**Sounds-Write School Accreditation Audit**

**Whether you're aiming for a Silver or Gold award, completing this audit is the first step in implementing and embedding Sounds-Write in your school. Audits can be submitted at any time, and will be reviewed by Sounds-Write during quarterly accreditation windows. After submission, we will review your audits and contact out within two weeks to let you know whether you have been accredited or not. Regardless of the outcome, this audit will help you identify your strengths and areas for further development. Accreditation is a process, and all schools that are successful in their application will initially receive the Silver award. This provides two years to work towards achieving the Gold award, if desired.**

**This self-audit will support you in evaluating how your school is implementing Sounds-Write. It should be approved by the headteacher and carried out by school leaders, usually the phonics lead.**

**By completing and submitting this audit, you agree to the** [**terms and conditions**](https://portal-api.sounds-write.co.uk/files/6355afea-769c-4830-bd71-ff03e25e3e9d/content?u=bgwen7h6fzke52sy92yidnn1m45nzs8c) **for becoming an accredited school.**

**Head teacher, please sign here. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please send your audit to schoolaccreditation@sounds-write.co.uk**

**Name of person completing this audit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School leadership** is key to ensuring the effective implementation of Sounds-Write in school.

School leaders should have a clear and ambitious vision for embedding Sounds-Write in the school as the key strategy to providing high-quality, inclusive phonics instruction for all students, and professional training for staff. This needs to be demonstrated through the school’s policies, practices and values.

School leaders need to have a commitment to improving staff’s understanding of the Sounds-Write phonics curriculum, and to support them in developing their practice in teaching reading and spelling with Sounds-Write.

School leaders need to understand the importance of formative assessment and how this underpins the teaching and planning of Sounds-Write, so that they can both support staff and hold them accountable for their students’ progress in reading and spelling.

The **phonics lead** in particular needs to be fully committed to:

* **developing excellent knowledge and understanding of:**
  + how children learn, and how they learn to read and spell in particular;
  + the Sounds-Write phonics programme and all resources provided to deliver it;
  + how the programme is implemented in your school;
  + how formative assessment is used to inform teaching and learning;
  + how parents/carers can support reading and writing at home.
* **developing high-quality practice by:**
  + contributing to the development of a learning culture that recognises the importance of developing good readers and spellers;
  + developing a training plan for all staff involved in teaching phonics and spelling at your school to ensure all classroom practitioners (including school leaders) complete the Sounds-Write initial training;
  + promoting ongoing professional development opportunities for trained staff, including those provided by Sounds-Write and those organised in-school, such as staff meetings;
  + ensuring that Sounds-Write is taught with fidelity through monitoring of classroom practice and coaching, as appropriate;
  + ensuring that interventions are organised, delivered and evaluated by Sounds-Write trained practitioners in a timely and effective manner.
* **communicating with parents/carers and other stakeholders by:**
  + being able to confidently explain to relevant parties (Ofsted, educational leaders and managers, funders, governors and all other stakeholders) the school’s rationale for its approach to the teaching of reading and spelling using Sounds-Write;
  + providing information about Sounds-Write and phonics on your school website, including encouraging parents to complete the Sounds-Write courses for parents/carers;
  + providing information on Sounds-Write and your school’s approach to reading and spelling to all parents/carers, and especially those with children new to the school;
  + ensuring that teachers provide accurate and timely information to parents/carers on how they can best support their child using the Sounds-Write approach.

Please provide your Phonics Screening Check (PSC) data for the past three years if you are a school in England, or in any other location where the PSC is administered.

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| **When did your school begin their Sounds-Write journey?** | **Previous PSC data** | **2023** | **2024** | **2025** | **Which Sounds-Write Accreditation Award are you applying for?** |
|  |  |  |  | **Silver ⃞**  **Gold ⃞** |

**How to rate yourself:**

Please use this audit as a chance to reflect on and celebrate the progress you’ve made on your Sounds-Write journey.

To achieve the Silver award, most of your responses should reflect ‘A’ and 'B'. If you have been a Silver school for two years and are now applying for the Gold award, the majority of your responses should reflect 'A'.

We are looking for schools that demonstrate reflection, effective implementation of Sounds-Write, and a commitment to continuous improvement and the development of their Sounds-Write practice. Perfection is not the goal; rather, the focus is on schools that are striving for continuous improvement.

**A = strong; B = some development required; C = significant development required**

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| **Leading phonics**  *Leaders take responsibility for the embedding Sounds-Write across the school and are committed to improving practice and achieving the best outcomes for all students.* | | | | |
| School leaders have a clear and ambitious vision for embedding Sounds-Write in the school as the key strategy to providing high-quality, inclusive phonics instruction from Reception/Prep/Kinder to Year 2. | A | B | C | Supporting statement (approx. 150 words) |
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|
| Leaders have extended the implementation of the Sounds-Write approach beyond the first three years of school. |  |  |  |
| Leaders are committed to improving staff subject knowledge and pedagogy within the Sounds-Write phonics curriculum. |  |  |  |
|
| Leaders understand the importance of formative assessment and how their staff use this information to support progress. (For example, adapting planning, using error correction techniques, utilising scaffolding approaches). |  |  |  |
|
| Senior Leaders support the phonics lead and provide them with sufficient time to support, monitor and resource Sounds-Write. |  |  |  |
|
| Senior leaders and teachers in Reception/Prep/Kinder to Y2 have completed the Sounds-Write Practitioner's training. |  |  |  |
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| Key members of support staff have completed the Sounds-Write Practitioner's training or are planning to take it within the year. |  |  |  |
| The Phonics Lead has completed the Leading Phonics Masterclass. |  |  |  |  |

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| **Supporting training and development**  *All staff involved in teaching and supporting Sounds-Write should be given time to complete the initial Sounds-Write training and to develop their Sounds-Write practice through ongoing professional development.* | | | | |
| Leaders, teachers and support staff continue their professional development using professional development materials provided by Sounds-Write. (e.g. Masterclasses, webinars, the Revisited course, Sounds-Write Portal , Top Tip videos, podcast, The Literacy Blog etc.) | A | B | C | Supporting statement (approx. 150 words) |
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|
| The Phonics Lead effectively supports staff to develop their Sounds-Write practice through delivering professional development, coaching, deliberate practice and peer observations. |  |  |  |
|
| The Phonics Lead can confidently identify the strengths and areas of development of Sounds-Write practice and provide effective feedback to support next steps. |  |  |  |
| The school takes an active role in sharing practice and expertise with other schools and the wider community. |  |  |  |

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| **Establishing Sounds-Write in the classroom**  *Staff have a clear understanding of the planning, implementation, resources and assessment required, and are supported and monitored to develop their practice and use Sounds-Write with fidelity and confidence.* | | | | |
| Sounds-Write is taught for 30 minutes a day with fidelity to the whole class in Reception/Prep/Kinder, Y1 and Y2. | A | B | C | Supporting statement (approx. 150 words) |
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| **Staff have a clear understanding about the Sounds-Write programme, including:** |  |  |  |
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| Planning principles |  |  |  |
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| The scope and sequence in Reception/Prep/Kinder, Y1 and Y2 |  |  |  |
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| Sounds-Write as a spelling programme in Year 3 - 6 |  |  |  |
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| Formative assessment |  |  |  |
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| Teaching through errors |  |  |  |
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| Sounds-Write scaffolding strategies |  |  |  |
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| Teaching Assistants are deployed effectively and know how to support students through scaffolding and teaching through errors techniques. |  |  |  |
| Sounds-Write is embedded across all areas of the curriculum. |  |  |  |
| Leaders have ensured the de-implementation of practices that do not align with the Sounds-Write principles. For example: using flashcards or ‘heart words’, talking about spelling rules, saying that ‘letters make sounds’ or having classroom displays or resources that don't follow a speech to sound orientation. |  |  |  |

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| **Ensuring effective interventions**  *There is a sense of urgency around the early identification of students who require intervention, and a commitment to ensuring interventions are properly resourced, delivered and evaluated to achieve their aim of helping students catch up and keep up.* | | | | |
|  | A | B | C | Supporting statement (approx. 150 words) |
| The Phonics Lead ensures that Sounds-Write sessions are delivered to the highest standard to minimise the number of students who need additional support. |  |  |  |
| The Phonics Lead and the School Leadership team ensure that teachers are timetabling, organising and deploying effectively for students who are not progressing at the same rate as their peers. |  |  |  |
| There is a sense of urgency around the early identification of students who require intervention. |  |  |  |
| There is a system in place for identifying and tracking students who require additional support. |  |  |  |
| Students receiving intervention make good or better progress from their starting points. |  |  |  |
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| Sounds-Write is used for Interventions and are delivered regularly and effectively by a fully trained Sounds-Write practitioner. |  |  |  |
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| A member of the school team has attended the Sounds-Write Interventions Masterclass. |  |  |  |
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| Staff use the diagnostic assessment to identify the needs of the students falling behind the Sounds-Write programme to use this information to organise appropriate intervention. |  |  |  |
| Interventions are monitored and evaluated to ensure fidelity and effective delivery of intervention to the most vulnerable pupils. |  |  |  |
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| There is steely determination that ALL pupils can learn phonics. |  |  |  |

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| **Effective assessment**  *Formative and summative assessment is essential to effective teaching and learning and is used to inform planning to meet the needs of the students.* | | | | |
| Teachers use formative assessment for action at every stage of planning, during teaching, post-teaching to ensure all pupils make progress. | A | B | C | Supporting statement (approx. 150 words) |
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| Assessments, such as progress checks, are used effectively to ensure students make progress. |  |  |  |
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| Senior Leaders meet on a regular basis with teachers to review assessment data and use the analysis to inform decisions for teaching, coaching and support for individual students. |  |  |  |

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| **Cumulative progression of phonically controlled texts**  *Teachers provide students with sufficient opportunities to read and re-read books that align with the sound-spelling correspondences they have been taught, both at school and at home.* | | | | |
| Phonically controlled books are organised in the sequence of the Sounds-Write progression. | A | B | C | Supporting statement (approx. 150 words)  Check the following boxes if you use:   * Sounds-Write E-books * Sounds-Write books |
|  |  |  |
| Students read texts/books which lag behind the current unit they are learning. |  |  |  |
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| Students are provided the opportunity to re-read these texts/books at school before being sent home to build fluency. |  |  |  |
| Students falling behind the pace of the Sounds-Write programme are given extra practice to re-read these texts/books. |  |  |  |
| Teachers provide extra practice for pupils who are unable to practise at home. |  |  |  |
| There is a clear plan of moving away from phonically controlled texts when students have learned enough of the Extended Code. |  |  |  |

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| **Involving parents and carers**  *Providing parents and carers with targeted knowledge and practical strategies enhances the impact of phonics instruction and supports students’ progress.* | | | | |
| School Leaders are committed to engaging parents effectively, including:   * Workshops * Live lessons * School website * *Help your child to read and write* course | **A** | **B** | **C** | Supporting statement (approx. 150 words) |
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| Teachers promptly contact parents if they have a concern regarding pupil reading development. |  |  |  |
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| There is an effective system in place for pupils to practise reading at home. |  |  |  |
| Pupils take home texts/books that are closely matched to their skills and the sounds-spelling correspondences they have learned and that they are able to practise reading with little need for adult support. |  |  |  |
| Parents understand the difference between texts to share and texts that children are expected to read aloud. |  |  |  |

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| **Complete the following if you have Reception/Kinder classes:**  **Teaching Sounds-Write from the start**  *Teaching phonics from the start of school is crucial because it lays the foundation for reading success and allows early identification of children who may need extra help to keep up.* | | | | |
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| Reception/Prep/Kinder teachers have read the document, ‘Teaching Sounds-Write from the start’. | A | B | C | Supporting statement (approx. 150 words) |
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| Sounds-Write is taught from Day 1 of Reception/Prep/Kinder. (Read guidance above) |  |  |  |
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| A minimum of 20 minutes is dedicated to the teaching of Sounds-Write from the outset, quickly increasing to at least 30 minutes per day. |  |  |  |
| Pupils who are falling behind are identified by the third week of schooling and provided immediate extra practice and intervention. |  |  |  |
| Small group / individual extra daily practice is given to all pupils falling behind. |  |  |  |
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| Parents/carers are invited into school to be shown how to support their child to practise reading words/sentences. |  |  |  |
| The adapted Phonics Screening Check is used in the last term of school to inform teaching in Reception and Year 1. |  |  |  |  |

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| **A Strong Start to the Extended Code**  *Ensuring students have secure and efficient phonemic awareness skills to read and write words with adjacent consonants in the Initial Code is essential for success with more complex spellings and word structures in the Extended Code.* | | | | |
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| The Sounds-Write adapted Phonics Screening Check is administered in the first two weeks of Year 1 to inform whole class planning and to identify students who need additional practice. | A | B | C | Supporting statement (approx. 150 words) |
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| Polysyllabic words using the Initial Code sound-spelling correspondences are introduced during Unit 4 /oe/ of the Extended Code. |  |  |  |
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| Polysyllabic words containing Extended Code are introduced starting from Unit 8 of the Extended Code. |  |  |  |