



Sounds-Write School Accreditation Programme

Pathway to Silver and Gold Award

Aims:

Through the **Sounds-Write Schools** accreditation programme, we aim to create a **community** of schools with a shared vision to **improve the life chances of children** by ensuring that they become proficient readers and writers.

The Pathway to Silver and Gold Accreditation Award:

The Sounds-Write school accreditation programme provides a **structured pathway** for schools aiming to continuously improve their Sounds-Write teaching practice. This programme recognises schools that demonstrate a commitment to embedding the Sounds-Write approach into their curriculum and strive for ongoing excellence.

The Sounds-Write **Silver** and **Gold Awards** are designed for schools that are **dedicated** to **develop** their **practice** and **demonstrate** their **progress over time**. By earning these awards, schools not only validate their efforts but also set a high standard for literacy education within their communities.

- **Silver Schools** have been teaching Sounds-Write for at least a year and have completed a self-audit of the practice in their schools to demonstrate the Silver Award objectives. These schools are visible on our website to facilitate networking between schools.

- **Gold Schools** have been Silver Schools for at least 2 years and have provided additional evidence to show that they are teaching Sounds-Write to a very high standard. These schools are authorised to host events to showcase Sounds-Write practice to visitors.

There are clear steps that schools can take to achieve the **Silver** award and to transition from Silver to **Gold** award in the Sounds-Write school accreditation programme. These steps focus on building on existing practices and further embedding Sounds-Write across the curriculum and to ensure continuous improvement and excellence in phonics teaching. By following these steps, schools will not only meet the **Silver Award** criteria but will also be well on their way to achieving the **Gold Award** in the Sounds-Write accreditation programme.

What are the benefits of becoming an accredited Sounds-Write school?

Sounds-Write provides the following benefits for **all** our accredited schools:

- a termly online network meeting for all our accredited schools to keep you up to date with any new resources, courses and initiatives
- a Silver/Gold badge to use on your school website and letterheads
- a Silver/Gold certificate for you to display proudly at your school
- marketing materials to share your news with your stakeholders / school community
- the opportunity to be part of the development of new resources and courses, piloting them before they are available to purchase
- the opportunity to take part in case studies or other research projects
- visibility on the Sounds-Write online interactive map

- Gold Award benefits:
- free All-Access-Pass to the Sounds-Write Symposium
- a named Sounds-Write trainer for you to contact to ask questions
- an annual review with your named Sounds-Write trainer via Zoom to discuss your progress and next steps for development
- slides and editable marketing materials to enable you to promote and host open events to share good practice
- free samples of Sounds-write books and resources before they are available to purchase

By submitting your application to join the school accreditation programme, you are agreeing to the [Terms and Conditions](#).

All Sounds-Write accredited schools agree to:

- be listed on our website and shown on map so that our global community of accredited schools is visible
- display the Silver/Gold Award logo and text provided on their school website and school letterhead
- share anonymised pupil outcomes data with Sounds-Write using the data collection tool provided
- receive communication updates so we know you are informed of new resources and courses
- inform Sounds-Write of a change in phonics lead/literacy lead
- inform Sounds-Write of a change in headteacher/principal

Gold Award schools also agree to:

- be contacted by schools interested in visiting an accredited Gold Award school through the Sounds-Write interactive map
- run regular open events to share good practice with schools new to Sounds-write and schools already using Sounds-Write

To maintain a Silver or Gold award , it is essential to participate in the reaccreditation process every two years. This process verifies that the school consistently upholds the quality of Sounds-Write practice and shows a continued commitment to maintaining and improving practice. Awards are issued with a date and remain valid for two years.

How to Apply:

You can submit your self-audit application for the Silver or Gold Award at any point throughout the year; **applications will be reviewed quarterly, at the end of each quarter.**

Applications are made by sending the self audit to: schoolaccreditation@sounds-write.co.uk

The Silver/Gold Award considers the 12 months preceding the completion of the self-audit, along with future planning.

What happens next?

When an application is submitted, it is assessed based on the Silver/Gold criteria, depending on the award being applied for. The application is then reviewed by Sounds-Write. You will be contacted with the outcome of your application by email.

Applying for Gold Award

If you are applying for the Gold Award, Sounds-Write will contact you to arrange a virtual meeting or school visit, providing an opportunity for you to showcase and celebrate the exemplary practice you have implemented and embedded within your school.

As part of the process, you might be asked to provide evidence such as action plans, Sounds-Write monitoring/observation forms, practice maps, feedback from teachers or support staff, and data. Don't worry about this—it's just to help strengthen your application. You may also have some things you'd like to share.

What are the key criteria for the Silver and Gold Accreditation Award?

The criteria for the Silver and Gold Accreditation Awards are presented in the table below.

	Silver Award	Gold Award
Leading phonics	<p>The school demonstrates effective leadership in phonics teaching, with a designated phonics lead teacher who ensures the Sounds-Write programme is implemented consistently across the school.</p> <p>The Phonics Lead is fully trained and has attended the Leading Phonics Masterclass.</p> <p>Sounds-Write information is shared on the school website. If the Silver Award is achieved, the badge will be displayed on both the website and school letterhead.</p>	<p>There is evidence of strategic leadership driving continuous improvement in Sounds-Write teaching throughout the school, with strong support and engagement from the Senior Leadership Team.</p> <p>Once Gold award is achieved, the Phonics Lead will produce a case study to highlight the impact of Sounds-Write within their school to share with the wider Sounds-Write community.</p> <p>Gold award badge shared on the school website and letterheads.</p>

<p>Supporting Training and Development</p>	<p>Most staff who teach phonics and early reading have completed Sounds-Write Practitioners' training, and there is a clear plan for ongoing professional development in Sounds-Write.</p> <p>There is evidence of regular monitoring and support for teachers in delivering the programme.</p>	<p>All staff who teach phonics and early reading have completed Sounds-Write Practitioners' training, with staff completing further Sounds-Write Masterclasses, the Sounds-Write Revisited course, webinars and further reading.</p> <p>Sounds-Write Practitioners are supported in developing their expertise in delivering the programme through regular training updates, with the school taking steps to ensure that new staff are trained effectively.</p> <p>All TAs have completed Sounds-Write training to support reading and spelling across the curriculum.</p> <p>Peer observations and coaching is established within the school culture to reflect and improve Sounds-Write practice which significantly impacts outcomes of students.</p> <p>The school takes an active role in sharing practice and expertise with other schools within the wider community.</p>
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<p>Establishing Sounds-Write in the Classroom</p>	<p>Sounds-Write is fully implemented in the classroom, with a clear structure for delivery that is consistently followed across the first 3 years of school. .</p> <p>The classroom environment is supportive, with displays that are continuously updated and tailored to reflect the Sounds-Write scope and sequence.</p> <p>Teachers create an inclusive environment through effective routines and high expectations for all students.</p>	<p>Both teachers and TAs demonstrate highly interactive and responsive teaching to meet the needs of all students skillfully using appropriate scaffolding strategies to ensure effective learning of reading and spelling for all.</p> <p>Sounds-Write is embedded across all areas of the curriculum, supporting a robust approach to reading and spelling.</p>
<p>Ensuring Effective Interventions</p>	<p>The school provides consistent, targeted interventions for students who need additional support, using Sounds-Write principles and strategies.</p> <p>Interventions align with Sounds-Write and are delivered by a trained Sounds-Write practitioner.</p> <p>Diagnostic assessments are used to identify students who are falling behind, allowing for effective grouping for targeted interventions.</p> <p>A staff member has completed the Intervention Masterclass.</p>	<p>There is a sense of urgency around the early identification of students who require intervention, and a commitment to ensuring all students learn to read.</p> <p>Interventions are highly effective, regularly reviewed, and based on the most up-to-date data.</p> <p>The school has a robust system for identifying students who require additional support and providing them with timely interventions.</p> <p>The school actively seeks to evaluate the success of interventions and adjust them as needed for maximum impact.</p>

<p>Cumulative progression of phonically controlled texts</p>	<p>Phonically controlled texts are sequenced in line with the Sounds-Write progression.</p> <p>Students read texts before taking them home.</p> <p>Students falling behind the pace of the Sounds-Write programme are provided extra practice to re-read texts.</p>	<p>Students are provided the opportunity to re-read texts to develop confidence and fluency before taking them home.</p> <p>The school strategically transitions away from phonically controlled texts at the appropriate point, midway through the Extended Code, to support students to guided independence.</p>
<p>Involving Parents and Carers</p>	<p>The school actively engages parents and carers, providing them with clear information about the Sounds-Write programme and how they can support their children's phonics learning at home. This might include workshops, newsletters, or regular updates on students' progress.</p> <p>Parents and carers are encouraged to complete the Sounds-Write course, 'Help your child to read and write'.</p>	<p>There is a clear system of two-way communication between home and school, with parents and carers regularly informed about their child's progress and provided with targeted support to help at home.</p> <p>There are effective home reading systems in place to ensure students practise reading books at the appropriate stage of their reading development.</p>
<p>Teaching Sounds-Write from the start</p>	<p>Leaders and teachers have reviewed the document, <i>Teaching Sounds-Write from the Start</i>.</p> <p>Sounds-Write is introduced from Day 1 of the first year of school.</p> <p>Teachers identify students who are falling behind and provide targeted "keep-up" interventions to prevent the gap</p>	<p>An effective process is in place to identify students who are falling behind their peers starting from week 3 of the first year of school. These students receive targeted interventions to support their progress, and parents/carers are kept informed and provided with guidance to support reading at home.</p>

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