

# 'We like saying the sounds and reading the words'

Cleveland State School, Australia, March 2022



Nicole Grant, Deputy Principal at Cleveland State School in Queensland, shares encouraging results after their first year of implementation of Sounds-Write.



- 📌 School: **Cleveland State School**
- 📌 Location: **South East Queensland, Australia**
- 📌 Pupils on roll: **609**
- 📌 Age range: **4 - 12**
- 📌 English as additional language: **12%**
- 📌 SEN (verified disability): **16.3%**
- 📌 Index of Community and Socio-Educational Advantage (ICSEA): **1026**

## Why did you choose Sounds-Write and how did you implement it?

We did not have consistency of practice in the teaching of phonics. This was impacting the progress of our students in English in both reading and writing. Students had to learn new routines and knowledge when they changed year levels - adding to their cognitive load. Michelle Summerville, our Head of Department-Curriculum (HODC) engaged in some very thorough research regarding the best Synthetic Phonics approach to reading and writing and Sounds-Write was chosen due to its years of success. All of our Prep-Year 2 staff, along with Support Teachers Literacy and Numeracy, Deputy Principal and HODC completed the online training in their own time in August 2020. While we 'practised' the lessons during the training, implementation did not start till Term 4 2020.



'We like making three correct words to get a Hat Trick!'



## How did you find the training and support provided by Sounds-Write?

Second to none. The ongoing support provided by Sounds-Write trainers is greatly appreciated. From answering emails to engaging in additional masterclasses, the Sounds-Write trainers are always there to help us out.

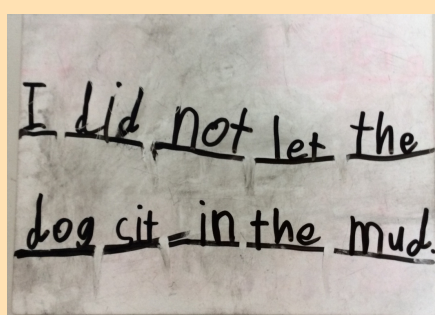
## What impact has Sounds-Write had on pupil progress?

Teachers have especially seen the difference in students' writing following a full year of Sounds-Write implementation. Students are also aware of protocols and script routine which means they know what's coming and teachers can focus on the aim of the lesson and spend more effort on error corrections.



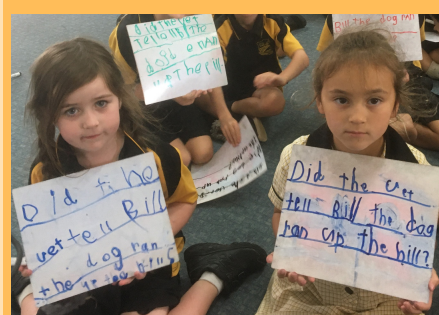
### August

A man sat on the mat.



### October

I did not let the dog sit in the mud.



### December

Did the vet tell Bill the dog to run up the hill?

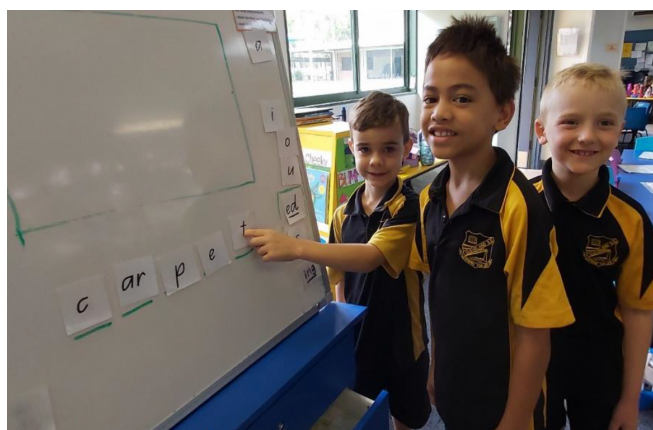
Success in Prep (ages 4-5) after one term of Sounds-Write, 2020

## What would you say to other schools considering Sounds-Write?

Children learn a small number of sound-letter correspondences to start with and use that knowledge right away to sound and blend the letters to find out how to pronounce unfamiliar words and this sets them up for literacy success. Using Sounds-Write children then rapidly learn more sound-letter correspondences and continue to use the strategies to successfully read and spell increasingly complex words. Research demonstrates that the early, rigorous start of this kind of phonics instruction leads to children making increasing gains in reading, spelling and writing ability compared with age long after the intervention ended.



'We like having a turn of making the word for the class.'



SoundsWritePhonics



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