

# INTRODUCTION AND USER GUIDE

C-Pen Exam Reader 2™ ————— C-Pen Reader 2™

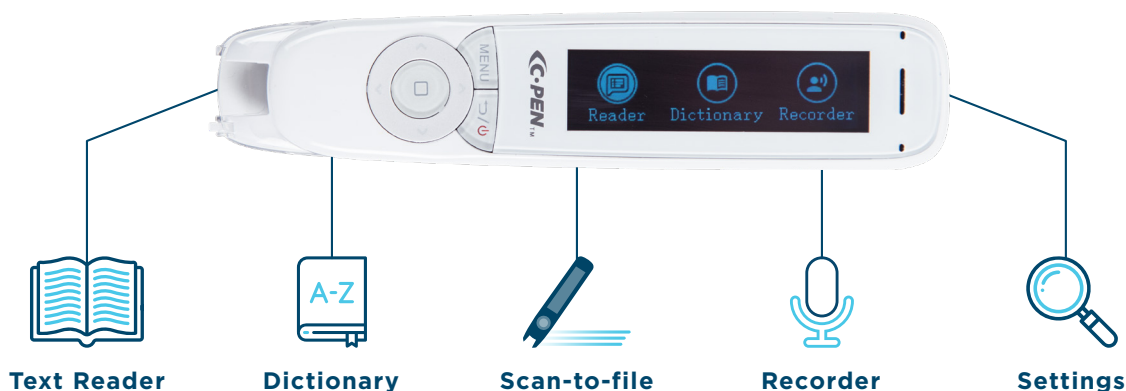
## C-Pen Exam Reader 2™

The orange pen that is JCQ approved for any student to use



## C-Pen Reader 2™

Scan, Listen, Understand, Remember



## INTRO - THANK YOU

Let us help you to get the best from your pens.



### Tick... Tick... Tick...

If you are taking a 30-day trial, this booklet will help you get started. Time will fly past quickly. Here are our tips to get the best from your trial and make an informed decision based on progress and feedback made by students.

### Scan ... Listen ... Understand ... Remember

Our pens close the reading gap. They are learning tools that support independent reading and decoding. They give one-to-one support when help is urgently needed but not available.

### Are scanning pens just for dyslexic learners?

The C-Pen Reader 2™ is great for dyslexic learners and the C-Pen Exam Reader 2™ is a JCO approved text to speech tool that will create equity of access for dyslexic students in exams. Any student who is not reading at an age-appropriate level would benefit. The C-Pen Reader 2™ is a literacy intervention that will close the reading gap and reduce the need to produce differentiated reading materials.

### Levelling Up?

EAL learners, students with apparent yet undiagnosed literacy difficulties, and those with low self-esteem make faster progress with reading support. Pupil Premium, Social Care or Levelling Up funding all require evidence of impact. Before providing a scanning pen establish a baseline by collecting reading age data and record your student's views towards reading with our Collect and Reflect questions.

### What can I do in 30 days? A Fast-Track Approach: Get started as soon as you receive this guide.

Allow yourself 3 days to read this book and learn how to use the pens.  
Plan how you are going to collect evidence. Inform your team.  
Cascade your knowledge to 3 teachers or teaching assistants.  
Now you have a small team of experts who can drive the student trial.  
Identify 3 students who can give you clear feedback.  
Give them each 3 days each to explore and use the pen.  
Use our COLLECT & REFLECT document to evaluate the impact of the pens.  
For a Comprehensive **Deep Dive Approach**: GO TO Page 10 & 11

### WATCH OUR VIDEO: Unboxing with Jo

[www.youtube.com/watch?v=HNfgmS1caFE](https://www.youtube.com/watch?v=HNfgmS1caFE)



#### IN THE BOX YOU RECEIVE:

A C-PEN READER 2™, C-PEN EXAM  
READER 2™, OR LINGOPEN™



Earphone with 3.5mm  
headphone jack



Introduction and  
User Guide



Mini USB cable



Charging info: 2 to 3 hours  
of charge will give 8 to 9  
hours of continuous use

## C-Pen Exam Reader 2™ IS A NON-ACCESS ARRANGEMENT ACCOMODATION

When it is the normal way of working you just need a file note

**80% of UK schools use C-Pen Exam Reader 2™ to improve their results and any student can benefit.**

Help students to test their knowledge, not their reading ability.



### Use our File Note Document NWoW – to evidence Normal Way of Working

If you have taken a trial of the C-Pen Exam Reader 2™, print this file note document and start gathering evidence during your trial. (<https://www.scanningpens.co.uk/resources/education/normal-way-of-working-record-sheet-and-file-note.pdf>)

**No Form 8 is Needed – C-Pen Exam Reader 2™ doesn't need to be applied for as an accommodation. Any student who needs reading support can use one. It's approved by the JCQ.**

Any student can use an C-Pen Exam Reader 2™ in an exam when it is their normal way of working.

### How many students could get better results if they could read the paper confidently?

Level up exam grades by providing reading support in examinations.

### Find out why you should provide an C-Pen Exam Reader 2™

- Prepares candidates for FE and HE learning independence
- Enables confidence in the world of work and work-based training



### JCQ Update 2023/2023

[www.youtube.com/watch?v=69Sb7EdTjp4&t=7s](https://www.youtube.com/watch?v=69Sb7EdTjp4&t=7s)

### USE OF HUMAN READERS: Section 4.2.10

Updates for students who have a human reader: Candidates will no longer be permitted to be supported by a human reader who would normally work alongside them, for example, a teacher or TA who provides support in lessons. If this is necessary a separate invigilator must also be present.



### USE OF EXAM READING PENS: Section 4.6

#### Read aloud and/or the use of an examination reading pen

- \* **C-Pen Exam Reader 2™ is permitted in examinations. This is because it does not have an in-built dictionary, thesaurus or data storage.**
- \* **C-Pen Exam Reader 2™ can be used in papers or sections of papers that test reading where a human reader is not permitted \* Including English GCSE Reading Exams and IGCSE**
- \* C-Pen Exam Reader 2™ can be used by candidates who only require occasional words or phrases to be read to them. **\*Just provide a file note of NWoW.**
- \* Students may use C-Pen Exam Reader 2™ in the main exam hall when used with headphones.
- \* Centres are encouraged to support students to work independently.

## How to Guide for C-Pen Reader 2™



### C-Pen Reader 2™ User Guide

This pen can read text for you. It is easy to use.



### Holding the pen

Hold the pen at an angle, push down, the light comes on.



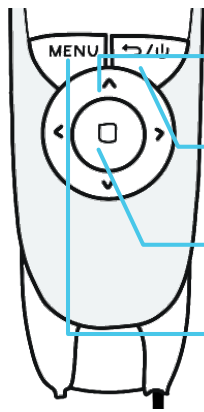
Link and Print



[www.scanningpens.com/resources/how-to-guide-c-pen-reader-2.pdf](http://www.scanningpens.com/resources/how-to-guide-c-pen-reader-2.pdf)



4



Arrow buttons give more options



Main Menu, options, back

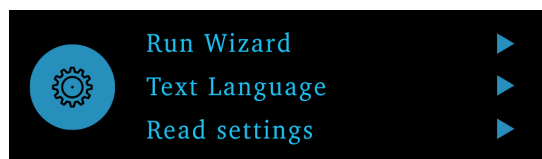


Choose



Menu

5



### Follow the set up instructions

To **re-set** all of the settings on the pen



On



Settings



Run Wizard

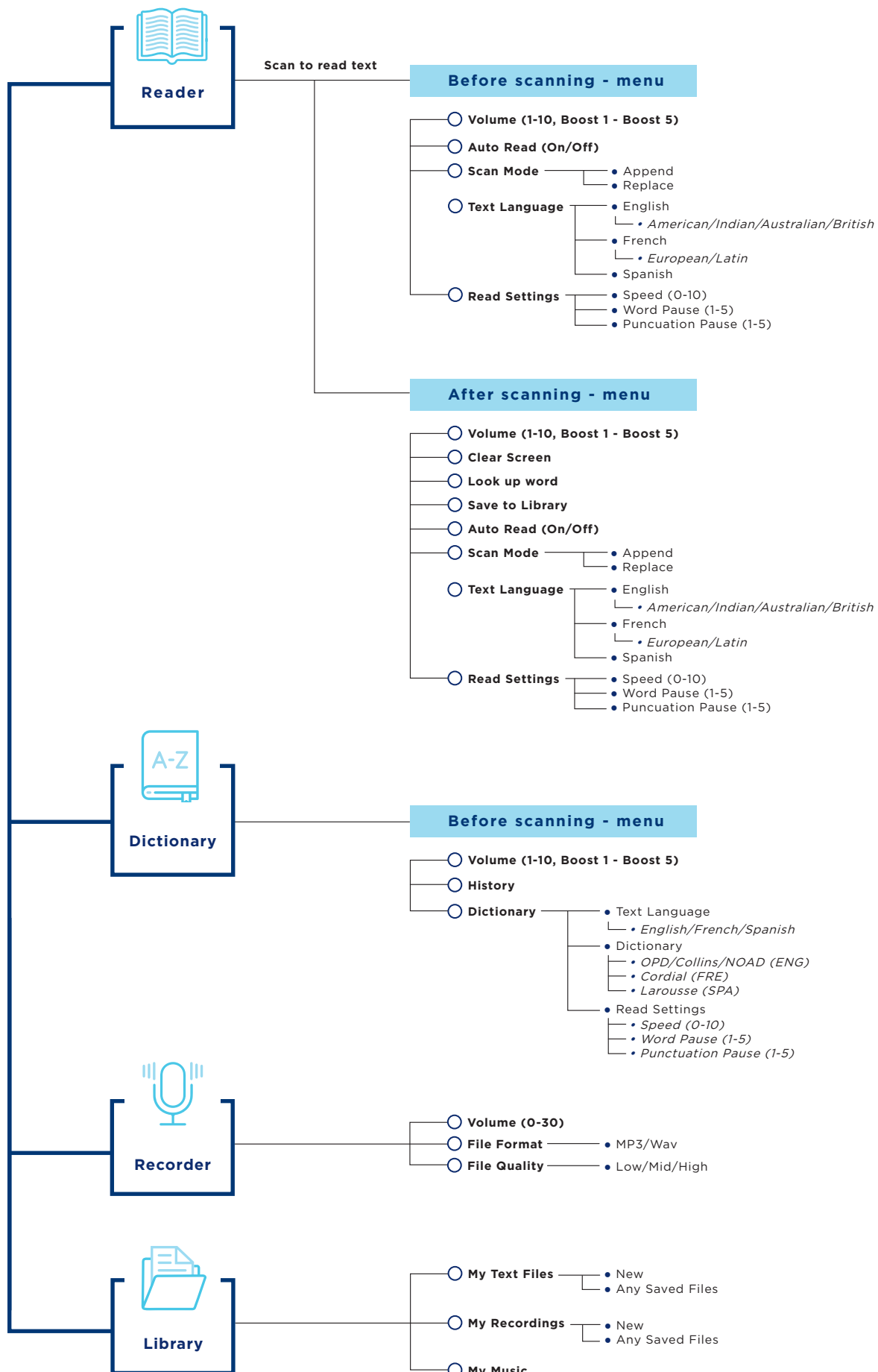
6

### Hints and Tips for You to Scan

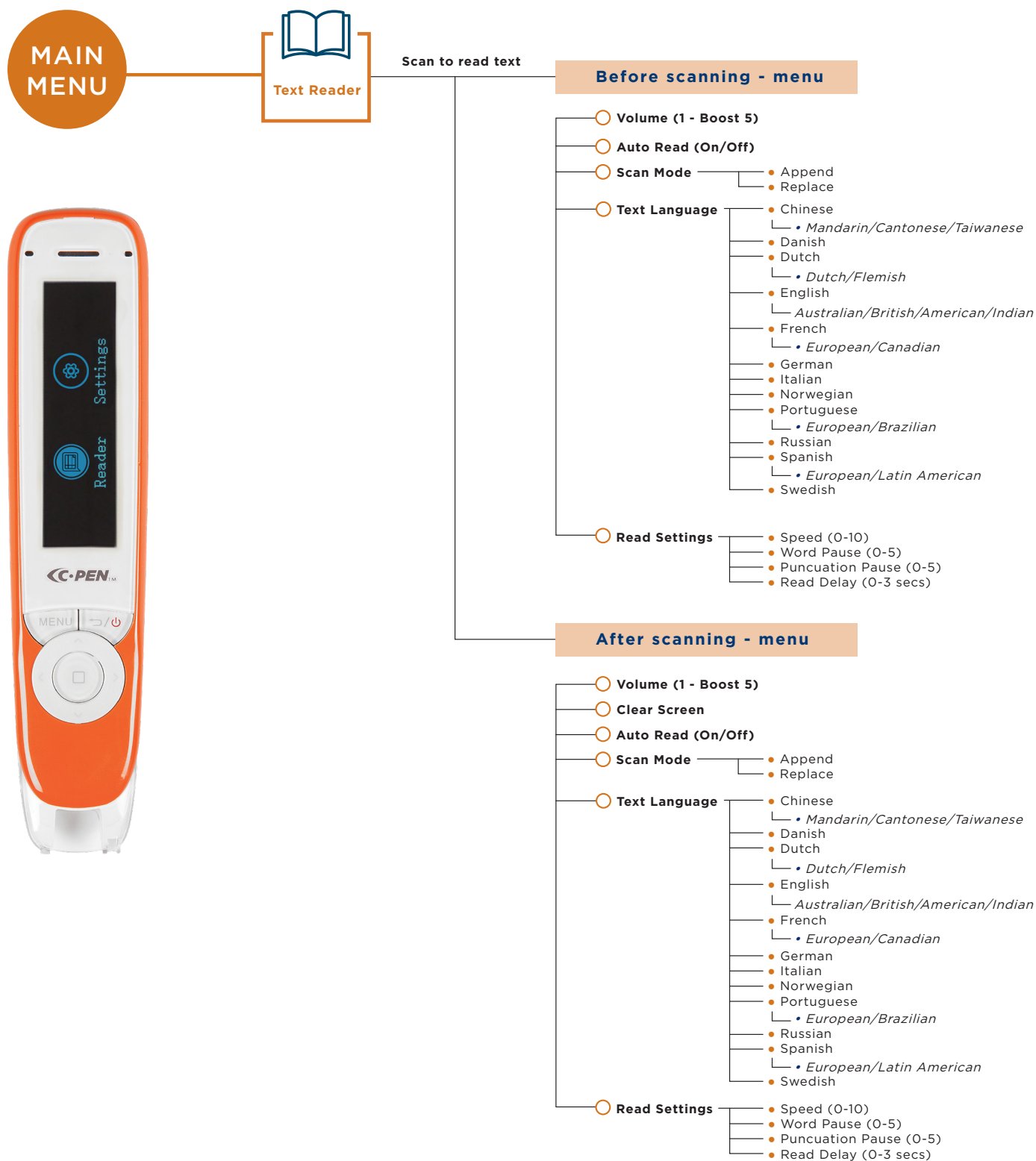
- The pen reads best when you hold it upright.
- Make sure the light comes on. Keep pushing down gently as you scan the words.
- You can save the battery by setting up the auto-shutdown to turn off after 5 minutes.
- You can choose Right or Left Handed in Settings.
- The pen can scan from right to left and left to right.
- Text Reader: Choose this setting to make the pen play the words that you have scanned.
- The pen can scan and read three different languages
- Settings: Menu Languages. English, French, Spanish
- Definitions: This setting will give you the dictionary definition of a word.
- OPD stands for Oxford Primary Dictionary. This gives good basic definitions of words. Collins will give more complex definitions.



# C-PEN™ **READER 2™** Set Up Menu Guide



# C-PEN™ **EXAM READER 2™** Set Up Menu Guide



**DOC - How To Guide for C-Pen Exam Reader 2™**



## LET'S GO SCANNING

Scan ... Listen .... Understand .... Remember

**Do you want to get started right now? Okay, let's go scanning!**

If you want to try it right now, then take the pen out of the box and turn it on. Follow the How-to Guide for the C-Pen Reader 2™ on Page 4 and 5 of this guide.

[www.youtube.com/watch?v=pJhDg4FAn\\_A&t=22s](http://www.youtube.com/watch?v=pJhDg4FAn_A&t=22s)



**Let's find out what size text can be scanned**

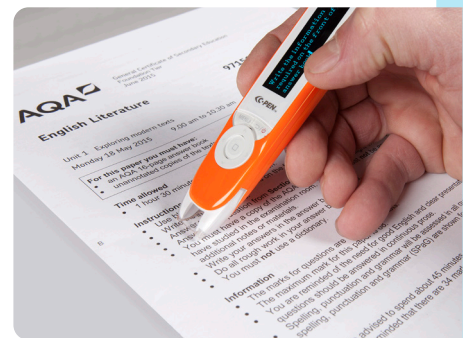
7                      The quick fox is brown

10                    The quick fox is brown

14                    The quick fox is brown

18                    The quick fox is brown

24                    The quick fox is brown



### What are your top tips?

- Scan single lines of text at a time.
- Keep the downward pressure steady.
- Make sure the light stays on for the whole of the scan – lifting up makes the camera stop
- Start your scan half a centimeter before the first word and lift off at the very end.
- Unsteady hand? Pop the pen on a ruler to help scan the line you want to read.
- Going slow? You can scan the line quite quickly.
- Leftie? Make sure you have set up the pen for left-hand use.

### Most fonts can be scanned – here are some examples

Arial	I didn't succeed despite my dyslexia but because of it.
Calibri	It wasn't my deficit, but my advantage.
Courier	Although there are neurological trade-offs
Computer Modern	that I work creatively [and] smarter in reading, writing, and speaking.
Helvetica	I would never wish to be any other way than my awesome self.
Verdana	"I love being me, regardless of the early challenges I faced."
Comic Sans	A quote from Scott Sonnon, martial arts world champion and author

### TIPS:

- Fonts that are 'art house' or illustrated are not recognized by the pen.
- Handwriting or text from reflective surfaces like computer screens will not scan.
- Poorly reproduced text and text with a low-level of contrast will not scan correctly.

## FREQUENTLY ASKED QUESTIONS

### Q: Why won't it scan properly?

- Make sure the pen is scanning at the correct angle – see page 4 of this guide.
- Right-Handed or Left-Handed? – correct hand mode setting is important.
- Go to menu – settings and run the wizard to get a good basic set-up
- The camera can only see one line of text at a time – is the text too close together?

### Q: Why provide a pen rather than a human reader?

- Keeps the student focused on the learning without distraction
- Breaks the cycle of needing human support
- Fosters independent learning skills
- Provides support at the point of need

### Q: How do I charge and maintain the pen?

- Avoid letting the pen's battery run flat and stay flat - charge with the mini USB cable
- Our pens have a very long life in-service if charged regularly
- Failure to charge may invalidate your warranty.

### Q: The pen is not working – what can I do?

- Charge the pen
- Complete a HARD reset by pressing the reset button at the back of the pen.
- Is the automatic shut down time too short? You can change this in the settings.
- A short automatic shut down time helps to preserve battery life.

### Q: Is the pen just for SEN learners?

- The pen can help any learner who struggles with reading and decoding
- It improves reading confidence regardless of the starting point
- Low confidence learners gain an increase in self-esteem
- Reluctant learners gain confidence in their learning abilities
- Provides invisible support when headphones are used
- SLCN students can listen back to a consistent voice as many times as they need
- EAL learners can build vocabulary and word knowledge quickly and independently

### Q: Is it a crutch or a tool?

The C-Pen Reader 2™ develops reading confidence. The Equalities Act of 2010 states that schools are responsible to provide students access to any benefit, facility or service that encourages equality. The C-Pen Reader 2™ supports equality for weak readers.

## Trial Checklist: A Deep-Dive Approach

### Who will be trialing the pen?

There are lots of ways to approach your trial.

- You may want to explore a specific outcome for a small group of learners.
- You may be evaluating how the pens increase reading skills for students in a particular year group.
- You might be targeting students who are eligible for pupil premium or evidencing CiC funding.
- Many SENCo's and Literacy Co-ordinators are planning a program of strategic literacy interventions in response to the targets set out in the Literacy and Levelling Up agenda.
- Trials are often taken with specific students in mind, but the potential for wider applications for ensuring progress becomes evident very quickly during these trials.

Start by clarifying your intentions and your success criteria.

It is helpful to write a brief statement outlining what you want to achieve from your trial. When you want to draw down or bid for funding you will have the evidence ready to present.

### Examples of trial statements and success criteria:

**1.** We are thinking about providing Reading Pens for all students in Year 7 who have a reading age of 12 months or more below chronological age as a specific catch-up intervention. In our trial, we are looking for the following information:

- Student feedback on usability. Does learning confidence and engagement improve?
- Do the pens enable students to gain access to age-appropriate reading resources?
- Will teachers experience more opportunities to extend student learning?

**2.** We already have Exam Reader Pens to support in examinations. We are considering embedding the use of Reading Pens in Year 10 and Year 11 to support students who experienced significant learning loss and have weak literacy skills. We are looking for the following information:

- Student feedback. Does the perception of self as a learner change when reading stress is removed?
- Can instances of disruptive behaviours be reduced when reading and decoding are supported?
- Are learning gains with ReaderPen immediate when the student chooses to use the pen consistently?

**3.** A third of our students in Years 8 and 9 have significant challenges around self-esteem. They have experienced significant learning disruption and expected progress has not been made. We are planning to scaffold attitudes for learning and wellbeing by targeting access to literacy and reading for pleasure. We want to find out:

- Can pairing up High Interest/Low Readability level books with the C-Pen Reader 2™ re-engage students who are disengaged with reading for pleasure?
- By introducing a 'Tech Club' that explores assistive technology including C-Pen Reader 2s, apps and literacy support strategies can we increase the independent adoption of tools that support literacy?
- What gains can be made to individually targeted students in their independent learning skills, and approach to learning when a C-Pen Reader 2™ is provided?

**The next phase is to plan your trial time. Use the checklist to help you stay on track.**

## The Checklist:

### Week Zero: - Pre-Reading

- Read this guide, follow links to the free resources, webinars and case studies at [www.scanningpens.com](http://www.scanningpens.com).
- Develop your trial statement and the success criteria with the team involved with this trial.
- Baseline the students who will be using the pens with our Collect and Reflect document.
- Plan your training date for early in Week 1 by contacting our team on 020 3906 9513.

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### Week One: - LET'S GO SCANNING! Your pens have just arrived.

- Unbox the pen and charge it up
- Explore the functions of the pen and investigate the settings.
- Take your free training session – bring any questions you may have.
- Follow up with FREE training for your team by booking the training session 'Maximise Your Learning With The C-Pen Reader 2™' at [www.scanningpens.co.uk/Webinar-Event-Support-SPUK.html](http://www.scanningpens.co.uk/Webinar-Event-Support-SPUK.html)

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### Week Two: - Hand the pens over to your Students to Investigate

**TOP TIP:** Lunchtime Technology clubs give lots of opportunity for relaxed student feedback.

- Aim for individual or small group introduction in a low-pressure/ high support situation.
- Gather information on what students are hoping to improve – talk about reading for pleasure.
- Provide students with basic training – give them the hints and tips
- Our customer service team will call you. We will ask how you are getting on and help you if you need support.

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### Week Three: - Collect Evidence for SLT

**TOP TIP:** Gather feedback from students, teachers and TA's.

Here are some discussion points for students:

- What subjects are you using pen in?
- Are there any barriers or problems that you are experiencing?
- Are you reading for pleasure? Is there a book you would like to read?
- Is the pen helping you to become more independent as a learner? In what way?

Here are some discussion points for teachers:

- Has there been a difference in learning engagement when the pen is in use?
- What difference is this making to teaching and learning in your classroom?

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### Week Four: - Review and Decide

- Ask the students involved to complete the [Collect and Reflect](#) sheet again.
- Create an opportunity for the student to evaluate the benefits of continuing to use the pen.

### Review the trial with a senior manager – discuss purchase or return of pens.

Expect a call from Scanning Pens customer service team on day 25. Be ready to make a decision on purchase or return.



### Collect & Reflect Guide

#### Who will be trialing the pen?

Most trials are taken for students with identified or suspected dyslexia.

Reading and decoding skills will be weak, the learner is likely to be reading at 9 months or more below their chronological age.

#### Students who also make accelerated academic progress when using our pens include:

Learners with ASD, ADHD, Low Self Esteem, Low Vision, Speech and Language Difficulties and Developmental Delays.

During your trial, you may want to explore the potential impact of the pens beyond your initial target group. If you run a homework or lunchtime club, this is a great way to introduce the pen to a wider group of students and find out what they think.

#### Most initial trials fall into two categories.

##### C-Pen Reader 2™ – Learning Support for Students with SPLD Dyslexia and Literacy Difficulties.

1. How long does it take the student to learn how to use the C-Pen Reader 2™ and adopt it as part of their normal way of working?
2. What subjects are the student choosing to use the pen in?
3. What functions of the pen are the students choosing to use?
4. Does the student feel that the C-Pen Reader 2™ supports well-being and confidence?
5. What is the parental feedback when the pen has been used at home?

##### C-Pen Exam Reader 2™ - Raising Attainment & Progress for Students with SEND in Exams

You may want to explore or observe:

1. How long does it take the student to learn how to use the C-Pen Exam Reader 2™?
2. How easy is it for the C-Pen Exam Reader 2™ to be used in a test situation?
3. Does the student feel that the C-Pen Exam Reader 2™ supports their well-being and confidence?
4. Is there an improvement in the grade achieved when C-Pen Exam Reader 2™ is used for a test?

#### Training Give Away – Scanning Pens CPD Training

We are always looking for feedback.

Complete our Collect and Reflect training survey.

Every term we give away worth £2,000 of Scanning Pens CPD Training





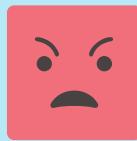
For your chance to win, follow this link to take part.

[forms.office.com/Pages/ResponsePage.aspx?id=pUTh-Y8iWk6GxCzCUzdkAqgzPqaAvhAhNxlxMi7Hv5UQ1FHUdIKMTI5UVIKUzNQRzVQNUplQjdPUy4u](https://forms.office.com/Pages/ResponsePage.aspx?id=pUTh-Y8iWk6GxCzCUzdkAqgzPqaAvhAhNxlxMi7Hv5UQ1FHUdIKMTI5UVIKUzNQRzVQNUplQjdPUy4u)






































## COLLECT & REFLECT: Top Tips for Evidence Gathering During Your Trial

Complete this survey with your students in Weeks Two and Week Six  
Support your decision making with this student-centred evidence gathering activity.

				
<b>Strongly Agree</b> Level 1	<b>Agree</b> Level 2	<b>Neutral</b> Level 3	<b>Disagree</b> Level 4	<b>Strongly Disagree</b> Level 5

Student Name:

Q1.	<b>I enjoy reading for pleasure</b>					
	Before using a pen					
	After					
Q2.	<b>I am a confident reader</b>					
	Before using a pen					
	After					
Q3.	<b>I can read the same things as my peers</b>					
	Before using a pen					
	After					
Q4.	<b>I don't feel anxious about reading</b>					
	Before using a pen					
	After					
Q5.	<b>I get the support that I need for reading</b>					
	Before using a pen					
	After					
Q6.	<b>I find looking up words easy</b>					
	Before using a pen					
	After					
Q7.	<b>I read to find out new things</b>					
	Before using a pen					
	After					

## Top Tips to engage reluctant users to use the C-Pen Exam Reader 2™

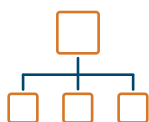
**Time for independent exploration in a low stress situation is the key to success. Do not issue the C-Pen Exam Reader 2™ to complete a reading task or exam prep activity as the introductory task as this can result in cognitive overload.**

### Suggested Introductory Task:

Imagine that you have been asked to make a product review of the C-Pen Exam Reader 2™. Spend some time finding out what the C-Pen Exam Reader 2™ does. Review the device in one of the following ways:



Record an unboxing and product intro video that shows the main features of the device



Produce a flow chart or diagram that shows key features of the device



Create a chart that matches the C-Pen Exam Reader 2™ functions to your preferences



Create a help sheet that explains how to use the Run Wizard function and describe how this feature can help to personalise the device for individual use



If you stick to exploration tasks, students will be more likely to adopt this accommodation. Provide the feedback and review as a group learning situation.

The three important functions that you want students to understand from this activity are:

1. How to scan the text confidently and comfortably.
2. How to listen to the playback and replay words or sentences multiple times.
3. Enlarge and listen to single words.



### TOP TIP:

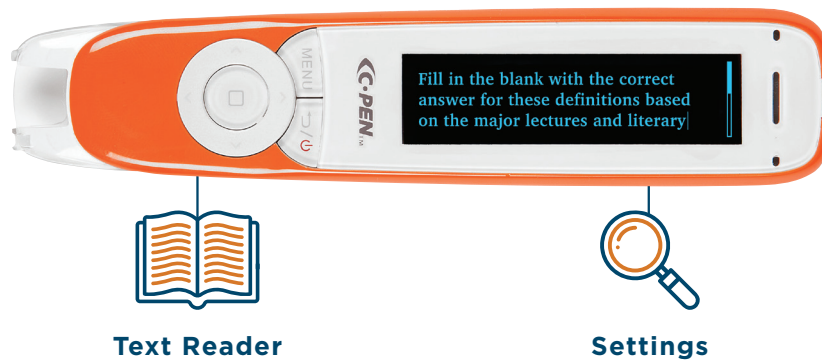
Share videos via your intranet to help newbie users.



## Top Tips to Supporting Students with EAL

### English as an Additional Language?

C-Pen Exam Reader 2™ scans and reads in 12 languages.



C-Pen Exam Reader 2™ Scan Languages		
English	Spanish	Danish
French	Portuguese	Norwegian
German	Swedish	Russian
Italian	Simplified & Traditional Chinese	
Mandarin	Accent Adjust Feature	



#### Help at the point of need

Students with EAL, dyslexia (both diagnosed and undiagnosed), struggling readers, and students who crave re-assurance can be thriving on discreet, portable, and personal support at the point of need. To achieve the same level of human support, we would need to employ platoons of teaching assistants. Classrooms would be full of helicoptering adults whirring around, supporting comprehension, validating understanding, decoding key words, and reading tricky texts. But even a fleet of teaching assistants won't be able to support independent learning skills. This is where the C-Pen Reader 2™ excels.

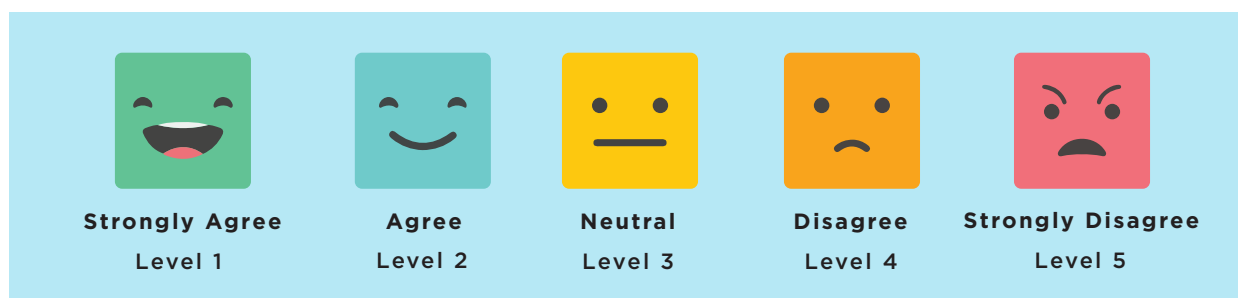
It is a normal way of working that even transitions to become examination support. During exam time, the C-Pen Exam Reader 2™ can be provided to support reading without the need for a human reader or special exam accommodations.



## Collect & Reflect: Top Tips for Evidence Gathering During Your Trial

Use the link on this page to collect before and after data from your students.  
Our seven Likert-rated questions will help support the evaluation your trial.

1. I enjoy reading for pleasure
2. I am a confident reader
3. I don't feel anxious about reading
4. I can read the same things as my peers



Complete our Collect and Reflect training survey.

Every term we give away worth £2,000 of Scanning Pens CPD Training  
For your chance to win, follow this link to take part.

<https://forms.office.com/pages/responsepage.aspx?id=pUTh-Y8iWk6GxCzCUzdkAqgzSPqaAvhAhNxlxMi7Hv5UQ1FHUdIKMTI5UVIKUzNQRzVQNUplQjdPUy4u&web=1&wdLOR=c453535B1-DD7B-9341-BC2E-27B12FFAA721>



Scanning Pens  
Education

**SUPPORT THEIR NEED WITH A PEN  
THAT READS**

Strengthen your scanning pens strategy and toolkit approach to literacy support,  
create a tighter alignment to OFSTED requirements and SEND inspection.

We provide short, intensive, practical and CPD accredited professional  
development.



Improve access  
for learners with  
neurodiverse needs



Increase inclusion  
for non-readers



Provide reading  
independence and  
build self-esteem



**For more information scan here!**

[www.scanningpens.co.uk/  
Demonstrator-Schools-  
Support-SPUK.html](http://www.scanningpens.co.uk/Demonstrator-Schools-Support-SPUK.html)

**Thank you for taking a trial with Scanning Pens. We hope that you will make a decision to  
purchase based on evidence-based feedback.**

When we call you on day 25, please tell us if you have identified further training needs.

## Tutor in Your Pocket

**When children can read independently, teachers can connect, coach, and collaborate.**

In most classrooms, a teacher's time is usually divided, undemocratically. It is influenced by resources, numbers, student combinations, and the needs of learners who are unable to read or decode the resources in front of them.

The DfE's challenge of providing support for literacy ***Opportunity For All*** - sets out a long-term vision for schools to help every learner fulfil their potential. This is founded on the aim of achieving world-class literacy and numeracy. The targets are as follows:

By 2030, 90% of primary school children will be meeting the expected standard in reading, writing and maths.

Additionally, the average GCSE grade that will be achieved in English Language and Mathematics will be Level 5.

Headteachers can see the huge challenge ahead and are looking for innovative solutions. They are asking these questions:

- \* How can we accelerate reading progress?
- \* How can we promote reading independence?
- \* How can we get the best impact from our budget and resources?

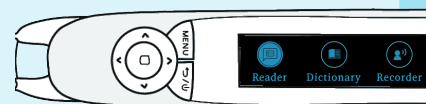
The pressure is on, and teachers are looking for reading support solutions that are efficient, effective and that will not create an additional burden on their time. In many schools, the need for reading support is outweighing the human resources available.

The C-Pen Reader 2™ is the reading solution that provides independent learning support.



**A Tutor in Their Pocket**

**C-PEN™ READER 2™**



A portable, text-to-speech device, the C-Pen Reader 2™ decodes and accelerates learning independence, enabling students to be capable and included. When reading is covered, students can take control of their own learning journey.

This device plays back scanned text through headphones, or via the built-in speaker, as a way of supporting multi-sensory reading. As each word is spoken it is highlighted. This highlighting helps students to make the connection between the word and that word's sound. How often do students ask a teaching assistant to read a sentence over and over? Rarely. Most students only ask once, even if they didn't hear or comprehend the tutor's response. With instant playback, students can listen to a sentence as many times as they like without feeling embarrassed.

The C-Pen Reader 2™ contains dictionary definitions to provide immediate validation. These quick definitions keep the flow of reading moving, allowing students to read at their own pace without having to go back and forth to a dictionary.

# Empowering Readers Everywhere



## Contact Us



**44 (0)20 7976 4910**



**ukinfo@scanningpens.com**



**www.scanningpens.co.uk**

**Find us on our socials:**



**@scanningpens**