

SOUNDS WRITE AT LEIGH ST MARY'S



LEIGH ST MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL



WHY SOUNDS WRITE?

- ❖ Our school had invested in training a number of Teaching Assistants in Sounds Write for the delivery of interventions.
- ❖ Read Write Inc. was working well for us but we hadn't bought in to the whole package.
- ❖ Increasingly, there were children who were falling behind and needing extra phonics intervention.
- ❖ Generally, teachers felt that children were performing well in phonics sessions but then not applying that learning to their writing or independent reading.
- ❖ Our school is currently undergoing massive changes as we transition from an infant only school to a full primary school.
- ❖ We had good Phonics Screening Check results but felt we could do better.
- ❖ We needed to choose a pathway that was best for our children and our school.
- ❖ The principles and pedagogy behind the Sounds Write programme suit the needs of our children.
- ❖ Lala Worrall is our link TESS teacher and a Sounds Write trainer. She describes it as a 'gift' that she would love to schools to embrace.

ST GEORGE'S



- ❖ Lala told us about St George's CE Primary School, a primary school in Wandsworth that teaches whole school Sounds Write.
- ❖ They are a Church of England Primary School on The Patmore Estate in Battersea.
- ❖ They've had significant challenges throughout their journey to becoming an outstanding school.
- ❖ They have achieved 100% pass rate in the Phonics Screening Check for a number of years.
- ❖ St George's called their journey from Crisis to Calm. Their new video is on their website and is definitely worth viewing.
<http://www.st-georges.wandsworth.sch.uk/commitment-and-consistency-our-new-film/>
- ❖ We decided the best thing was to see it in action so we went to visit and were amazed with their results and excellent practice.
- ❖ We came away feeling inspired and positive that we could make this work in our school.

ST GEORGE'S TESTIMONIAL



Sarah Collymore (Headteacher, St. George's CE Primary School, Battersea; National Leader of Education)

At St George's we have used Sounds-Write for over five years and I cannot recommend it highly enough. We are a National Support School and have visitors from all over the UK and abroad visit the school each year.

With Sounds-Write our very youngest children in Nursery are already blending and segmenting words for reading and spelling. They love their Sounds-Write lessons so much that the teacher had to introduce a Velcro sound wall to their free-play options.

Our phonics screening results have been 100% for the last three years and always above 96%. This is due to the excellent, consistent approach that Sounds-Write uses which empowers teachers and students alike.

In a school with high mobility, high deprivation and high EAL we can attest to the fact that Sounds-Write works for all children. It can be used for groups, whole class, 1:1, new arrivals to English and SEND pupils with ease and is a sure way to narrow the gaps for pupils.

The training is high quality and all staff use consistent methods to teach phonics, reading and spelling effectively. Skills are taught explicitly and pupils demonstrate confidence and success from the outset.

ST GEORGE'S



- ❖ The Sounds Write teaching approaches work wonderfully at St Georges.
- ❖ We have a diverse range of children with differing needs and abilities and felt that this approach would work for us.
- ❖ We knew that it would give our school a clear structure for working with sounds and spellings.
- ❖ It would give the children and staff a clear understanding of what they are doing and why they are doing it.
- ❖ It would teach us how to develop careful modelling.
- ❖ Staff and children would feel confident and secure.
- ❖ Children would benefit from a truly multisensory experience.
- ❖ Children would feel actively engaged and motivated
- ❖ Seeing it in action was crucial to our decision.



SOUNDS WRITE TRAINING ... A HUGE COMMITMENT

- ❖ All teaching and support staff needed to be trained.
- ❖ Sounds Write training is a week long, in-depth course with an exam at the end.
- ❖ All teaching staff were trained in the Summer Term 2016.
- ❖ All support staff were trained early on in the Autumn Term .
- ❖ It was a huge investment in both time and money but we were so excited and committed to the process.
- ❖ Whole school Sounds Write teaching began fully in October 2016.



COMMITMENT AND CONSISTENCY

- ❖ We had to get it right.
- ❖ Sounds Write became our schools approach to the teaching of reading and writing.
- ❖ We changed our school day to ensure we could have half an hour of Sounds Write teaching daily.
- ❖ Monitoring of the teaching of Sounds Write was key.
- ❖ Support and guidance from Lala was hugely beneficial.
- ❖ Our English Leader and Lala observed all teachers and support staff to ensure we were on the right tracks.
- ❖ Staff meetings and regular updates were also key to our successful transition.

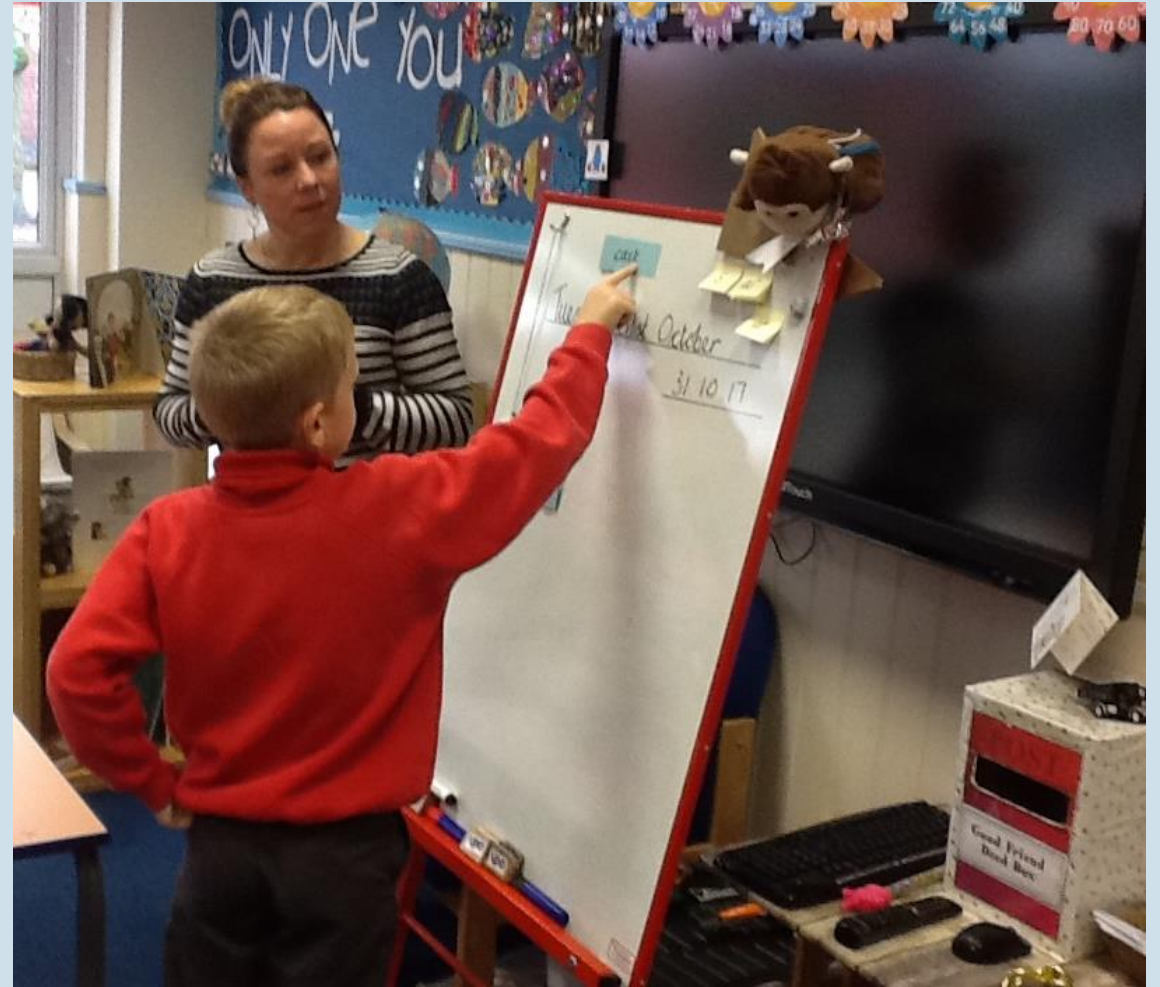


HOW WE DO IT...

- ❖ Our school day starts and 8.45am
- ❖ We carry out Morning Challenge and then registration.
- ❖ We begin Sounds Write at 9am.
- ❖ We teach for half an hour every day.
- ❖ The focus is on whole class teaching.
- ❖ Lessons are scripted and resources are simple to prepare.
- ❖ Sounds Write boost sessions are set up for children who need extra support with reading and writing.







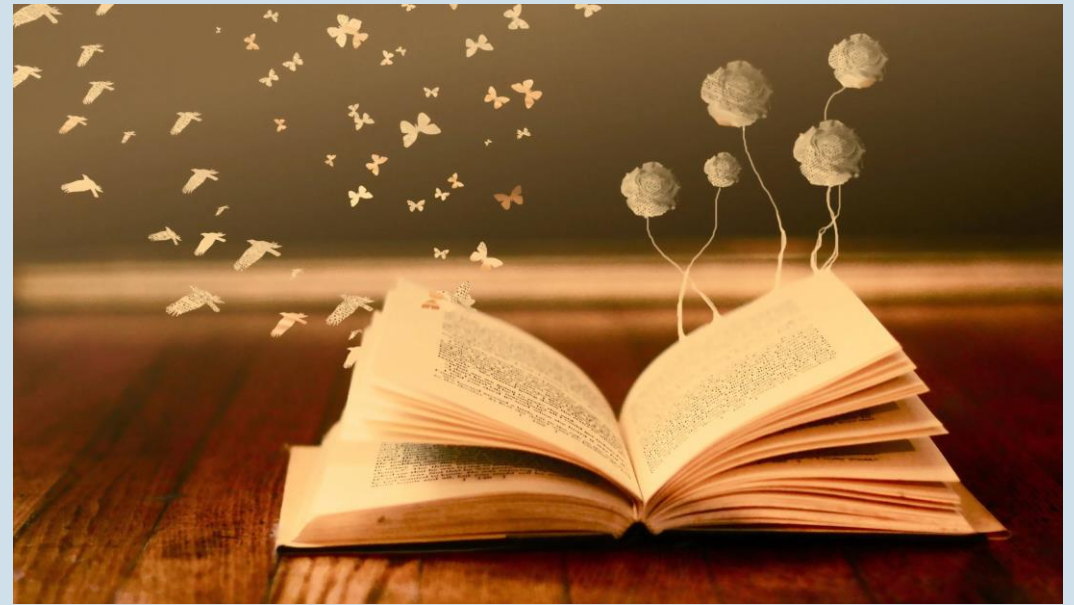


WHY WE LOVE IT...

- ❖ Children have a hands on experience with the materials they are learning.
- ❖ Children are given opportunities to listen, to speak, to notice by looking carefully and to write.
- ❖ Using senses: hearing, listening, seeing and touching.
- ❖ Practical activities.
- ❖ It gives us a structure for teaching spellings throughout the whole school from Early Years to Year 6.

WHAT DO WE DO TO CREATE A LOVE OF READING?

- ❖ RED TED KS1
- ❖ Books Open Doors KS2
- ❖ Read Around the Team – Leigh Centurions
- ❖ World Book Day
- ❖ Books as hooks
- ❖ Wow experiences
- ❖ Book Talk
- ❖ Inviting book corners in each classroom
- ❖ Class novel





SUCCESSSES SO FAR...

- ❖ Teaching and support staff all feel more confident in the delivery of high quality and truly multisensory phonics teaching.
- ❖ Teaching and support staff have been upskilled massively.
- ❖ The pedagogy behind the Sounds Write programme has changed our whole view point on the best ways that children learn and the best ways to teach to meet the needs of our children.
- ❖ In June 2017 we achieved our best ever Phonics Screening check pass rate of 91%
- ❖ Boys performed well in the screening check with 96% meeting the expected standard. This is significantly above the LA where 79% met the standard.
- ❖ EAL pupils made excellent progress in phonics throughout the year with 100% meeting the expected standard. This was 25 points above LA.
- ❖ SEND pupils also outperformed the LA with 56% meeting the expected standard. This is 12 points above the LA.



SUCCESSSES SO FAR...

- ❖ Our Foundation Stage Manager is thrilled! Children in Early Years have never been more confident to read and write.
- ❖ The impact of Sounds Write can be seen in the EYFS Reading and Writing results with 80% reaching ARE for Reading and 73% reaching ARE for Writing.
- ❖ Our FSM children have also performed well in Reading and Writing with 67% meeting ARE for reading which is 12 points more than the LA where 55% of FSM pupils met ARE for Reading.
- ❖ In Writing 50% of FSM children met ARE this is 1 point lower than LA.
- ❖ Our FSM boys have performed better than the LA with 67% meeting ARE in Reading and Writing. This is significantly higher percentage than LA.



WHAT'S NEXT?

- ❖ We feel confident enough to create our own writing pathway as we move to a full primary school.
- ❖ Leigh St Mary's will continue to work closely with Lala and TESS to ensure that we are being the best we can be.
- ❖ Continually reflect on and improve our practice.
- ❖ We hope to be in a position to invite colleagues into our school to see Sounds Write in action.

**“IT’S NOT ABOUT SPELLING
CAT...**

**BUT ABOUT SPELLING
CATASTROPHICALLY.”**

**MRS WORRALL
TESS**

