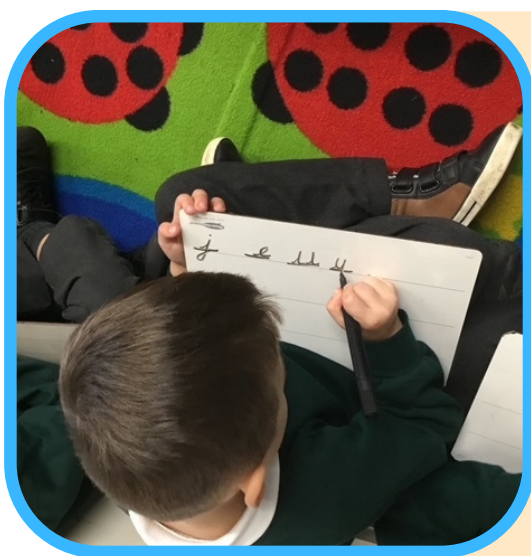


# 'I say the sounds when I'm writing my word'

Studley Green Primary School, UK, December 2021



We spoke with Sarah Garbutt, Headteacher at Studley Green Primary School, about the impact that Sounds-Write has had in raising children's confidence in reading and spelling. The school has two resource bases, one for children with communication and language needs, and one for children with complex needs. One in five children at the school has an Education, Health and Care plan.



- 🐞 School: **Studley Green Primary School**
- 🐞 Location: **Trowbridge, Wiltshire, UK**
- 🐞 Pupils on roll: **213**
- 🐞 Age range: **5 - 11**
- 🐞 Free school meals: **50.7%**
- 🐞 English as additional language: **12.2%**
- 🐞 SEN Resource base pupils: **16.4%**

## When did you start implementing Sounds-Write and how did you do that?

Sounds-Write was introduced in September 2017 and we have made it a priority to provide the four-day training to all teaching staff and teaching assistants in our school. We started with the Early Years class, then Key Stage 1 classes, and then moved on to the Key Stage 2 classes. Sounds-Write has also been implemented in each of our three classes in our two resource bases. Staff have commented on the success within these classes and how well their children have responded to the programme. Providing the training to our teaching assistants has allowed them to support children within the lessons and also use aspects of Sounds-Write as part of interventions.

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

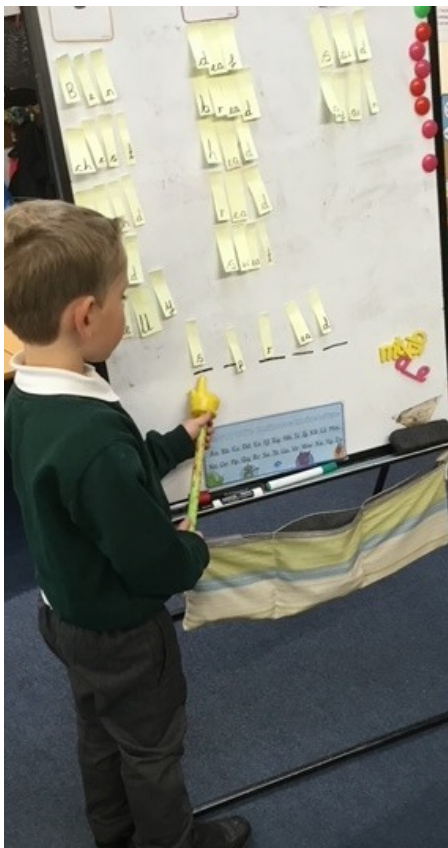
Our children love Sounds-Write at Studley Green! They are heard around our school from Early Years to Year 6 saying "I say the sounds when I'm writing my word." Many parents have attended workshops run by class teachers and the number of children reading regularly at home has increased. Staff are extremely positive about phonics in our school. Through using Sounds-Write, staff feel confident in delivering a consistent and robust scheme which promotes the enjoyment of reading and spelling. Everyone is clear about the expectations and milestones that should be reached at the end of each year.

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

The confidence the children have in reading and spelling polysyllabic words is seen in their reading fluency and writing. Since introducing Sounds-Write, there has been a positive impact on outcomes in Early Years and Key Stage 1. The children enter Year 3 working confidently in the Extended Code, and having a consistent approach to teaching spelling in Key Stage 2 has also led to improved outcomes. This year, however, we've seen a dip in result in the Phonics Screening Check due to this being a cohort with significantly higher speech and language needs and, of course, the impact of Covid.



'Leaders prioritise reading. High-quality training has been provided for all staff.'  
(Ofsted, 2021)



### Phonics Screening Check

	Studley Green*	National
2021	53% / 66%	
2020	71% / 83%	
2019	62% / 72%	82%
2018	61% / 67%	83%

### End of Key Stage 1 - Reading

	Studley Green*	National
2021	79% / 92%	
2020	71% / 81%	
2019	52% / 63%	75%
2018	57% / 69%	75%

\*The first figure includes children who are in the Special Educational Needs Resource Base and have an Education, Health and Care plan. The second figure is the result for children in the mainstream class only.

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

Sounds-Write has transformed the teaching of phonics and spelling in our school. Our staff keep fidelity to the programme, and consistency in delivery can be seen across the school. Expectations for all children are high and their engagement and enjoyment is clear. As Sounds-Write has been so successful in our school, we have welcomed many visiting schools to observe lessons. They have been excited about the programme and the consistency and progression within the school.

