

# **units of sound**

**VERSION 5.0.5**

# **Help!**

**Manual**

## Units of Sound: HELP!

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## Units of Sound – HELP!

### SCREEN TUTOR

- This manual gives you all the step by step information you need to use Units of Sound with your students successfully. There is also specific information per screen to be found from the menu bar > **Help** > **Screen Tutor**.
- Screen Tutor is an audio/visual package that will show you each function of Units of Sound as you meet it. This can be used by the teacher or the student.

### 1.0 UNITS OF SOUND

*Note: This manual will make more sense if you have the Units of Sound (UofS) programme open at the same time and follow the screens as described in these pages.*

*The term 'she' for teacher and 'he' for student has been used generically throughout.*

#### 1.1 Introduction

- Units of Sound is a structured, cumulative, multisensory programme that teaches reading, spelling and writing skills to students of all ages from 7 years through to adult.
- The programme was originally developed for audio-cassette and book format by Walter Bramley but has since been adapted and extensively revised (2004) for use on PC.
- Much of the work is conducted independently by the students using the programme on a computer. These elements have been enhanced in v5 (2009).
- The programme is divided into 3 stages:
  - Stage 1 – from cvc words
  - Stage 2 – from blends and digraphs
  - Stage 3 – multisyllable words
- Each stage covers approximately 2 years in reading level.
- Students working through the programme should not find it 'hard'. If it is they probably need to be placed earlier in the programme.
- All the work on the computer is intended to be carried out independently by the student – once they have been shown what to do.
- Units of Sound now has a 'home' version **Units of Sound: Literacy that fits** which can be used alongside this programme. UofS:ltf is not licensed for commercial use. See [www.unitsofsound.net](http://www.unitsofsound.net) for more details.

## 1.2 Who is Units of Sound for?

- Units of Sound is for anyone who needs help with **decoding**.
- It is used widely with students from the age of 8 years to 50+ and was originally written with army recruits in mind.
- Whilst it was not designed for ESOL students there are some teachers who see the overlearning and explicit multisensory links in Units of Sound as beneficial in the ESOL area as the pronunciation recording element is in Reading.
- Units of Sound is used most often with dyslexic students but is also suitable for students with more general learning difficulties – indeed anyone who needs **decoding**.
- Because the programme does not rely on word analysis it is suitable for a wide ability range of students.

## 1.3 What do I cover in a week?

- A rough guide for an hour's work would be:
  - Reading – 10 mins
  - Spelling – 10 mins
  - Dictation – 10 mins
  - Memory – 10 mins
  - Writing – 10 mins
  - Check Reading – 10 mins
- There are however many variables: the level the student is working at; the student's individual learning needs; the amount of time available; the amount of repetition needed.
- For students on the overlap (see Student Management) programme, the Memory and Dictation exercises should be alternated so that the programmes do not get out of sequence.
- For students working at the early part of Stage 1 and who have not yet reached the starting point for Dictation and Memory exercises they will obviously spend less time working on the computer programme but could probably benefit from some of the Active Literacy Kit exercises (see [www.unitsofsound.net](http://www.unitsofsound.net) for details).
- The Units of Sound 'hour' can be found from 10-15 minutes a day; 3 x 20 mins or 1 x 60 mins.
- It is not recommended that anyone should cover more than 2 new pages for Reading a week.

## 1.4 Lesson Planning

- Student Management sets an individual programme through the screening process and then automatically keeps a record of the pages and sets covered by the student and will present the next task according to the programme set.
- It is advisable for the teacher to record the page numbers for each lesson on paper in case of computer failure.

- Students themselves should always know what page or exercise number they are meant to be working on and to check that number on the entry screens.
- This helps with students' engagement in the learning process and mitigates against passive attitudes.
- The page number to be worked on can be overridden at any time by the teacher. See *Go To Page and Record Keeping (3.7)* for more details.
- Control remains firmly in the hands of the teacher – not in the programme.
- Where reading is a priority – set more of it! Spelling, Memory and Dictation all develop spelling skills so if you do 2 pages of each a week the student will spend 3 times as long on spelling as reading. If reading is a priority a better pattern would be Reading – Spelling – Reading – Memory – Reading – Dictation.

### **1.5 What does the teacher do?**

- The teacher's or helper's role is vital in ensuring the smooth running of the lesson and in establishing a positive learning environment.
- The teacher assists in the screening process and in the programme setting.
- The teacher conducts the Check-Reading exercise which informs the pace of the route through the Reading material.
- The teacher with a thorough working knowledge of the programme will guide the student through the reading and spelling processes without the student experiencing failure or frustration.
- Because the teacher is not involved in micro-planning for each lesson she is freed to focus her talents on producing additional individualised work for students with specific needs beyond the scope of this programme.

### **1.6 Teacher – Student Ratio**



- A 1:1 teacher – student ratio is rarely necessary for mainstream students and is not recommended given that much of the work is conducted independently on the PC.
- One of the benefits of independent work is that students develop confidence in their own ability to learn and do not become teacher dependent.
- The teacher-student ratio will vary according to the severity of the student's learning needs, behavioural considerations and staff availability.
- Small group work, providing there are enough computers, can generate a positive learning environment which allows 1:1 work to take place as needed.
- Group work with team teaching is probably the ideal situation with 2:6 or 8:2 ratios.

## 2.0 STUDENT MANAGEMENT

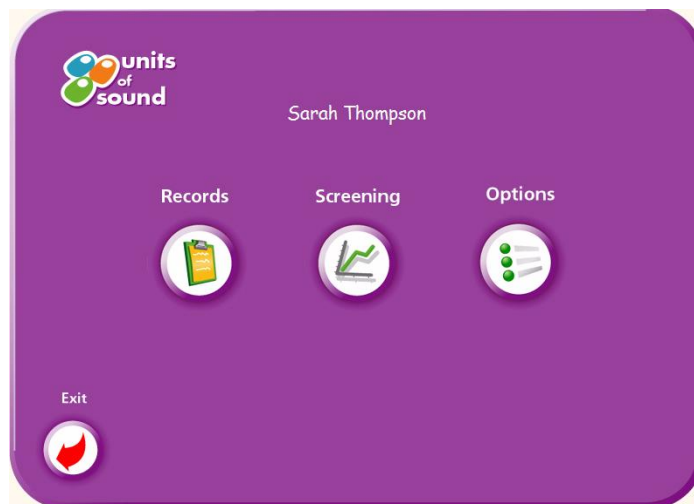
### 2.1 Overview

- A good working knowledge of Student Management is essential if a teacher is going to facilitate the Units of Sound programme to its full potential.
- Student Management is where you screen the students for reading and spelling; where they are placed on the learning programmes and where the records are kept.

### 2.2 Adding a Student

- A student name must be entered in Student Management before the student programme can be accessed.
- You can add a new student's name on the opening login screen.
- Type in the name.
- Click on the + sign 
- The name will appear in the name menu.
- Click on the name and then enter.
- To remove a student, highlight the name and click the minus sign 

### 2.3 Records Screening Options



- **Records** - holds records of the programmes set and work covered.
- **Screening** – gives access to the 2 screening tests.
- **Options** – allows you to set options for the student's programme.

### 2.4 Options

- There are 4 options – overlap for reading and spelling, recording and speech origin.

### **Overlap**

- **Yes** automatically delivers each page twice for the Reading and Spelling programmes. (See section 2.9 and 2.10 for more details)
- In this way a student covers 1 new page and 1 revisited page each week for reading and spelling.
- This slows down the pace at which the student moves through the programme and makes it less likely that he will have to repeat work again following the check reading exercise.
- The default setting for overlap is **on**.

### **Recording**

- The default setting for recording is **on** which will allow the student to record his own voice when reading the blocks of words providing he has a microphone set up.
- The programme keeps the last 4 recorded pages which can be reviewed in Student Management>Records>Reading>Audio.
- If **no** is checked here the student will not be able to record.

### **Speech origin**

- The majority of the speech in Units of Sound is recorded using a southern English pronunciation. Clicking the northern option here will deliver some sounds in a northern pronunciation in stages 1 and 2.
- The **u** sound in words like *fun*, *run* and *mother* and the **a** sound in words like *bath* and *glass* have been recorded with the northern pronunciation.
- The northern option only covers words used in the word blocks and check words.
- The northern option does not cover words in introductions, sentences or passages or any words at all in stage 3.
- You can also set the northern option from Options on the menu bar in the student Reading programme – but this would have to be set every time the computer is switched on and so is intended for occasional use only.

## **2.5 Screening – Reading**

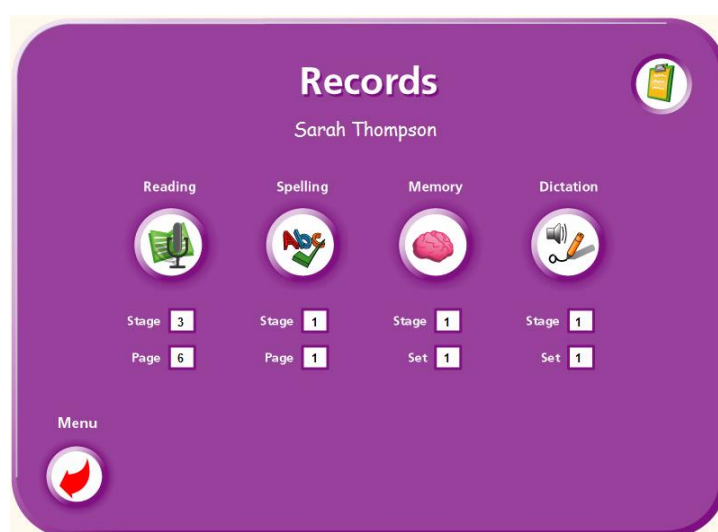
- We suggest that you place the student on the Reading programme first and then start him on the programme for several lessons before screening for Spelling.
- Students are placed on the reading programme from the Reading Screening.
- The aim is for the students to start at a point where they are reading comfortably and not where they are already struggling.
- The placement is therefore at the point of automatic decoding skills .
- The student should be facing the computer screen while the teacher or helper controls the mouse.
- Click to bring up the first word.
- The word appears on the screen for 2 seconds and the student should read it aloud.

- The teacher or helper decides if the word has been read correctly or not.
- If the word is correct you click the (tick) icon.
- If the word is not correct you click on the X icon.
- Click on the arrow to bring up the next word when the student is ready.
- The programme will identify the correct starting place for the student and automatically stop once that point has been found.
- You will be given the choice of saving the assessment or cancelling it.
- Clicking **save** will set the Reading programme for the student.
- You **cannot** access the Reading programme without first placing the student via screening.
- The same words are used for the Reading and Spelling Screening.

## 2.6 Screening - Spelling

- The spelling screening may be operated entirely by the student
- It is recommended that headphones are worn.
- Clicking on the sound icon will produce the sound for the first word.
- Type it in.
- You can hear the word again if you wish.
- Clicking on the sound icon or by pressing **enter** will produce the next word.
- The programme will identify the correct starting place for the student and automatically stop once that point has been found.
- There is a choice of saving the screening result or cancelling it.
- Clicking **save** sets the spelling programme for the student.
- The same words are used for the Reading and Spelling Screening.
- Placement on the Memory and Dictation programmes is automatically set from the Spelling screening results.

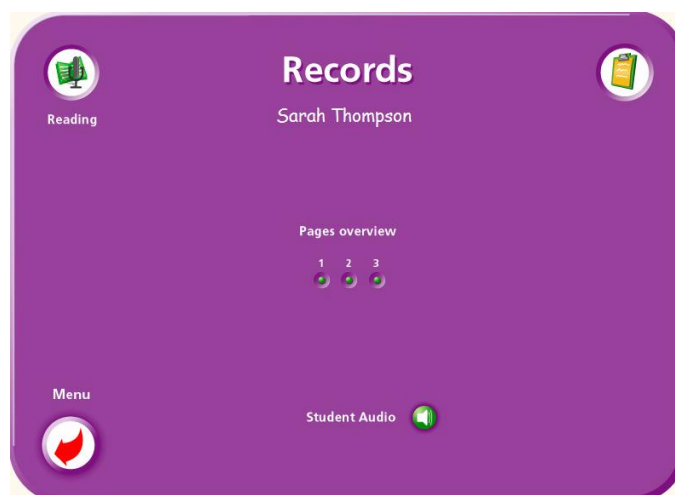
## 2.7 Records – Reading



Eg

- To access the programme set from the Screening test take the Records option from the main menu .

- You will see the stage and page numbers set for your student eg Sarah Thompson above who is starting on Stage 3 page 6.
- Click on the Reading icon to access the Records section for reading.



- Select the Stage number by clicking it – number 3 for Sarah Thompson.

## 2.8 Records – Spelling

- This is very similar to the process for Reading.
- To access the programme set take the **Records** option from the main menu and then – **Spelling**.
- Select the Stage number by clicking it

## 2.9 Records – Reading – Pages Overview

- The numbers refer to the page-numbers of the Units of Sound books (1-52 in Stage 1 and 1-48 in Stages 2 and 3.)
- Pages that are set before the continuous sequence will appear with a thin white circle around them. This means that they will only be set **once** even though the programme is set to overlap. These only appear if the student has been through the screening process.
- You can either accept the programme as it is set or alter it by selecting or deselecting pages manually (not recommended for teachers new to the programme). Note: if numbers with a thin circle are deselected and the screen is exited they cannot be reinstated later.
- A double click on a page number will select all the pages from that point onwards.
- Holding the 'Shift key' while double clicking will deselect all the previous pages.
- The reset option allows you to repeat the process if you make a mistake.
- Click on a blanked out number to set that page.
- When the student has worked on a page the page number will appear with a bold ring around it showing it has been 'done'.

- Placing the cursor over a page number will give you the date the page was accessed in the student programme.
- You can print a copy of the programme overview.
- Pages that have not been set will just have the page number.
- Pages that have been set but not yet worked on will have SET underneath them.
- Pages that have already been covered will have the date they were worked on printed underneath them.
- You can access the **Student-Audio** record from this screen.
- You can listen to the last 4 pages that have been recorded by the student.
- Note that you will also need the appropriate stage book when you listen to the recording.

## 2.10 Records – Spelling – Pages Overview

- The numbers refer to the page-numbers of the Units of Sound books (1-52 in Stage 1 and 1-48 in stages 2 and 3).
- Pages that are set before the continuous sequence will appear with a thin white circle around them. This means that they will only be set **once** even though the programme is set to overlap. These only appear if the student has been through the screening process.
- You can either accept the programme as it is set or alter it by selecting or deselecting pages manually (not recommended for teachers new to the programme). Note: if numbers with a thin circle are deselected and the screen is exited they cannot be reinstated later.
- A double click on a page number will select all the pages from that point onwards.
- Holding the 'Shift key' while double clicking will deselect all the previous pages.
- The reset option allows you to repeat the process if you make a mistake.
- Click to set the programme.
- When the student has worked on a page the page number will appear with a ring around it showing it has been 'done'.
- Placing the cursor over a page number will give you the date the page was accessed in the student programme and the score out of 10 for check-spelling.
- A right-click on the circle will let you access the check spelling results, and to print them.
- If a word has been spelt wrongly the correct word will appear underneath.
- You can print a copy of the programme overview.
- Pages that have not been set will just have the page number.
- Pages that have been set but not yet worked on will have SET underneath them.
- Pages that have already been covered will have the date they were worked on printed underneath them.

## 2.11 Memory - Pages Overview

- The student's Memory programme is set from the Spelling Screening results.
- The Student works 10 pages behind the starting point for spelling so that the words are revisited once the spelling skills have been consolidated.
- You can see the programme that has been set from the **Records** options screen – and it functions in the same way as the spelling record.
- When a Memory set has been covered and you hold the cursor over the page number you will not only see the date it was covered but also the mark out of 10 that were correct.
- A right-click on the circle will let you access the Memory results, and to print them.
- If a phrase has been spelt wrongly the correct words will appear underneath.
- A manual change to the programme set in Spelling will not automatically transfer to the programme set for Memory.
- Any change in the programme set for Memory that is not determined from the screening process will need to be set manually.
- You can print a copy of the programme overview.
- Pages that have not been set will just have the page number.
- Pages that have been set but not yet worked on will have SET underneath them.
- Pages that have already been covered will have the date they were worked on printed underneath them.

## 2.12 Dictation - Pages Overview

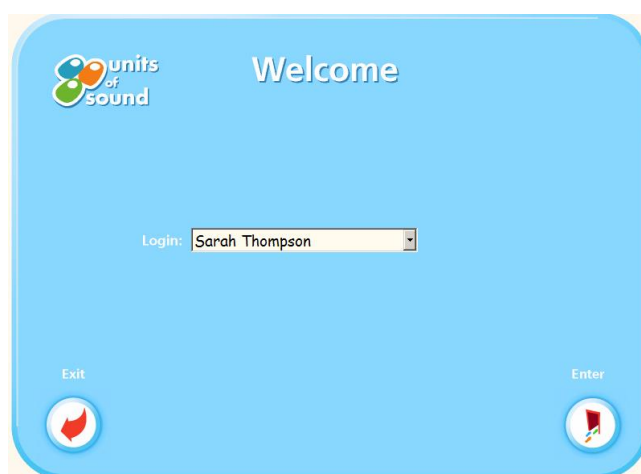
- The student's Dictation programme is set from the Spelling screening results.
- The student works 24 pages behind the starting point on the Spelling Programme.
- You can see the programme that has been set from the Records Menu screen – and it functions in the same way as the spelling record.
- There is an added feature here where by making a right mouse click on the page number you can see the student's work on dictation.
- A manual change to the programme set in Spelling will not automatically transfer to the programme set for Dictation.
- Any change in the programme set for Dictation that is not determined from the screening process will need to be set manually.
- You can print a copy of the programme overview.
- Pages that have not been set will just have the page number.
- Pages that have been set but not yet worked on will have SET underneath them.
- Pages that have already been covered will have the date they were worked on printed underneath them.

## 2.13 LAN use

- When Units of Sound is used on a LAN the student's records are held centrally and can be accessed by any computer connected on the LAN.
- Only one person can access the records via Student Management at a time, although they will be accessible from any of the LAN computers.
- The Learning Programmes can be accessed simultaneously from any of the LAN computers.

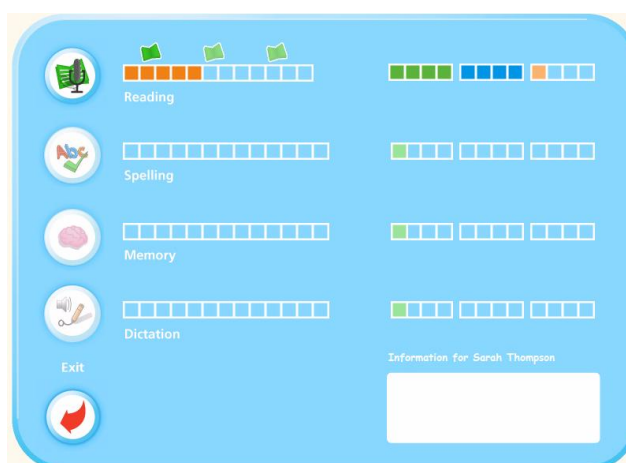
## 3.0 STUDENT PROGRAMME MANAGEMENT

### 3.1 Welcome Log-in



- Find your name in the drop down box, click on your name and then click to enter the Units of Sound programme.

### 3.2 Programme Overview Screen



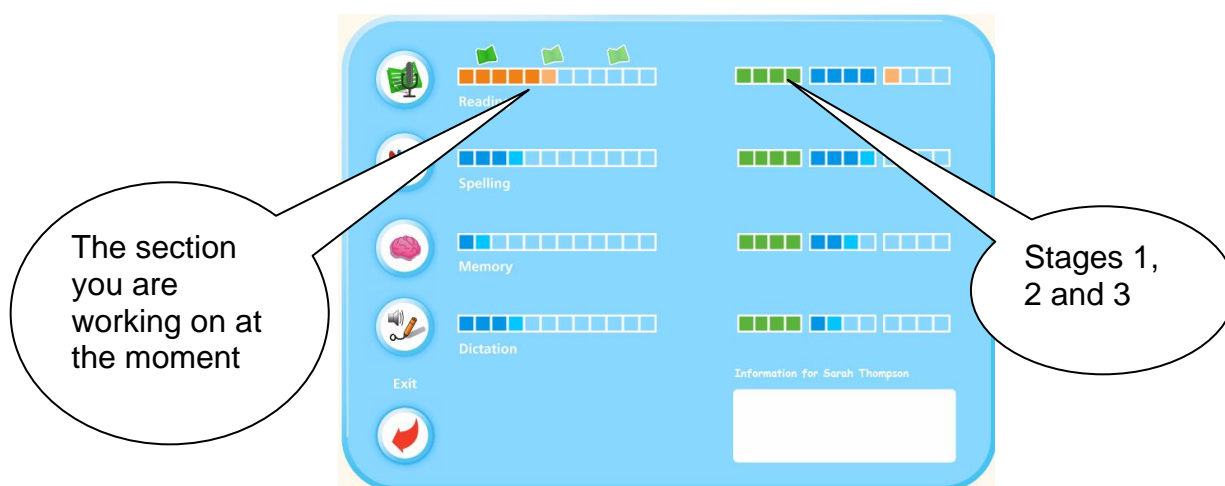
- This is the main navigation screen for the programme.
- This is where the student selects the programme to work on and where progress is shown.

- The four learning programmes are listed down the left-hand side: Reading, Spelling, Memory and Dictation.
- A student can work on the programmes in any order.

### 3.3 Accessing the programmes

- Click on the **large round icons** on the left of the screen to enter these programmes.
- If the Memory or Dictation programmes are faded out on the screen this means that the student is not yet ready to work on them and needs to cover a bit more in the spelling programme first.
- You cannot access any of the programmes without screening the student first (see Student Management for details).

### 3.4 Knowing where you are



- The 3 blocks of 4 squares on the right of the screen represent the 3 stages of Unit of Sounds.
- When they are filled in they show how much of the programme has been covered.
- When they are empty it shows the sections still to do.
- Each of these squares represents 13 pages in Stage 1 (green), and 12 pages in stage 2 (blue) and stage 3 (orange).
- The sets of squares on the left of the screen show the section of each programme the student is working on at the moment.
- Each square represents one page.
- A filled in square shows the parts of the programme that has already been worked on or that has not been selected for that student
- A filled in square in a lighter shade means that the student has covered this lesson once, and that it will be worked on again.

### 3.5 Progress information

- If you hover the mouse over a filled in square you can see information about the work on that page in the bottom right corner space of the screen.
- The information shown for each lesson is, the page number, the units of sound, the dates when the lesson took place and marks out of ten for check spelling, marks out of five for dictation and marks out of ten for memory.
- Clicking on any of the filled squares will go back to that lesson but will not produce a record.
- The pages do not appear sequentially when the programme is set to overlap so that students do not cover the same page twice in the same session, other than the very first page of a stage. The number sequence follows the formula of +2 then -1: eg 5, 7 (+2), 6(-1), 8(+2), 7(-1) and so on apart from pages set intermittently at the start of a student's programme, when they are only covered once.

### 3.6 The Book Icons



- When a full colour square has a full colour book icon above it the student needs to complete a check reading exercise with an 'A' page.
- If you hover the mouse over the book icon you can see the page number of the Stage book in the bottom right corner of the screen.
- Information on the check-reading exercise is included in the Check-Reading area of the Reading section.
- The student will also be prompted about check-reading with a screen pop-up.
- We **recommend** check-reading for **every** page, and not just the 'A' pages.

### 3.7 Go To Page and Record Keeping

- If a student needs to repeat a page you can access it by clicking directly on the squares.
- You can identify the page number you want by hovering over the squares and looking at the information in the white box (bottom right of screen).
- You can also access all parts of the programme using **Go to Page** from the menu bar.
- You will need to know the Stage and page numbers you require to use this facility.

- **Please note:** accessing the programme from either Go To Page or by directly clicking on the squares **will not be added to the records** as these are intended for occasional use only.
- It is also useful to note here that if you exit any of the learning programmes by using the Home button (top right on all programme screens) **no record** will be kept as this is intended for 'quick exit' only such as if the bell has gone and there isn't time to finish.

## 4.0 READING:

### 4.1 Navigation



The information icon comes on immediately when there is new information. It may be clicked again if needed



Click the unit of sound to hear it and see it displayed in the word blocks



The 'home' icon returns the student to their main menu



Click to activate block



Block activated – no other action allowed



The orange navigation buttons go the previous or next screen



refers to the page number in the student's book



refers to the screen number and how many screens to the page



Recording off



Recording on



Once a recording has been made this icon will appear. Clicking it will play the students voice followed by UofS voice.

### 4.2 Unit of Sound

- The reading programme starts with a 'Unit of Sound' and word blocks that include the UofS.

- When the overlap choice is set the pages do not to run consecutively so that a student doesn't cover the same page twice in the same lesson.
- The new Unit of Sound on each screen is introduced by the automatic playing of the information icon.
- The student is asked to repeat the sound aloud as part of this introduction.
- Clicking on the Unit of Sound produces the sound again and the pattern is highlighted in the word blocks.
- Students are encouraged to use this facility as often as needed.
- Words not conforming to the exact sound are not highlighted and should be noted by the student and teacher and discussed at the Check-Reading stage.

### 4.3 Word Blocks

- Students are able to read new and unfamiliar words because they are set within a secure framework where the new element – the UofS – is given to them.
- These new words are systematically revised and also used in sentences and passages.
- Each page is covered twice (using the overlap feature) on the computer and then finally checked using the pupil books with the teacher or helper.
- Click the sound icon to hear the block message (on most blocks) and then the first word will highlight.
- The student should read the word aloud when it highlights.
- Listen to the UofS voice reading the word and check for accuracy
- Next word highlights... and so on...
- When the block has finished individual words can be clicked on and heard again if needed.
- New words are introduced into the programme via the word blocks, containing the visual and auditory patterns in line with the Unit of Sound.
- Individual words are not active until after the whole block has been played so that the auditory and visual patterns of the block are reinforced.

### 4.4 Syllables

- When 2 syllable words are first introduced in Stage 1 they are split on the screen to assist the student eg p14 *lit-tle little*.
- Once you have worked through a block and you return and click on the split syllable (eg lit-tle) you will hear *lit-tle little*.
- If you click on the whole word section however, you will just hear *little*
- Thereafter if a student wants to see and hear the words split into syllables he should right click on the word.
- This is true for words in sentences, passages and Check-Words in Stage 1; in blocks, sentences, passages and Check-Words in Stage 2; and in blocks in Stage 3.

- This facility is active before blocks have been played.

#### 4.5 Recording

- Set recording **on** in **Options** in **Student Management** (this is the default setting).
- Plug in a microphone.
- Click the microphone icon on the Reading screen.
- Read the word blocks aloud in the normal way only into the microphone.
- When the programme is recording the cursor changes to a microphone.
- Selecting **Options** then **record time** from the menu bar allows adjustment in the length of the recording time if needed.
- When the block is finished a playback icon appears.
- Click on the playback icon to hear the student's voice read each word compared to the UofS voice.
- You can check your computer is set to record using **Sound Recorder** (All Programs > Accessories/Entertainment > Sound Recorder).
- It is advisable to refer to a technician or the manufacturer should problems arise, before the student attempts recording.

#### 4.6 Sentences

- Click anywhere on the sentence and it will turn blue.
- Look to see if there are any multisyllable words and right click on them if you wish.
- Practice reading the sentence.
- Click again and the UofS voice will read the sentence.
- Try to keep pace with it or just listen for the 1<sup>st</sup> time through and see if you've got it right.
- Read it aloud again if necessary.
- Listen to the UofS voice reading it again if necessary.

#### 4.7 Passages

- These function in the same way as the sentences except that the content is continuous.
- Highlight and read each sentence in turn by clicking on the individual sentences.
- When words are used in a passage that have not been introduced before they are identified individually before the passage.

#### 4.8 Check-Words

- Check-Words are words that have been introduced previously in word blocks and are revisited as Check-Words.
- Because the words are not linked by a common Unit of Sound they challenge the decoding skills of the student.

- The student reads them in the same way as for the word blocks except that they run across the screen in rows.
- The recording facility is not available for Check-Words.
- The syllable division facility (right click) is available for Check-Words in Stages 1 and 2 but not in Stage 3.

#### 4.9 Check-Sounds

- Check-Sounds are sounds that have previously been introduced in the programme as Units of Sound and are revisited throughout the programme.
- They appear across the screen in rows and are activated in the same way as Check-Words.
- A right click on the sounds produces a pop-up box with a clue word for the sound which is read by the UofS voice.
- It is recommended that the first time a student works on the page he should right click on all the sounds and repeat them before attempting to read them aloud.

#### 4.10 Questions

- Questions appear throughout the 3 stages of Units of Sound but mostly in Stage 1.
- Click on the question icon to hear the question.
- Select the word from those given to answer the question and drag it to the space beside the question icon.
- If the word sticks and plays its sound then it is correct.
- If the word does not stick and returns to its original place then it is not the correct answer and you should try again.

#### 4.11 Check-Reading

- Check-Reading is the process whereby the teacher or helper checks that the student is reading sufficiently fluently to continue on to the next page.
- The Check-Reading exercise usually takes about 10 minutes and both teacher or helper and student should have the Unit of Sound Stage book.
- The Check-Reading of a page takes place the lesson following the 2nd time the page is covered using the UofS programme on the computer.
- The teacher or helper checks first of all that the student can read the words on the page accurately and can give the Unit of Sound.
- The teacher or helper follows this up with a number of questions relating to the words on the page such as on vocabulary meaning or sound patterns.
- When an A page is reached in the book the student reads it aloud to the teacher or helper without preparation.
- Again the teacher or helper is looking for accuracy and fluency.
- A Check-Reading record sheet is available in the **Teachers' Materials**.

- Examples of Check-Reading are given in the audio-visual Check-Reading tutorial.
- The student will receive an automatic prompt on screen when an 'A' page reading is due.
- Ideally, students will check read ALL the pages with a teacher or helper and not just the 'A' pages.
- If a student is not reading accurately or confidently when you check-read then you should consider getting him to repeat the page. There are 2 ways of doing this:
  - Using 'Go To' from the menu bar on the Programme Management screen.
  - Clicking directly on the square in Programme Management.

## 5.0 SPELLING

### 5.1 Navigation



The information icon is used to show the words at the start of the exercise.

-tle

Click the Unit of Sound to hear it and see it displayed in the word blocks.



The 'home' icon returns the student to the main menu.



Click to hear the word for spelling; Right Click to check the spelling.



Navigation buttons go to the previous or next screen.



This will check the spelling for the block or row.

### 5.2 Overview

- The words blocks and check words are used for the spelling programme.
- On the final screen of each 'page' there is a check-spelling exercise which tests how the student is progressing.
- All screens except check-spelling are practice screens where students would be expected to make some mistakes.

### 5.3 Word Blocks

- It is recommended that each page is covered twice over consecutive lessons (the default setting).

- When the overlap choice is set the pages do not to run consecutively so that a student doesn't cover the same page twice in the same lesson.
- 1<sup>st</sup> time – the words are shown on the screen initially for the student to take note of the patterns and to identify any irregular words.
- Click the UofS to see the visual pattern and to hear the sound – as for Reading.
- The words disappear when you click the information icon or when you click the sound icon.
- Click the sound icon to hear the word.
- Repeat the word aloud.
- Type in the word saying the letter **names** as you do so.
- Say the word again so that the letter patterns are associated with the target word.
- Right click on the sound icon to check the word or
- Click the tick icon at the foot of the block to check the whole block at once.
- Words beginning with th- and f- can be problematic as, unseen, it is very difficult to tell the difference in sound. Teachers can alert students to this problem so that they look out for them in the view words option.
- Turning up the volume can assist in identifying tricky end sounds.

#### **5.4 Check Words**

- Check words are included in the spelling exercise and function in the same way as the word blocks only running across the screen in rows.
- Words beginning with th- and f- can be problematic as, unseen, it is very difficult to tell the difference in sound. Teachers can alert students to this problem so that they look out for them in the view words option.

#### **5.5 The Checking System**

- A word spelt correctly will turn blue and be heard again.
- Feedback on incorrect spelling works from left to right matching letter by letter. Correct letters in the correct position remain black; incorrect letters or letters in the wrong position turn red; punctuation errors are marked in green; missing letters produces a dash at the end of the word.
- Students should be shown to look for the point at which the red starts as that is where there is an error.
- The word can be heard as many times as needed.
- 3 checks (right click on the word circle) for an individual word will produce the correct word and sound before reverting back to the student's work.

## 5.6 Homophones

- Homophones (words that sound the same but have different spellings) occur mostly in Check Words and in Check-Spelling because there the words are not conforming to a set pattern.
- When a homophone is typed instead of the target word it is marked correct but turns pink instead of blue and the student should then correct it to the target spelling.
- If a student types **main** in a block where the unit of sound is **a-e** for instance then it will be checked as wrong because it is not a correct spelling for that sound conforming to the pattern on that page.
- Conversely, if a student types **their** on a page where the unit of sound is **th-** and the target word is **there** it will be marked correct but turn pink rather than blue. When this happens the student should correct it.

## 5.7 Check-Spelling

- Check-Spelling consists of 10 words to spell on the final screen of each page starting with Stage 1 page 6.
- Each set of 10 words are taken one from each of the previous 10 pages.
- Thus, 10 words are revised from each page over 10 sessions.
- In Check-Spelling there is no view words option; only one opportunity to check or mark the word.
- This is more like a spelling 'test' whereas the others are practice screens.
- Where homophones occur in Check-Spelling they will turn pink and the student has the opportunity to correct them.
- Words beginning with th- and f- can be problematic as they are spelt unseen in this exercise. There are not many words that can have both spellings at the start; students must ensure that what they write **is** a real word.
- Students can print this page as a record of their progress.
- The student needs to score at least 8 each time to progress to the next page.
- As long as students consistently score 8 or above you can safely leave this as totally independent work.

## 5.8 Spelling Completion

- Students working on Stage 1 for spelling would also benefit from the spelling completion exercises from the Active Literacy Kit (available from the Dyslexia Action or LDA).
- Unfortunately, these exercises are not available independent of the Active Literacy Kit.

## 6.0 MEMORY

### 6.1 Navigation



This icon gives a simple instruction message.



The 'home' icon returns the student to their main menu.



This starts the exercise.



The green pips count down the timing of the exercise.



Click to check work per screen.

### 6.2 Overview

- This exercise will not necessarily be undertaken by all students.
- Teachers or helpers should decide if the student would benefit from an exercise which concentrates on the visual recall of phrase writing.
- This exercise also develops spelling skills.
- Each exercise or 'set' consists of 3 screens.
- The first screen is preparatory reading of the phrases.
- Screens 2 and 3 are where the student memorises the phrases and then types them after a delay of 10 seconds.

### 6.3 Starting Point

- The starting point for the Memory exercises is 10 pages behind the Spelling Programme.
- If the screening shows that a student is due to start the Spelling programme at Stage 1 Page 1, the Memory programmes will also be set at Stage 1 Set 1.
- UofS will not allow the student to start this section unless he is beyond p11 in the spelling programme.

### 6.4 Memory: screen one

- The first screen is a preparatory exercise for the main exercise in the Memory section to familiarise the student with the phrases.
- 10 short phrases have been made from the target page and are presented for reading at 2 second intervals.
- The student should read them **aloud**.
- The green pips count down the phrases.

## 6.5 Memory: screens 2 and 3

- The phrases for writing are the same as those used in the introductory exercise.
- There are 5 phrases per screen; 2 screens per exercise.
- Click to see the phrases for 5 seconds.
- Say the phrases aloud.
- The words disappear and the keyboard is disabled for 10 seconds.
- The student should concentrate on keeping the phrase in his memory by repeating the words.
- When the cursor appears you can type in the phrase.
- Repeat until 5 phrases have been typed and then click the check icon per screen.
- Click on the arrow to move to the next screen.
- The exercise is completed when all 10 phrases have been written.
- The results of this exercise can be printed from the final screen.
- The student needs to score at least 8 to progress to the next page.

## 7.0 DICTATION

### 7.1 Navigation



Clicking this icon allows you to view the sentence.



Click the sound icon to hear the sentence.



The home icon returns the student to their main menu.



The navigation buttons go to the previous or next screen.



To check the student's work.

### 7.2 Starting Point

- The starting point for the Dictation Sentences is 24 pages behind the Spelling Programme.
- If the screening shows that a student is due to start the Spelling programme at Stage 1 Page 1, the Dictation programme will also be set at Stage 1 Set 1.
- UofS will not allow the student to start this section until he is beyond p25 in the spelling programme.

### 7.3 Dictation Sentences

- The dictation sentences are based on the words from the target pages of Units of Sound.

- The actual spelling of the words should not be problematic because they are set so far behind spelling.
- There are 5 sentences per set or exercise.
- It is recommended that student's view the sentences first to take note of the punctuation and any irregular words by clicking on the information icon.
- Click on the circle to hear the sentence at normal speed.
- The words will disappear.
- Repeat the sentence aloud.
- Click to hear the first half of the sentence again at a slower speed
- Type it in.
- Click to hear the second half of the sentence at a slower speed.
- Type it in.
- Before marking the sentences, click to hear the whole sentence again and **check the sentence fully** (sequence of words, spelling, punctuation).
- The marking or checking system is the same as for the spelling exercise.
- Note that in the 1<sup>st</sup> 10 sets in Stage one the sentences are not split into two as they are not very long.
- Once a sentence has been marked you cannot make any further alterations.
- We have deliberately not allowed the functionality for students to repeatedly alter and check each sentence because this would reduce the exercise to a word by word task rather than a whole sentence.
- The results of this exercise can be printed from the final screen.
- The student needs to score at least 4 to progress to the next page.

## 8.0 WRITING

### 8.1 Sentence Writing

- Once a student reaches p28 in Stage 1 for Spelling it is useful to introduce written exercises if the teacher considers he is able to attempt this.
- He should select words (normally 10) from the word blocks on the next spelling page he is to work on and use them in sentences.
- This exercise assists in reinforcing the spelling pattern of the page as well as developing skills of expression.

### 8.2 Paragraph Writing

- From the beginning of Stage 2, the sentence writing can be augmented by using Check-Words for paragraph writing.
- The Check-Words should be used in sets of ten (for 10 sentences in the paragraph) but may be used in any order as selected by the student so that they may be fitted easily into the single-topic paragraph content.

- These sentences should not be less than 10 words in length and direct speech forms should be discouraged.
- Planning the paragraph can provide an opportunity for the student to match a plan with a finished piece of work on a small scale.
- Once the student has established a routine in paragraph writing a stopwatch can be introduced to establish a composing speed of words per minute.
- When the student reaches Stage 3 for spelling all the Check Word lists should be used for sentence or paragraph writing.
- At this level the student may be involved in preparation for examinations where rapid handling of language is needed.
- Sentences of 15 words or more should be encouraged to guide the student into handling more complex structures.
- Past tense forms should be encouraged in preference to direct speech habits.
- Many students would probably prefer to undertake these exercises using a word processor rather than by hand. Teachers must decide which is the best medium for their student, bearing in mind that most examinations still require handwriting.

## **9.0 TEACHER'S MATERIALS**

### **9.1 Punctuation**

- The A pages from the Units of Sound books have been reproduced with the punctuation taken out, but with the formatting left in.
- Students should write the punctuation on to the printed sheets.
- Students should check their own work against the A pages in the Units of Sound books.
- It is recommended that students work 4 pages behind their point on the Spelling Programme for this exercise.

### **9.2 Cloze Reading Exercises**

- The A pages from the Units of Sound books have been used to provide Cloze reading comprehension exercises.
- Students should work on the printed sheet and insert appropriate words for meaning.
- Students can check their own work against the appropriate page in the Units of Sound book.
- Teachers and helpers should note that answers can be correct without being the exact match for the words in the book as long as they make complete sense in context.
- We recommend that students should work 5 pages behind their place in the Spelling programme although teachers can adjust this according to a student's individual skills.

### **9.3 Certificates**

- There are certificates for completing Stages 1, 2 and 3 for reading and spelling which can be printed and given to students when they reach these milestones.
- Name and date can be typed in and even the name of the school or college before printing. (The typing prompts do not print).
- Ceremonies of achievement can be rewarding and motivating in the right context.

### **9.4 Check-Reading Record Sheets**

- It is recommended that a Check-Reading record sheet is used to record the level of fluency and accuracy of the student's reading.
- A subjective score is given between 1 and 5 where 5 is high and 1 is low.
- To continue progressing through the Units of Sound programme regular scores of 4 or 5 should be obtained.
- Students with scores below 4 should repeat the last 4 pages (using 'Go to page; from Programme Management menu bar or by directly clicking on the squares).
- If low scores continue then the programme set and the pace at which he is working through the material should be reviewed.
- Re-screening for the Reading Programme would be advisable to ensure that the student is not being expected to work at too high a level.
- The Screening test sets the starting point where the student is comfortable and the work should always remain comfortable rather than at a stressful level.
- The pace at which the student moves through the programme will vary from student to student. The 'right' pace will be specific to each individual.
- A student may occasionally need to slow down the pace for specific pages and the person conducting the Check-Reading should always respond to any deterioration in the standard of reading .
- Trying to get a student to work through the material at a pace which does not allow him to consolidate the learning is counter- productive.

### **9.5 Units of Sound Sequence Information**

- A list of the Units of Sound found on each page is included in the Teacher's Materials.
- It also tells you how many reading screens there are per page; how many questions and where they are; and how many spelling screens.
- Although teachers have requested this information so that they can plan how long they need to allow for the computer based work per lesson, it should always be remembered that the time taken to cover a page has many variables.

- Students should be encouraged to repeat sections when using the computer as many times as they need.

## 10.0 TUTORIALS

### 10.1 Screen Tutor

- This audio visual tutor is available on every screen of the learning programmes.
- It shows how to use the features on the screen.
- It should be useful for teachers as well as students.

### 10.2 Check Reading – Adult

- This gives an example of check reading with an adult student who has poor reading skills at stage 1 Page 14.

### 10.3 Check Reading – year 8

- This gives an example of a boy aged 12 years check reading Stage 2 page 30.

## 11.0 TECHNICAL INFORMATION

### 11.1 System Options

- System Options can be found on the menu bar under **Options** in **Student Management**.
  - With a standard installation there shouldn't be any reason to change where the sound files or the student records are held
  - With a LAN installation, there may be an occasion when the location of the student records needs to be changed.

### 11.2 Sound

- If you cannot hear any sound check that the sound is **on** in windows
- Check that the headset is plugged into the correct socket and that the volume is **on**.
- If using speakers (not recommended) check that they are plugged in and switched on.
- To check that your computer is capable of playing the sound files contained in this programme, do a right mouse click on the individual sound files from windows explorer (navigating to where you are saving the sound), and click **play**.

### 11.3 Colour

- The background colour of the Units of Sound screens has been set so that the white glare has been reduced.

- It is not possible to change this background for individual preference as the programme uses colour to give information and so the contrast colours are fixed.
- Where an overlay colour is essential, a program such as ClaroView can be used in conjunction with UofS. [www.clarosoftware.com](http://www.clarosoftware.com)

#### **11.4 Screen Size**

- The screen size has been set for 1024 x 768 pixels.
- If your computer monitor is set for this size then the Units of Sound programme will fill the whole screen.
- If your computer monitor is set for a higher screen resolution than this you will find that Units of Sound sits in the centre of the screen, but is still an acceptable size.

#### **11.5 Hard Drive Space Requirements**

- The Units of Sound programme + 3 stages of sound requires approximately 1Gb of HD space.

#### **11.6 LAN use**

- When Units of Sound is used on a LAN the student's records are held centrally and can be accessed by any computer connected on the LAN.
- Only one person can access the records via Student Management at a time, although they will be accessible from any of the LAN computers.
- The Learning Programmes can be accessed simultaneously from any of the LAN computers.

#### **11.7 Read Me**

- Look in the Read Me document on the Programme CD for the most up to date technical information before publication.

#### **11.8 Patches and Downloads**

- Patches and minor upgrade downloads will be available to users periodically from [www.unitsofsound.net](http://www.unitsofsound.net)

#### **11.9 Technical Support**

- Should you require additional Technical Support you can access the support area from [www.unitsofsound.net](http://www.unitsofsound.net)
- If you cannot find the answer there please 'submit a ticket' and you will receive individual support.
- When creating a ticket please give full details of the problem you are experiencing including the exact wording of any error message, plus

## Units of Sound - Help!

the operating system you are using and whether or not you are using a LAN.

- There is a link to the support area of the website from the Student Management menu bar – Help.

**[www.unitsofsound.net](http://www.unitsofsound.net)**