

# 'You will never consider another programme again!'

Kingswood Parks Primary School, UK, May 2023



We spoke to Claire Davis, Assistant Headteacher at Kingswood Parks Primary School, a Sounds-Write Training School in Hull.



- 📍 School: **Kingswood Parks Primary School**
- 📍 Location: **Hull, UK**
- 👥 Pupils on roll: **683**
- 👶 Age range: **3 - 11**
- 🍽️ Free school meals: **6.9%**
- 🗣️ English as a second language: **7.1%**
- 🧑‍🎓 Special Educational Needs: **7.2%**

## Why did you choose Sounds-Write?

In January 2020 we started looking for a new effective systematic synthetic phonics programme and, as a Talk for Writing school, we were signposted to Selby Primary School, where our reading leaders attended the Sounds-Write taster day. We were seeking a whole-school, consistent approach to the teaching of phonics in KS1 and Reception that would also address the difficulties with the teaching of spelling we were facing in KS2. There was a need to upskill staff in the teaching of phonics beyond Year 2, and the taster day gave us a true insight of how spelling can be taught in the Sounds-Write way.

## How did you implement Sounds-Write?

In September 2020 sixteen teachers from Reception to Year 6 began the four-days training course. We also trained two teaching assistants who would be based in Year 1 to ensure high quality interventions. Since then, all Reception, Year 1 and Year 2 teachers have had the full four-day training course. As a three-form entry school we have ensured that one teacher in each KS2 year group is fully trained, and they lead in their year group in the planning process. This year our Assistant Head Teacher also completed the Sounds-Write for Year 3-6 course, and this has ensured that the progressive teaching of spelling in these year groups.



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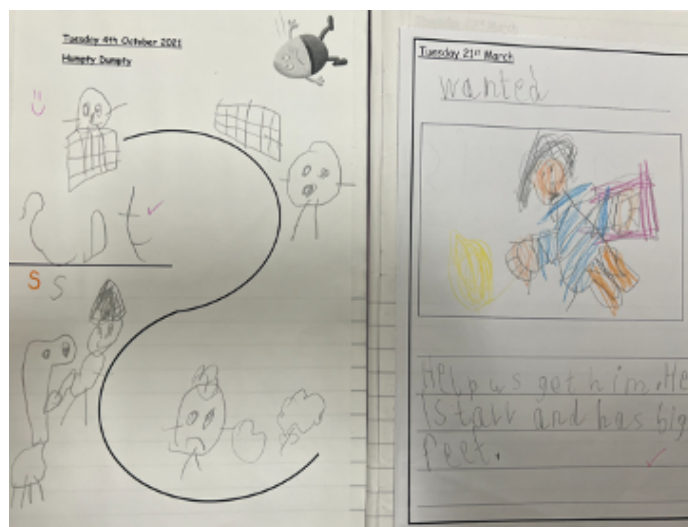
## What has been the reaction from the children and parents to the adoption of the Sounds-Write programme?

The children really enjoy their Sounds-Write lessons. They are always highly engaged and actively involved. The structure of the programme ensures that children can focus on the skills and code knowledge they need in order to read and write words. All classes have held a Sounds-Write parent workshop where the teachers showcased how phonics and spelling is taught in school.

'I picked up a few pointers from the teacher during the lesson that I will help with reading new / difficult words my son may find hard to pronounce.'  
(Year 5 parent)

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

In Reception, the progress the children are making is phenomenal. The children are already independently writing simple sentences that can be read by others using all their code knowledge, and it is only March! At the end of this year, we are expecting 89% of the Year 1 children to pass the Phonics Screening Check, which is an increase from previous years.



Writing in October and March (Reception)

## How do staff feel about the programme?

The staff are extremely confident to teach the lessons. The programme provides structure for which sounds to teach, with examples of words to support this. As the children progress through the school, so does the complexity of the words.

'As an Early Career Teacher, the Sounds-Write programme was a little overwhelming at first. However, as soon as I had had the training, I knew exactly what to teach and when. The scripts helped me to deliver the lessons accurately and I have been able to see the impact of my phonics teaching in my reading, writing and wider curriculum lessons.' (New member of staff)

## What would you say to other schools about the Sounds-Write programme?

We highly recommend the Sounds-Write approach to the teaching of phonics and spelling. The consistency and progression across the whole school is clear to see, and the staff have become skilled and knowledgeable in how to teach phonics. Once you begin, you will never consider another programme again!

