



How High-Quality AT Support for Literacy Closes the Reading Gap

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#SWD Presenter – A global movement supporting dyslexia



@SENShowUK #SENShowSeries



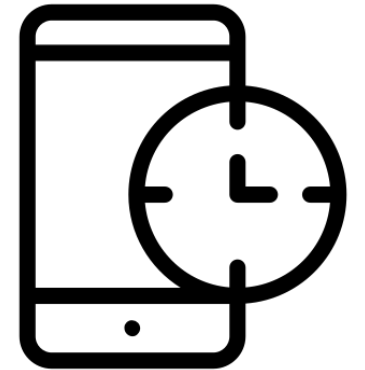
Reading time ...

EEF Blog: Reading aloud with your class What does the research say? Megan Dixon Feb 2020

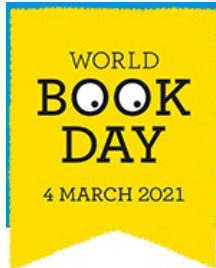


The sheer delight in sharing wonderful texts with students must not be undervalued

Developing a reading habit is perceived as helping students to get better at reading. Teresa Cremin *et al* (2014) suggest that the acquisition of the habit of reading is helped when teachers build communities of readers in their classrooms, developing a love of reading and the motivation to do so – building both the will and the skill. Likewise, Jerrim and Moss (2018) argue that reading fiction is a predictor of long-term academic success..

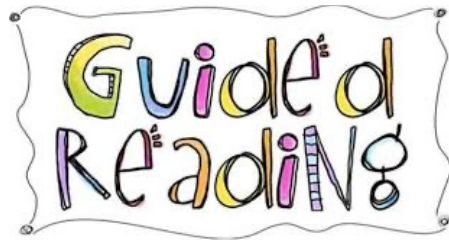


Reading Focus For Spring 2021



#WorldBookDay

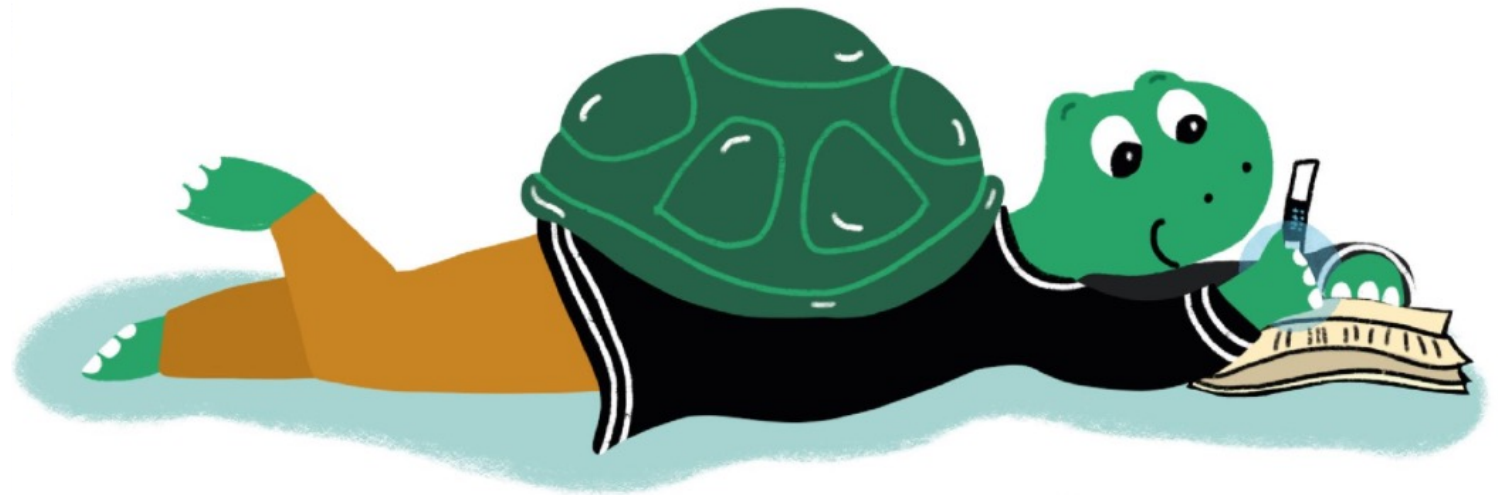
4th March 2021



Picture by Ross Patterson
St. Thomas More R.C College



DROP EVERYTHING AND READ FOR DYSLEXIA



29th March 2021

#DEARFORDYSLEXIA

Reading success looks like ...



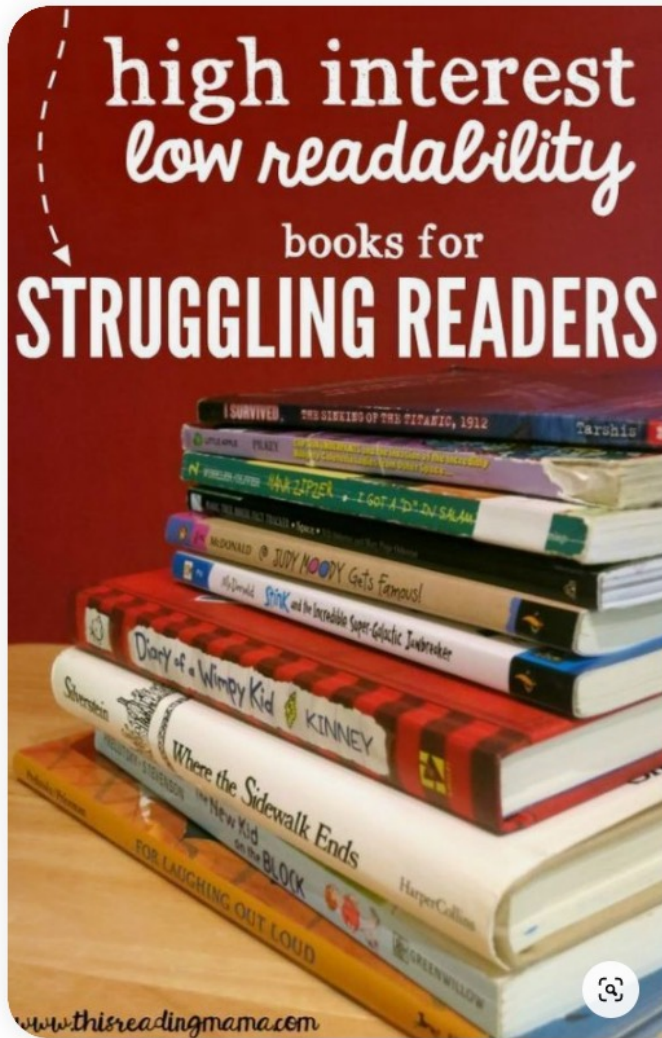
- Enjoyment – enthusiasm to take part
- Reading with confidence
- Ability to evidence comprehension
- Fluency – The foundation of enrichment and successful learning.

Reading stress looks like ...



- Hidden disengagement - quietly going under the radar
- Acting out for attention
- Displacement
- A slow and painful struggle
- Avoidance behaviours

High Interest – Low Readability



Publishers of books for Dyslexic and Reluctant Readers

Barrington Stoke Publications

Capstone Press

Follett Books

Gareth Stevens: **Digital & Interactive**

HIP Books: **High Interest Publishing**

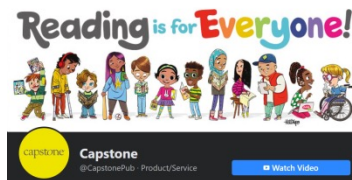
High Noon Books

Keystone Books: **We Are Heroes**

Orca Books

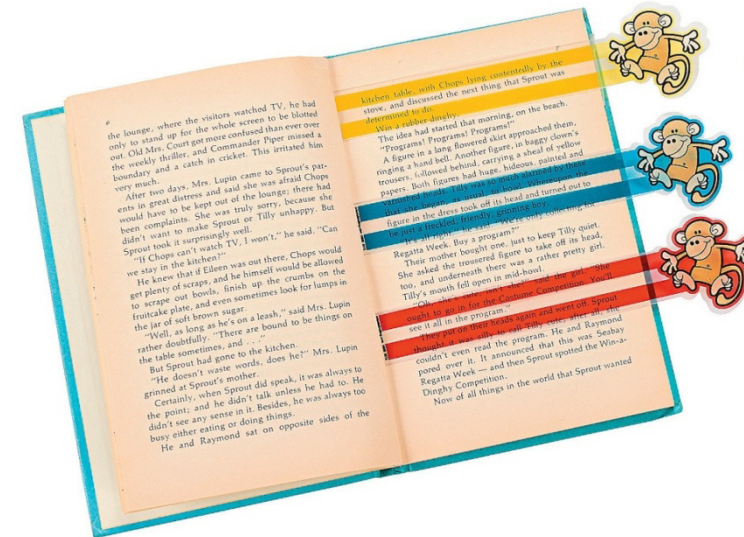
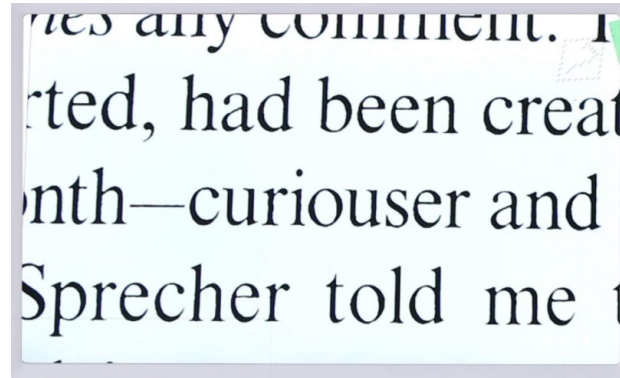
Stone Arch Graphic Novels

The Treehouse Books – **Macmillan Publishers**

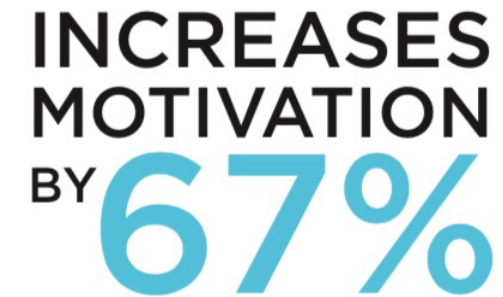
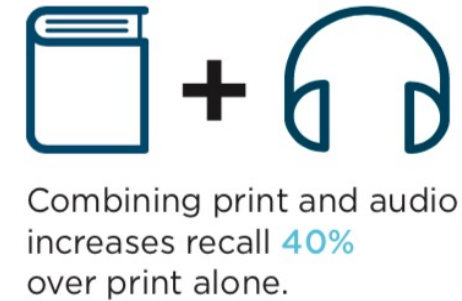
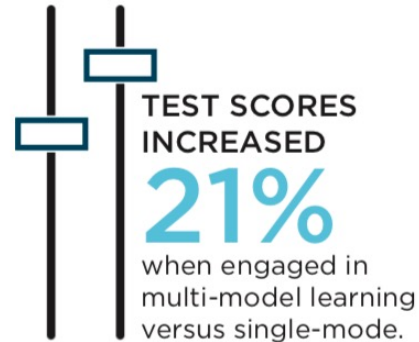


A Toolbox of Strategies For Reading

Low Tech Strategies



HOW AUDIO PROMOTES LITERACY



Source: Audio Publishers Association

@juliaclover #SENShowSeries

“Children who are better listeners are also better learners.”

- North University of Texas professor emeritus Sara Lundsteen

A Toolbox of Strategies For Reading

Mid Tech Strategies

www.tacscreen.com

www.scanningpens.com

Audible
kidsread2kids
Oxford Reading Owls
storynory.com



WHY ARE SCANNING PENS HELPFUL?



MID TECH – meaning sophisticated but easy to use. No setup so children are reading on their own within minutes



NO WIFI REQUIREMENT – the device is stand alone, so no need for internet connection



BUILT IN RECHARGEABLE BATTERY – can be used anywhere anytime



DISTRACTION FREE – Unlike using a tablet or smartphone to support reading, this device is designed specifically to support reading and keeps the child focused on reading



DICTIONARY LOOKUP – Instantly access definitions from multiple dictionaries including the Oxford Primary Dictionary



2HRS SCREEN TIME LIMIT – The American Heart Foundation recommend a maximum of 2hrs screen time per day (2018). Reading paper-based books are an obvious alternative.

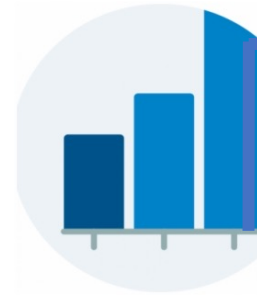
Malta Research Findings - 2020

Malta Secretariat for Catholic Education ReaderPen™ Research Project

Authors: Jason Eric Gauci and Claudia Farrugia



Students independently achieved 13 months of reading accuracy progress over 8 weeks.



Students independently achieved 10 months of reading comprehension progress over 8 weeks.



The reading accuracy in read aloud graded text (NARA-II) revealed a mean difference between pre-and post-testing of 7.04 points on standardized scores that is from 6.11 to 8.00 years-a difference of 13 months.



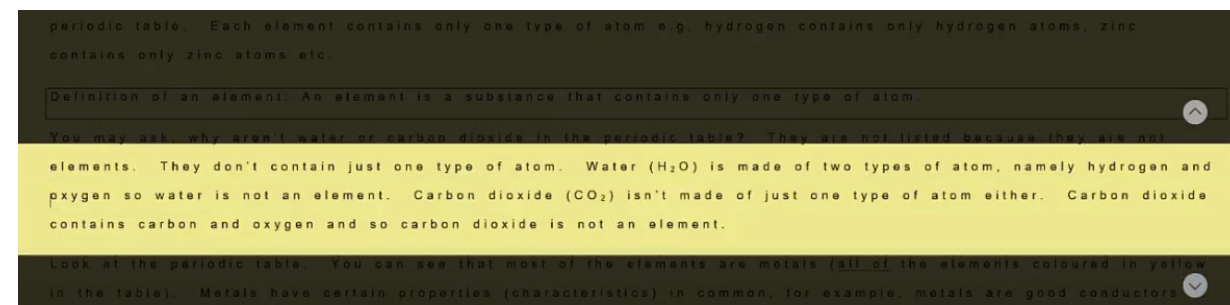
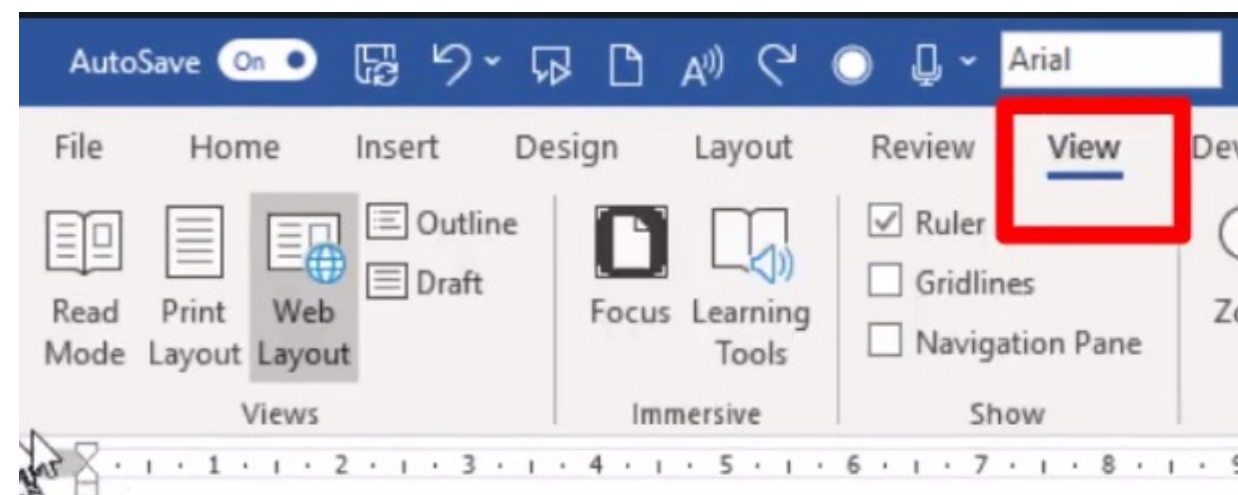
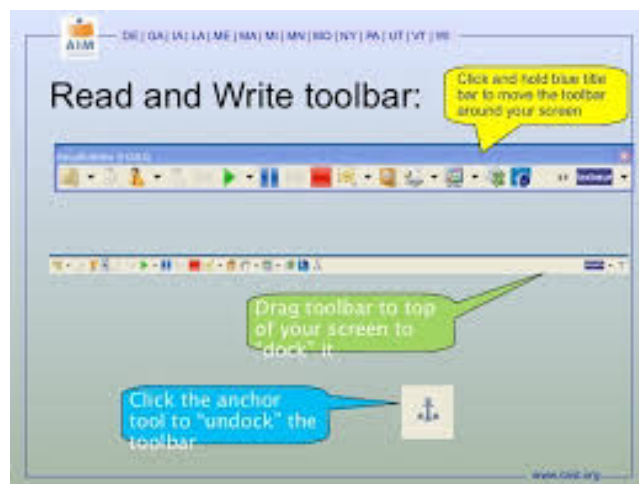
The comprehension component of the same test showed a mean difference between pre-and post-testing of 6.2 points on standardized scores that is from 6.09 to 7.07 years- a difference of 10 months.



87% of the students claim that the ReaderPen was user friendly.
87% of the students said that it helped them in reading and comprehension.

A Toolbox of Strategies For Reading

High Tech Strategies



Accessibility for Reading

- The foundation of reading confidence is comprehension and fluency.
- Learners with dyslexia and weak literacy can be supported by taking the accessibility toolbox approach.
- Strategies to use may come from a range of low tech, mid tech, high tech strategies.

Available as a free download from www.scanningpens.com

<https://www.scanningpens.co.uk/Literature-Primary-Education-Resources-SPUK/The-Literacy-Passport-Literature-Primary-Education-Resources-SPUK.html>

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

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 (p23/26)	
7	Dyslexia Screener (E.g. Lucid COPS 4-7 or Lucid Rapid)	
8	Learning Support Advisory Team / EP commissioned work	
9	EHCHA - 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:		

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			

3.3 SpLD Literacy Information Gathering Form

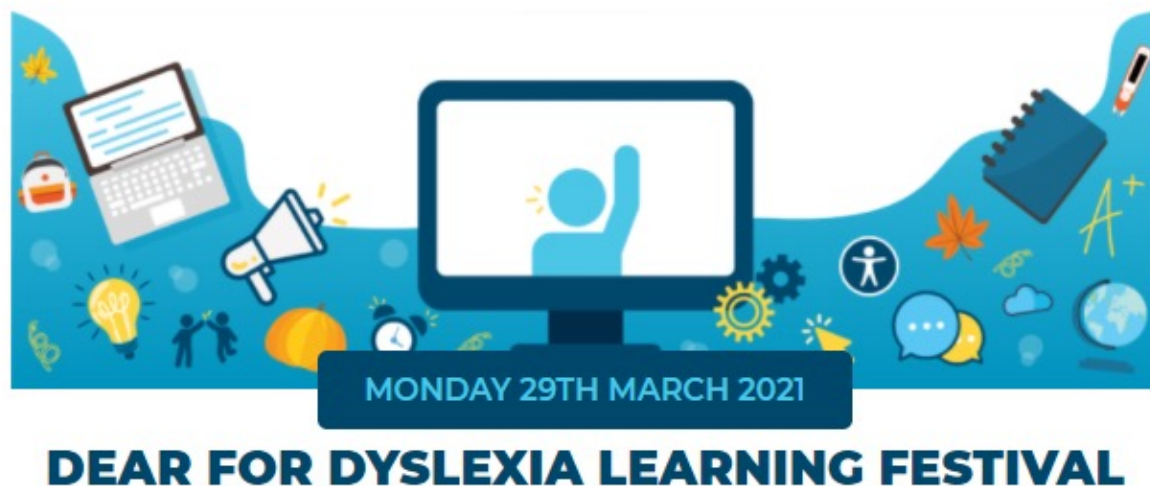
Please record your observations in the boxes below				
Return this form to:		By:		
Pupil Name:				
Date:				
Teacher:		Subject:		
Tick Your Observations	2 High level of need / concern	1 Moderate ...	0 Low / No	
Dyslexia Indicators:				
• Support to read chronologically age appropriate reading materials	2	1	0	
• 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 t in 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:				
• Concentration is limited and requires additional support	2	1	0	
• 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 gate 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:				
• Lack of focus e.g. support for slowing down and focussing in	2	1	0	
• 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:		



Closing Thoughts

#succeed with dyslexia

Save The Date Monday 29th March



DROP EVERYTHING AND READ FOR DYSLEXIA



#DEARFORDYSLEXIA