

'All children make progress'

Chorley St James' Primary, Lancashire, UK, January 2024



Amy Goodfree, Year 1 teacher at Chorley St James' Primary School, talks about the impact that Sounds-Write has had at the school, both on phonics and on teaching in general.



- 📌 School: **Chorley St James' Primary School**
- 📌 Location: **Chorley, Lancashire, UK**
- 📌 Pupils on roll: **227**
- 📌 Age range: **3-11**
- 📌 Free school meals: **17%**
- 📌 Special Educational Needs: **18.5%**
- 📌 English as an additional language: **10.5%**

Why did you choose Sounds-Write?

We had heard great success stories from other schools about Sounds-Write and we wanted a phonics programme that was well researched, supported the children to a mastery level in phonics and left no children behind. We wanted to ensure we had a programme that supported all children. We have a vision for all children to be able to read and we believe that Sounds-Write is one of the best resources to help us live out this vision. Sounds-Write is grounded in good research, teaching and learning and has excellent CPD.

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

All teaching staff were trained from January 2022 on online training courses. Learning Support Assistants were trained shortly after on face-to-face training days. Following training, Sounds-Write was implemented in Reception, Year 1 and Year 2.

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

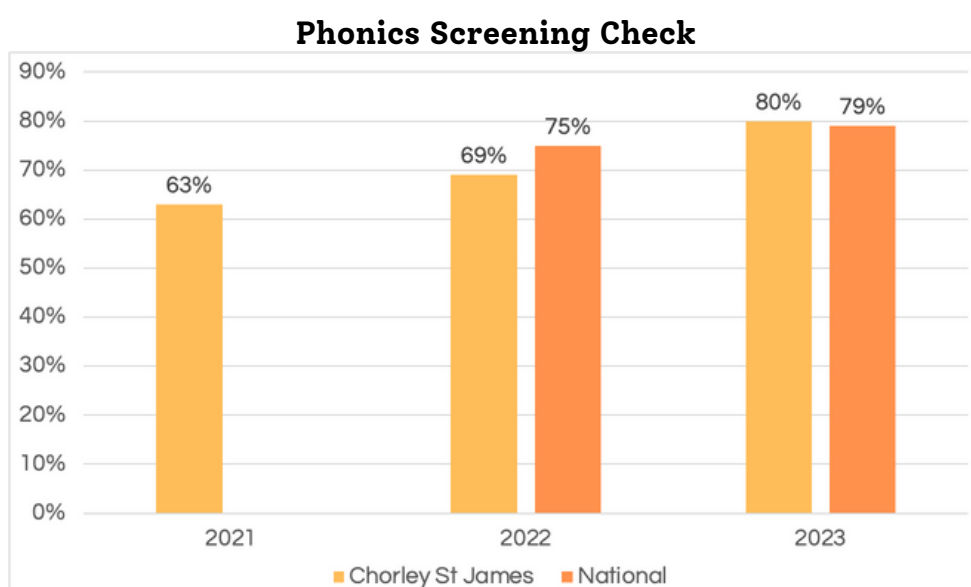
The online training platform was easy to use and navigate. Training was very thorough, and it was good to know that there was always someone there to contact via the online training platform. Training was backed up heavily with theory and there was good research around cognition and learning. Training was well sequenced, and it allowed time for staff to digest what was taught before moving on.

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

At St James' we love Sounds-Write! There is a definite buzz around phonics from all staff and pupils in lessons and around the school. The children have really responded well to the implementation of Sounds-Write and have risen to the challenge. They like the routine and repetition of the lessons and expectations are clear throughout due to it being taught with fidelity.

What impact has Sounds-Write had on pupil progress?

Children are more confident about spelling and writing unfamiliar words using their phonics knowledge. In the academic year 2022-23, the first full year of Sounds-Write, Year 1 children came in with a baseline of 27% on track, but 80% passed their Phonics Screening Check. This is a big improvement from 69% in 2021-22 and 63% in 2020-21.



How do staff and teachers feel about the programme?

Staff at St James' are passionate and excited about Sounds-Write, and teachers like the consistency of the programme. Because all staff have been trained, we know that high-quality phonics is being delivered across the school and are confident that our approach to phonics is consistent and everybody is using the same language when delivering whole-class sessions or interventions. Staff really enjoy teaching Sounds-Write and feel confident when teaching, as do Learning Support Assistants when delivering interventions both outside and within lessons.

Sounds-Write language is used across other lessons in the curriculum and allows children to have the vocabulary to ask for help with reading and spelling. Staff commented that their phonics pedagogy has been developed as a result of the training and it continues to help staff to love words and find spelling interesting, and pass this enthusiasm on to the children.

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

If you're looking for a well-researched, thorough and comprehensive approach to phonics, we would signpost you to Sounds-Write. When run with fidelity, all children make progress. It has been tried and tested and delivers the goods!