

MODIFYING TEXT FOR HEARING IMPAIRED PUPILS

- All materials presented in a written form should be differentiated to take account of a pupil's language level.
- Think about the purpose of the teaching materials you are using. Is the key point to get some facts or concepts over or is the language being used itself the 'content' of what has to be learnt? Where appropriate, make sure that the language used on worksheets does not get in the way of the pupil understanding the key concept or learning objective for the session.
- Many deaf pupils will benefit from a clear list of key words and concepts covered in the lesson and used in written follow-up materials. Some will be helped by written follow-up materials which allow them to express their understanding in a more visual/pictorial way than would be appropriate for other children.
- Modify the text of books that form part of the topics or curriculum. There are many such books already available in a simplified form, ranging from Shakespeare to the modern classics. Ask for advice from the Hearing Support Service .

PREPARING WORKSHEETS FOR HEARING IMPAIRED PUPILS

- think before you start about what technical or specific language is essential.
- adjust the carrier language for content so that it is appropriate to the level of the subject matter and age/ability or the target audience.
- reduce the complexity of the text.
- use clear headings which give a good idea of the subject matter which follows
- consider font size, spacing on the page and general layout.
- use clearly labelled diagrams and pictures if they are available
- use short simple sentences
- present information sequentially
- write statements first and then questions.



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