

'All students, regardless of their ability, can access this program'

Springfield Central State School, Queensland, Australia, October 2024



The leadership team has supported the implementation of Sounds-Write at Springfield Central, a large primary state school outside Brisbane, Australia.



- 🐡 School: **Springfield Central State School**
- 🐡 Location: **Springfield, Queensland, Australia**
- 🐡 Pupils on roll: **1038**
- 🐡 Age range: **4-12**
- 🐡 Language other than English: **44.2%**
- 🐡 Students with disability: **16.1%**
- 🐡 First nations: **2.7%**
- 🐡 ICSEA: **1050**

Why did you choose Sounds-Write?

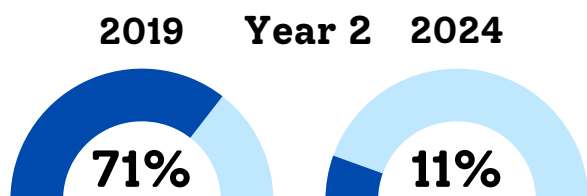
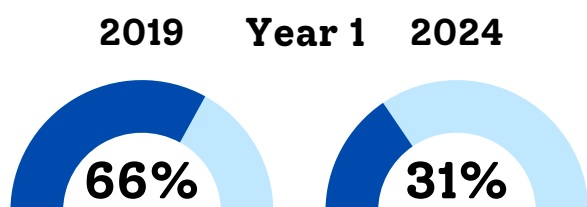
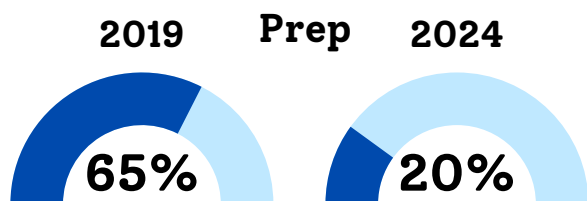
Our school was in its third year of a large whole school reading inquiry and when reviewing our student reading data, we were seeing an increase in students experiencing reading difficulties in year 3. We began a spiral inquiry into reading in the early years and became increasingly aware that we needed to align our teaching of reading and spelling to the overwhelming research around how students learn to read and spell. We researched many evidence-based, structured synthetics phonics program to support our teaching of phonics and could see that Sounds-Write was a well-developed, evidence-based program that aligned to current research. We particularly liked the theory around cognitive load and that all students, regardless of their ability, can access this program with their peers. Fortunately, this change is in alignment with departmental expectations.

How did you implement Sounds-Write and how did staff and students react?

We implemented Sounds-Write gradually over time to ensure we could do it with fidelity and monitor and track student outcomes to see it was right for us. Members of the leadership team trained in 2020 and then one year at a time from Prep to Y3 between 2021 and 2024. We have just trained our year 4 teachers ready for 2025. The training was thorough. What was particularly great was that it gave us an understanding of the 'why' behind the program. There was plenty of time dedicated to modelling and practicing of the lessons within the program. Our local Sounds-Write trainer has been immensely helpful, answering any of our questions and queries. The resources and Practitioner's Portal have been a great support, allowing teachers to focus their attention on planning that responds to the formative assessment they are collecting daily as they teach phonics. Access to ongoing training and free webinars is amazing. Staff were excited to attend the training and our students love their daily phonics lessons.

What's the impact been on progress and how have students and parents responded?

The students love their phonics sessions. All students are empowered to be successful through the differentiation and scaffolding within the lessons, which means that all students are engaged and participating for the full 30 mins each day. We have spent some time building community, understanding about the changes we've made, and parents have loved seeing their children gain confidence and a passion for reading and writing. This is corroborated by the data.



% of students requiring intervention

% of students receiving At Level or Above in English

	Prep	Y1	Y2
2024	96%	96%	94%
2023	94%	98%	93%
2022	95%	95%	89%
2021	93%	91%	89%
2020	92%	81%	83%
2019	87%	82%	78%
2018	68%	78%	80%

- Began with Science of Reading strategies
- Using Sounds-Write

How do teachers/staff feel about Sounds-Write?

Staff get excited when they know they are about to attend the Sounds-Write training as they hear from other members of staff about the positive impact it is having on student outcomes. Our school has invested in an Early Years Coach who supports teachers in delivering Sounds-Write with fidelity. Although we teach all lessons as directed, teachers are encouraged to focus on mastering a few scripts initially and then, as their confidence grows, they add in more scripts. Through coaching conversations, seeing lessons modelled, observations and feedback, teachers quickly are able to deliver the program effectively.

Any tips for other schools who are considering Sounds-Write?

Our experience has been overwhelmingly positive. The program is evidence-based, structured and sequenced with scripts to follow. You have access to all the resources you need to deliver engaging lessons which all students can participate and feel successful in. The programme is aligned to the Australian Curriculum V9 and the impact we have seen in our data, in terms of increased student achievement and decreased number of students accessing intervention, speaks for itself.