



Reading and Writing - how to support those that don't or won't

CALL Centre
University of Edinburgh
www.callcentrescotland.org.uk



Access to the curriculum

"Pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their non-disabled peers. **At the same time, many of these pupils may need additional support and/or different approaches to teaching to enable them to learn and to benefit from the curriculum.** Clearly many adjustments to allow pupils to access a full curriculum will still need to be provided on the basis of individual pupils' needs and therefore will continue to be made available through the SEN Framework or in response to the new Disability Discrimination Act duties."

Improving communication and the delivery of school information

"..... requires responsible bodies to improve communication with pupils with disabilities. Responsible bodies should take steps to improve how these pupils can give their views on any issue about which they have an interest, gather in those views and consider them. Consideration should be given to whether class work or homework could be given in alternative forms and, also, consider how any homework, or other work pupils do in alternative forms, can best be marked/commented on by school staff. Pupils' communication with teaching and auxiliary staff as part of their learning should also be considered under the "access to the curriculum" duty."

Improving communication and the delivery of school information

“

In particular, this communication duty covers the delivery of information normally provided to pupils in writing. This 'school information' includes any information given to pupils by the school, such as: handouts and worksheets, textbooks, timetables, handbooks, test and examination papers, posters around the school, information about school events.

Responsible bodies should ensure that any information that is important to enable pupils to learn or to be able to participate in school activities can be provided in an alternative form if the pupil may have difficulty reading information provided in standard written form.”

Improving communication and the delivery of school information

Information may need to be provided in alternative forms, such as:

- providing information orally (for example, to ensure that a pupil has understood information provided on posters or in their timetable), in Braille, in large print, in audio formats, through ICT, through sign language (either on video or by using appropriately qualified teachers or auxiliary staff) or through a recognised symbol system (such as Makaton). The responsible body should ensure that this information is provided within a reasonable time so that it does not place pupils with disabilities at a disadvantage in relation to other pupils. Therefore, demands would have to be anticipated in advance and school staff would need make sure that any materials to be provided in alternative forms, such as Braille, large print, audio tape, video signing and electronic files were provided for translation well in advance of the time when they will be needed."



Curriculum for Excellence

- *A Curriculum for Excellence* establishes clear values, purposes and principles for education from 3 to 18 in Scotland. The document has profound implications for what is learned, how it is taught and what is assessed. It enables us to anticipate changes and challenges which young people will face in the future, to take account of advances in education and to tackle the aspects of the current curriculum which must be improved.
- *A Curriculum for Excellence* is fully in harmony with the National Priorities, and will provide an important impetus to achieving our vision for children and young people, that all children and young people should be valued by being safe, nurtured, achieving, healthy, active, included, respected and responsible.



Where now...

For pupils having difficulty accessing the curriculum due to literacy difficulties?

- Reading difficulties
- Writing difficulties
- Both reading and writing difficulties
- Physical and / or cognitive

Barriers to Reading

The Text

- Size of print
- Volume & quantity
- Contrast & colour eg yellow overlay on books
- Quality of books / appropriateness language/vocabulary/context
- Can't relate to it
- Lack of visual clues
- Interest and motivation

The Reader

- Visual impairment & perceptual problems
- Physical access turning the page?
- Doesn't like the reader
- Poor attention and concentration
- Poor word recognition
- Phonological difficulties / poor phonic awareness
- Comprehension
- Home background / World knowledge
- Effort > no fun > frustration
- Low self esteem & confidence

Barriers to Writing

Mechanics

- Handwriting / motor skills
- Time / handwriting speed
- Not taught handwriting
- Speed / fluency
- Spelling
- Effort needed gets in the way of ideas, imagination
- Motivation (effort, legibility, spelling)

Reviewing & editing

- Vision & perception
- Review and editing
- Copying - reading, memory, recall
- Perseverance
- Poor reading skills

Composition

- Planning, organising, constructing, sentence building
- Poor concentration
- Sequencing
- Imagination / something to say!
- Ideas / stimulation
- Lack of vocabulary
- Memory
- Culture / world knowledge



How can ICT help?

Commercial Resources

- Taped books
- Talking books, e.g.
 - Living Books
 - Reading Schemes e.g. Oxford Reading Tree, Wellington Square
 - Clicker - Planet Wobble, Find Out and Write About, Detective Daisy, ORT
 - Start-to-Finish books (Don Johnston)

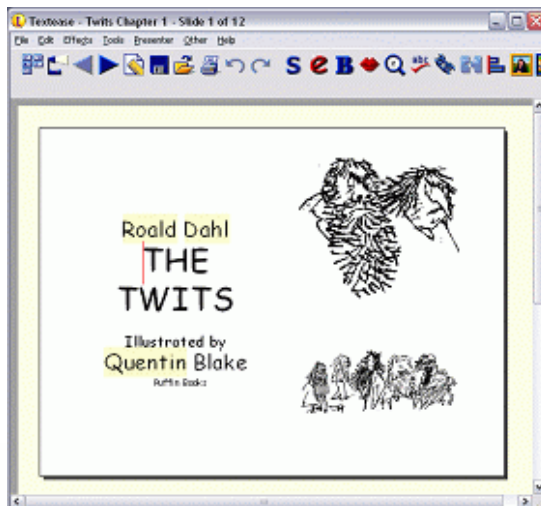
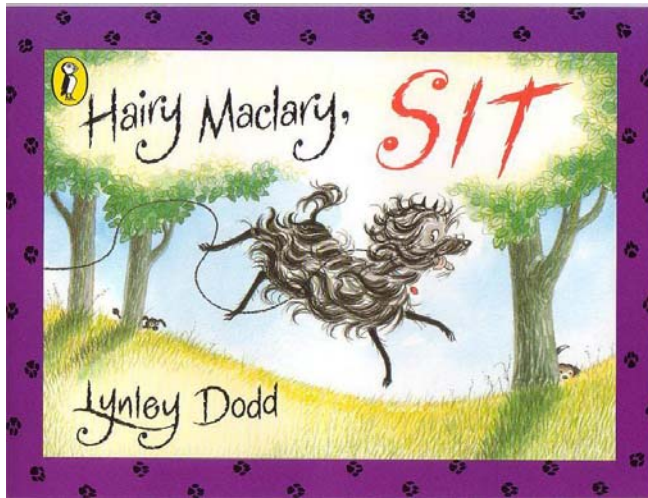
Making resources accessible

- Get electronic texts, or scan paper resources into computer
- Read electronic files using text-to-speech
WordTalk is a free text to speech add on for Word and can be downloaded from www.wordtalk.org
- Pupils record answer
 - Word (voice notes) (download Voice Notes Quick Guide from CALL website)
 - Textease / Easiteach
 - Dictaphone
 - iPod / MP3 player

Sources of electronic resources

- Colleagues! - worksheets etc
- Commercial CD's
- Web, eBook & electronic book sites
 - Project Gutenberg <http://gutenberg.net>
 - Bookshare.org <http://www.bookshare.org/>
 - Stories from the Web
<http://www.storiesfromtheweb.org/sfwhomepage.htm>
 - www.audible.co.uk
- Scanning paper texts into the computer
- Record own material - directly into device or via software eg [Audacity](#) (free download), [Podium](#) (from Softease)

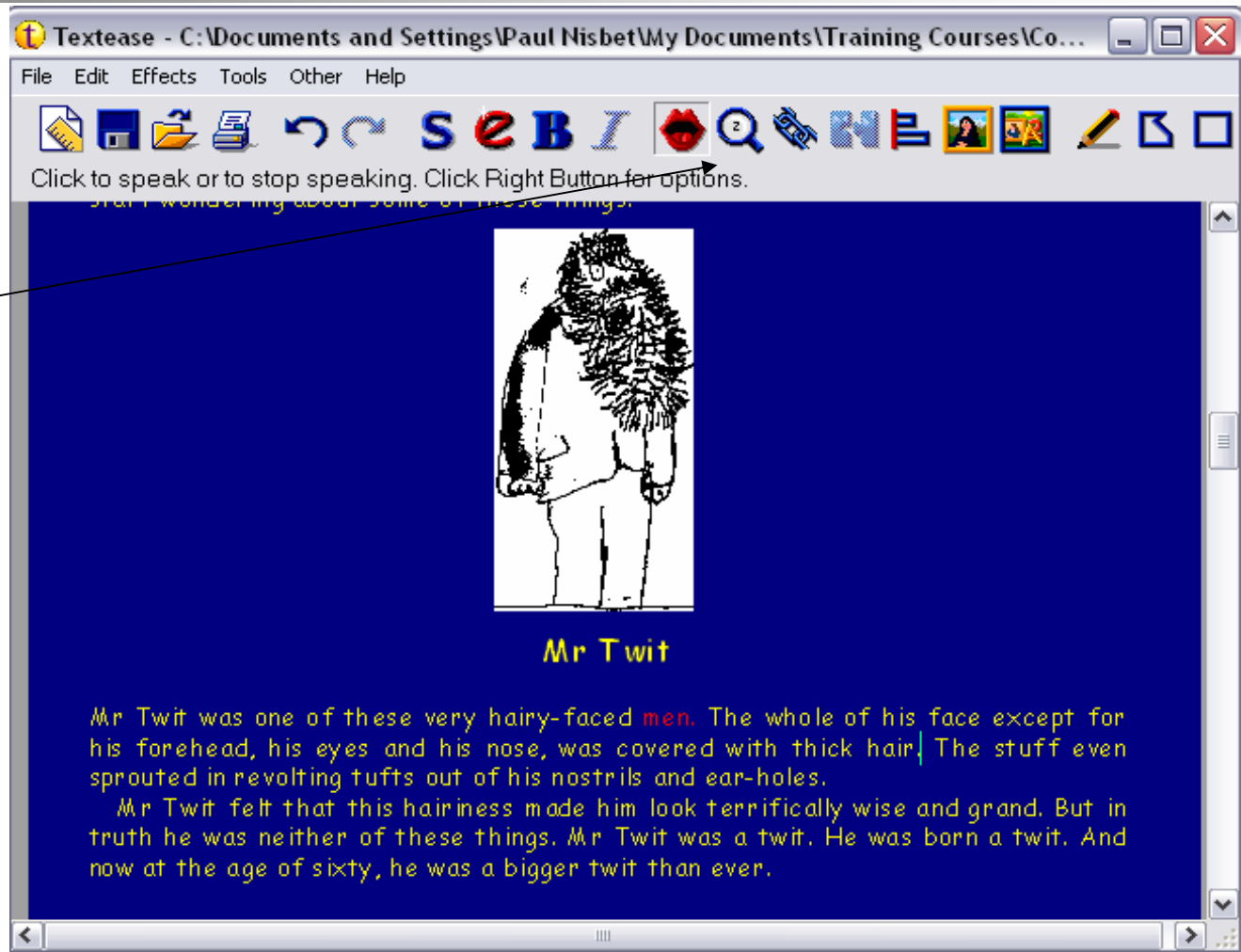
Home-made Talking Books



Examples using [Powerpoint](#),
[Clicker4](#) and Textease

Paperback scanned with FineReader OCR and copied to Textease (and then edited)

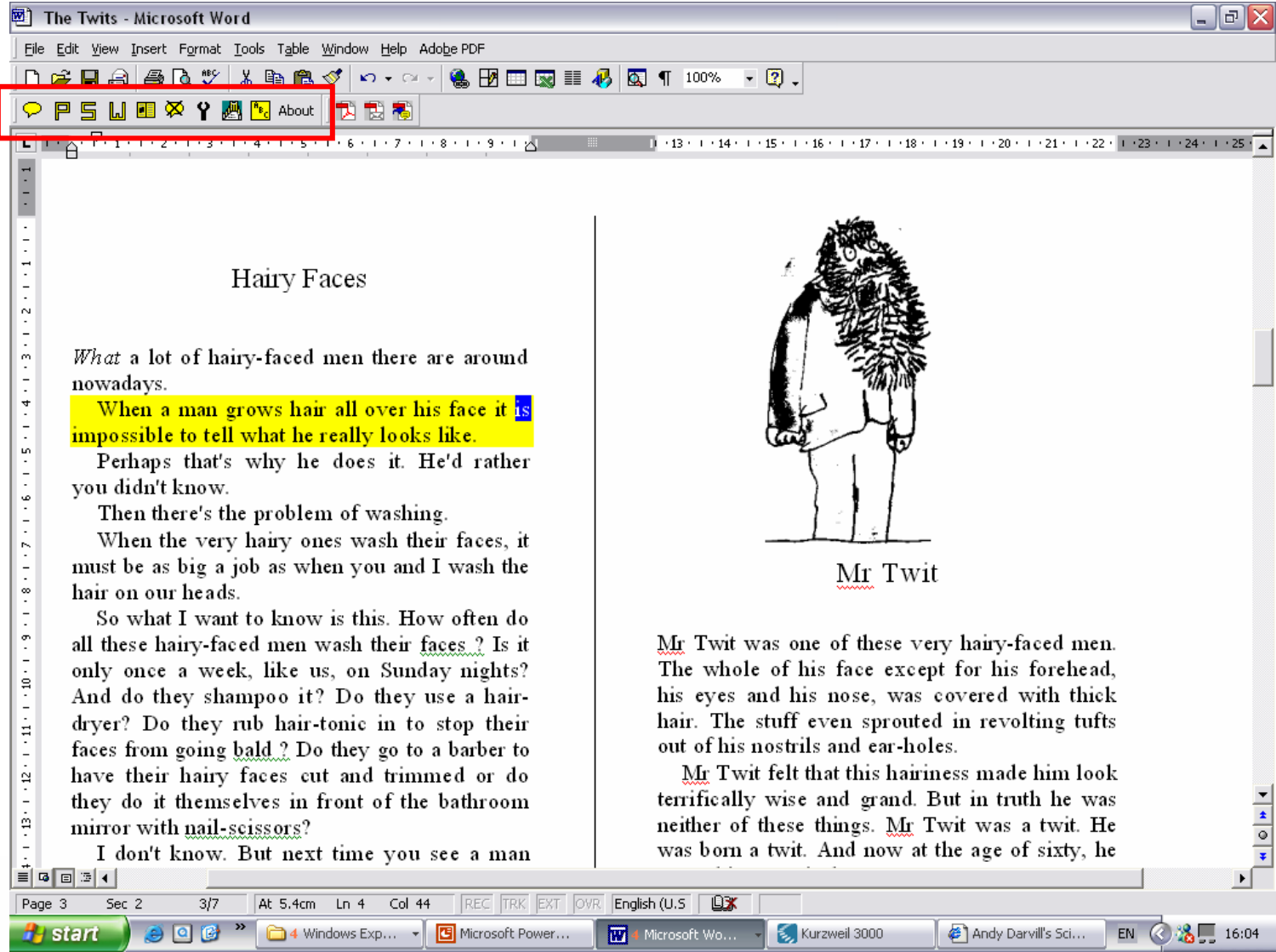
Click on the text, then click on the Lips to read it. Text is highlighted as it is read. Colours and fonts are altered.



Word file read with WordTalk (Scanned with FineReader)

WordTalk Toolbar

Choose to read the whole document, or a paragraph, sentence or word.
Then click on the text to have it read out.



The screenshot shows a Microsoft Word window titled "The Twits - Microsoft Word". The WordTalk toolbar is highlighted with a red box and contains icons for document, paragraph, sentence, and word selection, along with a microphone icon. The document text is as follows:

Hairy Faces

What a lot of hairy-faced men there are around nowadays.

When a man grows hair all over his face it is impossible to tell what he really looks like.


Perhaps that's why he does it. He'd rather you didn't know.

Then there's the problem of washing.

When the very hairy ones wash their faces, it must be as big a job as when you and I wash the hair on our heads.

So what I want to know is this. How often do all these hairy-faced men wash their faces? Is it only once a week, like us, on Sunday nights? And do they shampoo it? Do they use a hair-dryer? Do they rub hair-tonic in to stop their faces from going bald? Do they go to a barber to have their hairy faces cut and trimmed or do they do it themselves in front of the bathroom mirror with nail-scissors?

I don't know. But next time you see a man



Mr Twit

Mr Twit was one of these very hairy-faced men. The whole of his face except for his forehead, his eyes and his nose, was covered with thick hair. The stuff even sprouted in revolting tufts out of his nostrils and ear-holes.

Mr Twit felt that this hairiness made him look terrifically wise and grand. But in truth he was neither of these things. Mr Twit was a twit. He was born a twit. And now at the age of sixty, he

The Windows taskbar at the bottom shows the Start button, several open applications including Microsoft Word, and the system tray with the time 16:04.

Word worksheet read with Penfriend

Select the text, then copy to the clipboard to have it read out in the Penfriend window

The screenshot displays a Microsoft Word window titled "GettingtogripswithRadioactivity - Microsoft Word". The document content includes a title "Getting to grips with Radioactivity: 1" next to a radiation warning symbol. Below the title, there are two paragraphs of text. The first paragraph, "In 1896, in his Paris laboratory, Henri Becquerel was studying the behaviour of fluorescent uranium compounds exposed to sunlight.", is highlighted in black. The second paragraph, "Becquerel stored some film wrapped in black paper in a dark drawer, with some of the fluorescent uranium compound on top. He was surprised to find that, even through the black paper, an image was formed on the photographic paper - the paper had darkened in places. He had discovered a new type of penetrating radiation, coming from the uranium compound.", is also highlighted in black. To the right of the text is a diagram showing a square block of "fluorescent material" on top of a "Photographic paper wrapped in black paper". Arrows labeled "sunlight" point down towards the fluorescent material. Below the diagram, the text "The new radiation called 'Becquerel Rays' could" is partially visible. At the bottom of the Word window, a "Clipboard" window is open, showing the selected text from the first paragraph. The Windows taskbar at the bottom shows the "start" button, several open applications, and the system tray with the time "15:55".

GettingtogripswithRadioactivity - Microsoft Word

File Edit View Insert Format Tools Table Window Help Adobe PDF

GettingtogripswithRadioactivity Aqamod12

Getting to grips with Radioactivity: 1

In 1896, in his Paris laboratory, Henri Becquerel was studying the behaviour of fluorescent uranium compounds exposed to sunlight.

Becquerel stored some film wrapped in black paper in a dark drawer, with some of the fluorescent uranium compound on top. He was surprised to find that, even through the black paper, an image was formed on the photographic paper - the paper had darkened in places. He had discovered a new type of penetrating radiation, coming from the uranium compound.

sunlight

fluorescent material

Photographic paper wrapped in black paper

The new radiation called "Becquerel Rays" could

Clipboard

File View

In 1896, in his Paris laboratory, Henri Becquerel was studying the behaviour of fluorescent uranium compounds exposed to sunlight. Becquerel stored some film wrapped in black paper in a dark drawer, with some of the fluorescent uranium compound on top. He was surprised to find that, even through the black paper, an image was formed on the photographic paper - the paper had darkened in places. He had discovered a new type of penetrating radiation, coming from the uranium compound.

start 4 Wind... Microsof... W Micro... Kurzweil... Clicker 4... Andy Da... 2 pf32 EN 15:55

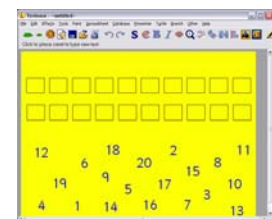
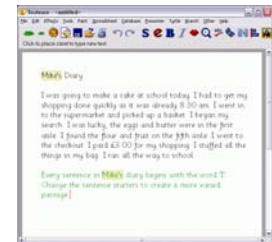
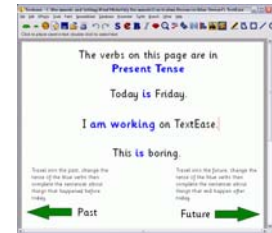


Things to think about when scanning

- Don't scan unless you have to - can you get the text electronically? May be worth contacting the publishers.
- Don't scan directly into Word and then without checking it - and think about whether you need to alter, edit or adapt the text.

TextEase worksheets

- Word processor / DTP designed for education
- Spellchecker
- Graphics, painting and drawing
- Picture and word banks
- Text to speech
- www.softease.com



Copyright

- The CLA 'VIP' licence allows books to be copied for "Visually Impaired Persons as envisaged by the Copyright (Visually Impaired Persons) Act 2002 where no such accessible format is commercially available" (CLA VIP licence, from in Word and Reader format <http://www.cla.co.uk/licensing/vip.html>).
- Note that definition of a "visually impaired person", in accordance with s.31F (9) of the Copyright, Designs and Patents Act 1988 is a person:
 - who is blind;
 - who has an impairment of visual function which cannot be improved, by the use of corrective lenses, to a level that would normally be acceptable for reading without a special level or kind of light;
 - who is unable, through physical disability, to hold or manipulate a book; or
 - who is unable, through physical disability, to focus or move his eyes to the extent that would normally be acceptable for reading.
- Further details are available from the Copyright Licensing Agency web site: <http://www.cla.co.uk/copyrightvillage/vpguidelines.pdf>

Screen readers for internet or anything...

- TextHelp Read and Write, £140
 - Integrated speech output for Word, Internet, PDF; also has word prediction, spellchecker.
- ScreenReader 4, £30, www.texthelp.com
 - Simple, easy, good voices,
- Penfriend XP, £60, www.penfriend.co.uk
 - Basic reader, word predictor
- TextAloud MP3, 21 euros, www.nextup.com
 - Basic reader, saves as audio files
- Universal Reader, £17.99, Millfield Books
 - Basic reader, comes with (US) AT&T voices
- IE Page Reader Bar, £14, www.text-reader.com/
 - Reads with Internet Explorer only
- Ultra Hal, free www.zabaware.com/reader/
 - Reads text copied to clipboard