IMPLEMENTATION AND USER GUIDE

ReaderPen™   **ExamReader™**   **LingoPen™**

👍 **IMPROVES RESULTS AND BOOSTS SELF-CONFIDENCE**

📖 **ALLOWS STUDENTS TO READ BY THEMSELVES**

PROMOTES INDEPENDENT LEARNING FREEING UP VALUABLE TEACHER'S TIME

Congratulations on joining the tens of thousands of schools & colleges worldwide that are actively using the ReaderPen or ExamReader to promote positive reading strategies for reluctant readers.

The **ReaderPen** is a major technological breakthrough for anyone reading English, French or Spanish and is a life-saver for those who have reading difficulties such as dyslexia. The ReaderPen is a totally portable, pocket-sized device that reads text out aloud with an English, French or Spanish human-like digital voice. For more information, visit www.readerpen.com.

The **ExamReader** is approved by assessment and curriculum boards worldwide for use in standardised tests. This may or may not require prior approval so always ask your exam board for the accommodations list. For more information, visit www.examreader.com.

A **LingoPen** is also available for language learning. This pen translates in 8 different languages.

You may be undertaking a trial or are rolling out the Classroom set across a year group or school. This guide is full of helpful information about the pens, how to use them, ideas for implementation, dyslexia awareness, and cost savings.

READERPEN™

EXAMREADER™

LINGOPEN™

IN THE BOX YOU WILL RECEIVE:

A READERPEN, EXAMREADER, OR LINGOPEN

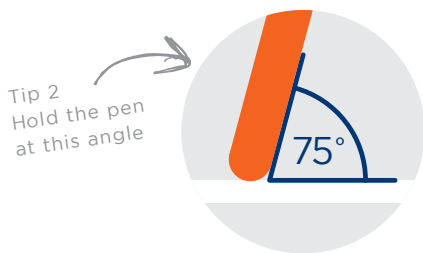| EARPHONES	CARRY CASE
USB CABLE	QUICK START GUIDE

HOLDING THE PEN

Tip 1
Grip the pen near nose

Tip 2
Hold the pen at this angle

75°

Start scanning 1/2cm before a word and finish just after.

Place your index finger along the top of the pen, resting comfortably, place your thumb along the bottom of the pen, the rest of your finger should fall comfortably behind the pen. Wave it around, got a good grip? Excellent, not too tight and if too loose it will fly across the room (not a good idea).

Now pop the front of the pen onto your paper or page, did a light come on? If so, excellent, because that is what needs to stay on!

LEFT HANDED? GO TO THE MAIN MENU/SETTINGS AND SELECT LEFT HANDED.

THE PRINTED WORD

The type of text the student is wishing to be supported with reading is quite important at primary age. Therefore, if your student requires larger gaps between each line then continue to do this. If they need a larger font, you can print up to font size 22 and that should work fine. Contrasting text on coloured paper does work, but it must be a good contrast, black on green, blue, or yellow should work well.

CHOICE: WANT TO 1) SCAN INDIVIDUAL WORDS OR 2) LINES OF TEXT? IN TEXT READER/MENU/ADDING MODE, SELECT EITHER APPEND OR REPLACE.

STRATEGIES FOR USING THE PEN

The following strategies have proven to be a good basis for primary aged students of when to use the pen and how to use it alongside other strategies that work for them, such as sounding out, sight recognition and overlays.

Ask the student to look at the line of text and see if they recognise any of the words.

Ask the student to try to read the sentence for themselves. Once they feel comfortable with this, use the ReaderPen to validate what they believe the sentence to be.

Perhaps there are words they would like to sound out, if this works for the student, encourage them to keep doing this.

Do they use an overlay? Now is the time to pop that on and see how the line of text looks.
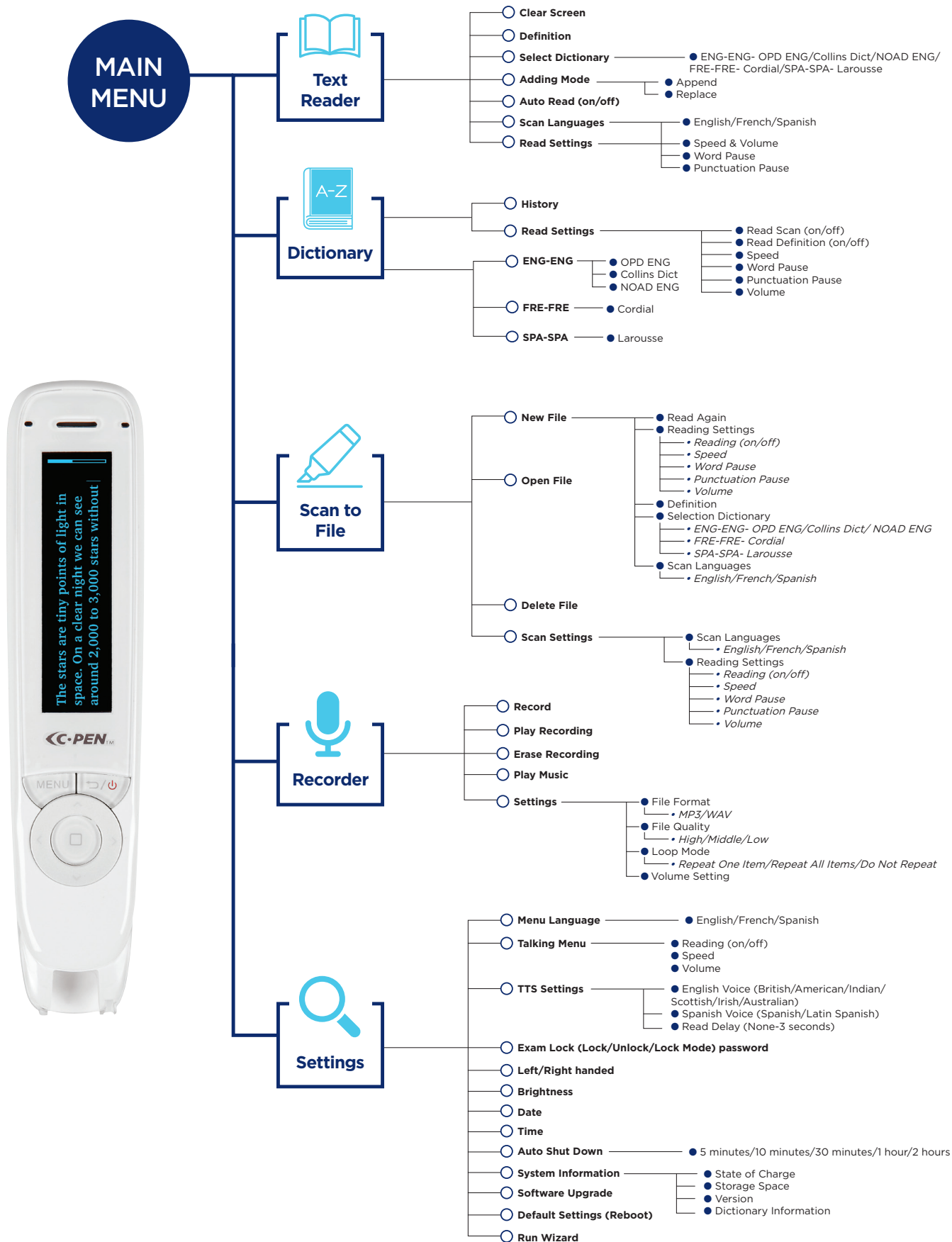
If they have identified a word they are struggling with and their other strategies are not working, use the ReaderPen to read that word.
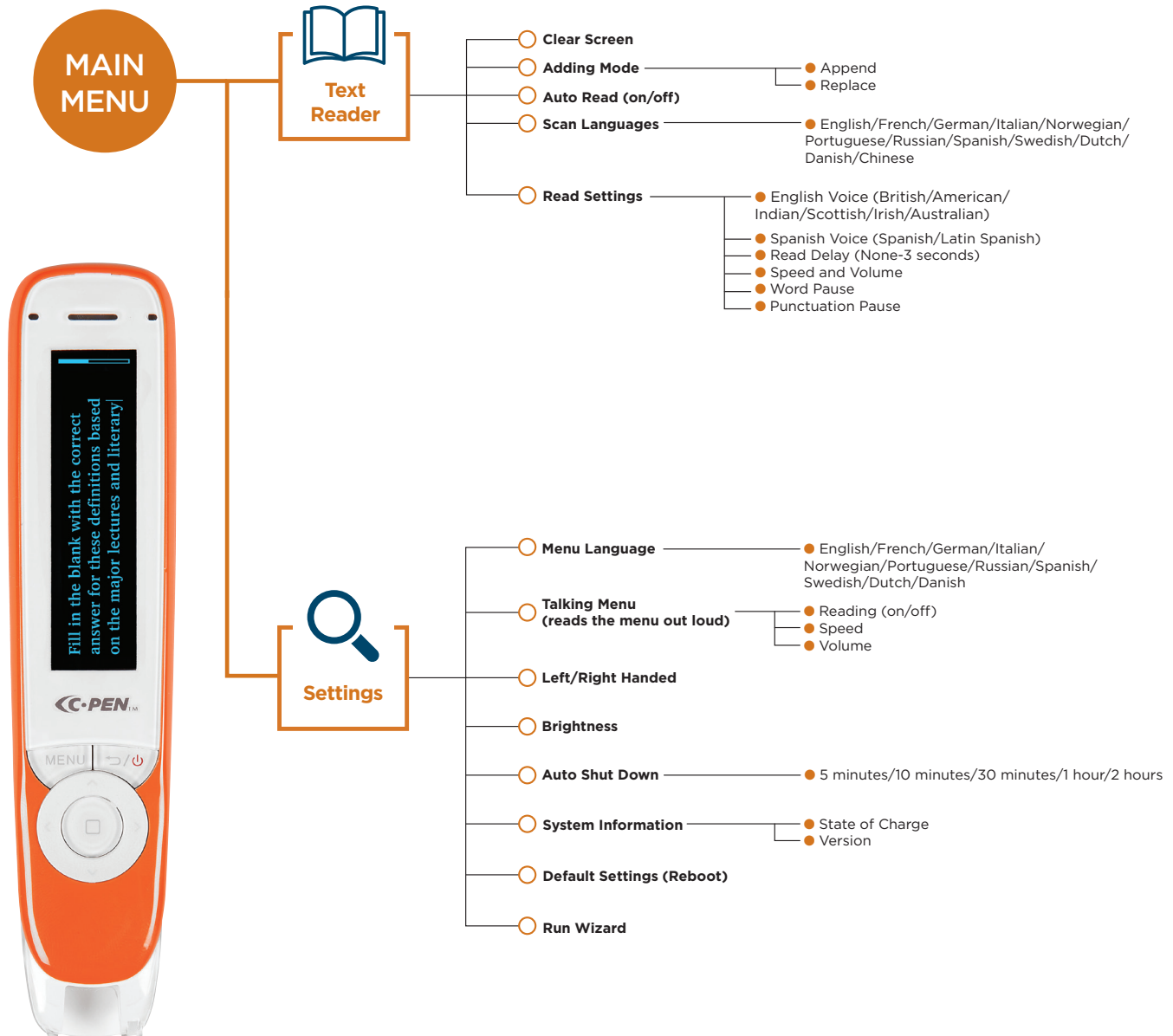
Validation is one of the most important aspects and requirement for the dyslexic child. Using the ReaderPen will validate the student and allow them to feel proud of their achievements, while giving them confidence and the independence to keep going.
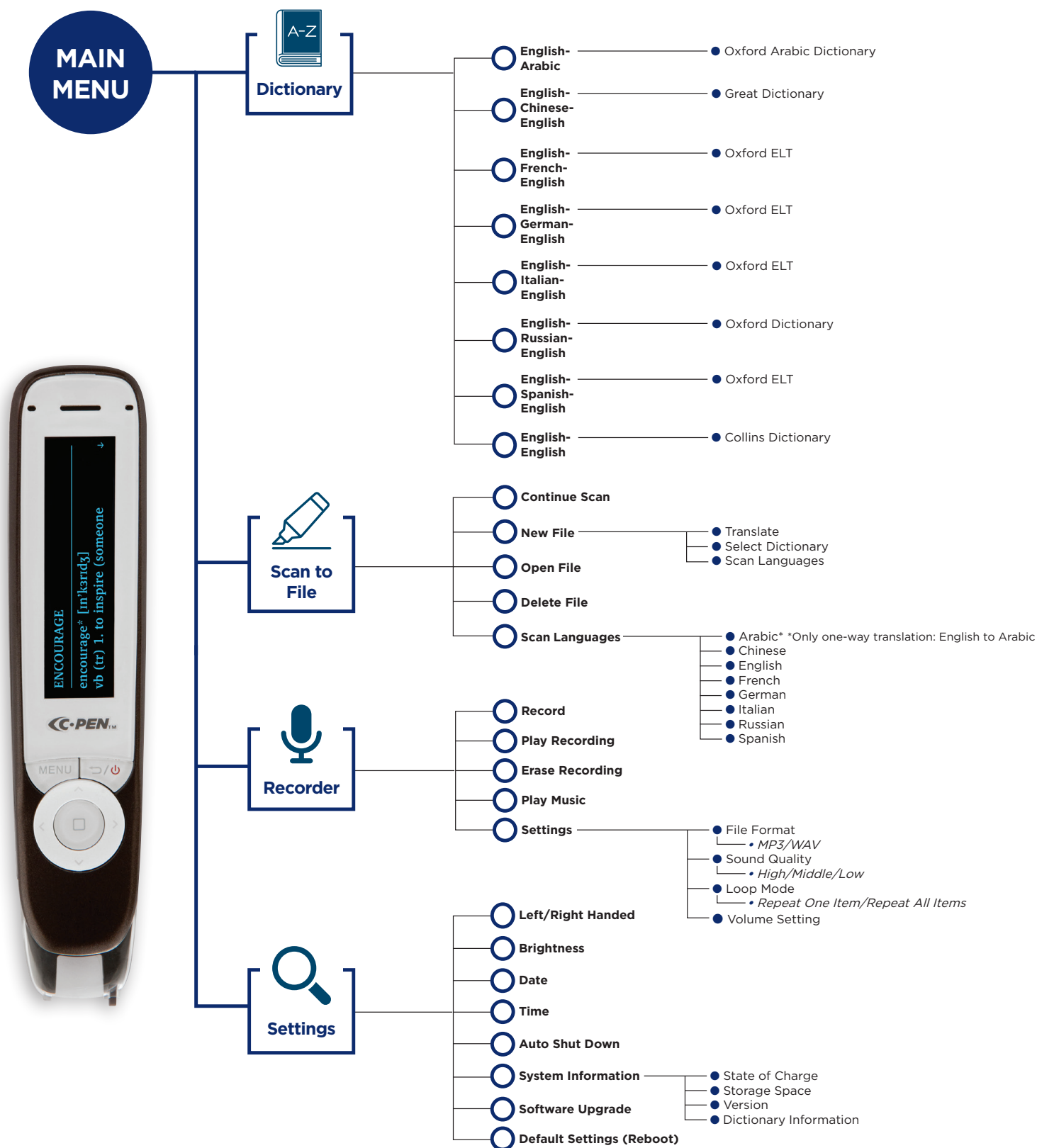
READERPEN™

MAIN MENU

Text Reader
- Clear Screen
- Definition
- Select Dictionary — ● ENG-ENG- OPD ENG/Collins Dict/NOAD ENG/ FRE-FRE- Cordial/SPA-SPA- Larousse
- Adding Mode
  - ● Append
  - ● Replace
- Auto Read (on/off)
- Scan Languages — ● English/French/Spanish
- Read Settings
  - ● Speed & Volume
  - ● Word Pause
  - ● Punctuation Pause

Dictionary
- History
- Read Settings
  - ● Read Scan (on/off)
  - ● Read Definition (on/off)
  - ● Speed
  - ● Word Pause
  - ● Punctuation Pause
  - ● Volume
- ENG-ENG
  - ● OPD ENG
  - ● Collins Dict
  - ● NOAD ENG
- FRE-FRE — ● Cordial
- SPA-SPA — ● Larousse

Scan to File
- New File
- Open File
  - ● Read Again
  - ● Reading Settings
    - • Reading (on/off)
    - • Speed
    - • Word Pause
    - • Punctuation Pause
    - • Volume
  - ● Definition
  - ● Selection Dictionary
    - • ENG-ENG- OPD ENG/Collins Dict/ NOAD ENG
    - • FRE-FRE- Cordial
    - • SPA-SPA- Larousse
  - ● Scan Languages
    - • English/French/Spanish
- Delete File
- Scan Settings
  - ● Scan Languages
    - • English/French/Spanish
  - ● Reading Settings
    - • Reading (on/off)
    - • Speed
    - • Word Pause
    - • Punctuation Pause
    - • Volume

Recorder
- Record
- Play Recording
- Erase Recording
- Play Music
- Settings
  - ● File Format
    - • MP3/WAV
  - ● File Quality
    - • High/Middle/Low
  - ● Loop Mode
    - • Repeat One Item/Repeat All Items/Do Not Repeat
  - ● Volume Setting

Settings
- Menu Language — ● English/French/Spanish
- Talking Menu
  - ● Reading (on/off)
  - ● Speed
  - ● Volume
- TTS Settings
  - ● English Voice (British/American/Indian/ Scottish/Irish/Australian)
  - ● Spanish Voice (Spanish/Latin Spanish)
  - ● Read Delay (None-3 seconds)
- Exam Lock (Lock/Unlock/Lock Mode) password
- Left/Right handed
- Brightness
- Date
- Time
- Auto Shut Down — ● 5 minutes/10 minutes/30 minutes/1 hour/2 hours
- System Information
  - ● State of Charge
  - ● Storage Space
  - ● Version
  - ● Dictionary Information
- Software Upgrade
- Default Settings (Reboot)
- Run Wizard

The stars are tiny points of light in space. On a clear night we can see around 2,000 to 3,000 stars without

C·PEN™

EXAMREADER™

MAIN MENU

Text Reader

- Clear Screen
- Adding Mode
  - Append
  - Replace
- Auto Read (on/off)
- Scan Languages
  - English/French/German/Italian/Norwegian/Portuguese/Russian/Spanish/Swedish/Dutch/Danish/Chinese
- Read Settings
  - English Voice (British/American/Indian/Scottish/Irish/Australian)
  - Spanish Voice (Spanish/Latin Spanish)
  - Read Delay (None-3 seconds)
  - Speed and Volume
  - Word Pause
  - Punctuation Pause

Settings

- Menu Language
  - English/French/German/Italian/Norwegian/Portuguese/Russian/Spanish/Swedish/Dutch/Danish
- Talking Menu (reads the menu out loud)
  - Reading (on/off)
  - Speed
  - Volume
- Left/Right Handed
- Brightness
- Auto Shut Down
  - 5 minutes/10 minutes/30 minutes/1 hour/2 hours
- System Information
  - State of Charge
  - Version
- Default Settings (Reboot)
- Run Wizard

Fill in the blank with the correct answer for these definitions based on the major lectures and literary|

C·PEN™

MENU

LINGOPEN™

MAIN MENU

Dictionary (A-Z)

- **English-Arabic** — ● Oxford Arabic Dictionary
- **English-Chinese-English** — ● Great Dictionary
- **English-French-English** — ● Oxford ELT
- **English-German-English** — ● Oxford ELT
- **English-Italian-English** — ● Oxford ELT
- **English-Russian-English** — ● Oxford Dictionary
- **English-Spanish-English** — ● Oxford ELT
- **English-English** — ● Collins Dictionary

Scan to File

- **Continue Scan**
- **New File**
  - ● Translate
  - ● Select Dictionary
  - ● Scan Languages
- **Open File**
- **Delete File**
- **Scan Languages**
  - ● Arabic* *Only one-way translation: English to Arabic
  - ● Chinese
  - ● English
  - ● French
  - ● German
  - ● Italian
  - ● Russian
  - ● Spanish

Recorder

- **Record**
- **Play Recording**
- **Erase Recording**
- **Play Music**
- **Settings**
  - ● File Format
    - • MP3/WAV
  - ● Sound Quality
    - • High/Middle/Low
  - ● Loop Mode
    - • Repeat One Item/Repeat All Items
  - ● Volume Setting

Settings

- **Left/Right Handed**
- **Brightness**
- **Date**
- **Time**
- **Auto Shut Down**
- **System Information**
  - ● State of Charge
  - ● Storage Space
  - ● Version
  - ● Dictionary Information
- **Software Upgrade**
- **Default Settings (Reboot)**

ENCOURAGE
encourage* [ɪnˈkʌrɪdʒ]
vb (tr) 1. to inspire (someone

C·PEN™
MENU

STEP1
INFORM STAFF OF THE BENEFITS

| INDEPENDENCE | CONFIDENCE | ENGAGED LEARNERS | PROMPT STARTING OF LESSONS |

*EXAMPLE EMAIL TO SEND TO STAFF EXPLAINING THE TRIAL AND GOALS
Our school is undertaking a trial of the ReaderPen to better understand how this assistive technology impacts on students who struggle with reading and comprehension. I am actively encouraging a number of students to be part of the trial and you will see the following students: *student name, student name* using the pens in your classes. Please encourage the use of the pens but, do not single the users out for special praise for doing so. As a school, we are actively encouraging our students to develop additional reading strategies and the use of the ReaderPen is one aspect of this to help them to develop as independent, confident learners.

STEP2
STUDENT TRAINING

✓ Encourage the students to be the reading champions and to assist each other to get the best results from the trial

✓ Promote when they should use the pens

✓ Actively encourage students to freely use the pens for short bursts or even a longer sustained reading activity

✓ Introduce the Student Reflection Sheets and discuss scenarios of when and how to best use the ReaderPen in lessons and at home

STEP3
INITIATE THE ROLL OUT

✓ Set a time and place for pick up and drop off if the pens are being returned.

✓ Number the pens and allocate each to a student.

✓ Engage with the students and use the Student Reflection sheet in the guide to show the impact the pens are having.

✓ Use this later to share with Senior staff about the impact of your trial or wider school implementation.

WEEK ONE

- [ ] Charged the pen

- [ ] Familiarised yourself with the Menu Guides for the pen(s) that you have on trial

- [ ] Scanned effectively

- [ ] Signed up for a Scanning pens webinar

- [ ] Identified a number of students (min 3) with varying reading issues including but not limited to dyslexia, EAL, etc.

- [ ] Defined my success criteria and inform all staff involved with the trial

- [ ] Reviewed case studies on www.readerpen.com to see how other schools have used the pen

WEEK TWO

- [ ] Scheduled meeting one with the students outlining the pilot and introduce the pen

- [ ] Shared the Student Reflection Sheets (page 8)

- [ ] Student identified subjects where they want to improve

- [ ] Defined the strategies for improving learning outcomes for students during the trial; using the dictionary, reading to build fluency and comprehension, independent working, self-starter, etc.

WEEK THREE

- [ ] Scheduled meeting two with students to review Student Reflection Sheets

- [ ] Reviewed the evidence with senior management

Name:

Class:

Tell us what you thought about the pen.

_____
(DATE)

WHAT WENT WELL TODAY?

HOW DID THE PEN MAKE YOU FEEL?

🙂 Extremely helpful

🙂 Very helpful

😐 Somewhat helpful

🙁 Slightly helpful

😣 Not that helpful

_____
(DATE)

WHAT WENT WELL TODAY?

HOW DID THE PEN MAKE YOU FEEL?

🙂 Extremely helpful

🙂 Very helpful

😐 Somewhat helpful

🙁 Slightly helpful

😣 Not that helpful

Name:

Class:

Tell us what you thought about the pen.

_____
(DATE)

WHAT WENT WELL TODAY?

HOW DID THE PEN MAKE YOU FEEL?

🙂 Extremely helpful

🙂 Very helpful

😐 Somewhat helpful

🙁 Slightly helpful

😣 Not that helpful

_____
(DATE)

WHAT WENT WELL TODAY?

HOW DID THE PEN MAKE YOU FEEL?

🙂 Extremely helpful

🙂 Very helpful

😐 Somewhat helpful

🙁 Slightly helpful

😣 Not that helpful

*Once the pen is returned at the end of each day or in tutorial time fill in the Student Reflection Sheet. This will keep a record of whether the students found that using the pen helped them understand more of the lesson. Over a 30 day trial, this could be used by a variety of students so that you obtain the best results. It helps substantiate the evidence to present to Senior Management when you come to the end of the trial and want to make the purchase of a class set.

PLEASE PHOTOCOPY

WHY WON'T IT SCAN PROPERLY?

Make sure that the pen is scanning at the correct angle — refer to page 5 of this guide.
Check to ensure that the correct hand mode is selected.
Check to make sure that the scan language is set to the correct one.
Refer to the Menu Guides (pages 6-8) for setting changes.
Turn on and off again as this will do a soft reset.

Some other things to consider:
Consider the font and size of text, consider increasing the format of the text, larger space between words, double line spacing.
Consider the paper you use in school, is the page shiny or glossy as opposed to matte. Is the reader using a book, is the page flat?

WHY SHOULD I USE THE PEN OVER MY HUMAN READER?

Human readers are expensive and build a cycle of dependency. The pen helps the user build on existing strategies and encourages the user to become independent. The pen boosts confidence for users who have mild reading issues.

If the student is receiving validation from the reader this may indicate anxieties and lack of confidence. Ask the reader to be available for the student and for them to encourage the student to use the pen to confirm their work.

HOW WILL A CLASS USE THE RESOURCE IF I ONLY HAVE ONE PEN?

The pen is a fantastic resource to support individuals with reading issues. It is also a whole class resource that can be used by a variety of students who may want dictionary definitions, to users who just want to have additional support. We recommend that all classes where the pen has been adopted by a user should also have a general access pen for use by anyone else in the class. The ReaderPen is adaptable to many different lessons from mathematical problem solving which usually have a large proportion of text to Literacy and Modern Foreign Languages. The pen is a classroom aid that stimulates independence and confidence for any user.

WHAT DO I DO IF THE PEN ISN'T WORKING?

Check to make sure that the pen is charged. If it is still not responding then do a hard reset by pressing the reset button on the back of the pen for a few seconds.

Check to see if the off button has been accidentally touched or if the automatic shut down is set to a short period. Practice holding and setting the automatic shut down to a longer period can alleviate some teething issues. Refer to the cheat sheets for additional setting information.

HOW DO I INFORM THE STAFF?

Having a learning session for the teachers to have a go, understanding the supportive aspect the pen can bring to the classroom to enable the teacher to encourage the dyslexic student to keeping up with peers. Use the sample email provided on the page 9 as a way to let the staff know about the pens.

When supporting students with dyslexia or reading difficulties, it's best to adopt a wide range of tools, don't just look for one thing to support/fix. Adopt a wide range of tools and strategies. Work with the student and experiment, try new things, ask them to investigate and develop their own toolbox that will take them through life. Also, make sure you are providing the right sort of support – empowering.

HAVE AGREED VISUAL CLUES

Have a visual clue that only you and they know, e.g. scratching their nose or pulling their ear. You can then say, "let me just repeat that to make sure you've got it." I am sure there will be other students who will benefit as well and the student won't feel left out.

MAKE SURE STUDENTS ARE RECOGNISED FOR VERBAL CONTRIBUTIONS

Dyslexia doesn't affect intelligence, and often dyslexic students can think outside the box. Think about accepting homework recorded as an MP3 using the inbuilt recorder in the ReaderPen, with 4GB of storage there is plenty of room.

CREATE UNDERSTANDING AMONGST OTHER STUDENTS

It is important that other students understand dyslexia as a learning difference and that there is a reason why they do some things differently, or use technology in class.

STUDENTS ARE PRAISED FOR POSITIVE QUALITIES

Dyslexic students very often only hear negatives about their ability. We must appreciate the whole child. Positive qualities must be recognised and valued.

ENCOURAGE ASSISTIVE TECHNOLOGY TO BE USED

The pen is part of a solution for your students and tablets and laptops can also make life easier for students with dyslexia. Ideally, with regard to technology, it is a combination of tablet/laptop/identified programmes that suit the individuals learning style including the pens. These can mean complete independent learning for dyslexic students.

SUPPORT FOR LACK OF ORGANISATIONAL SKILLS

Put in place support, reminders, spare kits, etc., to avoid this disorganisation. The ReaderPen has a record option to keep those ideas and reminders. The ReaderPen is used by teachers to share the lesson objectives so that the student remains focused, building a daily habit of checking the audio lesson plan will enable the student to keep up with their peers which in turn creates success.

		NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	Teaching plans highlight the proactive use of strategies to meet the needs of children/young people with dyslexia.					
2	Children/young people are encouraged to use personal audio files for difficult spellings and new vocabulary using the MP3 recorder in the ReaderPen.					
3	Children and young people are encouraged to be independent learners (e.g. through the use of technology).					
4	Opportunities for peer support are maximised using the ReaderPen (e.g. buddying, paired reading, peer spellchecking or critical friends).					
5	A glossary of subject/curriculum 'jargon' is provided and explained to children/young people that may be scanned or as an audio file.					
6	Children/young people with dyslexia have access to appropriate digital technology resources (e.g. ReaderPen, word processing facilities with spell checkers or predictive text).					
7	Targets have been discussed with the child/young person and they are encouraged to take ownership over their learning by using tools such as the ReaderPen which will help them.					
8	'Listening' times are interspersed with 'seeing and doing' activities.					
9	Resources such as different types of dictionaries stored within the ReaderPen, coloured overlays and voice recording within the ReaderPen are available for children/young people to use.					
10	Teacher encourages children/young people to access tools such as the ReaderPen to support their learning, using word banks, Read delay function, dictionaries etc.					
11	Worksheets require a maximum of thinking but a minimum of recording.					
12	Strategies and technology such as the ReaderPen are in place and have been shared with parents and are encouraged to be used at home during homework tasks.					
13	Children/young people are not expected to take notes at the same time as listening.					
14	Care is taken to ensure that children's/young people's cognitive ability is taken into account so that teaching presents dyslexic children/young people with an appropriate level of cognitive challenge.					
15	Auditory approaches such as the Reader pen are used to access full texts rather than simplifying texts.					
16	Children/young people work in a variety of groupings, including mixed ability.					
17	Classes are equipped with clearly marked and neatly arranged resources so that they can be easily found e.g. using Widgit symbols read using the ReaderPen.					
18	Access to the curriculum is facilitated by appropriate differentiation of teaching approaches, tasks and materials.					
19	A marking and assessment policy ensures that children/young people with dyslexia are assessed on the basis of content rather than spelling accuracy (Assessment Is for Learning).					
20	Common key words relevant to that lesson/subject are displayed alongside visual representations (e.g. parts of the Bunsen burner). Word banks can be produced easily and read using the ReaderPen					
21	Children/young people have the option to work in a quiet area to aid concentration but the use of the ReaderPen with headphones will also stimulate concentration.					
22	A wide range of alternative recording systems to support children/young people with dyslexia are used where needed (e.g. oral reporting, scribing, word processing, using writing frames, audio recording, mind maps, storyboards, flowcharts, bullet points, digital software).					

*Adapted from the Aberdeenshire dyslexia in the Classroom Reflective Tool

SCORING SHEET, SUMMARY, AND ACTIONS

Use your self-evaluations to score yourself for each question. Next to the question note the score and then total up each area. From this identify a key area(s) of strength and identify an area of development. Set next steps accordingly.

NEVER - 1   **RARELY - 2**   **SOMETIMES - 3**   **OFTEN - 4**   **ALWAYS - 5**

PLANNING AND ASSESSMENT	CLASSROOM ENVIRONMENT	PRACTICE	COLLABORATIVE PRACTICE
1	2	3	4
8	5	10	7
13	6	15	12
16	9		
18	11		
	17		
	20		
	21		

_____ of 25   _____ of 45   _____ of 20   _____ of 15

AREA(S) OF STRENGTH IDENTIFIED:

_____

_____

_____

_____

A RECENT RESEARCH PROJECT UNDERTAKEN BY BATH SPA UNIVERSITY CONCLUDED,

"...there is clear indication that many of the participants did benefit from development of vocabulary, reading comprehension, confidence and independence through the six weeks of ReaderPen use, particularly when given the freedom to use them both at home and at school." (Mortimer, 2018)

USE THIS LETTER TO LET PARENTS OR GUARDIANS KNOW ABOUT YOUR SCHOOL IMPLEMENTING THE USE OF A SCANNING PEN.

Dear Parent/Guardian,

We are using a ReaderPen in the school to help support reading and to develop students' confidence, independence and attainment. This proven educational device engages students and helps develop their reading and understanding. We are pleased to be able to offer the ReaderPen to your son or daughter to use at home and at school in all lessons.

A recent research study conducted by Bath Spa University found that, "... there is clear indication that many of the participants did benefit from development of vocabulary, reading comprehension, confidence and independence through the six weeks of pen use, particularly when given the freedom to use them both at home and at school." (Mortimore, 2018)

The ExamReader has also been approved by the Joint Council for Qualifications (JCQ) for use in all GCSE and GCE exams including the English language paper. We do hope that you will encourage your son or daughter to use the ReaderPen at every opportunity at home to develop their reading ability. If you have any questions please do not hesitate to contact me.

Yours faithfully,

_____

HERE ARE SOME SUGGESTIONS FOR HOW YOU MIGHT CONSIDER ROLLING OUT YOUR TRIAL OR SCHOOL WIDE DEPLOYMENT:

Identify champions or peer mentors who are approachable for support and encouragement. If these are dyslexic or experience reading problems better still. You're creating a positive and supportive group.

Actively promote through newsletters and assemblies that the pens are available for either short loans or in certain classes for short bursts of use. Promote as part of your school's general positive approach to literacy.

Offer the ReaderPen as a loan to any parents that feel that their son or daughter requires additional support.

Our preferred roll out is to allow the user to take the pen home, if the user is not allowed, have a simple solution for charging.

The ReaderPen is part of a school's tool set that enables groups of struggling readers to read with confidence, to start a lesson promptly, to be independent. We suggest several ReaderPens per class where general confidence with reading is an issue.

Have the pens returned and handed out either at the start of the day in tutorial time or from a central location. It is important to solicit feedback at the end of each day and work through any questions the user might have.

Perhaps number the pens and allocate to each user or a number to a class.

Have a number of pens available in the library for use or loan.

Make sure that all staff are aware of the benefits and actively encourage use. The ReaderPen doesn't hinder their ability to actively read, it helps and promotes this.

Identify key individuals who will potentially benefit from using the pen.

WEBINARS

Sign up to Scanning pens webinars. These virtual broadcasts are a valuable opportunity to learn more about the pens that could benefit your students with additional support needs.

QUALITY CONTENT

Webinars address best practices, implementation strategies for integrating the technology into the classroom and home.

INDUSTRY EXPERT PRESENTERS

Speak with experts who have extensive knowledge of SEN issues and assistive technology.

ON DEMAND WEBINARS

Listen to previous webinars, any time, any place, any device.

SIGN UP TODAY AT scanningpens.clickmeeting.com

SEE HOW MUCH YOU COULD SAVE, VISIT:

www.scanningpens.co.uk/calculations

CASE STUDIES

www.readerpen.com | www.examreader.com

VIDEOS

www.readerpen.com | www.examreader.com

@scanningpens   @scanningpens

/scanningpens   scanningpens

#succeedwithdyslexia

PLEASE PRINT OUT AND EDIT THE FORM BELOW TO SEE HOW MUCH YOUR SCHOOL COULD BE SAVING IF IT SWITCHES FROM USING HUMAN READERS TO USING THE EXAMREADER INSTEAD.

INPUT INFORMATION

number of students needing a reader		
number of rooms required to accommodate students with human readers (TA)		when using the pen, you can position the students in the main exam hall
students per human readers (TA)		
number of human readers (TA) required		this is worked out automatically based on the information you have entered above
per hour cost of invigilator	$/£	
per hour cost of human reader (TA)	$/£	
per hour cost of exam officer	$/£	
per hour cost of SENCO	$/£	
average length of time (hours) it takes an exam officer to make submission		this is the length of time it takes the exam officer to submit an online application for access arrangements
average length of time (hours) it takes a SENCO to prepare paperwork		this is the length of time it takes the SENCO to assess and collate the relevant information for the exam officer
cost of pen <5	$/£ -	
cost of pen >5	$/£ -	

INITIAL COST

	HUMAN	PEN
SENCO prepare	$/£ -	$/£
Exam Officer submission	$/£ -	$/£ -
ExamReader purchase	$/£	$/£ 900.00
Total	$/£ -	$/£ 900.00

EXAM COST (PER HOUR)

	HUMAN	PEN
Invigilator	$/£ -	$/£
Human Reader	$/£ -	$/£
Total	$/£ -	$/£ -

SO...

number of GCSE exams per year		please enter the number of GCSE exams you run per academic year (mocks and real)
number of A level exams per year		please enter the number of A level exams you run per academic year (mocks and real)
average length of exam		

TOTAL COST/SAVING

	HUMAN	PEN	SAVING (WHEN USING THE PEN)
Year 1	$/£ -	$/£ -	$/£ 900.00
Year 2	$/£ -	$/£	$/£ -
Year 3	$/£ -	$/£	$/£ -

For an online version of the Cost Saving Calculator please visit, www.scanningpens.co.uk/calculations

BATH SPA UNIVERSITY FINDINGS

"THERE IS CLEAR INDICATION THAT MANY OF THE PARTICIPANTS DID BENEFIT FROM DEVELOPMENT OF VOCABULARY, READING COMPREHENSION, CONFIDENCE AND INDEPENDENCE THROUGH THE SIX WEEKS OF PEN USE, PARTICULARLY WHEN GIVEN THE FREEDOM TO USE THEM BOTH AT HOME AND AT SCHOOL." BATH SPA UNIVERSITY, MORTIMORE, 2018

72%
FELT READING HAD IMPROVED

99 OUT OF **121**
RESPONSES INDICATED THAT, WHEN USED FOR THE RANGE OF SUBJECTS, THE PENS HAD BEEN HELPFUL

OF THE 30 PENS ISSUED FOR THE STUDY

21 PENS WERE RETAINED BY THE STUDENTS

INDICATING THEIR APPROVAL OF THE PENS

Significant gains were made by the intervention group between the pre- and post-test sessions for the NGRT items (total standardised score, vocabulary score, and comprehension score)
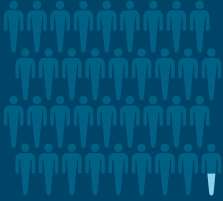
82%
OF RESPONSES TO THE FINAL QUESTIONNAIRES ALSO INDICATED THAT THE PENS HAD HELPED WITH SUBJECT SPECIFIC UNDERSTANDING
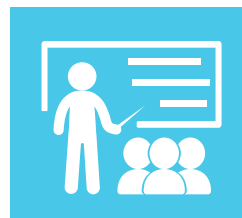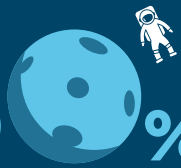
Teachers reported increased independence, use of the pen as a scaffold, and engagement with tasks.

A CAMPAIGN TO PROMOTE POSITIVE STRATEGIES AND MESSAGES ABOUT DYSLEXIA

Over 40 million American Adults are dyslexic and only **2 million** know it

Over 50% of **NASA** employees are dyslexic

20% of school-aged children in the US are dyslexic

Nearly the **same percentage** of **males** and **females** have dyslexia

15-20% of the **population,** has a language based learning disability

Use your school's newsletter or email to share basic facts about dyslexia with colleagues and parents. As a school, rally around our campaign #succeedwithdyslexia by joining us on Facebook, Twitter, or visit the blog www.succeedwithdyslexia.com for more information and strategies.

HOW AUDIO PROMOTES LITERACY

BENEFITS OF AUDIO TO LEARNING HOW TO READ

"The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."

- Becoming a Nation of Readers: The Report of the Commission on Reading

INCREASES READING ACCURACY BY
52%

IMPROVES COMPREHENSION
BY 76%

Provides context, helping children decide words and comprehend challenging text.

TEACHES
BETTER UNDERSTANDING

INCREASES READING SPEED

EXPANDS VOCABULARY

IMPROVES FLUENCY

BENEFITS OF AUDIO TO OTHER TYPES OF LEARNING

"Children who are better listeners are also better learners."

- North University of Texas professor emeritus Sara Lundsteen

85%
of what we learn, we learn by listening.

TEST SCORES INCREASED
21%
when engaged in multi-model learning versus single-mode.

+

Combining print and audio increases recall **40%** over print alone.

2 GRADE LEVELS
Students can listen and comprehend 2 grade levels above their reading level.

INCREASES MOTIVATION
BY 67%

27%
of the K-12 population are auditory learners.

Sources available at **audiopub.org/uploads/pdf/sound-learning_infographic_2016.pdf#asset:4417**

The ReaderPen engages students through audio and therefore enables students to access the text far more effectively and efficiently. Being able to read the same level texts as their peers promotes a student's independence and confidence.