students who have Autistic Spectrum challenges are very likely to experience co-morbidity. It is very common for Dyslexia or Dyspraxia to be in the blend of challenges and support needs.

3.2 Specific Learning Difficulties & Reading Challenge

Common difficulties for students with Specific Learning Difficulties (SpLD) are a weaker working memory and less efficient processing skills. Teachers are currently required to deliver a content-heavy offer with an emphasis on recall at the point of examination.

This creates significant difficulties for the SpLD student with weak literacy.

A good starting point for recording your concerns is the students Literacy Passport 3.3

This outlines the most common challenges that need to be considered by the teacher when delivering content. Higher scores indicate a greater likelihood of SpLD.

3.3 SpLD Literacy Information Gathering Form

| | | | | |
|---|---------------------------------------|------------------------|-------------------|----------|
| Please record your observations in the boxes below | | | | |
| Return this form to: | | by: | | |
| Pupil Name: | | | | |
| Date: | | | | |
| Teacher: | | Subject : | | |
| Tick Your Observations | 2 High level of need / concern | 1 Moderate ... | 0 Low / No | |
| Dyslexia Indicators: | | 2 | 1 | 0 |
| • Support to read chronologically age appropriate reading materials | | | | |
| • Spelling ability | | | | |
| • Decoding letters and sounds e.g support to read new / key words | | | | |
| • Short term memory e.g. Retention of newly learnt information | | | | |
| • Fine motor co-ordination – e.g. poor handwriting | | | | |
| • Sequencing (visual and auditory) e.g. number sets – rule sequences | | | | |
| • Sound and symbol linking e.g. confuses f and th sound to the letter | | | | |
| • Processing delay e.g. time between listening, understanding & linking | | | | |
| • Visual tracking e.g. gets lost on the page or loss of visual focus | | | | |
| Total: | | | | |
| Dyspraxia / DCD – Developmental Co-ordination Indicators: | | 2 | 1 | 0 |
| • Concentration is limited and requires additional support | | | | |
| • Listening skills are limited and require additional support | | | | |
| • Understanding concepts require additional support | | | | |
| • Organisation e.g. often unable to find or manage equipment | | | | |
| • Remembering e.g. instructions to be completed in a sequence | | | | |
| • Speech difficulties e.g. unable to find or formulate the right answer | | | | |
| • Visual discomfort e.g. can find paper glare or light distracting | | | | |
| • Sensory discomfort e.g. stress response to noise or proximity | | | | |
| • Co-ordination e.g. struggles to hold/use tools or equipment | | | | |
| Total: | | | | |
| Attention Deficit / Hyperactivity Disorder Indicators: | | 2 | 1 | 0 |
| • Lack of focus e.g. support for slowing down and focussing in | | | | |
| • Guidance needed e.g. for basic activities or routine tasks | | | | |
| • Distractibility from the task in hand | | | | |
| • Remembering and organising | | | | |
| • Constructing meaning from words | | | | |
| • Missing phrases and skipping text | | | | |
| • Boredom and fatigue | | | | |
| • Keeping track of multiple concepts | | | | |
| Total: | | | | |
| Teacher Notes / Additional Observations: | | Combined Total: | | |
| | | | | |
| | | | | |

3.4 Tips for Dyslexia Friendly Classrooms

Dyslexia friendly classrooms are student friendly environments:

The best learning spaces are inclusive. If you have identified students with SpLD characteristics you can significantly improve access to learning with these suggestions.

General Quality First Classroom Tips:

- Take time to recognise and assess your students needs
- Make your learning environment visually accessible
- Provide supportive groupings and a supportive classroom ethos
- Model organisation and positive use of accommodations e.g. reading lines, ReaderPens, pen grips
- Master the art of explanation through a range of styles
- Give opportunities for discussion and talk for learning
- Give thinking time for responses

Dyslexic Student Support Tips:

- Don't make them read out loud in front of a group
- Provide audio books before you start the class reader activity
- Provide pre-learning activities to alleviate the anxiety that can accompany 'new' work
- Use off-white paper and cursive script for handouts
- Allow time to embed learning before moving the learning on to reduce stress.
- Support organisation by describing or modelling what you want the students to achieve
- Provide prompts, visual aids and concrete materials for teaching mathematics
- Encourage the process of drafting and re-drafting, using maps and big picture overviews
- Provide alternative methods of recording ideas e.g. ReaderPen recorder, video evidence
- Homework should be in a format that that the student can access at home

Provide a range of tools for all students to explore:

The earlier that assistive and adaptive tools that support literacy can be introduced, the better. Having a range of tools that can be investigated help to break down barriers by demystifying their purpose. The culture of positive use of supporting tools is a crucial supporting technique.

Make the following tools available, acceptable and a normal way of working in your classroom:

- Colour overlays of different sizes. Small reading lines, A4 for worksheets and large overlays for screens for laptops and computers.
- Speech-to-text apps on tablets and laptops
- ReaderPen to support word scanning, text-to-file support, recording, and dictionary work
- Reading slopes, pencil grips, magnifiers, book holders, clip on book lights
- Fiddle toys, fidgets, sensory or anxiety supporting toys

3.5 Further Education

Understanding what you are seeing in the classroom:

In the classroom, you should be monitoring the tools, techniques and technologies that are being used to support reading progress. This is the sort of information that is vital to share at the points of transition. If a student is experiencing success with tools that you have provided, make sure you record and share. A simple strategy is to ask the student to arrange their favourite learning tools on their desk. Add a card with their name on and photograph the desk. Upload and share.

4. The Reading Gap

These are the key points that you should be monitoring:

Even very experienced teachers can struggle with identifying needs:

A good starting point is to track the following areas of reading skill difficulty and keep a journal.

Try using these keys from table 4.1 to quickly record the concern you felt in your marking book.

Do this daily and review your thoughts to help build a picture of the needs you are seeing.

4.1 Common features of reading difficulties

These common features undermine expected progress in reading development. By identifying these difficulties, providing an appropriate intervention is more likely.

| | |
|-----|---|
| EYE | Eye control and tracking skills Eye movements can offer valuable insight into the complex cognitive and linguistic processes behind reading. |
| DEC | Decoding and Fluency and Phonological Awareness The ability to hear the individual sounds in words The ability to pronounce letter sounds and letter blends |
| VOC | Vocabulary and Verbal Comprehension Mapping from graphemes (letters) to phonemes (sounds) Processing text and understanding meaning Ability to formulate an appropriate verbal response |
| COM | Comprehension Making connections Linking prior knowledge and experiences to the text Perceptual reasoning Ability to use the sensory information gathered |
| PWM | Poor working memory The ability to hold information and then do something with it |
| SPS | Slow processing speed Speed and fluency is slower when performing tasks |
| PPD | Phonological processing difficulties Linking sounds to the letters that they represent |

4.2 Back to Phonics

Reading recovery needs are identified at all stages of learning. They remain the most used and the most respected way of delivering the building blocks of reading. Phonics programs are the most widely used plug to support the reading gap but there are considerations that need to be made before introducing a phonics program. Specifically you need to know if this program has been attempted before. Dyslexic students who have repeated the same phonics program (and this does often happen) in the same and different settings often develop behaviour issues. This is particularly true where repeated failure occurs. Repeating the same program can be more damaging than supportive.

4.3 Phonics and Strategies for Reading

Where there is a background of failed phonics, ensure that you share this information at the point of transition.

The best stage to accelerate reading progress is at the Primary phase. Learning in the 'low stakes' phase, prior to SATs is the most effective time to support weak readers with phonics programs. Strategies that harness phonological awareness via sound syllable correspondence can yield accelerated learning. A missed opportunity arises when students are supported solely with visual learning strategies at the expense of other multi-sensory approaches. Another difficulty arises when a strategy for reading is repeated even though it was not successful. The rule to apply is – if it didn't work first time around try something different.

Strategy Tables 4.4 and 4.5 This is not an extensive list but these systems are widely used.

Table 4.4 Orton Gillingham Based Phonemic Awareness Strategies

Alpha to Omega

Barton Reading and Spelling System

Hickey Multisensory Language Course

Jolly Phonics

Letters and Sounds

Lexercise

Orton-Gillingham Approach

PAT - Phonological Awareness Training

ReadingDoctor (Learning Difficulties Australia)

Simultaneous Multisensory Teaching

THRASS

Table 4.5 More Widely Used Phonics Based Systems

Analytic Phonics

Analogy Based Phonics

Embedded Phonics

Five from Five

Letterland Phonics

Onset-Rime Phonics

Phonics Bug

Read Write Inc

Story Time Phonics

Sound Discovery

Synthetic Phonics

Toe by Toe

5. Assistive Technology

When to start talking about learning accommodations:

The primary phase represents our best opportunity to achieve reading fluency.

At secondary school, it is difficult to make up the gap. Where reading recovery is delivered, it tends to be at the expense of other parts of the curriculum offer and this can cause resentment.

At the secondary phase classroom accommodations for learning are more visible and less accepted by peers. Teenagers can be inflexible towards receiving support. Accommodations can become an unwelcome point of attention. We often see a reluctance to adopt learning tools that are visibly supportive, despite the gains that can be made. By normalising learning strategies and accommodations at the primary phase, we demystify these tools. This approach supports all students. Ideally we should give all students the option to use assistive technology and actively model how to be supportive of accommodations.

The secondary phase is the point where learning failures become embedded if not observed and acted upon. Repeated learning failure reduces willingness to participate in learning. The challenge of poor behaviour in the classroom, can often be linked to literacy difficulties. In many cases, poor behaviour is used to deflect attention from a lack of understanding or capacity to respond appropriately. If you are seeing behaviour in the classroom, investigate levels of literacy.

5.1 Assistive Tech Tools That Support Literacy

Quick Literacy Needs and Tools Table

| Needs: | Tools: |
|---|---|
| Text-to-Speech (TTS) | ReaderPen – a portable text scanner Audio Books and Digital texts Ghotit – a comprehensive literacy support program Read&Write – comprehensive literacy support |
| Word Predict Programs | ClaroRead – A floating toolbar with a range of tools Clicker 7 – a friendly primary phase interface DocsPlus – a friendly secondary phase interface WordQ – comprehensive word prediction program. |
| Speech-to-Text (STT) Enable faster recording of ideas | Speech synthesis Apps include Alexa, Siri, Google Capti Voice – a comprehensive education app Naturally Speaking –a dictation tool developed for dyslexia support |

There are a wide range of Assistive Technology solutions to support students with literacy difficulties, and a wider range of needs. The important point to remember is that an analysis of the student needs should take place before providing a solution. This is called the **SETT Approach**.

You are encouraged to consider the capabilities of the individual **Student**, consider the working **Environment**, identify the **Task** that is being carried out, before selecting **Tools**.

Scanning Pen's Literacy Intervention Tools:

5.2 ReaderPen:



The ReaderPen is a totally portable, pocket-sized device that can be used discreetly in any classroom by using headphones. All scanning pens can be charged using a standard USB connector. Following a two-hour charge, they can give up to eight hours of continuous use.

Within the TextReader and Quick Set Menu there are tools that enable the pen to be adapted for individual needs. Helpful tools include Left Hand/Right Hand switch, Word and Punctuation Pause, Speed and Volume of play back controls, it also contains a word history that can be reviewed.

In the classroom ReaderPen enables the student to independently complete the following tasks:

- read at a single word, sentence or paragraph level.
- find word definitions from dictionaries including the Oxford Primary and Collins Dictionary.
- read text written in English, French or Spanish.
- record instructions or responses to the MP3 file/recorder.
- scan printed text from a page to a word file in a computer. (Scan-to-File)
- be efficient in reading; understand, keep up and be able to demonstrate their knowledge.

ReaderPens work with digital learning platforms including laptops and Chromebooks.

5.3 ExamReader:



The ExamReader is approved by The Joint Council for Qualifications (JCQ) for use in exams. The Application for Access Arrangements, Profile of Learning Difficulties - Form 8 is not required. The use of ExamReader is the JCQ approved adjustment where a ReaderPen is normally used.

*Students who use ReaderPens in class may use ExamReader to support reading in examinations.

Any student can use this supporting technology in an examination.

Permission for use of ExamReaders is covered by the Equalities Act 2010. It gives equality of access and opportunity for reading support without diagnosis or formalised identification of need.

Access Arrangements allow candidates/students to access the assessment without changing the demands of the assessment.

ExamReader can be used by students from any of the four broad areas of SEND at any point on the learning spectrum of needs. It includes students with SLCN, SpLD, ASD, ADHD, SEMH, BSED, MLD, Medical Difficulties, HI, VI and EAL. It also includes students who struggle with weak reading but might not be included on the SEN register. If a ReaderPen is normally used, the ExamReader is permitted.

Students who use the ExamReader:

- Experience greater confidence in reading tasks.
- Have more time for giving the answers because time spent reading is reduced.
- Are able to use multi-modal – multisensory support for a word as many times as they need.
- Do not require human readers or need to have an additional arrangement made.
- EAL – Provides support where English is spoken as an additional language.
- Students can be with their peers in the main examination room.
- Headphones are designed to be plugged in and designed to provide discreet use

*Currently, the only JCQ exam the ExamReader is not permissible for use in is the English Reading SATs.

5.4 ReaderPens supporting four areas of SEND

Scanning Pens and Dyslexic Students:

Scanning Pens have been supporting dyslexic students in schools for over a decade. During this time, scanning technology has advanced in leaps and bounds.

Today's scanning pens are versatile, discreet, stylish, accurate and can be personalised for individual learning needs. They are a powerful reading support technology found in schools, colleges, universities and libraries worldwide and it is not just dyslexic students who are using them.

Test Centres and schools participating in case studies have revealed that students who have difficulties with communication and interaction, cognition and learning, social emotional/mental health difficulties and sensory/physical difficulties also benefit from this approach.

We now have good evidence that a ReaderPen can also support:

- **Weak Readers** to accelerate their reading comprehension and gain much needed support in the classroom. These students are often the group who have undiagnosed learning needs and lack confidence, self esteem and have weak metacognitive strategies.
- With a ReaderPen, the confidence to work alongside their peers without differentiated text can be established alongside independence in reading and comprehension skills.
- **ASD** students who struggle with human support are benefiting from the consistent voice and control that they have with a ReaderPen. When they independently access dictionary definitions it validates knowledge and clarity of understanding. It also facilitates independence and confidence.
- **Attention Deficit** needs benefit from simultaneous audio with text highlighting. The multisensory/multi modal learning is strengthened by using headphones to listen to play back. This gives an opportunity to focus without distractions.
- **Hearing Impaired students** can use ReaderPen with a hearing loop.
- **Auditory Processing Difficulties** can be aided by unlimited repetition of the words scanned.
- The headphones also help to filter out other distractions and sounds.
- Some **Visually Impaired students** find listening to and enlarging parts of text helpful.
- Students who struggle with **Working Memory** can use the recorder function to enable them to manage other parts of a task and feel secure that they have not forgotten the initial teaching point. The recorder can also be used to store individual messages or record whole lessons. The word history, support remembering key word lists, and dictionary investigations.
- **Self-esteem** can be supported by enabling a student to independently learn and validate their knowledge by checking a word or instruction as many times as they need to. Many students stop asking after the third time. These are the students who need continuous repetition in order to support understanding and confidence in the task.
- **Homework and reading at home** can be supported. In many case studies, we have found that **parents of dyslexic students** who previously struggled to support their child, also used the ReaderPen and benefitted from it. The practice of reading together and talking about reading difficulties at home, improved outcomes in reading progression.

Use form 6. on Page 17 to record interventions

This pro forma is an opportunity to record interventions and evidence gathered.

Use it to record access arrangements made and interventions that have become normal ways of working.

6. Reading Intervention Record Card

| | | |
|---|--|-------------------------|
| School: | | |
| SENCo: | | |
| Student Name: | | D.O.B: |
| Observed By: | | Date: |
| Reading Age Score: | Chronological Age: | R.A Gap: |
| Evidence Gathered From Testing and Diagnostic Work for Reading | | Additional Notes |
| 1 | Phonics Screener Test Results/Reading Tests | |
| 2 | 3.3 SpLD (p.10) Literacy Information Gathering Activity | |
| 3 | 7. Record of Intervention Strategies (p21) | |
| 4 | 8.1 Record of Reading Gap over Time (p.23) | |
| 5 | Concerns have been shared with parents and feedback recorded | |
| 6 | Records of IEP & Graduated Response (p25/26) | |
| 7 | Dyslexia Screener (E.g. Lucid COPS 4-7 or Lucid Rapid) | |
| 8 | Learning Support Advisory Team / EP commissioned work | |
| 9 | EHCNA - Education Health & Care Plan work has started | |
| Access Arrangements for Tests and Examinations | | |
| 8 | ReaderPen has become a normal way of working (p.19) | |
| 9 | ExamReader is used in examinations and tests (p19) | |
| 10 | Student requires Form 8 Accommodations e.g. Extra time (p19) | |
| Other Accommodations being made: | | |



| | |
|---|---|
| Pupil Name: | D.O.B |
| <p>Document Aim: Individual Reading Strategy Record for Points of Transition. Helping to close the reading gap is our best tool to improve outcomes and build self-esteem. GDPR Focus: Permission for Reading Strategy Information Sharing This record is intended to be shared appropriately to support the reading progress of this student.</p> | |
| <p>I consent for this document to be shared and kept safely. By signing you are giving your permission for appropriate sharing.</p> | <p>G.D.P.R Permission Signatures</p> |
| Parent/Carer Name: | |
| SENCo Name: | |
| Teacher Name: | |
| Pupil Name: | |
| Current School/Setting: | |
| New School/Setting: | |

| Reading, Decoding, and Fluency Strategies Used: | Notes: |
|---|---------------|
| Visual Support: e.g. glasses, colour overlays, text masks, rulers | |
| Computer Assisted Reading Programs: e.g. Clicker | |
| ReaderPen: Used for reading worksheets/printed text | |
| ExamReader: Used for examination reading tasks - e.g. SATs | |
| LingoPen: Used for reading translations | |
| Text-to-Speech Apps: e.g. reading/audio books | |
| Recording Instructions/Responses e.g. MP3 files/recorder | |
| <p>Display Controls for Computer Based Text: e.g. enlarge text, reading languages, translation, read on hover, page mask, Optical Character Recognition (OCR)</p> | |
| Simultaneous Highlighting: e.g. read/listen/words highlighted | |
| Environmental Factors: e.g. Noise cancelling headphones | |
| Other strategies we have used and level of success: | |



Pupil Name:

Uses a scanning pen (SP) to support reading and learning

| | | | | | | |
|--|----------------|--------------|--|--------------|---------------|--|
| Pen Used: | ReaderPen (RP) | | ExamReader (ER) | | LingoPen (LP) | |
| ExamReader has been used for: | | | | | | |
| | SATs | | Class Based Tests | | GCSE's | |
| LingoPen has been used for: | | | | | | |
| A ReaderPen has been used in the following ways: | | | | | | |
| A ReaderPen is/has been on full-time loan in our setting for home and school use | | | | | | |
| A ReaderPen is/has been on full-time loan in our setting for school use only | | | | | | |
| A ReaderPen is/has been asked for in lessons and issued as a part-time loan | | | | | | |
| This pupil has their own ReaderPen and uses it at home and at school. | | | | | | |
| ExamReader is used for tests/exams, because RP has become the pupils normal way of working | | | | | | |
| To help this pupil get the best use from ReaderPen you support is needed in the following ways: | | | | | | |
| Remind this pupil to take out and use the RP when reading activities are taking place | | | | | | |
| Remind this pupil to take out and use the RP when key words are being recorded | | | | | | |
| Remind this pupil to take out and use the RP for dictionary work | | | | | | |
| This pupil can use a RP independently. Give them permission to use it in your class. | | | | | | |
| Please do not draw attention to the use of ReaderPen in class. | | | | | | |
| Do prompt the pupil to use their RP. It helps them to remain motivated. | | | | | | |
| Note on Ear Buds: All scanning pens work with headphones and are designed for discreet use. You may wish to consider a seating plan where attention is not drawn to scanning pen use. | | | | | | |
| This pupil is/has being using a ReaderPen in the following subjects: | | | | | | |
| English | Maths | Science | Languages | Humanities | Arts | |
| For the following reasons: | | | | | | |
| Decoding | Recording | Text-to-File | Researching | Independence | Self-esteem | |
| ReaderPen is part of a strategy used to support a wider pattern of reading challenge. Other strategies that are being used to support this students reading are: | | | | | | |
| Glasses | Overlays | Colour Paper | Dyslexia friendly fonts and texts | Text Masks | | |
| Cloze activities | Text-to-Speech | Multisensory | Line readers/magnifiers | Mind Maps | | |
| Earphones are used with scanning pen | | | Hearing loop is used with scanning pen | | | |
| Other: | | | | | | |



Name:

Write your thoughts,
or link up words you agree with to the thought bubbles.

1. Without reading support I feel...

Angry

Overwhelmed

Confused

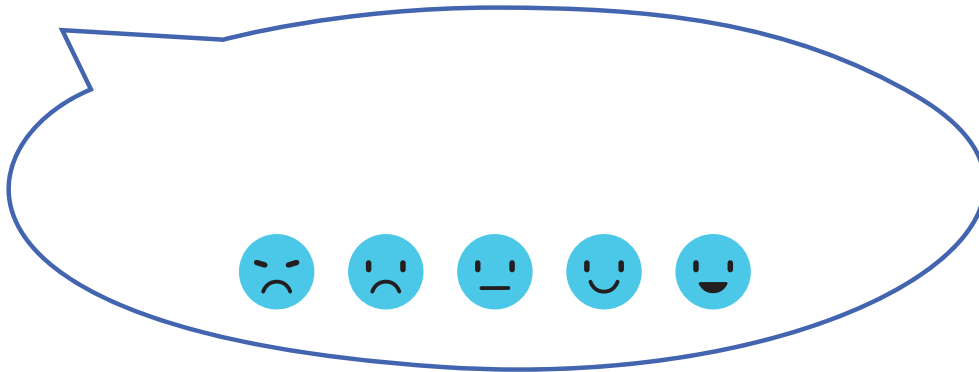
Sad

Tired

Frustrated

Left behind

Not able to succeed



2. With a ReaderPen I can...

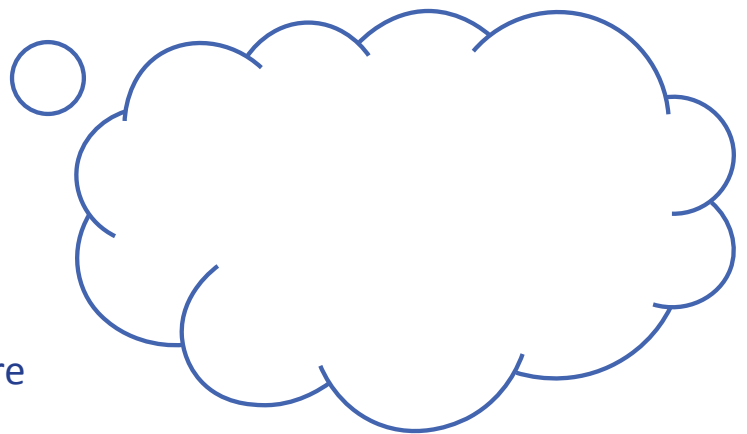
Be independent

Keep up

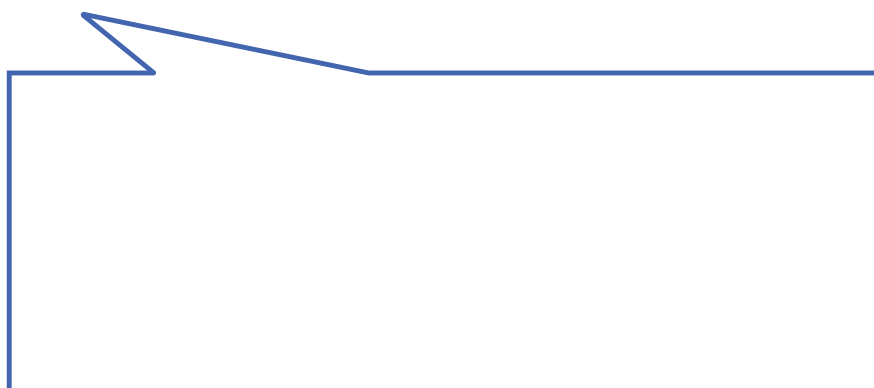
Feel equal

Enjoy reading

Understand more



3. To succeed with reading I need... My reading support tools



Brain breaks

Your patience

Encouragement

Extra time

Clear text to read



Pupil Name:

Reading Intervention Record:

| | | |
|--------------|------------------|----------------|
| Date: | Strategy: | Impact: |
|--------------|------------------|----------------|

Notes:

| | | |
|--------------|------------------|----------------|
| Date: | Strategy: | Impact: |
|--------------|------------------|----------------|

Notes:

| | | |
|--------------|------------------|----------------|
| Date: | Strategy: | Impact: |
|--------------|------------------|----------------|

Notes:

| | | |
|--------------|------------------|----------------|
| Date: | Strategy: | Impact: |
|--------------|------------------|----------------|

Notes:

Examination Intervention Record

| | | |
|--------------|------------------|----------------|
| Date: | Strategy: | Impact: |
|--------------|------------------|----------------|

Notes:

At this point of transition what reading strategies are working well for this pupil?

Notes:

8. Assess, Plan, Do, Review

Portraits and Passports

A Pen Portrait is a short document that gives immediate information.

They are useful for cover/supply teachers and give fast hand-over strategies and pointers to support learning to be productive. They are essential information only.

Tick lists and short strategy points work well. Think of it as handing over the keys to a car.

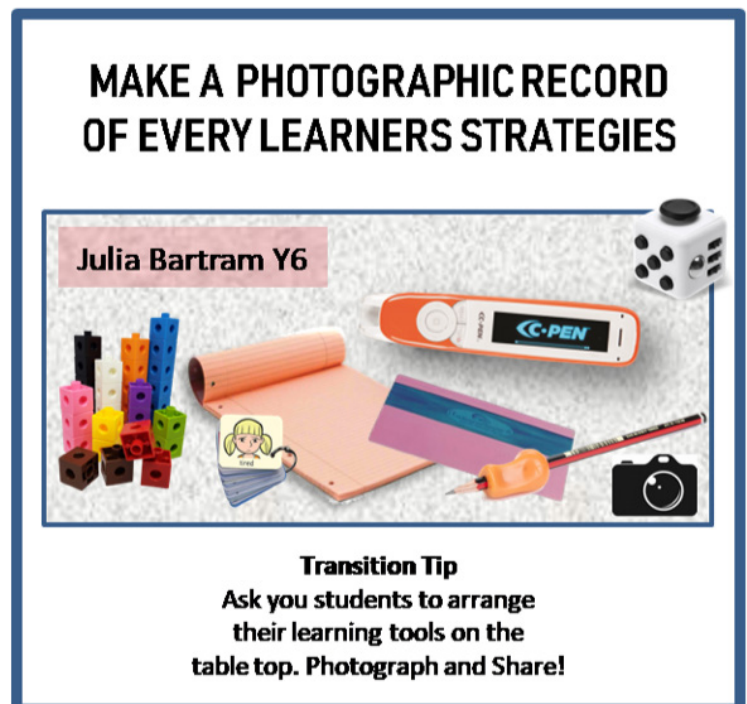
A Learning Passport covers many more aspects of learning, behaviour and additional needs in greater depth. It should show what strategies have been both successful and unsuccessful.

It should include insights about how to engage and motivate. Think of it as handing over the manual.

Use the pro-formas in this handbook and blend them into the most appropriate tool. In the centre, the pull-out passport shares the essential reading strategies that need to be in the next professionals hands.

Add the components that you need to build a comprehensive transition package or a quick Pen Portrait.

Taking a photograph of the equipment used on the students desk is a quick way to make sure everyone knows what equipment supports learning. Add a card with the student's name on before you take the photo. Attach the picture to a Pen Portrait or to the Learning Passport as a quick record of support.



Pupil Name:

A Pen Portrait to support Literacy

This pupil uses a ReaderPen to complete work in class for:

| Reading | Dictionary | Text-to-File | Independence & Self-esteem | Recording |
|---------|------------|--------------|----------------------------|-----------|
|---------|------------|--------------|----------------------------|-----------|

Other strategies that are being used to support this learners reading are:

| | | | | |
|---------|----------|-------|----------------------------------|------------|
| Glasses | Overlays | Paper | Dyslexia friendly font and texts | Text Masks |
|---------|----------|-------|----------------------------------|------------|

| | | | | |
|-----------|-----------|--------|---------------------------|------------|
| Clicker 7 | Mind Maps | Laptop | Line readers / magnifiers | Fiddle Toy |
|-----------|-----------|--------|---------------------------|------------|

| | |
|-------------------------------------|--|
| Ear buds are used with scanning pen | Hearing loop is used with scanning pen |
|-------------------------------------|--|

Other:

Reward good behaviour with frequent praise and positive attention

Important Information:

Do not ask this student to read out loud.

8.1 Core deficits and the Reading Gap Over Time

Core deficits are areas that describe the mechanics of learning that are causing a problem. Keeping a record of your concerns, over time, helps to reveal patterns that may require intervention. Review four times over six weeks and share your insight with the SENCo. Ask the student how they feel that they are progressing with reading and learning too.

| Student Name: | | | | | |
|---------------|--|--------|--------|--|--|
| Date 1 | Date 2 | Date 3 | Date 4 | | |
| 1. | Vision and visual stress | | | | |
| 2. | Hearing problems and auditory processing | | | | |
| 3. | Concentration and distractibility | | | | |
| 4. | Organisation and sequencing | | | | |
| 5. | Pronunciation | | | | |
| 6. | Decoding | | | | |
| 7. | Sensory responses and sensitivity | | | | |
| 8. | Motivation | | | | |
| 9. | Memory | | | | |
| 10. | Comprehension | | | | |
| 11. | Preparedness for learning | | | | |

8.2 Assess, Plan, Do and Review

When a formal reading intervention is required:

Assess: The process of establishing a clearer understanding has begun. You may wish to explore further into one or more areas identified with specific testing and create a baseline of information.

Plan: Look for and then share thoughts about the most appropriate intervention strategy for the student. Tailor the strategy to the individual, avoid a one strategy fits all approach. Be diagnostic in your choice of intervention. Avoid repeating strategies if they did not work before. Make sure that stakeholders are included. Interventions need to be properly resourced, supported and understood. You may wish to write your plan as an Individual Education Plan (IEP).

Do: track progress, ask for colleagues to observe the intervention and share in the review process.

Review: gather your evidence, written work, video, reports, tests, observations, incidents.

Evaluate the outcomes.

Remember to seek feedback from the pupil in addition to parents and carers.

ReaderPen Learning Gains



8.3 ReaderPen support strategies

The earliest entry point for a ReaderPen intervention is at Year 3 for a sensible student. It is possible to introduce the pen earlier. Give consideration to the students maturity and understanding. Fine motor skills should be developed enough to support confident exploration of the pen and independent use.

| Learning activities and opportunities with a ReaderPen to support Reading | |
|---|---|
| 1 | <p>Non-word reading and syllable support: ReaderPens will read most words phonetically. There is potential for non-word reading support and early de-coding exercises using the pen. Use ReaderPen as part of a “build it, say it, touch it, move it, scan it” routine of learning sounds and sound combinations. ReaderPen can become part of your multi-sensory tool box of strategies. Top Tip: Ensure correct answers are modelled to prevent embedding mistakes.</p> |
| 2 | <p>Reading comprehension difficulties and ongoing support: The potential to scan and re-listen to ‘missing’ words from the learners vocabulary can be achieved independently. Support from a human reader/TA can be re-deployed from reading de-coding to understanding context and working towards higher order thinking skills.</p> |
| 3 | <p>Assess/Plan/Do/Review – Graduated Response Strategies: ReaderPen can provide good evidence of progress made. Once basic skills and confidence have been achieved the following evidence can be gathered:</p> <ol style="list-style-type: none"> 1. By conducting a fluency probe test. 2. Dictionary function records the words explored. By using this record, the extent of vocabulary development can be explored. |
| 6 | <p>Re-test with ReaderPen as a normal way of working for class based tests: Levels of understanding improve when words are decoded without the need to ask for support. We know that learners reach a point where they stop asking for help. The ReaderPen is discreet so learners feel confident in repeatedly scanning for meaning.</p> |
| 7 | <p>Self-esteem Supported Often dyslexic learners understand the word but have not been able to de-code it. Immediate validation is the process where the ReaderPen confirms the meaning of a word. The benefits of this is increased independence and learning confidence.</p> |
| 8 | <p>Synchronised Highlighting Strategy: This established multi-sensory technique builds listening skills and links visual recognition of words. It is proven to support reading ability.</p> |
| 9 | <p>Metacognition: ReaderPens help to develop greater independence and understanding of their own learning skills over time. This better prepares the learners for self-directed work and better understanding of personal learning needs. Where learners have independently managed their need for reading support, they are better equipped for further education and for the workplace.</p> |

8.4 Intent, Implementation and Impact. ReaderPen IEP

Name: _____

| Assess: | Date: | Who: |
|--|-------|------|
| Request and review all literacy records: Include: Transition documents/OT, EP, Social Care/Visual Stress Screeners Previous IEP's/IBP's/Health information/Graduated Response Docs Inform and seek contribution from parents/carers/stakeholders | | |
| Produce school data for reading, spelling, comprehension and tests. Gather summative information from staff. Needs analysis review – reading gap assessments Behaviour concern indicators Conduct dyslexia screeners/visual sensitivity screeners (Meares-Irlens) Produce work samples that are a good representation of ability. | | |
| Conduct a pupil's view to reading and learning conversation. Talk through support strategies and what has felt helpful. Seek information on self-esteem around reading and literacy. | | |
| Conduct a parents/carers views to reading and learning conversation. What strategies to support homework have been used? | | |
| List the strategies that have been used to date including all reading and phonics programmes and previous APDR cycles. How effective have they been? | | |
| List assistive and adaptive technologies that the student has tried, assess to what extent they have been helpful and include the students view. Talk through what has not been tried yet and what may be possible. | | |

| Plan: | Date: | Who: |
|---|-------|------|
| Consider short, medium and longer term strategies. Base your planning on what is appropriate to fully support the student. | | |
| Hold discussions with stakeholders to discuss findings. Produce an overview of points to share and items to discuss. Bring examples of assistive technology – e..g. ReaderPen, Speech-to-Text apps, reading lines, magnifiers etc, to the meeting. Show and share with the stakeholders. | | |
| Ensure the plan is outcome focused and place the student and parents/carers at the centre of the planning. | | |
| Outline interventions and support needed on the Provision Map. Record expected impact on progress development and behaviour. | | |
| Arrange training and information sharing. Set limits for intervention. Set date for review | | |

| | | |
|---|--------------|-------------|
| Name: | | |
| Do: | Date: | Who: |
| Implement the plan as agreed. | | |
| Record the progress that is being made by recording reading age scores, by using appropriate testing and with fluency probes. | | |
| Include observations on the self-esteem and wellbeing of the student. Seek their feedback during the intervention. | | |
| ReaderPen Specific intervention points to be implemented: | | |
| Ensure that teaching staff are facilitating the RP intervention. Delegate a mentor to introduce the ReaderPen to the student. This person should be confident in how to set up and model use. | | |
| Clearly show and assign responsibility for Who, What, When and How. – e.g. Will it be used at home? Will it be signed out? Who will charge it up? What will happen if it get's lost? | | |

| | | |
|--|--------------|-------------|
| Review | Date: | Who: |
| Discuss the intervention with the student. Did it make a difference to confidence or wellbeing? How would the student feel if the intervention ended? | | |
| Request summative feedback from teachers on the progress that has been made. What has been the impact on progress? | | |
| Have targets been met? What is the evidence for this? | | |
| Should this provision continue? How does it need to be adapted? | | |
| Ensure that parents have been informed that the intervention cycle is ending and request views | | |
| Where ReaderPen has been a successful intervention: | | |
| Formalise ReaderPen as the normal way of working for the student. Inform the Exams Officer that an ExamReader will be required for examinations and tests. (Ensure that this tool is available for use) Inform teaching staff that ExamReader can be used for class based tests. | | |





8.6 ReaderPen IEP Implementation Support

ReaderPen Implementation Checklist

| Assess: | |
|---|--|
| <p>Meet with the student and talk through reading progress. Discuss findings and propose an IEP intervention process. Discuss self-esteem and confidence for learning, homework, tests and exams Find out what assistive/adaptive technology have been tried before Talk through previous reading interventions. Propose ReaderPen/ExamReader</p> | |
| Plan: | |
| <p>Seek agreement from pupil and parent/carer in principle for ReaderPen intervention to take place.</p> | |
| <p>Discuss practicalities of the intervention. Where will it be kept/collected from? Who will be responsible for charging? Will the ReaderPen be used at home? Who will supply headphones? What happens in the event of loss? How will teachers be informed?</p> | |
| <p>Initial set up and training. Who will provide initial guidance and support on use? Who will help to set up the pen and show basic strategies and features? How will the ReaderPen be identified? (e.g. by sticker or number)</p> | |
| <p>Inform staff of the ReaderPen intervention and explain that ExamReader can be used in exams. Example Email: <i>Pupil A will be using a ReaderPen in class to support with reading. Please encourage use of the pen but do not single out or draw attention to its use. This is one of the strategies that we are exploring to support independent, confident learning. Please encourage use of the Pen for sustained reading activities, dictionary work and decoding of new and key words. If this strategy becomes a successful normal way of working this student will be able to use an ExamReader to support reading in examinations.</i></p> | |
| <p>Inform parents of the benefits of using the ReaderPen at home. Example Email: <i>Dear Parent/Carer. Pupil A will have the opportunity to use a ReaderPen for school learning activities. We have informed teachers that it will be used in class when appropriate to the task. There is a level of responsibility required from Pupil A to ensure that the Pen is kept safe, used sensibly and with care to ensure it is not lost or broken. We would like Pupil A to use the ReaderPen at home to complete homework. Please do take some time to talk about the pen and to explore how it is used with your child. We have found that when reading and learning is supported at home, faster progress is made and the student is able to make better independent progress. We would like to thank you for helping to ensure that this intervention is successful by encouraging use of the pen. If you are able to supply discreet personal headphones for the pen, that would be helpful. If you are also able to support charging the pen at home, this would also be helpful. A two-hour charge enables the pen to be used for up to eight hours.</i></p> | |

8.7 ReaderPen IEP Implementation Support

ReaderPen Implementation Checklist

| Do: | |
|--|--|
| Assign a ReaderPen mentor – where possible, choose a peer. Arrange sessions for experimentation and exploration with the ReaderPen | |
| Set up the ReaderPen for individual use Make sure it is set up for Right/Left hand Investigate options like speed of play back, talking menu ... Use the activity cards available from the Scanning Pens Education webpages on the www.scanningpens.co.uk website to explore functions. Explore problems and solutions for interventions – see 8.8 | |
| Check with the student that staff are facilitating the RP intervention. Iron out any misunderstandings as soon as possible. | |
| Navigate to YouTube and explore the training videos. Good starting points are: Video 1: https://youtu.be/MKvzDeXGp4o Video 2: https://youtu.be/bEBYIF15JNE |   Video 1:  Video 2:  |
| Review: | |
| Questions to ask the student about the scanning pen intervention: Describe the support you received to get started with your pen Describe how you have set up the pen e.g. L/R handed – Append/Replace functions Describe what functions you like to use e.g. dictionary, recorder, text to file ... Are there any problems or issues that have occurred? How can we resolve these? Thinking about your self-esteem and wellbeing Has the pen made a difference to how you feel about yourself as a student? Have your teachers been supportive of you using the Pen? Do you wish to continue using the pen? Is there any further training or support that you need? | |
| Questions to ask parents/student about home use: Has the pen been used for homework/at home? What has been the impact? Has this been a successful strategy? Is there anything we could have done to improve this intervention? | |
| Questions to ask teaching/learning support staff: Did the student commit to working with the pen to support their learning? Were there any issues around pen use, if so, how could these be resolved? Has using a ReaderPen had an impact on learning outcomes? What evidence has been gathered to support this view? Should this student continue to use ReaderPen as a normal way of working? Will this student benefit from using an ExamReader to support tests and examinations? | |

ReaderPen Interventions



8.8 Problems and Solutions for ReaderPen Intervention Strategies

Some difficulties can be overcome with small changes to use and approach.

Table 8.9 Check List: Challenge Indicators that may limit success with a scanning pen

The check list for challenge indicators will give a good idea of basic requirements.

Table 8.10 Check List: Possible Adaption

Some difficulties can be overcome with small changes to use and approach.

| Table 8.9: Challenge Indicators | Table 8.10: Possible Adaption |
|--|---|
| <p>Shaky control: Fine motor skills are not developed enough to scan a line steadily. Weak downward pressure stops the camera.</p> | <p>Use a ruler or reading line under the text for stable support. When the light shows the camera is working. Practice looking for the light.</p> |
| <p>Weak fine motor skills and nerve sensitivity: This may cause lack of feedback making the buttons hard to control. Ability to select and press the chosen button is needed.</p> | <p>When using buttons, place the ReaderPen on the table. For more grip and hold push it into Blue-Tack. Try using the rubber tip on the end of a pencil to push the control buttons.</p> |
| <p>Weak grip: Can result in a scanning pen not being held steadily. The pen may be dropped or slips in the hand.</p> | <p>Wrap an elastic band firmly around the pen and loosely around the hand for greater grip. It is also possible to mould a putty grip.</p> |
| <p>Unwilling to use in front of peers: Not wishing to look different or draw attention to a learning difficulty.</p> | <p>Offer the pen up as an 'anyone can try' intervention in the initial stages to break down concerns about difference. Model positive approaches. By making assistive technology sound 'cool' some pupils can be won over, e.g. - "It's time for the Tech Dudes to take out their pens" – this can sometimes shift self-conscious students. Paired activities can also help to break down worries about difference.</p> |
| <p>Maturity: The student is not mature enough to understand the purpose of the scanning pen and appreciate the support that it offers.</p> | <p>Scanning pens have been successfully used by students as young as six. The crucial consideration is an ability to work with focus and patience. Re-assess the student in six months.</p> |
| <p>Visual Impairment: Sight for reading is required.</p> | <p>Individual words of text can be enlarged on the viewing screen of the scanning pen by holding down the menu button on a highlighted word.</p> |
| <p>Hearing impairment:</p> | <p>Single and double hearing loop adaptors can be used with scanning pens. The loops are designed for wearers of hearing aids with inductive audio transmission. Set hearing aids to T-item.</p> |

9. Deep Dive - Preparation for Literacy Strategy Inspection

An investigation into a schools literacy strategy and intervention framework is very thorough. Ofsted call this 'A Deep Dive', look at the following questions and consider how you will evidence your response.

| Deep Dive Preparation – Literacy Intervention Questions | |
|--|--|
| 1 | How are literacy learning gaps identified? |
| 2 | How do you prioritise need for literacy intervention? |
| 4 | What does the program of literacy support look like? |
| 5 | How are you engaging with parents/carers to support literacy improvement? |
| 6 | What are teachers doing to secure literacy improvement as part of their teaching? |
| 7 | What assistive and adaptive technologies students using to improve their literacy? |
| 8 | How do your systems of intent, implementation and impact work to improve literacy? |
| 9 | How is the effectiveness of your literacy interventions being assessed? |
| 10 | How do you support transition for learners with literacy difficulties? |
| Deep Dive Preparation – CPD Questions | |
| 1 | What literacy CPD training do you provide for staff? |
| 2 | What training do your staff receive to support the following strategies in the classroom: 1. Adaptive Technology e.g. Reading lines, grips and supports, overlays 2. Assistive Technology e.g. Text-to-Speech, Word Predict Programs, Speech-to-Text |
| 3 | How are new staff trained to follow your literacy support framework? |
| 4 | How do you encourage and monitor dyslexia friendly classroom practice? |
| 5 | How are you tracking and sharing literacy improvement information? |
| Deep Dive Preparation – Pupil Premium & Literacy Funding Questions | |
| 1 | How is pupil premium/literacy catch-up funding used to support literacy intervention? |
| 2 | How do you evidence effective pupil premium spending on literacy? |

10. EAL Reading Support Strategies

EAL / ESL / ELL Elements of support for English as an Additional Language Students

EAL and SpLD

Cognitive learning differences are not always easy to recognise in the classroom for EAL students who are in the early stages of English language acquisition. Identification of SpLD in EAL students is tricky, particularly if there is limited support for the student in their home language.

10.1 Keep these points in mind as you evaluate literacy progress:

- Ability to sequence ideas and speed of retrieval from short term memory.
How much time is needed to complete tasks or formulate answers?
- Cultural, linguistic and emotional issues can mimic the signs of a SpLD.
Are interactions unusual - even accounting for other cultural norms?
- Lack of phonological processing.
Be aware that the mechanics of transferring phonological knowledge from a home language can cause delay to the student responding.
- Lack of appropriate response.
Undiagnosed or unmet hearing impairment needs should be investigated.
- Are you observing intolerance to changes in light, temperature or noise level?
Signs to look for are fidgety behaviour or physical discomfort like tugging at clothes or fiddling.
Are there regular organisational or sequencing issues?
Does the student arrive late to lessons, muddled or lacking equipment?
- Are there coordination issues - irregular handwriting, fine or gross motor skill difficulties?

Lack of confidence and engagement:

Some EAL students may have experienced traumatic situations. Transition information gathered from family or carers need to be gathered carefully. It is important not to make assumptions, often we do not have the full picture of the students experience or needs.

Secure translation services as soon as possible.

Outbursts of behaviour can indicate underlying difficulties that may be SpLD or wellbeing based.

- Show the student that you are interested in their learning journey.
Give lots of encouragement and praise, talk through learning experience and nurture self-esteem.
Start the process of conducting assessment work and record keeping. Do this even if you are going to be working in an informal way.

10.2 Reading and starting points for EAL students:

Students who can read in a language that uses the English alphabet tend to learn to decode in English much faster than those who can read other scripts. With EAL students we tend to focus on decoding. Do not present 'non words' such as 'zop' or 'vul'. The lack of meaning creates additional confusion. Ensure that all reading is meaningful and use visual support tools like pictures, diagrams, or mime to confirm meaning.

10.3 ReaderPen and EAL

Entry points for EAL students to be able to successfully use a ReaderPen can be found in Table 10.4 and 10.5. For English reading support, the process of reading highlighted text with words spoken simultaneously is a powerful supporting tool. Reading and listening increases reading accuracy by 50%*

*Report on Reading Accuracy – Becoming a Nation of Readers.

EAL - English as an Additional Language



Table 10.4 Entry Points for EAL students with ReaderPen

| Entry Points - EAL students can successfully use a scanning pen when: | |
|---|--|
| 1 | A good basic ability to communicate and understand has been established. |
| 2 | Links between written words and sounds are becoming established. |
| 3 | Students are regularly practicing the pronunciation of words. |
| 4 | Decoding support is needed. |
| 5 | The range of language can be increased independently. |

Table 10.5 How the ReaderPen can be used to support EAL students

| Students activities and opportunities with a ReaderPen | |
|--|--|
| 1 | <p>Using the Recording Settings to develop independent learning:</p> <p>The student can discreetly listen to recordings as many times as needed to help embed new learning. Students can listen via the ear buds or with headphones. Key points from lessons can be reviewed away from class. Independent learning at home is possible with a scanning pen. Encourage self-assessment by using the ReaderPen recorder as a fluency probe. Record key word lists, pronunciation tips and teaching points. Play back to check pronunciation. Tutors may record instructions, directions or lesson points.</p> |
| 2 | <p>Explore minimal pairs of words by using the reader pen to identify which sound elements of the word differ. Example: baking, making fuss, bus sheep, ship ReaderPen can be used to isolate and practice the single sound differences so that your students are able to concentrate on specific speech sounds.</p> |
| 3 | <p>The Oxford Primary Dictionary setting provides simplistic definitions. Dictionary work can be completed by the student independently of a human reader.</p> |
| 4 | <p>Listening comprehension is supported where reading tasks are provided. The potential to scan and re-listen to 'missing' words from the students vocabulary can be achieved independently. Encourage use of the dictionary function for new or tricky words. Benefits of this are increased independence, learning confidence and immediate validation.</p> |
| 5 | <p>Pair up picture support with words and a ReaderPen to encourage abstract thought work. For example, with flashcards or printed labels placed on objects that can be scanned.</p> |

11. Behaviour Indicators for Reading Difficulties

Reading difficulties and the students experience:

All behaviour is communication. In my classrooms, I have observed the fight, flight, and freeze responses of students with reading difficulties. They have been telling me that they are unable to cope with the learning challenge. When they have not been able to use their words, they have shown me with their behaviour.

This is my shorthand behaviour key:

- **Fight** – the student is communicating that they will do anything to avoid damage to self-esteem. Anger could be a reaction to what looks like an impossible challenge to the student.
- **Flight** (including refusal to attend school) – the student is communicating that a situation is creating fear and anxiety.
- **Freeze** – the student is communicating that they have reached capacity to engage with any more content. These students can look sleepy or exhausted also worried or tearful.

This is a simplified explanation, but it is crucial to remember that students with literacy difficulties can be experiencing a soup of additional difficulties. There may be other elements to consider that may or may not be linked to processing difficulties.

11.1 Five Key Issues to consider:

These are the key issues that can have an impact on behaviour.

- **Generalised anxiety:** Feelings of distress and depression.
- **Poor self-image and self-confidence:** Unwilling to participate. Lack of ability to self direct.
- **Weak self-esteem:** Feelings of shame that limit learning potential and engagement.
- **Challenging self-defeating and self-destructive behaviours:** Response to feelings of threat.
- **Not feeling a sense of belonging:** Can lead to learned helplessness and dependency on support.

11.2 How to support:

Making reference to accommodations that can support learning should be embedded in every classroom. By normalising the need for equipment that supports, we create a culture that is more accepting. Start the lesson by saying “Take out your overlays, reading lines, glasses, ReaderPen and the tools that you need to do a great job of learning in this class. We are positive about tools and accommodations that help us to be the best student we can be.” It goes a long way to easing anxiety about difference and need for support.

11.3 Marking and feedback for students with weak literacy:

When work is returned with many corrections, or crossed out, it is disheartening.

Experiencing this feedback repeatedly eventually erodes confidence and feelings of self-worth.

Here are some techniques to support positive feedback.

- Focus on correcting and learning one key word per session. Ignore other spelling errors.
- Provide pre-reading opportunities before the lesson and, where possible, audio books and files.
- Allow recorded notes to be taken and supply homework as a recorded file.
- Avoid situations where measuring progress against peers reveals a widening learning gap.
- Make sure that reading materials can be decoded.
- Encourage responses through video, audio and spoken word submission.

12. Access Arrangements, Tests and Examinations

The ExamReader received the 'No Exam Access Arrangement' (EAA) status from the Joint Council for Qualifications (JCQ) in 2015. Since then, tens of thousands of students have used the ExamReader in examinations as an alternative to a human reader. When the ReaderPen has been used as the normal way of working, the ExamReader should be provided for tests and examinations to give the student equality of access to the exam.

Guidance from the JCQ (section 4.2.11) provides a strongly worded clarification. It states that provision should be anticipatory and failure to put in place appropriate arrangements for candidates with known and established learning difficulties/disabilities constitutes malpractice. The JCQ guidance provides thorough information on accommodations like larger print papers, extra time, scribes, etc. It is worth remembering that the ExamReader accommodations can be made for students with weak reading and Specific Learning Difficulties without needing to submit a Form 8 or securing a diagnosis. This could make a significant difference to the results achieved and the emotional wellbeing and self-confidence of the student.

Advice to ensure that you are complying with JCQ regulations and conducting best practice:

Provide opportunities for students to practice using the ExamReader in class based tests. If you do not have the Pens available yet, use the exam lock feature on the ReaderPen. This will help students to understand how the functionality is cut down for examinations. Make sure that students have headphones and, where possible, sit them as a group to the side or at the back of the room.

SATs

The JCQ approves the use of ExamReader for all SATs with the exception of the Reading Paper.

GCSE

The ExamReader is approved for use in all GCSE examinations approved by the JCQ.

12.1 Top Tips for personalising the student's ExamReader

- Pop a sticker on the back of the pen with the student's name on.
- Make sure the ExamReader has been fully charged prior to the examination.
- Ensure the Pen is set to the Right or Left-handed (as appropriate) before each session/test.
- Choose the longest Auto Shut Down option. This promotes focus on the examination.
- Adding mode should be set to Append

Adjust the read settings as required for individual needs set up in the text to read facility:

- Does your student require a speech delay after scanning the word or line of text?
- Is the speed and volume level suitable?
- Does the student require a pause between each word and/or a pause to indicate punctuation?
- Ensure the headphones are fully plugged in.
- Following setup, hand the pen to the student. Set at the text-to-read function, the cursor will be flashing on a blank screen and the student will be ready to start work.

12.2 How Not To Feed The Anxiety Monster

See page 35 for advice on how to support students with examination preparation.

HOW NOT TO FEED THE EXAM ANXIETY MONSTER

1. Think about how I am feeling about the exam ahead.

- Worries and anxieties can make that issue feel so 'big' you don't know what to do or how to overcome this.
- Describe the worry or fear you are feeling. Tell someone you trust.

2. Challenging 'what ifs'

- What if I fail my exam?
- Let's change this thought to: "what can I do to pass my exam...."
- Make a list of all the things you think will help you do well in your exam, no matter how silly or odd.
- Share your thoughts with the person you trust and decide what would work best.
- Practice your strategies you have decided to use, every day!

3. A 'walk through' exam day practice.

- Ask for a walk through for the exam.
- This will help you to understand the things that will happen.
- Ask all the questions that are worrying you like,
- Where do I put my coat and bag? What happens if I need to use the toilet?
How will find where to sit?
Take a deep breath and relax in your exam seat.
- Are you okay with the seating position? – Try it, talk about it.

4. Relaxation technique

- Do you have a safe space to relax in? If not ask for one.
- Use this space to practice a relaxation technique.
- On the day of your exam, you will remember how to relax because you have practiced.
- In your safe space practice the following:
- Visualise your exam walk through and feeling confident.
- Remember feeling safe and able to succeed.
- Practice deep breathing and calming.
- Tell yourself that you are ready.

5 – If you use a ReaderPen

- The ReaderPen is not used in exams.
- You will use an orange ExamReader instead.
- Practice with the ExamReader before the exam so that you feel confident with it. Check to see what it will and will not do.
- Set up your pen with your favourite settings, e.g left handed.
- Talk to your teacher if you are going to personalise the ExamReader for your use. They may give your pen a sticker or number so that the right ExamReader is placed on your desk for the exam.



"DON'T
FEED ME!"

13. Conclusion

Terry's Story – A Case Study about best practice to support an excluded student.

By Year 5 Terry had completely disengaged with learning. His behaviour was unacceptable, and completely unmanageable. He had been trashing his work, his books and entire rooms. His verbal abuse was extreme and the danger he posed to others was assessed as likely to cause serious harm. Prior to his exclusion, the whole class was often evacuated from their classroom as it seemed safer to move the class than to move Terry. Lots of support for his behaviour had been put in place, but a decision to permanently exclude was taken.

The local authority placed Terry in an assessment and intervention PRU. He arrived without information regarding his academic progress. There was a substantial behaviour and safeguarding file, but no other transition information was provided. Terry settled into his new schools routines and he began to engage and trust the staff who were working with him. He received intensive support, and a modified timetable with creative learning opportunities. His learning needs were assessed when he was available for learning, it took time and patience. The PRU identified significant difficulties with reading and comprehension and requested support from an Educational Psychologist. Terry had many challenges in his life that were having an impact on his ability to learn and focus. Joining in with breakfast club made a huge difference to how he felt about learning in the mornings, and he made gradual improvement.

What remained consistent, was his extreme reaction to reading tasks. The Educational Psychologist found that Terry had strong indicators of dyslexia and short term working memory difficulties. From an early phase, he had found decoding text impossible and used his behaviour as a mask for his feelings of shame. As academic expectations increased from KS1 to KS2 his behaviour became more challenging. Supporting Terry's learning and behaviour recovery took time, but he did start to understand the impact of his behaviour on others, and he became more self-reflective.

When he left the PRU, he had a raft of strategies that he understood could help him. These included text-to-speech and speech-to-text support, audio books, recording devices and colour overlays. He also had the confidence to use them and to talk about them. He managed to sit the SATs exams with the accommodations he needed to show his understanding. Terry had the confidence to use assistive technology to support him and to talk about his difficulties. The SENCo wrote a comprehensive pupil learning profile and a Transition Passport. They identified all the strategies that had worked and those that had not. It gave clear guidance about how to support Terry's emotional wellbeing in addition to the tools, tips and techniques that he would need in order to continue his successful journey as a student. The SENCo visited Terry's new school three times and made sure that the groundwork for a successful transition had been thoroughly completed. Terry's parents were also included in the process. The tools that Terry had been using were recorded using videos and photographs to help Terry to remember his successful strategies.

In the first week of the new term, the SENCo phoned Terry's new school, she called again at the end of the third week and again at half term. They appreciated the reminder that a transition passport was available. She sent a postcard home to Terry to congratulate him on his brilliant new start. She crossed her fingers and started to write a handbook.

Using the supporting documents in this handbook, and engaging actively with the students transition, completes the learning journey. By sharing your knowledge, you are giving the best possible chance of ensuring that the right support continues. The impact of sharing your knowledge affects life chances. This is particularly true of students who struggle with literacy and reading. Without recognition and accommodations many of them experience exclusion.

Thank you for reading, sharing and using this handbook.

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| APPG Educational Cost of Dyslexia https://cdn.bdadyslexia.org.uk/images/Educational-cost-of-dyslexia-APPG-for-Dyslexia-and-other-SpLDs-October-2019.pdf?mtime=20191024132817 |
| The Reading Well https://www.dyslexia-reading-well.com/dyslexia-treatment.html |
| National Association for Special Educational Needs https://nasen.org.uk/ |
| The British Dyslexia Association https://www.bdadyslexia.org.uk |
| UK Education – Choosing a Phonics Programme https://www.gov.uk/government/collections/phonics-choosing-a-programme |
| JCQ Access Arrangements https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration |
| The Bell Foundation – EAL and Reading for Meaning https://ealresources.bell-foundation.org.uk/teachers/great-ideas-reading-strategies |
| TEFL and English Language Teaching support http://www.icaltefl.com/category/language-skills |
| The National Literacy Trust https://literacytrust.org.uk |
| The Joint Qualifications Council https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration |
| Reading Englands Future https://literacytrust.org.uk/documents/896/ROGO_Reading_Englands_Future_Nov_14.pdf |
| National Curriculum Assessment Statistics https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830285/KS2_Provisional_publication_text_2019.pdf |
| Education Endowment Foundation KS3/KS3 Literacy Guidance https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf |
| British Council - Dyslexia Friendly Classrooms https://www.britishcouncil.mk/sites/default/files/making_classrooms_dyslexia_friendly.pdf |
| National Literacy Trust - Vision For Literacy 2025 https://literacytrust.org.uk/policy-and-campaigns/national-literacy-forum1/vision-literacy-2025/ |
| Ofsted - Unseen Children. Access and Achievement https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/379157/Unseen_20children_20-20access_20and_20achievement_2020_20years_20on.pdf |
| DfE - Phonics Screening Checks https://www.gov.uk/government/statistics/phonics-screening-check-and-national-curriculum-assessments-at-key-stage-1-in-england-2013 |
| EEF - Good Literacy at KS2 https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/ |
| DfE - SEN Code of Practice https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf |

| | |
|-------------------------------------|--|
| John Hattie: | Visible learning for Teachers |
| Daniel T. Willingham: | The Reading Mind |
| Pyc & Rawson: | Why testing improves memory |
| Neil MacKay: | Removing Dyslexia as a Barrier to Achievement |
| Mike Gershon: | Blooms Taxonomy & Question Stems / Review ideas |
| Recht, Dr and Leslie L 1988: | Why Prior Knowledge Matters to Thinking and Learning |
| Dylan Wiliam: | Embedded Formative Assessment / Educational Leadership |
| David A. Kilpatrick: | Assessing, Preventing and Overcoming Reading Difficulties |
| Abigail Gray: | Effective Differentiation. A training Guide to Empower Teachers and Enable Students with SEND and Specific Learning Difficulties |

Further Information



You will find additional resources on the Education Home site at www.scanningpens.com, such as links to the Transition Passport documents, case studies, inclusive classroom tips, ideas and downloadable teaching resources. All the advice you need for assimilating Scanning Pens assistive technology into normal ways of working can be found on our website.



Scanning Pens newsletters, blogs and education updates can be found at www.scanningpens.co.uk

Examination and access arrangement advice with ExamReader can be found at www.scanningpens.co.uk/ExamReaderUK

Scanning Pens purchase information helpline: +44 (0)207 976 4910

After sales support helpline: uksupport@scanningpens.com

Product update information can be found at: www.scanningpens.co.uk

Social media activities can be found at:



@scanningpens



@readerpen



@examreader



#succeedwithdyslexia

#gored

#sencohour

www.youtube.com/scanningpens

British **Dyslexia** Association



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