

Name of product: Sounds-Write

Is this a full, stand-alone phonics teaching programme or a supplementary resource or group of resources?

Sounds-Write is a stand-alone linguistic phonics programme that provides training in the teaching of reading and spelling for teaching practitioners working at primary and secondary levels. The programme is designed to be delivered whole class, small group, or one-to-one and all participants on our courses receive everything required to implement Sounds-Write at each of these levels.

Sounds-Write also offers a range of additional resources to support the programme, such as phonic readers and interactive whiteboard materials, and these can be seen on our website: www.sounds-write.co.uk

Please explain briefly how the product should be used in teaching.

Sounds-Write is designed to be delivered whole class, small group, or one-to-one and all participants on our courses receive everything required to implement Sounds-Write at each of these levels.

This product:	Tick to confirm
presents high quality systematic, synthetic phonic work as the prime approach to decoding print, i.e. a phonics 'first and fast' approach	✓
enables children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one	✓
is designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences	✓
enables children's progress to be assessed	✓
uses a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills	✓
demonstrates that phonemes should be blended, in order, from left to right, 'all through the word' for reading	✓
demonstrates how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words	✓
ensures that children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular	✓

<ul style="list-style-type: none"> ensures that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules 	✓
<ul style="list-style-type: none"> provides fidelity to the teaching framework for the duration of the programme, to ensure that these irregular words are fully learnt 	✓
<ul style="list-style-type: none"> ensures that, as pupils move through the early stages of acquiring phonics, they are invited to practise by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies. 	✓

Please explain how your product meets the core criteria above.

Sounds-Write is a quality first phonics programme that offers the classroom teacher an instructional method that works because it is a structured, multi-sensory, incremental and code-oriented approach to teaching children to read and spell. It can be easily implemented in the classroom with a minimum of planning, preparation and expense, and it provides fast and effective teaching for children at all levels.

The programme provides lesson plans that are very clearly structured and easy to follow within a real phonic programme that always moves in the direction of sound to print.

It teaches all key elements of conceptual understanding, factual knowledge and the three essential skills of blending, segmenting and phoneme manipulation necessary for reading and spelling and it does so on a daily basis until all children achieve the automaticity that underlies the fluency of every successful reader.

Sounds-Write gives all teachers (and knowledgeable support assistants) the expertise to make accurate professional judgements about pupils' literacy development. This applies to whole class, small group and one-to-one teaching.

Those attending Sounds-Write training courses receive all teaching materials, including diagnostic assessment tests necessary for the successful teaching of literacy.

Please provide a brief explanation of what your product provides, e.g. resources, training etc

The Sounds-Write training course provides a clear understanding of how the English alphabet code works and how to teach it in carefully structured, sequential steps from simple to complex, in accordance with the fundamental principles of psychological learning theory.

At the start, simple (one sound, one spelling) one-syllable CVC words only are

introduced. As the programme progresses, the complexity of one-syllable words is increased to four- and five-sound words, before introducing the most common consonant digraphs. The remaining common vowel and consonant spellings are then taught alongside how to read and spell polysyllabic words.

The course gives trainees regular practice to cover each stage, and includes workshops on reading in text and on how to teach through all the common errors pupils make in their reading and spelling. All the materials and resources needed to teach Sounds-Write are provided with the course, together with highly accurate word lists.

Contact details

Sounds-Write Ltd
PO Box 3437
Bradford-on-Avon BA15 1ZY

Tel: 0845 121 7213
info@sounds-write.co.uk
www.sounds-write.co.uk

Assuring high quality phonic work – Detailed self-assessment form

This second self assessment form gives schools and settings detailed and expanded information about this product, set against each core criterion.

Name of product: Sounds-Write

Please explain how your product meets the following core criteria:

This product presents high quality systematic, synthetic phonic work as the prime approach to decoding print by:

Presenting a quality first phonics programme, as defined by the 'Independent review of teaching early reading' (2006), enabling children to start acquiring phonic knowledge and skills systematically by the age of five, typically becoming fluent readers, having secured word recognition skills by the end of KS1;

Being designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major sound/spelling correspondences enabling children's progress to be assessed using a multi-sensory approach;

Demonstrating that phonemes should be blended, in order, from left to right, 'all through the word' for reading as well as demonstrating how words can be segmented into their constituent sounds for reading and spelling, and thus guaranteeing the teaching of a reversible code ensuring that children have opportunities to read texts and spell words that are commensurate with their phonic knowledge and skills as early as possible.

This product enables children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one by:

Teaching children entering school in reception:

- the skills of blending, segmenting and phoneme manipulation
- the sound-to-spelling correspondences they need to learn
- the conceptual understanding needed to become fluent readers and spellers, specifically:
 - letters represent sounds
 - sounds can be spelt with one, two, three or four letters
 - sounds can be spelt in more than one way
 - many spellings represent more than one sound.

This is achieved through the daily practice of word building, word reading, dictation and phoneme manipulation exercises.

This product has been designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences by:

Providing all practitioners with a clear understanding of how the English alphabet code works and how to teach it in carefully structured, sequential steps from simple to complex. On every training teaching practitioners are strongly encouraged to teach the programme on a daily basis in discrete sessions.

At the start, simple, one sound/one spelling, one-syllable, CVC words only are introduced. As the programme progresses, the complexity of one-syllable words is increased to four- and five- and six-sound words, such as 'jump', 'swift' and 'scraps', before introducing the most common consonant digraphs, such as <sh> and <ch>.

After this, all the remaining common vowel and consonant sound/spelling correspondences are taught until all the common spellings for the forty-four sounds in English have been covered. Alongside this, pupils are taught how to read and spell polysyllabic words, progressing from two-syllable to five- and six-syllable words.

This product enables children's progress to be assessed by:

Presenting two different kinds of assessment:

- Dynamic assessment, which entails the teacher assessing the pupil(s) as they work with them, seeing what the pupils can do with some support from the teacher and what they can do independently.
- Criterion referenced assessment, used to test a pupil's skills and code knowledge if progress is giving cause for concern (falling behind all their peers in reading and spelling), or to differentiate tasks within a class.

Our courses provide training materials for the above kinds of assessment and integrate into the training presentations how these assessments work and can be implemented. All practitioners are provided with the materials with which to conduct the criterion-referenced tests as part of their Sounds-Write training.

We also recommend on our courses that trainees consider using properly normed and standardised tests as an independent means of assessing pupils' progress.

This product uses a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills by:

Promoting the use of multi-sensory sensory engagement with the materials they are working with. We can also affirm that the multi sensory activities exploited in the Sounds-Write programme correlate very strongly in the research to teaching reading and spelling to a high degree of proficiency.

Throughout, Sounds-Write promotes the use of such activities in a manner that is commensurate with the level and abilities of the children being taught. The alphabetic principle is most successfully taught by engaging young learners with a vigorous, interactive, enjoyable programme of phonic work that is situated within a language-rich curriculum.

In addition to being multi-sensory, the Sounds-Write programme has pace and utilises an array of stimulating resources. It also enables practitioners to differentiate the challenges placed before the learner in order to meet their individual needs.

This product demonstrates that phonemes should be blended, in order, from left to right, 'all through the word' for reading by:

Taking a structured approach to the task of teaching pupils to read by blending phonemes from left to right until they come to the end of the word.

The Sounds-Write programme has been carefully designed to take pupils from simple three-sound words, such as 'sat' and 'dog', to being able to blend much more complex four- and five-sound words containing adjacent consonants, such as 'flag' and 'swift'. Thereafter, pupils are also taught how to read polysyllabic words, again from the simple to the more complex. This process starts with simple, two-syllable words, progresses to three syllables and then to very much longer words containing up to six syllables.

We also provide all our trainees with a sophisticated and effective means of correcting blending errors where they occur, thus assisting pupils to build on the knowledge, understanding and skills they already have.

This product demonstrates how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words by:

Teaching pupils how words are comprised of sounds and how sounds match to spellings and spellings match to sounds. In our view, segmenting is an absolutely vital and indispensable skill in the process of enabling children to learn to spell and read proficiently. This knowledge and understanding is taught within the Sounds-

Write programme through the deployment of a variety of word building skills and activities. Not only does this practice make explicit the way in which English words are structured, from the most simple to the most complex, but it also makes clear to pupils that words are comprised of sounds that are represented by spellings.

Such knowledge provides all pupils with the ability to read and spell words of any level of complexity. Segmenting and blending are built into the foundations of the Sounds-Write programme to ensure that all pupils engage in daily practice of these essential skills.

This product ensures that children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular by:

Teaching pupils to understand the way the alphabet code works. They quickly learn that sounds have spellings and are encouraged to try to write anything they want to write. Very often, in the early stages of learning to read and spell, because of the complexity of the code, pupils will not be able to spell some sounds using the correct spellings. However, pupils taught using Sounds-Write will be able to write more or less anything they want to write (even if the spelling isn't correct) by using plausible (phonetic) spellings for sounds. In this way, pupils, teachers and parents can read anything the pupil has written. As they progress, pupils are introduced to correct spellings.

The ability to express oneself in writing from the start of one's school career gives children enormous confidence, which of course feeds back into all the other kinds of learning taking place within the school curriculum.

This product ensures that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules by:

Aiming to teach a transparent system within which, generally, if pupils can read a word, they can spell it. In practice, however, young children often need help with around 100 "high-frequency" words that have phoneme-grapheme correspondences that are unusual or have not yet been taught.

In the Sounds-Write training, teachers are shown how to teach and practise high-frequency words: teachers help children by saying the word, segmenting it, putting down sound lines and writing each spelling for each sound on the lines. They then discuss the more complex (tricky) sound-spelling correspondence. Pupils say the word aloud, draw lines on their whiteboards/paper, and write the word, saying each sound as they write it. They then blend the sounds together to read the word.

This product provides fidelity to the teaching framework for the duration of the programme, to ensure that these irregular words are fully learnt by:

Teaching the entirety of the English alphabet code from simple to complex. As all words are comprised of sounds and all sounds are represented by spellings, it is important to begin teaching young children by presenting a transparent code or writing system. Once we have clearly oriented pupils to understand how the writing system relates to spoken language, we can deal with the complexities ('irregularities') of the code. The Sounds-Write programme shows teachers how to teach all 'high-frequency' words containing 'tricky' sound-spelling correspondences which pupils have not yet formally encountered. Comprehensive lists of words are provided to match each stage in the programme. In addition, stories are provided for reading and dictation, and advice is given at every stage to help teachers teach 'tricky' words. A handout showing where all of the first one hundred high frequency words are taught in the programme is given to trainees on the course.

This product ensures that, as pupils move through the early stages of acquiring phonics, they are invited to practise by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies by:

Providing pupils with reading and spelling materials that are commensurate with their level and ability. For reception pupils this will mean giving them opportunities to read CVC, CVCC, CCVC words, as well as words of ever increasing structural complexity, to match the tuition they are receiving.

As pupils progress towards coping with less transparent aspects of the English alphabet code, they need also to be given practice in the skills and knowledge they are acquiring by reading a variety of different kinds of texts, fictional and informational.

Sounds-Write has developed a comprehensive set of reading texts which support the programme, although we also recommend on our courses other commercially available reading texts that are consistent with good quality phonics teaching.

Please provide a brief explanation of what your product provides, e.g. resources, training etc

Sounds-Write training provides a complete package for the training of teachers and teaching assistants, as well as for other professionals, such as educational psychologists, working in the field of literacy. Our emphasis is on training practitioners to understand how the writing system in English works, how it is structured and how to teach it in order that all children learn to read and spell.

Our multi-sensory programme begins by teaching simple one to one sound/letter correspondences. It teaches that a sound can be spelt by one, two, three or four letters, teaches all the principal ways of spelling all forty-four or so sounds in the language and teaches that many spellings can represent more than one sound. In

addition, unlike most phonic programmes, Sounds-Write teaches children how to read and spell more complex, polysyllabic words. Sounds-Write also satisfies the underlying psychological principles guiding how children are best able to learn.