

'Parents who are educators have suggested that their districts visit our Sounds-Write classrooms'

Lynbrook Union Free School District, USA, February 2023



We spoke to Dr Gerard Beleckas, Assistant Superintendent for Curriculum, Instruction and Assessment, and Allison Curran, Elementary Curriculum Specialist, about the adoption of Sounds-Write at Lynbrook Union Free School District.



- 📍 School: **Lynbrook Union Free School District**
- 📍 Location: **Lynbrook, New York, USA**
- 📍 Pupils on roll: **2751**
- 📍 Age range: **4-19**
- 📍 Free and reduced lunch: **16%**
- 📍 English as a second language: **3%**
- 📍 Additional learning needs: **15%**

Why did you choose Sounds-Write?

During the pandemic, we were concerned that our future students were not necessarily going to have typical preschool experiences and how developed their early literacy skills would be. We decided to look for a program that embraced the newest research in the science of reading and had a proven track record. Sounds-Write's natural speech-to-print approach, comprehensive training, just-in-time error corrections, and consciousness of cognitive load were just some of the attractions that led to our decision making.

How have you implemented Sounds-Write?

We trained our Kindergarten teachers and interventionists along with administration in November 2021, then began to implement Sounds-Write in the classroom. We had a literacy consultant trained in Sounds-Write model and coach the teachers with their delivery of instruction. In the Spring of 2022, we trained our first-grade teachers, so they would be ready to provide Sounds-Write instruction to the cohort they would be receiving. We also trained all the interventionists in the buildings K-5. First grade teachers picked up in the code where the Kindergarten students left off. Interventionists do a variety of small group interventions across the buildings and grades. We are currently training our second-grade teachers to continue with the code next year.

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

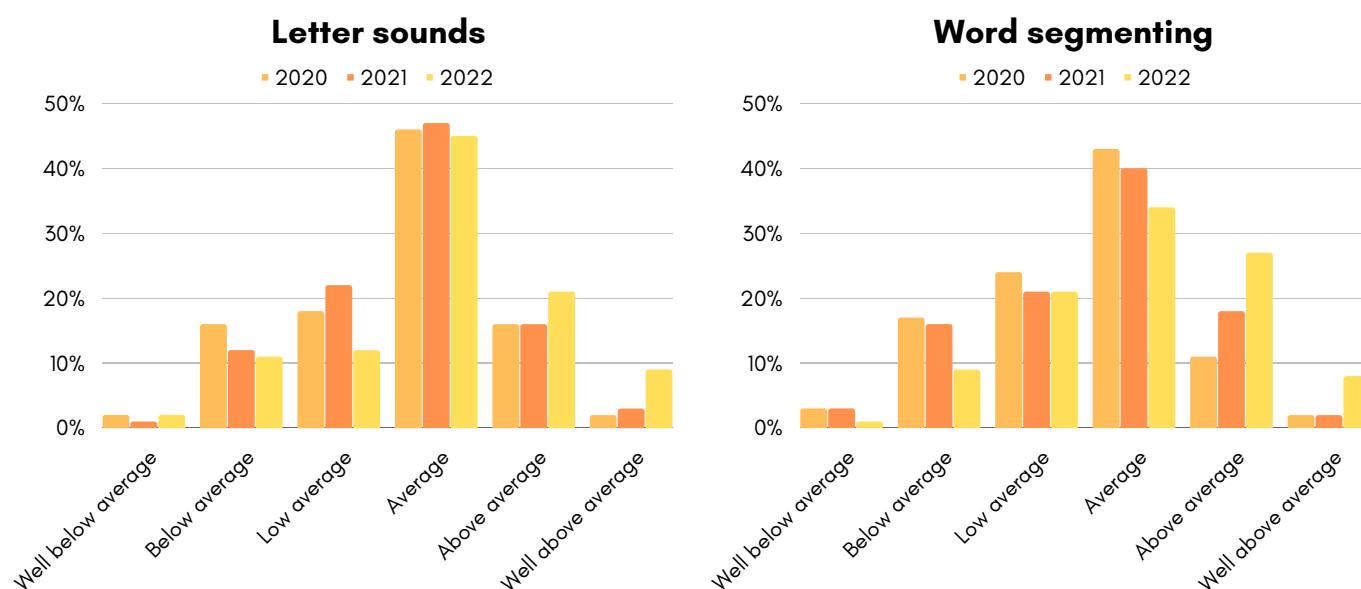
The opportunity to return to professional development has been crucial to remind ourselves of the why and how. Different course offerings for distinct roles have also made teachers feel their needs are being met. The Masterclass was crucial for our interventionists to fully understand the program and provide the targeted support that our struggling learners need.

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

Students have been engaged and empowered by the targeted phonics instruction. Student questioning has changed. Children no longer ask, "How do you spell kick?" They ask, "What spelling of /k/ is in kick?" Parents have provided positive feedback and have favorably compared their current students' skills to their older children's. Parents who are educators have suggested that their districts visit our Sounds-Write classrooms.

What impact has Sounds-Write had on student progress?

We administered a normed test to measure changes in Kindergarten Early Literacy over the last three years and have seen substantial increases.



How do staff/teachers feel about the program?

We have veteran teachers who have lived through many programs in their tenure. They say this is by far the best program and makes the most sense to alleviate cognitive overload. The natural sound-to-print approach has been more successful helping students attain mastery of basic early literacy skills in a shorter period. Even the students who are currently receiving remediation are reading at higher levels than those who received such services in the past.

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

We have had three other local school districts and a school from out of state visit our Sounds-Write classrooms. All visitors have walked away equally impressed, so our advice to other schools, go visit a Sounds-Write classroom. The students themselves and what they have accomplished are the best evidence of how well the program works.