



Guiding Parents in Supporting Literacy Development at Home

Education Authority

Literacy Service

Ideas to support Primary and/or Post Primary

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Some ideas for parents to support reading:

- Set aside a special time and place for reading; no phone, no TV, no making tea. **Give them your full attention.**
- Sit side by side and keep it happy and relaxed.
- Focus on what they do well rather than any mistakes.
- To keep them interested provide a wide range of reading materials.
- Books should look attractive and interesting.
- Make sure the book is not too difficult, as this will only cause the child to become frustrated.
- Let them choose a book - Use the 5-finger test (See page 7).
- If your child is interested in a book but is struggling, read it to them or let them listen to it on CD/audio app.
- Discuss the book **before** you read it - set the scene.
I wonder what it is about...
Who do you think is in it?
Who wrote this book?
Who drew the pictures?
- Discuss the book **after** you have read it-
Could you see pictures in your head when we read it?
What do you think of that story?
I wonder what will happen next....
I don't like this character, what did you think?
- Use a bookmark or an overlay or allow them to point with one finger if they keep losing their place. (Make sure their finger does not cover the words.) If you are guiding them, try pointing with a pencil **above the words.**

Allow them to re-read books that they have enjoyed and have been successful in reading.

Before you read, ask them to look down the page, get them to point out if there any words they might not know, refer to them as 'tricky words'. Then rehearse them by telling them what they are.

Read aloud together.

Read aloud together and when the child gives a sign, stop reading and allow the child to continue on their own.

Read alternative sentences .

Read alternative pages.



'PPP' when listening to your child read, if they do not know a word - Pause, Prompt, and Praise. When reading for pleasure just provide the unknown word.

If they become tired or frustrated finish the reading yourself. Do not leave a book unread or a chapter unfinished. Use a pleasant tone and good Intonation when reading.

Tap out the syllables in longer words

Write the words they do not know on a sticky pad, and look at them later, breaking them down into syllables or looking for 'tricky' bits in them.

Remind them that every syllable contains a vowel sound e.g. hos pit al / gen er ous

Play 'find the word', when the reading is over. Call out a word and get the child to find the word in the text.

To help with prediction you can read the text and leave a gap that the child has to fill with a word that makes sense.

- Be prepared for your child to be unresponsive sometimes. Reading can be challenging.
- Be patient. Avoid unhelpful negative comments and non-verbal body language.
- Praise all good attempts at working out words.
- If your school would prefer you not to read further on than the designated reading pages ask for supplementary material to read for pleasure. The more practice they get the better.
- When you are reading, tell your child that you are having difficulty with a word and cannot read it. Ask them 'what can you do to work out a word you don't know? The reply you want is -
Say the first sound
Try to sound across the word
Look at the picture
Chunk the syllables
Read on
Think, does this make sense?
- Encourage the use of reading everywhere: Comics magazines catalogues, birthday cards, car/bike manuals, e-bay, TV guide, sports pages, map reading, road signs, what is on at the cinema, timetables, shop signs and menus.
- Carefully consider when buying books as presents, as you would like an appropriate interest level and readability. (Remember the five-finger test pg. 7)



When helping with reading homework

If you come to a word you cannot read,
look more closely at the word and ...



Say the first sound:

s

Sound across the word:

S-i-ck

Look at the picture:



Chunk the syllables: yes / ter / day

Read on: 'Yesterday I took my _____ dog
to

Think - does this make sense?

Go back, check it and try to fix it!



How to choose a book to read

FIVE FINGER TEST

Choose a book to read.

Open It In the middle.

Read down a page and raise one finger for each word on the page that you cannot read.



No fingers or one finger:

This book is easy for you to read. Have fun! Two

Fingers:

This book is just right for you enjoy your reading!

Three fingers:

This book is challenging but you may still enjoy it.

Try it!

Four fingers:

This book will be very challenging. Read with a partner and /or a dictionary handy.

Five-fingers:

This book is probably too hard to be fun. Save it for another day or read it with an adult who can help you.

Some ideas for parents to support spelling:

- Just **give** the spelling when a child is 'in a flow of Ideas.'
- Encourage them to stretch out the word and listen for the sounds. (They can use their fingers or mime stretching chewing gum)
- Encourage the child to spell as much as they can, then tell them the 'tricky bit.'
- Show them how you can take a word and make lots of other words just by changing a letter. E.g. cat - hat / hut- hug
- Look for the tricky bits in words chip, meat, station.
- If the child writes **sno** - don't say 'that's wrong'. Say 'that does say snow but we spell it with ow - then show them the correct spelling snow.
- Break down words into chunks (syllables), fan / tas / tic, ba / na /na.
- Play games counting the syllables in words.
- When giving a long spelling give it in chunks and at writing speed un... der....stand
- Look for the pattern in a list of spellings sleep, meet, feet, teeth.
- Make up mnemonics for difficult/tricky words 'does' (daddy often eats sweets)
- Decorate or Illustrate words - 'look' and 'island.'
- Use a dry wipe board -to build words using the sounds.
- Write the sounds on paper squares and build the words.



- Get them to use 'Simultaneous Oral Spelling – S.O.S strategy – saying the letter names as you write/trace them.
- Look, Say, Cover, Write and Check.
- Colour and trace over the word five times in different colours.
- Bubble write the words.
- Make the words using magnetic letters, wooden letters, foam letters, dough letters or trace in sand/salt/flour.
- Fill a squeeze bottle of water and write words on the ground or on a wall (outside!)
- Always check words by asking a child to write them down, or to give you the letter names from memory.
- Make sure that they have a try page for all written homework.
- Get them to check their written work - use COPS. (See Pg. 13)
- Use a spell checker.



Mnemonics:

Using mnemonics is a fun way to remember how to spell 'tricky words', should have a visual hook e.g. island

because - big elephants can add up sums easily

said - sally ann is dancing

does - daddy often eats sweets

island - is land



is

Learning in sequence:

Constant overlearning and revision are important. Use memory cards and visual aids to prompt:

- the alphabet
- the days of the week
- the months of the year
- multiplying tables

Singing 'tables' or the months of the year to a favourite tune can be a good way to memorise them.

Assistive Technology/Computers and Literacy Skills:

Word processing is helpful for many reasons:-

- It is easier and quicker to press a key than to form a letter, typing enhances the presentation of work
- Parents may be using home devices and software supported through C2k and/or the school

Keyboard Skills:

Word processing is ideal for children with handwriting difficulties; they need to develop keyboard skills. If you have access to a computer/tablet at home, word processing skills can be developed further.

Using software such 'Dance mat typing', 'Doorways online' (more suitable for older children)




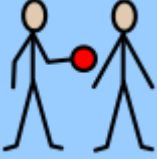
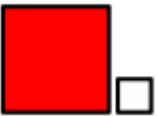
These websites are useful resources to develop and improve keyboard skills in a fun way.



See the AT advice sheets at the end of this handbook for further information

Vocabulary List

Date 07/11/2019

Word	Definitions	Pictures	Notes
Spark	A small burning fragment of something A small flash caused by electricity or friction a momentary flash of light		
Park	A piece of public land, usually with open grassy spaces, where people can sit or run etc. a facility in which ball games are played (especially baseball games)		
Shark	A greyish skinned marine fish that preys on other sea animals and sometimes can be dangerous to humans, "We saw sharks at the aquarium".		
Bark	The covering of a tree tough protective covering of the woody stems and roots of trees and other woody plants		
Your	Belonging to the person being spoken to Belonging to people in general		
large	Big a garment size for a large person above average in size or number or quantity or magnitude or extent in a boastful manner at a distance, wide of something (as of a mark)		

Some ideas for parents to support writing:

Handwriting:

- Make sure they are holding the pencil properly, ensure correct tripod pencil grip, i.e. holding the sharp end of the pencil or pen between the thumb and first finger and resting on the middle finger
- Pegboards / lacing / beading / sewing / Lego/ kneading dough, rolling plasticine snakes all help to build up dexterity in the fingers.
- Puzzle books with finish the drawing, dot to dots ('abc' as well as number), mazes, colouring in, drawing and painting help to improve hand / eye co-ordination skills.
- Offer a selection of pens and pencils to write with.
- Avoid fancy pencil tops - they interfere with the balance.
- Pencil grips can make it easier for small fingers to grip the pencil.
- Put a dot at the side of the page where you want them to start writing.
- Work on pastel paper to cut out the glare.
- Provide a writing mat for hard surfaces.



Presentation:

- A sentence should begin with a capital and end with a full stop.
- If there is a margin, that is where you start writing.
- Try to write on the line.
- There should be a space between every word. To encourage regular spacing say - 'give the words space to breathe.'
- Use COPS for proof reading for mistakes

Practise letter formation:

- All letters except 'd' and 'e' start at the top. (script)
- Oval letters should be closed tight.
- Small letters sit on the line, (a c e l m n o r s u v w x z)
- Some letters hang down, (g j p q y)
- Some letters are tall, (b d f h k l)
- The body of all letters should be sitting on the line.
- The space between letters should be even.

Position and posture - make sure **your** child -

- Is provided with a chair and a table at the correct height (A cushion could be used on a chair)
- Has enough light.
- Keeps the book or paper in the correct position - 45° to the left for right-handed pupils and to the right for left-handed pupils.



Left hand
Left corners of paper are up.
Bottom right corner points toward your body.



Right hand
Right corners of paper are up.
Bottom left corner points toward your body.

- Uses the non-writing hand to steady the page.
- Holds the sharpened pencil or pen between the thumb and first finger, resting on the middle finger, (tripod grip)
- Does not hold the pencil, pen too firmly, or press too hard.
- If the child's writing is faint use a 'B' pencil lead. If the writing is dark change to an 'F' or 'H' lead.

There is also a wide variety of mechanical pencils available now with comfortable grips and wider barrels.



(www.thedyslexlashop.co.uk)

Planning for writing:

When writing an essay your child may have difficulty planning what to write and what order to write it in. Mind maps are a very useful tool to help children organise their ideas and get them down on paper.

- Help children to organise their thoughts, sequence ideas and clarify their thinking.
- Encourage active learning and improve concentration.
- Aid memory retention and recall.
- Provide a ready reference and a revision aid.
- Provide a means of ensuring the essay is in a logical sequence and all necessary content is included.
- Encourage independence, organisation and creativity.
- Assignments can be completed by hand or via Word processing – Assistive technology.



Do not expect your child to complete.....

a piece of successful writing first go. Allow your child opportunities to do a rough draft of their written/word processed work, which they can then proof read for mistakes and rewrite.

Planning for writing

Plan,
Organise,
Write,
Edit,
Redraft



Remind your child to plan each sentence before they write it

P.O.W.E.R

b/d confusion:

- 'Hubba Bubba' write h then turn it into b with a stroke across the bottom
- Thumbs up to 'b' right. Left hand for right handed writers - it makes the letter b
- Thumbs up to 'd'ecide. Right hand for left handed writers - it makes the letter d
- For the visual learner

b e d



When to Make a New Paragraph.

Think of **TIP TOPP**
A change in:

Time:



Idea:



Person:



Theme:



Or

Place:



Picture:



For some children a 'try page' may be helpful to 'have a go' at spelling words

Stretch out the word. What sounds do you hear?

- Does it sound like a word you know? e.g. look - cook
- Leave out the hard bit- then fill in the details later e.g.: bec-s (because)
- Use syllables -try to spell each little bit e.g. fan / tas / tic
- Try the word out - pick the one that looks right e.g. sno / snoe / snow
- Use AT – Assistive technology, e.g. Read & Write (when word-processing), Google Home, Alexa (Voice activated technology), Smart phones etc.

Watch out for **COPS** !



Please Check for

- * **C**APITALS
- * Words Left **O**ut
- * **P**UNCTUATION
- * **S**PELLINGS

Punctuation by ear!

Does it sound right?



Technology is a key gateway to supporting all learners





Google : NI Libraries or go straight to the website:

<https://www.librariesni.org/Pages/eBooks.aspx>

And follow the instructions to join.

Note: This is not available for use in a school setting, only for personal use.

1000s of eBooks and Audiobooks available to download for free

- borrow up to nine at a time for three weeks
- books automatically disappear at the end of the loan period

If you already have a Libraries NI membership number go straight to step two.

Step one:

To make use of this great free service you need to have a Libraries NI [membership number](#).

Step two:

If you have a smartphone or tablet device download the [Overdrive App](#) and create an account (Choose Libraries NI as your library).
For PCs and laptops you need to install [Adobe Digital Editions](#) (ADE) software

Step three:

Sign in to the [Libraries NI eBook/Audiobook service](#) using your membership number

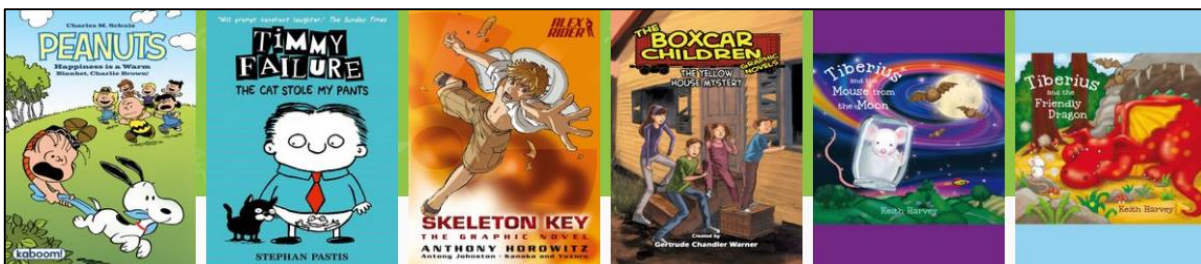
Step four:

[Browse the collection](#), choose a book and click borrow. If your chosen book is not available request it by selecting the Place a Hold button

Step five:

Click Account to go to your Bookshelf. You can read your book here or click download to save it to your device

Top tip: Remember you always browse the collection and borrow from Libraries NI.
For downloaded books/audiobooks go to your Overdrive app



ICT to Support Learners with Dyslexia

Technology to support learners with literacy difficulties such as dyslexia can make a big difference. Using resources provided by CALL Scotland combined with a range of Windows built-in tools, free downloads and commercial software, support technology should be available to everyone!



Text-to-speech

Text-to-speech is a computer voice that speaks text from a document or a website i.e. a text reader. Text-to-speech can support reading by helping learners to process and understand information more easily when it is spoken aloud.

Examples include:

- ✓ WordTalk (free - includes a talking spell checker): www.wordtalk.org.uk
- ✓ Natural Reader (free): www.naturalreaders.com
- ✓ Orato (free): www.eduapps.org (part of MyStudyBar)
- ✓ Find out more on text-to-speech: bit.ly/CALL-Text-to-Speech



Computer Voices

Text-to-speech requires a realistic computer voice. Free computer voices (Heather, Stuart or Ceitidh) with a Scottish accent designed specifically for Scottish schools, are available from: bit.ly/The-Scottish-Voice

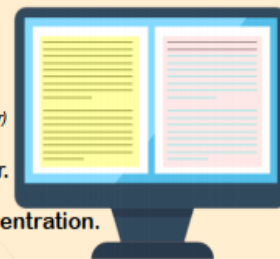


Colour Contrast and Highlighting

Changing the colour contrast on a computer screen can help to reduce visual stress, e.g. prevent words from "floating", "reversing" or both.

Examples include:

- ✓ Colour filters include (free): TBar and ssOverlay: www.eduapps.org (part of MyStudyBar)
- ✓ Changes can also be made to Word: Design (or) Page Layout and choose Page Colour.
- ✓ WordTalk includes synchronised colour highlighting with speech - can aid concentration.
- ✓ Some learners benefit from using a combination of colour contrast, highlighting and speech.



Speech Recognition

With Windows Speech Recognition you can speak to your computer to dictate text and give commands to control it. To start Windows Speech Recognition go to:

Start > Control Panel > Ease of Access > Speech Recognition.

Other speech recognition programs include:

- ✓ Dragon NaturallySpeaking
- ✓ Word Q + Speak Q
- ✓ Google Voice Typing (Free - in Google Docs)
- ✓ For more on speech recognition visit: bit.ly/CALL-Speech-Recognition

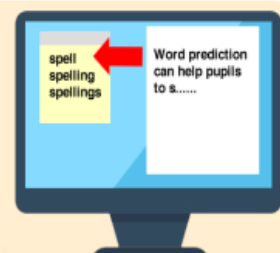


Word Prediction

Word prediction software predicts words in context as you write (after the first or second keypress). Word prediction can help spelling and grammar accuracy, and increase typing speed.

Word prediction programs include:

- ✓ Penfriend
- ✓ ClaroRead
- ✓ Clicker (with picture prediction)
- ✓ Co:Writer
- ✓ Texthelp Read&Write



INCLUSIVE Learning Resources

Books for All
 Accessible Formats
 Assistive Technology
 Digital Learning Resources
 independent confident
 successful attainment

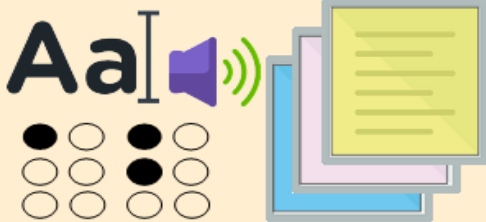
Are your learning resources accessible to all learners?

Scottish Government Recommendation on Access to Learning Resources

Why and How:

Recommendation

Learning resources (e.g. textbooks, reading books, teacher-generated materials, assessments, homework) can be provided in a format that learners can access, such as Digital, Audio, Large Print, on Coloured paper, Braille, etc.



Why?

So that learners with print disabilities (e.g. dyslexia, visual impairment, physical disability, learning difficulties) who have difficulty with paper-based resources, can access the curriculum independently.

Provision of accessible books and learning resources is regarded as a reasonable adjustment under the Equality Act.

How?

Schools can download textbooks in accessible formats for free from:

- Books for All Scotland Database: www.booksforall.org.uk
- RNIB Bookshare: www.load2learn.org
- The Seeing Ear: www.seeingear.org

Schools and local authority policies and procedures should ensure that learning resources are available in accessible formats.

Recommendation

Online learning resources and online assessments can be adapted so that they do not disadvantage disabled pupils.



Why?

Increasingly, schools are making use of online digital learning resources. All learners, including those with ASN must have access to these learning materials.

How?

The Equality Act requires on-line learning resources to be accessible, but sometimes, learners will require adjustments to Control Panels or installation of specialist software or hardware, such as computer reader software. Online resources should be designed so that they can be converted into other appropriate formats – such as coloured paper - if required by learners with disabilities.

Recommendation

Learners can transfer work to and from school and home using e.g. file sharing on the Intranet or Internet, or on a memory stick.



Why?

Learners who use technology to read curriculum resources and write or generate classwork need a means to transfer files to and from their device(s).

How?

Schools can make use of file sharing mechanisms such as Glow, Edmodo, Showbie, Google Drive etc so that teachers and learners can transfer resources and materials.

Recommendation

Learners who use ICT for writing and recording can print their work.



Why?


Learners with ASN who rely on technology to access the curriculum should be able to print out their work quickly and easily.


How?

Sometimes printing facilities in school(s) are centralised and not readily accessible for learners with additional support needs. A dedicated printer for a learner with ASN might be a reasonable adjustment.

All Staff (teaching, support, librarian and technical) should be aware of their **legal obligations** to provide access to the curriculum and to curriculum resources under Equality Duties, with particular reference to Guidance on Auxiliary Aids and Services. **Everyone** has a responsibility to support learners with additional support needs and this includes learners who use ICT to access the curriculum: bit.ly/Scottish-Government-Guidance-Access

CALL Information and Resources:

 **Computer Accessibility**
bit.ly/CALL-Computer-Accessibility

 **Text-to-Speech**
bit.ly/CALL-Text-to-Speech

 **Scottish Voices**
bit.ly/The-Scottish-Voice



Version 1, November 2016 CALL Scotland, The University of Edinburgh.
 CALL Scotland is part funded by Scottish Government.

Raising Attainment with Microsoft Learning Tools



Free tools for Microsoft Office to support learners who experience difficulties with reading. Available for OneNote and Word (Online, Desktop and iPad). Not all tools exist in every version. For more information visit: www.onenote.com/learningtools

To start Immersive Reader select the 'View Tab' and 'Immersive Reader'. To make adjustments see the 3 panels below.

Text size, Spacing and Themes

Adjust the font size, font style and colour themes to customise and differentiate reading.

Choose a voice, adjust the voice speed and click or tap the Play button to hear text spoken aloud in a distraction free, immersive environment. Combine the above with text-to-speech to aid comprehension and independent reading.

Syllables and Parts of Speech

Use Syllables to break words into smaller parts to help improve word recognition. Colour code words into nouns, verbs and adjectives to aid grammar.

Syllables and Parts of Speech settings are shown as On. The text is displayed with syllables and parts of speech highlighted.

Line Focus and Picture Dictionary

Improve readability, concentration and reading speed with Line Focus by reading one (or more) line of text at a time. Picture Dictionary aids reading and comprehension by seeing and hearing a word simultaneously.

Line Focus and Picture Dictionary settings are shown as On. The text is displayed with Line Focus and Picture Dictionary enabled.

Consider using Line Focus, Picture Dictionary, Themes and Speech in combination to provide a multi-sensory and inclusive reading experience.

Using the iPad to Support Dyslexia

With each new update of the iPad's operating system (iOS), the built-in tools continue to improve. iOS 9 includes support for literacy difficulties such as dyslexia, without necessarily needing to buy additional apps. This infographic provides a snapshot of some of the built-in tools; others not mentioned here, include lower case keys, undoing the on-screen keyboard to help track writing, the facility to add external dyslexia-friendly Bluetooth keyboards to aid writing and the newly designed Notes app with text formatting options.

As well as the suggestions provided here, CALL Scotland offers many more resources, such as the 'Dyslexia Wheel of Apps', and colour background templates for Pages as well as neutral colour backgrounds for the iPad's screen.

bit.ly/dyslexia-wheel-of-apps

bit.ly/neutral-screen-colours

bit.ly/pages-background-templates

www.callscotland.org.uk



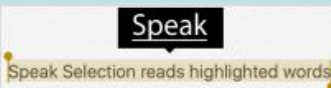
Speak Screen

Speak Screen reads content on the iPad. You can set the speaking rate and choose from different voices. Swipe down from the top with two fingers or tell Siri to 'Speak Screen'.



Speak Selection

If you don't want everything read aloud tap and hold the bits of text and Speak Selection will read it.



Highlighting

Follow words and sentences as they are read aloud with 'Highlighting'.

Define/Dictionary

Use Define and Dictionary to find the meaning of words.



Use **Manage** to choose from a range of Dictionaries such as the English Oxford, American English Oxford, French, German, Dutch and more.

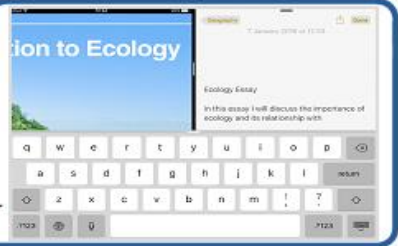
Dictionary can also help with spelling, grammar and pronunciation.



Split View

With Split View you can work on two apps and/or documents simultaneously, - useful for revision or notetaking.

(iPad Air 2 only - alternatively **Slide Over** for some older iPads).

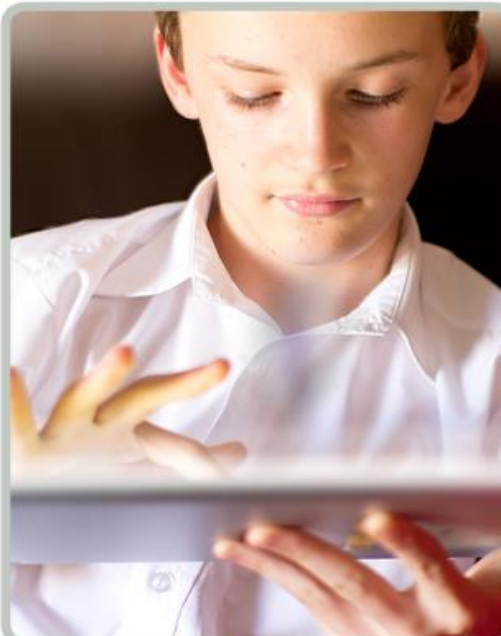


Siri

You can use Siri to ask questions, set reminders, open apps, complete tasks, and dictate text instead of typing.

Siri Voices

Use the Siri voices - Siri Male and Siri Female - for natural sounding text-to-speech.



Check Spelling

Consider turning on Check Spelling (in General and Keyboards) to alert learners to spelling mistakes. Misspelt words are highlighted with a red underline.

I recieved the parcel yesterday.

Replace Spelling

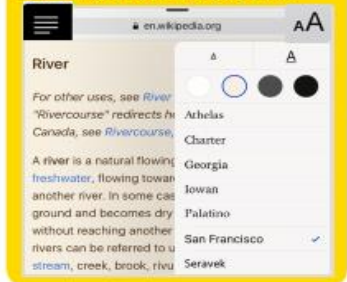
Tap or highlight the misspelt word to replace it with a correctly spelt word. If you are unsure if the replaced word is the correct one, highlight the word to have it read aloud (Speak).



I recieved the parcel yesterday.

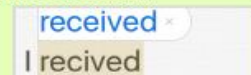
Safari Reader

Improve the readability of web pages by removing clutter - tap the black horizontal lines on the left hand side of the URL box.



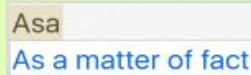
Text Replacement to support spelling

Use Text Replacement to create personalised spelling lists and Auto-Corrections.



Text Replacement to cut down keystrokes (Shortcuts)

Consider using Text Replacement (abbreviation expansion) to help cut down keystrokes. Text Replacement can also help to quickly type repetitive sentences and phrases.



QuickType

Use QuickType to tap a word from the list of words appearing above the on-screen keyboard.

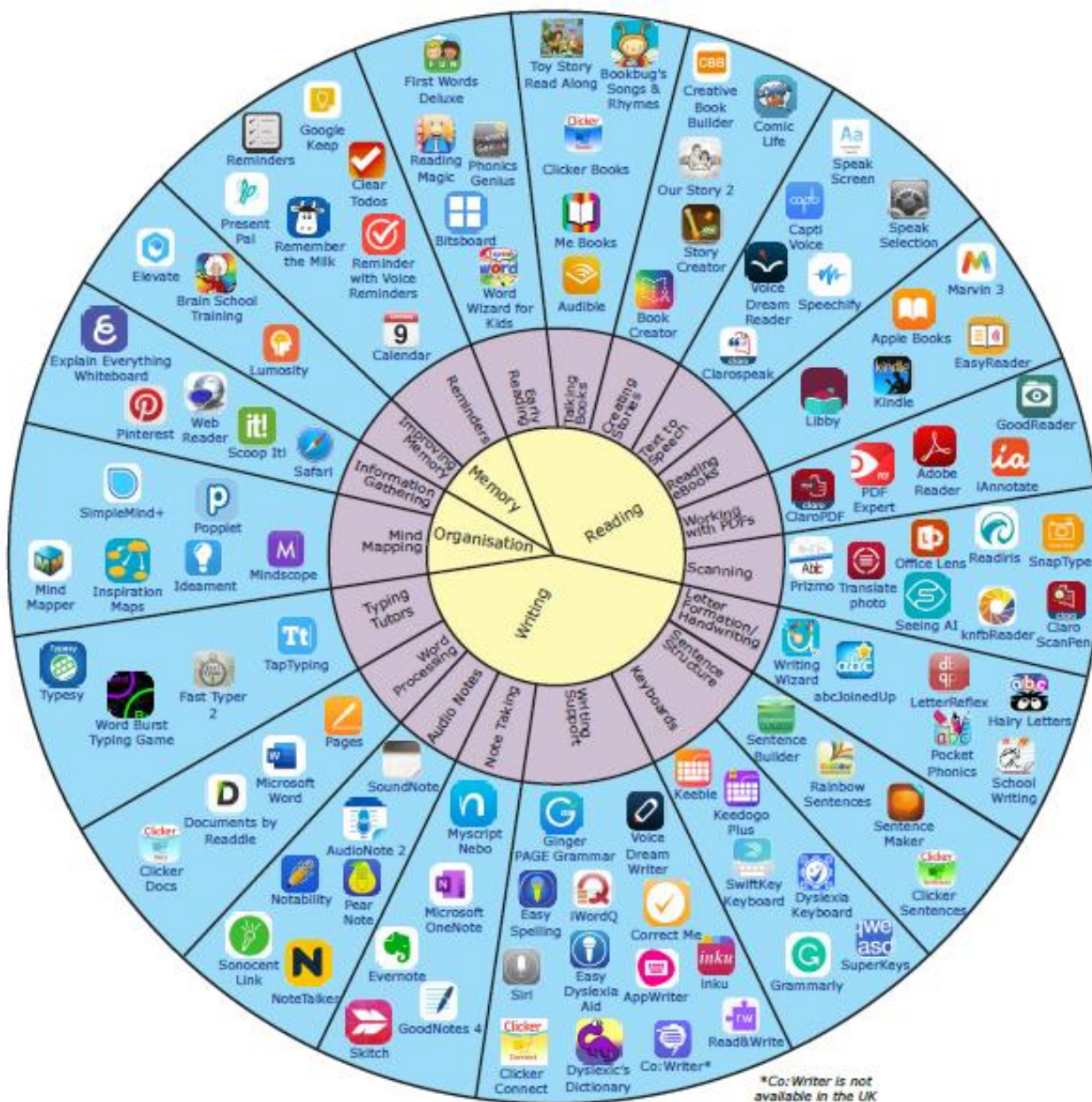


3rd Party Keyboards

You can use 3rd Party keyboards such as Keedogo, SuperKeys, Swype to aid writing and improve readability (Settings and Keyboard).



iPad Apps for Learners with Dyslexia/ Reading and Writing Difficulties



This is the 8th version of iPad Apps for Learners with Dyslexia/Reading and Writing Difficulties to be produced since it was first launched in October 2013. It has been downloaded from the CALL web site over 140,000 times since it was first launched. The 'Wheel of Apps' is not comprehensive, but attempts to identify relevant, useful apps and to categorise them according to difficulties faced by people with dyslexia. Note that some apps address a range of difficulties. To save space, we have not placed individual apps into multiple categories, but have listed them under a single category that is particularly relevant to the app. Links on the electronic version are 'clickable' and will take you to the Apple App Store.

A more comprehensive guide to Apps to Support Literacy Difficulties is included in our *iPads for Communication, Access, Literacy and Learning* book, available printed, or as a free download from: <http://www.callscotland.org.uk/downloads/Books/>

CALL Scotland has produced a wide range of posters providing information about how assistive technology can support learners with additional support needs. Download free from: <http://www.callscotland.org.uk/downloads/posters-and-leaflets/>



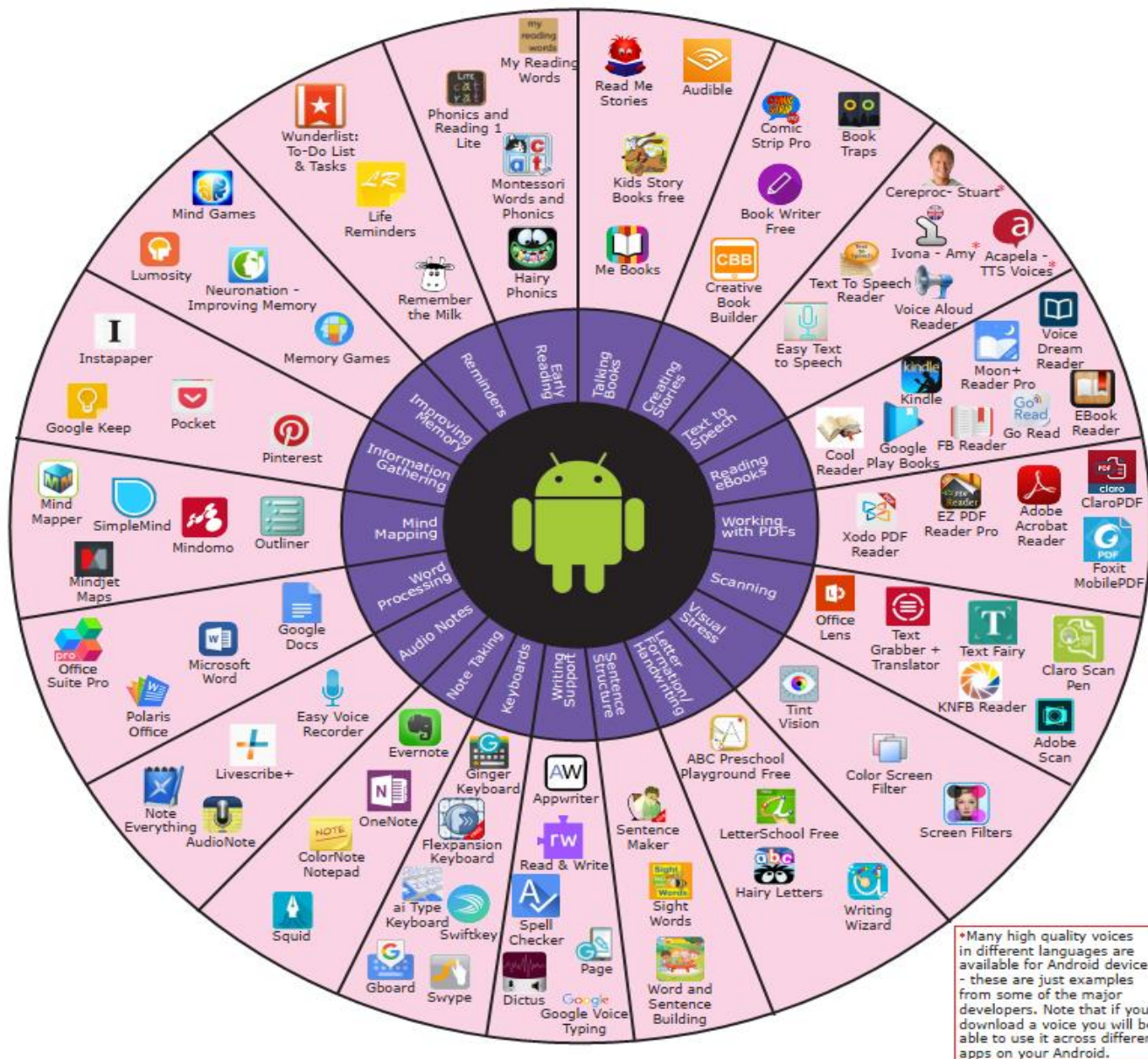
THE UNIVERSITY
of EDINBURGH



Version 1.8, October 2019 CALL Scotland, The University of Edinburgh.
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<http://www.callscotland.org.uk/downloads/posters-and-leaflets>

CALL Scotland
Communication, Access, Literacy and Learning

Android Apps for Learners with Dyslexia/ Reading and Writing Difficulties



*Many high quality voices in different languages are available for Android devices - these are just examples from some of the major developers. Note that if you download a voice you will be able to use it across different apps on your Android.

This is one of a series of 'App Wheels' produced by CALL Scotland, available from the address below. It focuses on Android Apps to support reading and writing. Note that some apps address a range of difficulties, but in order to save space, we have decided not to place individual apps into multiple categories. Links on the electronic version are 'clickable', taking you to information in the Google Play Store.

This is not a comprehensive list, but an attempt to identify relevant, useful apps and to categorise them according to some of the difficulties faced by people with dyslexia. Unlike the iPad, there is little consensus on the 'best' Android apps for education, so we would be happy to receive suggestions for inclusion in future versions. Email suggestions to call.scotland@ed.ac.uk.

iPad versus Android

The iPad is well established as an educational tool, but Android tablets (and smartphones) are becoming increasingly popular.

- Android tablets are generally less expensive than iPads.
- There are more educational apps available for the iPads, than for Android devices.
- There is less 'quality control' over Android apps so some don't work properly, or perform in unexpected ways.
- Many Android devices cannot be upgraded to the latest version of the operating system so some apps won't work on them.
- The Android operating system is less tightly controlled than the Apple iOS, so some apps, e.g. voices can work across most apps in an Android device, unlike the iPad where voices other than the iOS system ones have to be downloaded separately for each app.



Chromebook Accessibility and Learning Tools

If you have an additional support need such as dyslexia, visual impairment, or a physical disability, you can make your Chromebook easier to use by turning on the accessibility features that work best for your needs.



Finding and turning on accessibility features

At the bottom right of the screen click or tap the 'time' icon or press 'Alt + Shift + s' on the keyboard. Select the Accessibility icon and choose the features you want to use.



If you can't see the Accessibility icon choose Settings, Advanced Settings and Always show accessibility options in the system menu.



Hear text read aloud - Select and Speak

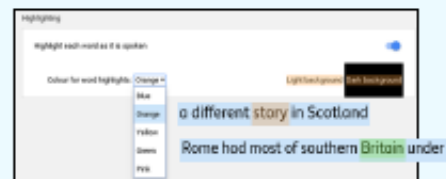
Press and hold the Search key, then select content to be read aloud, highlight the text and press the Search key + s. To pause or stop the speech press the Ctrl or the Search key. *(On a touchscreen, tap and select to speak.)*

Did the Romans conquer Scotland?

Part of Learn & revise | Roman Britain

By the end of the first century AD, Rome had most of southern Britain under its control. However, it was a different story in Scotland - this was a much wider place. It was still controlled by fierce warrior tribes, who refused to bow to the Roman Empire.

Words are highlighted as they are spoken. In 'Accessibility' and 'Manage Accessibility Features' you can change the highlight colour or turn it off.



You can change the language and voice (no Scottish voices).

Mouse options

To increase the size of the mouse cursor go to: Accessibility > Additional Settings > Large mouse cursor.

Use 'Highlight the mouse cursor' (and the text caret) to help with tracking.

Set 'Automatic clicks' to automatically click icons and items on the screen.



Automatic clicks (dwell click) can help learners who can move a mouse but can't click the mouse buttons.

Dictation - dictate text instead of typing

Tap/click where you want to type, select the 'Microphone' icon or press the Search key + d to activate Dictation.

You can use Dictation to:

- ✓ ask questions and do searches in Google Chrome.
- ✓ dictate text in Google Docs, emails and other text fields.

If you don't have a Chromebook you can use Voice Typing in Google Docs via your web browser:

- go to Tools and choose Voice Typing.

For best results use a good quality microphone!

ChromeVox: the built-in screen reader

The ChromeVox Screen Reader (spoken feedback) reads aloud everything on the screen including:

- ✓ The Chrome browser including Google Docs,
- ✓ Menu items and navigation buttons,
- ✓ Form fields and text boxes...and more!



ChromeVox is compatible with a range of compatible USB Braille Displays.

Find out more...

For more information on Chromebook Accessibility, e.g., keyboard shortcuts, the on-screen keyboard, audio and captions visit: bit.ly/chromebook-accessibility

To extend Chromebook Accessibility download the "ChromeBook Apps and Extensions for Learners with Dyslexia" infographic from CALL Scotland: bit.ly/Chromebook-Apps-Extensions

Magnify or zoom your Chromebook screen

There are 4 different ways to magnify/zoom or increase content on a Chromebook:

- 1 Full-screen magnification - click or tap the Full-screen magnifier in Accessibility.
- 2 Magnify the browser content; Press 'Ctrl and +' to zoom in, 'Ctrl and -' to zoom out. 'Ctrl and 0' keys to reset.
- 3 Magnify everything on the screen. Press 'Ctrl, Shift and +'. 'Ctrl, Shift and -' to decrease.
- 4 Docked Magnifier (top section of screen is magnified) - click or tap 'Dock Magnifier' in Accessibility.



By the end of the first century AD, Rome had most of southern Britain under its control. However, it was a different story in Scotland - this was a much wider place. It was still controlled by fierce warrior tribes, who refused to bow to the Roman Empire.

Scotland had valuable natural resources and could also get rich by trading with the Roman Empire.

There is also an option to change the colour scheme to High Contrast Mode. Click or tap Accessibility > High Contrast Mode.

Download this poster in PDF format: www.callscotland.org.uk/resources/posters-and-leaflets/

ChromeBook Apps and Extensions for Learners with Dyslexia

Click on the tiles to go to the Chrome Webstore.



Notetaking	Text to Speech	Organisation	Organisation	Writing Support	Writing Support	Working with PDFs	Reading Support	Reading eBooks	Reading the Web
						<p>Apps, Extensions and Themes</p> <p>ChromeBooks primarily use apps and extensions available from the WebStore: https://chrome.google.com/webstore.</p> <p>Apps (yellow tiles) are the equivalent of programs on an Apple or Windows computer. A small number of apps are pre-installed on the ChromeBook, but most are run within your Chrome Browser.</p> <p>Extensions (Pink tiles) are pieces of software that add new features to the Chrome Browser. They can be used across the Browser, adding functionality to most, but not necessarily all, Apps. Themes are also available from the Chrome Web Browser to enhance the screen appearance.</p>			
		<p>What is a ChromeBook?</p> <p>ChromeBooks are (generally) light, portable laptops that use Google's Chrome Operating System. Instead of storing programs and files on a hard disk, they connect to the internet using the Chrome browser and run apps that can be accessed through the online Chrome Store. ChromeBooks are becoming more and more popular in schools as they are relatively low cost, easy to carry round and are ready to use within 5 to 10 seconds of being switched on. They can be useful devices for learners with reading and writing difficulties, but are less useful for people with severe and complex disabilities. This is a guide to some of the apps and extensions available.</p>							
						<p>Google Docs Tools & Add-ons</p> <p>Google Docs is the main word processor used with the ChromeBook. It includes a good spellchecker, a document outline facility and speech voice typing. It is also possible to get a wide range of Add-ons to enhance your documents and to make writing easier. These include Texthelp Study Skills, g(Math), Lucidchart diagrams, VeritySpell, and many other tools to help your writing.</p>		<p>Built-in Accessibility</p> <p>ChromeBooks have built-in accessibility options (including screen adjustments, spoken feedback, 'sticky keys', etc) that can be adjusted to suit individual needs. They also have USB ports that allow a variety of assistive devices (keyboards, mice, switch interfaces, etc.) to be connected. Overall, the accessibility options are pretty good, though there won't be a solution for everybody - some needs are better met by using a Windows laptop or iPad. See the CALL Scotland Quick Guide available from www.callscotland.org.uk/chromebook</p>	
<p>CALL Scotland</p> <p>THE UNIVERSITY of EDINBURGH</p>		<p>Version 1.0, October 2016</p> <p>Download: www.callscotland.org.uk/downloads/posters-and-leaflets</p> <p>Produced by CALL Scotland with assistance from Mike Marotta www.mmatp.com</p>							

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What is a ChromeBook?

ChromeBooks are (generally) light, portable laptops that use Google's Chrome Operating System. Instead of storing programs and files on a hard disk, they connect to the internet using the Chrome browser and run apps that can be accessed through the online Chrome Store. ChromeBooks are becoming more and more popular in schools as they are relatively low cost, easy to carry round and are ready to use within 5 to 10 seconds of being switched on. They can be useful devices for learners with reading and writing difficulties, but are less useful for people with severe and complex disabilities. This is a guide to some of the apps and extensions available.

Google Docs Tools & Add-ons

Google Docs is the main word processor used with the ChromeBook. It includes a good spellchecker, a document outline facility and speech voice typing. It is also possible to get a wide range of Add-ons to enhance your documents and to make writing easier. These include Texthelp Study Skills, g(Math), Lucidchart diagrams, VeritySpell, and many other tools to help your writing.

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Produced by CALL Scotland with assistance from Mike Marotta www.mmatp.com

Built-in Accessibility

ChromeBooks have built-in accessibility options (including screen adjustments, spoken feedback, 'sticky keys', etc) that can be adjusted to suit individual needs. They also have USB ports that allow a variety of assistive devices (keyboards, mice, switch interfaces, etc.) to be connected. Overall, the accessibility options are pretty good, though there won't be a solution for everybody - some needs are better met by using a Windows laptop or iPad. See the CALL Scotland Quick Guide available from www.callscotland.org.uk/chromebook

Follow your schools homework policy

Homework: Understanding the purpose of their homework can help your child plan the best way to do it.

Here are the main purposes:-

- **Demonstrating** what they have learned
- **Practising** a new skill
- **Finishing** a piece of work started in class
- **Revising** for a test
- **Researching** a class topic

The three biggest problems with homework

1. **Getting started.**
2. **Knowing what to do.**
3. **Completing on time.**

Before starting, make sure everything is to hand:

- **Check** the details in the homework diary.
- **Sort out** the books that will be needed.
- **Arrange** pens, pencils rubbers etc.
- **Read** the questions carefully.
- **Underline** the keywords.
- **Think** about the purpose of the homework.



If your child gets stuck -

- Reassure them and encourage them not to panic.
- Tell them to read the Instructions again or help with the reading.
- Ask them to explain the task to you.

Get your child to proof read all written work. Use the COPS method. Sometimes it can help to read it aloud.



If your child has been revising, test their knowledge.
Praise all good attempts at giving the correct answer.

When looking for spelling mistakes try starting at the right hand side of the page so that you are only thinking about the spelling and not the meaning.

If your child is finding homework difficult or stressful, talk to the class teacher and see how they can help. Agree an appropriate amount of homework content and set a realistic time limit.

Helping with Phonics:

Your child may be learning spellings using a phonic method. The approach being used by many schools at present teaches the children the 44 sounds of the English language rather than just the names of the letters of the alphabet.

You may hear the following terms being used -

Grapheme - this is the written representation of sounds. Some graphemes contain more than one letter

Phoneme - the smallest unit of speech (sounds)

Variations - the various ways sounds can be represented In writing e.g. snow / boat / toe

'Overlap - different sounds represented by the same grapheme e.g. cow / blow

Some parents feel unsure about the correct sound to make. To help you support your child to use this method there are various YouTube videos which give an overview of the sounds and their graphemes and include word samples to help you pronounce them correctly. For example – Pure sound phonics (Oxford Owl), Mr Thorne's Phonics (suitable for older children)



High Frequency Words: First 100

1	the	21	that	41	not	61	don't	81	put
2	and	22	with	42	then	62	come	82	could
3	a	23	all	43	were	63	will	83	house
4	to	24	we	44	go	64	looked	84	old
5	said	25	can	45	little	65	into	85	too
6	in	26	are	46	as	66	back	86	by
7	he	27	up	47	no	67	from	87	day
8	I	28	had	48	mum	68	children	88	made
9	of	29	my	49	dad	69	him	89	time
10	it	30	her	50	them	70	Mr	90	I'm
11	was	31	what	51	do	71	get	91	if
12	you	32	there	52	me	72	just	92	help
13	they	33	out	53	down	73	now	93	Mrs
14	on	34	this	54	one	74	came	94	called
15	she	35	have	55	big	75	oh	95	here
16	is	36	went	56	when	76	about	96	off
17	for	37	be	57	it's	77	got	97	asked
18	at	38	like	58	see	78	their	98	saw
19	his	39	some	59	look	79	people	99	make
20	but	40	so	60	very	80	your	100	an

High Frequency Words: Second 100

1	mother	21	bed	41	find	61	blue	81	say
2	away	22	where	42	men	62	boy	82	soon
3	good	23	again	43	round	63	open	83	white
4	father	24	or	44	last	64	never	84	ran
5	has	25	long	45	tree	65	next	85	walk
6	how	26	things	46	under	66	girl	86	should
7	began	27	took	47	room	67	word	87	sing
8	man	28	after	48	another	68	more	88	three
9	going	29	ask	49	jump	69	let	89	head
10	did	30	eat	50	year	70	must	90	five
11	would	31	sat	51	bird	71	read	91	than
12	any	32	am	52	always	72	green	92	why
13	want	33	two	53	four	73	gave	93	around
14	school	34	give	54	stop	74	been	94	every
15	think	35	yes	55	bad	75	fly	95	keep
16	home	36	play	56	red	76	which	96	fast
17	new	37	take	57	sit	77	may	97	once
18	over	38	I've	58	best	78	fell	98	many
19	run	39	dog	59	left	79	found	99	woman
20	know	40	tell	60	these	80	live	100	us

1	night	21	funny	41	food	61	near	81	animals
2	suddenly	22	place	42	getting	62	sunny	82	lucky
3	told	23	first	43	snow	63	across	83	horse
4	our	24	boat	44	air	64	gone	84	having
5	great	25	window	45	fox	65	hard	85	lots
6	who	26	sleep	46	through	66	brother	86	coming
7	cries	27	feet	47	tea	67	really	87	garden
8	laugh	28	morning	48	top	68	wind	88	river
9	before	29	queen	49	eyes	69	sea	89	liked
10	everyone	30	sister	50	small	70	eggs	90	giant
11	water	31	book	51	friends	71	much	91	each
12	laughed	32	king	52	box	72	please	92	use
13	even	33	wanted	53	dark	73	thing	93	along
14	didn't	34	different	54	grandad	74	stopped	94	town
15	bear	35	because	55	couldn't	75	ever	95	playing
16	gran	36	thought	56	looking	76	miss	96	pulled
17	clothes	37	well	57	end	77	most	97	where
18	can't	38	inside	58	thank	78	cold	98	need
19	key	39	magic	59	door	79	park	99	grow
20	kept	40	shouted	60	better	80	lived	100	baby

Overview of Sounds

s	t	p	n	m	c	f	r	d	h	g	b
j	v	x	l	w	y	z	qu	th	ch	sh	ng nk
a	e	i	o	u	ay	ee	igh	ow	ue		
oo	or	er	ear	air	ou	oy	au	ar			

Overview of Sounds with Variations

s	ss/so ce/sc	t	tt ed or	p	pp	n	nn nn gn	m	mm mb mn	c	k ck ch ce/qu/que	f	ff ph fn	r	rr rr rn	d	dd ed	h	wh gh gh/que	g	gg gh gh/que	b	bb	
j	dge ge g (e-ay)	v	ve	x		l	ll/lo ll/ai el/ai	w	wh	y		z	zz ze zo/s	qu		th	(th)	ch	ich tu	sh	ch s th/cl/sl	ng	nk	
a	ea ai	e	ea ai	i	y ui	o	a	u	ou/o o-e	ay	ai/ai/a-ai/a ei/hi/el eui/ey	ee	ee/hy/e/ie li/ei/el	igh	i-ai/ai/ly	ow	oi/oi/oo o-oi/ou ough	ue	u-ai/u eui/eu					
oo	oo/ai/ai/ai oo/oi/ou ough/oi/ai	or	oor or ore our	er	lor ar/er ear/our re	ear	ere eer ear lar	ou	ou ough	air	er/ai/er ear/are ar/er	ou	ou ough	oy	oi	au	ai/ai/ai ough	ar	ear					



Boost your child's confidence

Celebrate what your child can do well

Focus on your
child's strengths!

Success comes in 'cans' not can'ts'

Have
realistic
goals.....

When you reinforce self-esteem and resilience in your learners, you equip them with critical skills they need to succeed socially and academically.

Consider these statements.....

Accept Learners for Who They Are

Help Learners Develop a Sense of Responsibility

Increase Learners' Sense of Ownership

Help Learners Establish Self-Discipline

Joe Healy

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