**Part 2: Alternative Methods of Recording**

**In Part 1 (Issue 7) we looked at handwriting; in this newsletter we will be looking at more flexible ways for learners to record their ideas.**

[Dyslexia](http://specialed.about.com/od/readingliteracy/a/Recognizing-Dyslexia-in-the-Classroom.htm) impacts not only on a learner's ability to read but also on their ability to write. There is often a large discrepancy between what a student thinks and can tell you orally and what they can write down on paper.

Different ways dyslexia affects writing skills:

* Texts are written as one paragraph with several long, run-on sentences
* Using little punctuation, including not capitalizing the first word in a sentence or using end punctuation
* Odd or no spacing between words
* Cramming information on the page rather than spreading out
* Choosing words they can spell rather than the more interesting words that they would ideally use.

**Providing a choice of resources and strategies that can support your child when it comes to writing can be very useful. Look at the suggestions below:**

# **Alternative Methods to support Recording**

In schools learners may use **Dictaphones** or **talking tins** to record their ideas. Perhaps at home they could use a **phone/tablet** and record their immediate thoughts. They can then listen back to their ideas to remind them of what they said or to edit their work.

Sometimes it can be quite daunting to look at a blank page; use **pictures** or **cartoons** with **speech bubbles** or **Post it** notes to help get thoughts down on paper. These could also be cut out and rearranged to help sequence their ideas.



Use **graphs** and **tables** to help organise and sequence ideas. Mind maps can consist of words and pictures. There are many interactive mind mapping software packages that also have audio. Creating a **poster** is a great method of recording for visual and kinaesthetic learners. Encourage your child to think about which style would be useful for them.





 Instead of writing a report or set of instructions you could get your child to draw the process.



Using **digital cameras or phones to take photos or videos** enables them to see results immediately. You can enhance the use of the photographs by getting them to add thought or speech bubbles to improve understanding.

**Scribing:** Your child can dictate their responses to you, or you could take turns in writing a sentence (shared writing).



**Keyboard skills** could be developed as a computer may enable children to work with greater speed and accuracy.

Some programmes for teaching touch-typing are:

* [Nessy Fingers](https://www.nessy.com/uk/product/nessy-fingers/)
* [BBC Dance Mat](https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr)
* English Type [Junior](https://englishtype.com/junior-type/) and [Senior](https://englishtype.com/senior-type/)
* [Typing.com](https://www.typing.com/en-gb)

# **ICT to support recording**

**Clicker 8/DocsPlus/Clicker Writer:**

* These are specially adapted word processing programs that support those children who need help with planning, structuring sentences and choosing vocabulary. If your child’s school has a whole site licence for Clicker or DocsPlus, you can use the programme at home. Click here for more information about [Clicker](https://www.cricksoft.com/uk/clicker/) and [DocsPlus](https://www.cricksoft.com/uk/docsplus).

**Accessibility features on Windows 10**

* If Microsoft Office 365 is installed on the home computer/laptop, children can use the **Dictate** tab to for speech to text (no need to type) and **Read Aloud** to listen to Word documents. **Read Aloud** is found by clicking on the Review tab

**Accessibility features on the iPad**

* Accessibility features can be found under Settings on the iPad. Go to **Voice** and turn on **Speak Screen** and **Speak Selection** so that text on screen can be read
* Using the microphone icon on keypad, voice can be converted to text in the Notes or Pages app. This can be listened to using **Speak Screen** or **Speak** **Selection** as described above.

**Please see Part 3 (Issue 9) for ideas on how to support your child’s writing.**