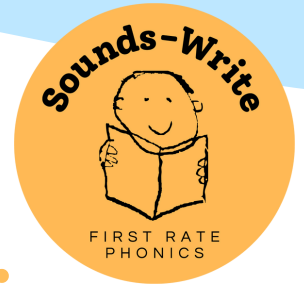
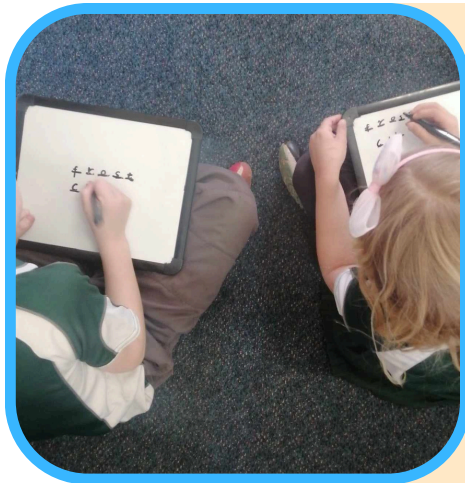


‘We are seeing a steady increase in our NAPLAN Literacy results’

Wonthaggi Primary School, SEVR, Australia, October 2024



Megan Leversha, Instructional Leader and Literacy Learning Specialist at Wonthaggi Primary School, shared with us how they implemented Sounds-Write, starting with interventions and then training all teachers, and the improved results they have seen over the last four years.



- 📍 School: **Wonthaggi Primary School**
- 📍 Location: **South Eastern Victorian Region, Australia**
- 👥 Pupils on roll: **395**
- 👶 Age range: **4-13**
- 🌍 Language background other than English: **4%**
- 🧑‍🎓 Special Educational Needs: **25%**
- 📊 ICSEA: **989**

Why did you choose Sounds-Write?

Our Speech Pathologists had recommended Sounds-Write as a quality, research-based approach to improving the phonics and phonological awareness of our students. With support from our Department of Education Teaching Partner, we ran a Science of Reading introduction for our whole staff, and we decided that Sounds-Write was worth looking into.

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

We decided to trial Sounds-Write as Literacy Intervention with small groups of Grade One students who were not at the expected level of reading and writing at the end of their Foundation year. We started intervention with our small groups in 2020 and were pleased with how students responded to the lessons and early indications of reading and spelling growth. We then started training some of our teachers in Sounds-Write in 2021.

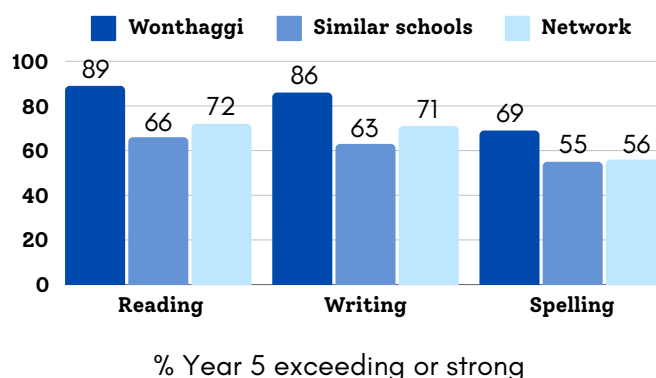
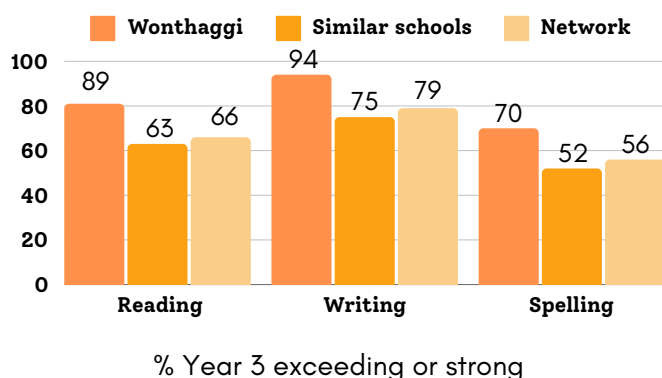
What has been the reaction from children and parents?

Communication with parents about how we currently teach children to read and write, compared to how their other children or they themselves were taught, has been so important. Particularly so in developing their understanding of our move from predictable, levelled texts to decodable texts and practice zone activities with decoding and encoding.

What impact has Sounds-Write had on progress?

We are seeing a steady increase across the board in our NAPLAN results in Literacy. Our school is currently at or exceeding achievement standards compared to our Gippsland Network across Literacy, and nationally when compared to students with a similar background.

2024 NAPLAN results



How do the staff feel about the programme and the training they received?

Our teachers have completed Sounds-Write training online, and we train new teachers as soon as a course is available. The Sounds-Write course really supports teachers to understand how to explicitly teach children to successfully learn to read and spell. We have developed teacher and student confidence, and have begun to build consistency across the school in how Sounds-Write lessons are planned and taught. It has been wonderful to watch the confidence of our teachers grow as they understand the why and how of Sounds-Write, and work in their Professional Learning Communities to support and challenge one another. Our teachers are also loving the ease of the new Portal.

We are now working towards developing strong consistency across the school, through observations on fidelity to script and building an F-6 Sounds-Write scope and sequence for Wonthaggi Primary School.

'As a school we celebrated student achievement in NAPLAN in reading and writing, in particular the measurable impact of Sounds-Write, with our Grade 5 students outperforming similar schools by 16% and State by 10%.'
(2023 Annual Report to the School Community)

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

We recommend Sounds-Write if you are looking to develop the capacity of your teachers to understand, plan for and support all students in developing strong skills and knowledge, and positive attitudes in reading, writing and spelling.