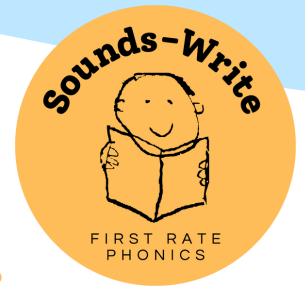


‘Support from the Sounds–Write community is exceptional’

Princecroft Primary School, UK, November 2021



We talked to Anita Harley, Year 1 Class Teacher and Sounds–Write Lead, about the adoption of Sounds–Write and what it has meant for literacy and pupil attainment at Princecroft Primary School.



School: **Princecroft Primary School**

Location: **Warminster, Wiltshire, UK**

Pupils on roll: **175**

Age range: **4 - 11**

Free school meals: **40%**

English as additional language: **5%**

What impact has Sounds–Write had on pupil progress?

Prior to teaching Sounds–Write, the teaching of phonics was not consistent between classes and the children were not confident in their sound–spelling correspondences. After introducing the programme in 2016, there has been a rise in standards and a continual increase in the percentage of children achieving at or above the expected standard for Reading and Writing at the end of Key Stage 1 (age 7). Considering many of the children at our school start Reception below national expectations, Sounds–Write has allowed even our most struggling learners to make good progress in their reading.

Year	End of KS1 - Reading		End of KS1 - Writing	
	Princecroft	National	Princecroft	National
2016	50%	74%	42%	65%
2017	65%	75%	45%	68%
2018	74%	75%	70%	70%
2019	94%	75%	88%	69%

'The introduction of the new consistent approach to teaching phonics has had a very significant impact on all pupils throughout the school.'
(Ofsted, 2018)

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

Since implementing the programme, children are much more motivated in their reading and spelling. They have systems to find the correct spelling and are interested in the meaning of words. The older children are now able to make links between the history of words and their meanings, which is supporting them further in their reading. Children enjoy the consistency and find confidence in the fact they continue to build on their Sounds-Write knowledge throughout all their years at Princecroft. Parents have enjoyed seeing the progress that their children make in such a short space of time, particularly in the first few months of Reception.

'Extending the way in which phonics is taught in Reception and Year 1 to the rest of the school has had a very positive impact on accelerating the progress that all pupils are making in both reading and writing.'
(Ofsted, 2018)



How do you and other teachers in the school feel about Sounds-Write?

From week one of teaching Sounds-Write I have seen a dramatic improvement in the teaching of reading and spelling at Princecroft. The systematic approach to teaching the way sounds are represented in writing and the reduction on cognitive load provides such clarity to the pupils and adults alike. Due to the simple lessons provided, all children can access the content and make good progress. Five years after starting teaching Sounds-Write, there is still a constant buzz around the school amongst staff. The staff room is a constant support base for discussing sounds and syllables. It is so great hearing all staff so engaged!

What would you say to schools that are considering adopting Sounds-Write?

All staff need to be trained and phonics teaching needs to continue beyond Key Stage 1. As with any programme, you need to teach Sounds-Write with fidelity. Support from the Sounds-Write community is exceptional. During lockdown and beyond, the commitment to supporting teachers' CPD through online webinars and further courses has been fantastic. Choosing Sounds-Write as a programme to teach phonics will be the best move you make in supporting your children to become fluent in reading and spelling.