DCUK

Thrive with language and literacy for life



LOVE LITERACY NAN IN A VAN



Going Beyond Sounding-Out

The Literacy intervention that takes phonics for deaf children to the next level. Visual access to language throughout with Cued English and BSL.

- **Blending, synthesising and word-manipulation** in the natural context of whole words, phrases and sentences – this is what makes the Nan resource stand out from other gesture-based tools that only work at a single phoneme level.
- **Meaningful words come first**, phonemes second. Mainstream synthetic phonics programs assume that learners are already competent in the English language, yet we know that is not the case for a many deaf learners.
- **Quick and easy way to put English into your hands**. This approach gives consistent visual and kinaesthetic confirmation of the structure of English words and sentences alongside BSL with copy-me digital avatars and crystal clear graphics.
- **Co-learning is key**, no previous exposure to visual languages is needed for either the learner or the adult reading-partner, this resource is cleverly designed for each of them to learn these skills as they work through the books.

Tim did it!



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The results of the skills tracker and external research continuing

New Assessment Package is added to Nan. In response to the request for a bespoke assessment package for the NIAV intervention, each of the ten reading books now has its own assessment protocol. With support from DCAL (Deafness Cognition and Language Research Centre at University College London) the assessments were designed to seamlessly follow completion of each reading book, be fun for staff to use and feel like a game for the students!

Areas assessed include:

Receptive skills, the ability to:

- Cue-read sounds and words
- Lip-read sounds and words
- Recognise printed letters
- Recognise fingerspelled letters

Expressive skills, the ability to:

- Cue sounds and words
- Fingerspell the alphabet
- Use English lip patterns (with or without vocalisation)



