

Results of the Wiltshire Sound Discovery© Wave 3 Project November 2008 – March 2009

Background

- Sound Discovery© is a Wave 3 synthetic phonics intervention programme for the group teaching of reading and spelling to children struggling at the early stages of literacy skill development.
- The programme is delivered through three sessions a week of Snappy Lessons®. These lessons are highly structured, fast-paced and multi-sensory and designed to promote the phonological skills of blending and segmenting at a simple level.
- It was highlighted in the DCSF Document 'What works for pupils with literacy difficulties', 2007.
- A previous Pilot Project undertaken in Wiltshire in February – July 2008 demonstrated positive findings for children's reading and spelling (with 65% of 46 pupils making double the rate of expected progress). Please see 'A report of the Sound Discovery Trial Feb-July 2008', WLSS.

This Project

- 15 schools were trained to use the Sound Discovery© resources by WLSS in November 2008
- 11 schools reported their findings for 52 children in March 2009
- Schools taking part in this Programme reported findings after a minimum of 9 to 12 weeks of intervention
- Schools were asked to target late KS1 and early KS2 pupils who were a minimum of 2 years behind their peers in reading.

Findings

- The **overall average ratio gain for reading from this sample was 2.9** (i.e. sufficient to at least double the standard rate of progress) with the **overall average reading age gain of 8.0 months**.
- The **overall average ratio gain for spelling from this sample was 1.9** (i.e. educationally significant progress) with **overall average spelling age gain of 5.1 months**.
- **62% of sample children achieved reading ratio gains greater than 1.4** and **65% of sample children achieved spelling ratio gains greater than 1.4** – the gain deemed appropriate for a Wave 3 intervention to be considered 'educationally significant'
- These results indicate a **good impact** for the Sound Discovery Programme in this Nov – March 2009 Project.

Comments from schools

The impact of the training was monitored through evaluation forms at each training event. Staff from each school trained were also asked to complete School and Pupil Evaluation Questionnaires designed to aid specific feedback.

Schools who attended training were positive about the impact of the Programme on their targeted children and all reported that they were likely to continue to use it in the future. One school conducted a trial using this resource in their SLC with positive

consequences for children at varying levels of literacy competency and with a variety of complex needs.

Most schools reported that the strengths of Programme came from the clear Snappy Lesson structure and the simplicity of the resources. It was felt that the repetitive nature of the approach ensured overlearning and resulted in increased reading and spelling confidence. Any concerns about the Programme were linked to ensuring that the repeated order of activities did not result in boredom.

However, programme deliverers were creative in their modifications and personalisation of the Programme. Many reported that they changed activities to suit the needs of the children they were working with and some added additional games and resources to sustain interest such as puppets, bingo and pairs games.

The majority of children reported that they enjoyed taking part in the lessons and many said that their favourite part was the 'Grab Game' (!). Others reported on the word / sentence reading and writing as helpful and were able to recognise their own progress with these skills.

I don't like spelling but I can try to think what sound it is in the word and I can write it. Before Sound Discovery it was really tricky for me.

(Pupil from Priestley Primary, Calne)