

# Sound Discovery®

A synthetic phonics programme  
for the teaching of  
Reading, Writing and Spelling

A report of the Sound Discovery trial  
Cognition and Learning group  
Spring and Summer term 2005

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**Norfolk** County Council

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# SOUND DISCOVERY TRIAL 2005

## Background

Following the successful trial of the Sound Discovery®<sup>1</sup> programme at North Elmham Primary School<sup>2</sup> in the spring term of 2004, it was agreed by the EPSS (Educational Psychology and Specialist Support) Cognition and Learning group in the autumn term 2004 that the effectiveness of Sound Discovery as a literacy intervention should be further explored.

## Proposed trial

The purpose of this trial was:

- For Advisory Support Teachers to gain hands on experience with the delivery of the programme, thus deepening their understanding of its potential as a Wave 2/3 literacy intervention
- To gather further evidence of the effectiveness of the programme with pupils **across the key stages**
- To measure the effectiveness of Sound Discovery as a Wave 2/3 intervention for pupils struggling with literacy skills, including pupils identified as having special educational needs.
- To inform the development of a training programme for schools selecting Sound Discovery as a Wave 3 intervention

In addition the following questions would be considered:

- What impact Sound Discovery can have upon
  - Reading
  - Spelling
  - Phonic knowledge
  - Motivation
- What factors contribute to the successful delivery of the Sound Discovery programme?

## Timescale

The first project briefing took place at the Greenwood Centre in January 2005. Advisory Support Teachers in all four areas of the county were given the opportunity to attend the initial briefing and participate in the trial. The following timescale was proposed<sup>3</sup>:

Jan/February 2005	Training for colleagues participating
June-July	Evaluation
February 21 <sup>st</sup> – May 27 <sup>th</sup>	12 week trial

<sup>1</sup> Sound Discovery® is a registered trademark of Ridgehill Publishing

<sup>2</sup>“Sound Discovery programme at North Elmham Primary School” by Sarah Seymour 2004

<sup>3</sup>It should be noted that not all participants were able to meet these requirements, and there were discrepancies in the final number of completed teaching sessions. See appendix 13.

## **The Sound Discovery Programme**

Sound Discovery is a synthetic phonics programme for the teaching of reading, spelling and writing and was first published in 1999. It is suitable for pupils of all ages and was devised by Dr Marlynne Grant, Educational Psychologist. The development of the programme has been influenced by the work of Sue Lloyd (Jolly Phonics); Mona McNee (Step by Step); Diane McGuinness (“Why Our Children Can’t Read”, 1997) and Jonathan Solity (ERR). Ruth Miskin’s work at Kobi Nazrul School was also inspirational.

The programme was originally developed in response to the concerns of high school teachers who reported that many of their children were experiencing literacy difficulties so severe that they could not access the curriculum.

The programme was successfully trialled in Primary and Secondary schools, and data from a number of LEAs<sup>1</sup> is available.

Sound Discovery has shown to be effective as a Wave 1, 2 or 3 literacy programme and was recently highlighted in the House of Commons report “Teaching Children to Read” (April 2005)<sup>2</sup>

### **What makes a successful intervention?**

To answer this question the National Literacy Strategy commissioned an independent research study<sup>3</sup> to provide an overview of the evidence on the impact of different types of literacy interventions. The main impact measure was ratio gain: the amount of progress which children made, in months of reading or spelling age, divided by the number of months over which those gains were made. A ratio gain of 1 represents the normal rate of progress of all children over time ~ one month of reading or spelling per month of chronological age. Children with literacy difficulties usually progress at a slower rate than this without intervention. If they are to catch up with their peers, however, ratio gains of more than one will be needed.

### **Wave 3 interventions**

Ratio gains are therefore an important measure of the success of an intervention, and one of the outcomes that has been considered in this trial when reflecting on the potential of Sound Discovery as a Wave 2/3 intervention.

“Targeting support: choosing and implementing interventions for children with significant literacy difficulties” [DfES 0201/2003] documents a number of effective Wave 3 intervention programmes.

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<sup>1</sup> [www.ridgehillpublishing.com](http://www.ridgehillpublishing.com)

<sup>2</sup> “Teaching Children to Read” report by House of Commons Education and Skills Committee 2004-5 published March 2005

<sup>3</sup> What works for children with literacy difficulties? DfES research report 380

## Key elements of the programme

In synthetic phonics there are three essential tools for literacy:

- Letter/sound match
- Phonological skill of blending (synthesis)
- Phonological skills of phoneme segmentation for spelling and writing

These principles underpin the Sound Discovery programme and are incorporated into the *Snappy Lesson*®.

An understanding of the alphabetic principle is central to the programme, i.e. that words are made up of sounds, that sounds can be represented by visual symbols (letters) and that these letter/sound relationships follow the logic of the alphabetic code.

## The Snappy Lesson®<sup>1</sup> ~ ten important features

1. Whole class/Group teaching
2. Reinforcement and repetition
3. Recall
4. Oral work to develop phonological skills
5. Interactive teaching
6. Lively teaching
7. Multi-sensory
8. Frequent rehearsal
9. Fluency and mastery learning
10. Direct instruction (modelling): I do, we do, you do

## The trial

Thirteen Advisory Support Teachers participated in the trial, working in thirteen different schools across the county. The project sample comprised:

- Four First schools
- Five Primary schools
- One Junior school
- Two Middle schools
- One High school

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<sup>1</sup> The Snappy Lesson® is a registered trademark of Ridgehill Publishing

## **The teaching programme**

Sound Discovery is an intervention designed for group teaching. The groups can comprise pupils from different age groups, but the pupils need to be of similar ability; the more homogenous the group, the better the chance of success.

Sound Discovery consists of seven steps:

- Step 1 Teach the sounds which map to the letters of the alphabet
- Step 2 Teach consonant and vowel digraphs
- Step 3A Teach main alternative vowel spellings
- Step 3B Teach alternative consonant spellings
- Step 4 Teach prefixes and suffixes
- Step 5 Teach syllable types
- Step 6 Teach syllable division
- Step 7 Teach special suffixes

## **The Assessments**

One of the many strengths of the Sound Discovery programme is the assessments and placement tests which are quick and easy to administer, but which yield essential information concerning a pupil's stage of phonic development e.g. code knowledge, blending skills and phoneme segmentation skills.

The assessments should enable the pupil to be correctly placed on the appropriate stage of the teaching programme.

Assessments<sup>1</sup> include

- Code knowledge ~ reading and writing ( 42 phonemes)
- Blending test
- Segmentation test
- Sound Discovery Placement Tests 1-3

For the purposes of this trial the following standardised tests were also used:

- Salford Sentence Reading Test (Revised Third edition)
- Parallel Spelling Tests D. Young

## **Evaluation of the project**

The following information has contributed to this evaluation:

- Data collection
- Standardised test results
- Questionnaire<sup>1</sup> for Advisory Support Teachers

## **The project sample**

The total number of pupils in the project was 47, ranging across NC year groups 2-8.

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<sup>1</sup> See Appendices

The sample included pupils with a range of difficulties at School Action Plus; pupils with dyslexia and pupils with complex needs who either held a Statement of SEN or who were going through the statementing process. The sample also included pupils with attention and concentration difficulties, pupils with speech and language difficulties, pupils with emotional and behavioural difficulties and pupils with low self-esteem.

## **Data Analysis ~ outcomes of the trial**

### **Ratio Gains**

The results in terms of ratio gains for both reading and spelling ages are encouraging, with 11/12 schools achieving **average** ratio gains of between 1.8 – 5.3 for Reading and between 1.4 and 3.2 for Spelling.

### **Ratio Gains ~ Reading**

Further analysis of the data shows that 66% pupils made ratio gains of between 2 and 8 for Reading. [See Appendix 12]

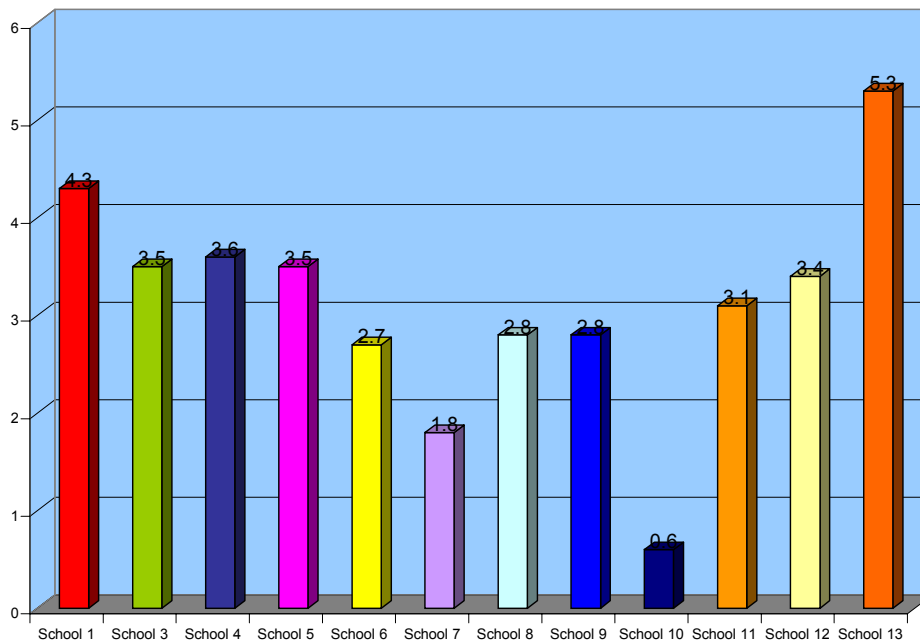
### **Ratio Gains ~ Spelling**

56% pupils made ratio gains of between 2 and 4.7 for spelling

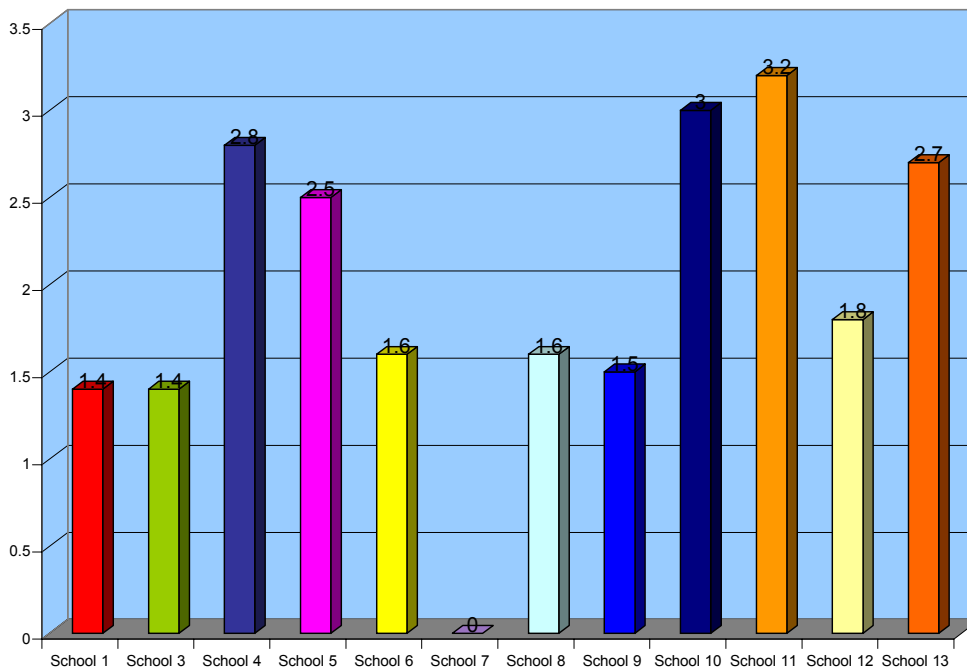
Some pupils made exceptional progress, and when reflecting on the results of the sample as a whole it is important to bear in mind that this group of pupils had a range of identified special or additional needs, including pupils with Statements or at School Action Plus of the Code of Practice.

Further gains in code knowledge and phonic skills both for reading and spelling were evidenced by the Sound Discovery assessments

Ratio gains: Reading Ages



Ratio gains: Spelling Ages



### Evaluation of the Sound Discovery programme

Towards the end of the trial period Advisory Support Teachers completed a questionnaire recording their responses to the programme. This was followed by a meeting in July to discuss collective experiences of using Sound Discovery, to reflect on the teaching outcomes and to plan future developments.

The questionnaires provided feedback on:

- Strengths and weaknesses of the programme
- Effectiveness of the teaching
- Response from pupils and schools
- Modifications to programme
- Future developments

### **Strengths of the Sound Discovery programme**

The strengths of this programme were considered to be many:

- Diagnostic assessments
- Structure and progression
- Clear lesson format
- Use of direct interactive teaching
- Group intervention which can accommodate pupils of different ages
- Reading and spelling taught as reversible processes
- Focus on key skills of segmenting and blending
- Facilitates active learning through balance and variety of activities
- Built in repetition and reinforcement
- Can be modified to accommodate individual needs
- Multi-sensory approach to teaching and learning
- Effective in teaching writing and spelling skills ~ use of phoneme fingers as a technique is effective with pupils of all ages
- Pupils enjoy the lessons and experience success

### **Weaknesses of the Sound Discovery programme**

The following weaknesses or difficulties were noted:

- Preparation time of materials
- Manuals not easy to follow
- Training videos did not have examples of complete lessons with different year groups
- Lack of appropriate reading books ~ Phonics First books were not enthusiastically received
- Time taken to become proficient at mastering the snappy lesson
- Stilted language in the *Words and Sentences* manual<sup>1</sup>

### **Further comments**

It was generally agreed that the “*Snappy Lesson*” initially took some time to master, in order to deliver it at a brisk pace within stated times to include all the key elements.

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<sup>1</sup> Eg. “Did the rascal submit to the gospel lesson?”

The teaching groups varied significantly from one school to another, and group management was also an issue debated at length by colleagues. Not all groups were homogenous and this presented quite a challenge.

It was agreed that Teaching Assistants using this programme would need training and support to ensure quality of delivery. A model of ongoing support and monitoring led by a member of the teaching staff (e.g. Literacy Coordinator or Special Educational Needs Coordinator) who would act as Sound Discovery Coordinator was considered to be essential to the success of this work in school. Management models as used in interventions such as *Catch Up* and *Ruth Miskin Read Write Inc*<sup>1</sup>. provide good examples.

The recently published “Wave 3 Literacy Intervention Resource Materials” by Mary Adams<sup>2</sup> was invaluable for colleagues who were teaching Steps 1 and 2 of the programme.

The time consuming preparation of materials was seen as a considerable drawback.

### **Response from pupils and schools**

Most pupils and schools had responded positively to the programme, and Advisory Support Teachers felt that Sound Discovery had had a positive impact on the development of reading, spelling and phonic skills.

All colleagues who completed questionnaires said that they would recommend Sound Discovery as a Wave 3 intervention, and would continue use it in their specialist teacher roles. A number of the project schools expressed an interest in finding out more about the programme with a view to using it themselves.

### **Sound Discovery at KS 3**

Adaptations had been necessary to the delivery of the Sound Discovery programme at high school in order to accommodate time tabling and withdrawal of pupils from lessons. Response from this group of pupils was largely positive, and progress was evidenced with code knowledge and segmenting and blending skills when comparing pre and post testing of Sound Discovery placement and code knowledge tests. At the onset of the teaching, Reading Ages of this group of 13 year olds ranged from 7 years to 10 years 2 months.

At the end of the intervention the Advisory Support Teacher administered a questionnaire to gain further insight into pupil response to Sound Discovery. The Year 8 pupils made positive comments about the programme and graded specific activities; clearly the “Grab” game was a firm favourite!

All pupils said that they would recommend this programme to other schools.

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<sup>1</sup> The Catch Up Programme Oxford Brookes University

<sup>1</sup> Read Write Inc. Ruth Miskin

<sup>2</sup> Wave 3 Literacy Intervention resource Materials by Mary Adams. Ridgehill Publishing ISBN 1 84556 086 08  
Published May 2004

Their comments included:

*“It has helped me a lot.”*

*“It was helpful because it taught you all the sounds and how to say them properly.”*

Post-testing using Sound Discovery assessments demonstrated that progress had been made with blending and segmenting skills and code knowledge. Particular issues for this group were to do with withdrawal from class and missing specific lessons.

## **Proposed Model of Sound Discovery Training**

This proposed model of Sound Discovery training draws on the successful experiences of five years of Catch Up training, where feedback from teachers and schools has been consistently high. The three half day training sessions are designed for teachers and Teaching Assistants with tasks to complete in between sessions. The model of Catch Up Coordinator would be replicated, with clear management responsibilities.

### **Outline**

#### **Session 1**

- Underpinning principles of the programme
- Code knowledge
- The assessments and placement on the Sound Discovery programme
- Practical activities

TASK: To complete Sound Discovery Code Knowledge and Placement Tests in school

#### **Session 2**

- Review the assessments and discuss starting point and grouping of pupils
- The Snappy Lesson ~ key principles
- The Snappy Lesson Part 1 ~ Reading
- Practical activities to developing skills in lesson delivery

TASK: To try Part 1 of the Snappy Lesson with a group (Reading)

#### **Session 3**

- Review the tasks ~ lesson delivery
- The Snappy Lesson Part 2 ~ Spelling
- Practical activities
- Management and organisation of the programme
- Training sessions would be followed by a school visit and lesson observation. Ongoing support of schools is important.

- **Management of a Wave 3 Intervention**

Drawing on research and direct experience from other Wave 3 programmes<sup>1</sup> it is accepted that if an intervention is to be successful in a school there are a number of key factors that need to be in place.

These include:

- Management of the programme
- Careful planning and organisation
- Communication in school at all levels
- Designated teacher who coordinates the work of the Teaching Assistants and who also attends training sessions
- Training of Teaching Assistants and ongoing liaison and support
- Adequate resources and initial preparation time
- Timetabling the intervention and regular sessions
- Assessment and continuous monitoring of pupil progress
- A quiet area in which to work
- Involvement of parents

### **Summary and main findings of the Sound Discovery trial 2005**

- Sound Discovery is an effective literacy intervention that can be used across the key stages. It is evidence based and tried and tested. There are a number of research papers that have been published highlighting the success of this programme. It can be used by schools as a Wave 1 2 or 3 intervention.
- It is an intervention whereby pupils can accelerate progress and make significant gains with reading and spelling skills.
- Overall the ratio gains in reading and spelling in this pupil sample were good, and therefore the programme would meet the DfES criteria of what makes a successful intervention, i.e. an intervention achieving at least twice the normal rate of progress.
- The trial enabled Advisory Support Teachers to gain:
  - underpinning knowledge and principles of Sound Discovery
  - expertise with programme delivery

This opportunity was valued by all participants in the trial, and has made a significant contribution to identifying good models of practice and determining future plans.

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<sup>1</sup> E.g. The Catch Up programme and the Norfolk research 2000-2005

- It was generally agreed that the main drawbacks of Sound Discovery were the labour intensive preparation of materials and the lack of attractive decodable texts. However, the structure of the programme is very sound, and it is possible to identify other texts which would support this programme very well. Once the Sound Discovery materials were photocopied and laminated, schools would have a permanent resource.
- There is considerable potential for developing a programme of training for schools who wish to use Sound Discovery as a Wave 3 intervention. This trial has generated substantial interest in a number of schools, and the possibility of developing training will be discussed by the Cognition and Learning team.

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# Appendices

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Appendix1

**Extracts from Questionnaires for Advisory Support Teachers**

Was the Sound Discovery teaching effective in developing your pupils' skills in  1. Reading 2. Spelling 3. Phonics	Responses				
	<b>YES</b>	9	<b>NO</b>	0	<b>Unsure</b> 2
	<b>YES</b>	7	<b>NO</b>	1	
	<b>YES</b>	8	<b>NO</b>	0	<b>Unsure</b> 1

Is the programme motivating to pupils?	Responses				
	<b>YES</b>	11	<b>NO</b>	0	<b>Unsure</b> 1

Would you recommend this programme as a Wave 3 intervention to schools?	Responses				
	<b>YES</b>	12	<b>NO</b>	0	<b>Unsure</b> 0

Will you continue to use the Sound Discovery programme in your teaching?	Responses				
	<b>YES</b>	10	<b>NO</b>	0	
	<b>Some aspects</b>	2			

**Appendix 2**

SOUND DISCOVERY EVALUATION QUESTIONNAIRE

July 2005

Name:

School:

- 1. What do you consider to be the strengths of the Sound Discovery programme?
  
- 2. Please comment on any weaknesses/drawbacks of the actual programme itself.
  
- 3. Was the Sound Discovery teaching **effective** in developing your pupils' skills in the following areas? *Please tick Yes or No*

	YES	NO
Reading skills		
Spelling skills		
Phonic skills		

- 4. Is the programme motivating to pupils?

YES	
NO	
Not sure	

- 5. What modifications did you make, if any, to the delivery or content of the programme?

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- 6. Was the initial briefing and information given at GWC adequate to enable you to deliver this programme effectively in school? If not, what further help would you have liked?

Yes

NO because...

7. Would you recommend this programme as a Wave 3 intervention to schools?

If not, why?

8. Will you continue to use the Sound Discovery programme in your teaching?

If not, how else will you teach phonics?

9. Did you enjoy using the Sound Discovery programme?

Why?

10. How has the school responded to the project?

11. Is your school interested in developing/using Sound Discovery?

12. Please add further comments about any aspects of the programme and thoughts about future developments...

### Appendix 3

#### Example of a Snappy Lesson Plan

Sound Discovery Step

2.2

Vowel Digraph ai

Date: 23/2/04 Lesson Number

1.

**Learning Objective:** To meet the group. To establish procedures. To review Step 2.1 To blend and segment 3 and 4 phoneme words with the vowel digraph ai. To read and write sentences accurately containing ai words.

**Success Criteria:** To read and spell ai words with 100% accuracy

#### READING

#### SPELLING

<p>1. <b>Review Sounds</b> (show as pack) u x qu sh ch th ng b d</p>	<p>7. <b>Sound Dictation</b> ch sh th ng ai</p>
<p>2. <b>Teach new sound(s)</b> ai  Grab Game</p>	<p>8. <b>Teach new sound(s)</b> ai -use white boards -check letter formation</p>
<p>3. <b>Blending (oral) Robot Speech</b> Teacher says sounds: m-ai-n      m-ai-l p-ai-n      r-ai-l t-r-ai-n      s-t-ai-n</p>	<p>9. <b>Phoneme Fingers</b> Teacher says a words Pupils flick fingers for each sound in m-ai-n      m-ai-l      t-r-ai-n p-ai-n      r-ai-l      s-t-ai-n</p>
<p>4. <b>Manipulating sounds</b>      <b>Vowel digraphs at the top of the board</b>  <b>Consonants at the bottom</b></p> <p>Teacher says word. Pupil folds phoneme fingers and flicks a finger for each phoneme. One child comes and makes the word on the board. Teacher says the next word. Next child flicks phoneme fingers and makes word on board changing one sound. Today's words: <b>mail main rain train trail snail</b></p>	
<p>5. <b>Reading Words</b> (pack) rain stain train trail brain chain paint</p>	<p>10. <b>Word Dictation</b> (tap and write) rain stain train trail brain chain paint</p>
<p>6. <b>Reading Sentences</b> (or controlled texts) The train runs on rails. He had a pain in his left leg. I can wait for him at the ramp. I had to paint the box red.</p>	<p>11. <b>Sentence Dictation</b> (Pupils read words and sentences at the end) The train runs on rails. He had a pain in his left leg. I can wait for him at the ramp. I had to paint the box red.</p>

Adapted from "Sound Discovery Snappy Lesson Plans" by Trudy Wainwright [Ridgehill]

# Sound Discovery Code Knowledge Test

Name:

School:

Date:

Ask the pupil to write down each phoneme as you dictate it.

Work across the page 


Step 1						
Step 2.1						
Step 2.2						
Step 2.3						
Step 2.4						

Score /42

Appendix 5

# Sound Discovery Code Knowledge Test

Use a pack of the 42 phonemes. Mark down the pupil's verbal responses.

Work across the page 

Teacher  
record

Name:

Date:

Step 1	s	a	t	p	i	n
	c	e	h	r	m	d
	g	o	u	l	f	b
	j	v	w	z	y	
	k	x	qu			
Step 2.1	sh	ch	th	ng		
Step 2.2	ai	ee	ie	oa	ue	
Step 2.3	ar	er	or			
Step 2.4	oi	ou	oo	<b>oo</b>	Score	/42

**Appendix 6**

**RECORD OF CODE KNOWLEDGE**

Name..... Date.....

Phonemes	Pupil reads	Pupil writes from dictation	Notes	Phonemes	Pupil reads	Pupil writes from dictation	Notes
<b>Step 1</b>				k			
s				x			
a				qu			
t							
p				<b>Step 2.1</b>			
i				sh			
n				ch			
				th			
c				ng			
c							
h				<b>Step 2.2</b>			
r				ai			
m				ee			
d				ie			
				oa			
g				ue			
o							
u				<b>Step 2.3</b>			
l				ar			
f				er			
b				or			
j				<b>Step 2.4</b>			
v				oi			
w				ou			
z				oo			
y				oo			

## Appendix 7

# Quick Sound Discovery Blending Test 1

Name:

School:

Date:

Say "I am going to say some sounds. You tell me what words you can hear?"  
Say each phoneme in the first word with a one second gap between each. Help pupils if they cannot do it. Present the next example in the same way but accept the first answer.

**Example: d-o-g**

ou- t	p-ai- n	m-u-s-t-	f-r-o-m	p-r-i-n-t

**Total /5**

# Quick Sound Discovery Segmentation Test 2

Say: "This time I will say the word and you tell me all the sounds in the word."  
Say the first words and help the pupils if they try to spell the words or if they cannot do it.

Present the next words and accept the first answer

**Example: s-a-t (3)**

p o sh (3)	b oa t (3)	c a m p (4)	s t o p(4)	g r ou n d(5)

A score of less than 5/5 for either indicates a weakness in either blending or segmenting skills. If more specific assessment is required there are additional tests in the Sound Discovery Manual (Page 18)

# Sound Discovery Placement Test

## Steps 1 and 2 Reading

Name:

School:

Date:

					Step 1.1
					Step 1.3
					Step 1.4
					Step 1.5
					Step 2.1
					Step 2.2
					Step 2.3
					Step 2.4

Starting point: Step

# Sound Discovery Placement Test

## Step 3A Reading Main Alternative Vowel Spellings

Name:

School:

Date:

					Step 3A.1	
					Step 3A.2	
					Step 3A.3	
					Step 3A.4	
					Step 3A.5	
					Step 3A.6	
					Step 3A.7	
					Step3A.8	
					Step3A.9	
						Step3A.10
						Step3A.11
						Step3A.12
						Step3A.13
						Step3A.14
						Step3A.15

Starting point Step:

# Sound Discovery Placement Test

Steps 3B Reading Alternative Consonant Spellings

Name:

School:

Date:

							Step3B.1
							Step3B.2
							Step3B.3
							Step3B.4
							Step3B.5
							Step3B.6
							Step3B.7

## Appendix 11

*A sample letter informing parents about Sound Discovery ..*

Dear Parent or Carer,

Your child \_\_\_\_\_ has been selected to receive some additional help in school with the development of literacy skills, using a programme called *Sound Discovery*®. Pupils who have been taught using this programme have made good progress with reading, writing and spelling, and have enjoyed the experience very much.

Our Advisory Learning Support Teacher \_\_\_\_\_, who is coordinating this project, will visit your school and will work with a small group of four pupils twice a week for 12 weeks. Each lesson will last for approximately 45 minutes, and progress will be carefully monitored.

Please do not hesitate to contact me if you wish to discuss this further, or would like further information about the programme.

Yours sincerely,

Appendix 12

Sound Discovery Extract from Pupil Data  
Ratio gains for Reading Age

Pupil	NCYG	RA 1	RA2	Ratio Gain READING
1	4	4y 4m	6y 5m	8.3
2	2/3	5y 8m	6y 11m	7.5
3	2	6y 5m	8y 0m	6.3
4	2	5y 6m	7y 0m	6
5	4	8y 2m	10y 2m	6
6	5	6y 5m	7y 11m	6
7	2/3	4y 10m	5y 9m	5.5
8	2/3	7y 1m	8y 0m	5.5
9	3	5y 10m	7y 1m	5
10	6	4y 9m	5y 9m	4.8
11	3	5y 2m	6y 4m	4.6
12	3	4y 5m	5y 5m	4
13	5	6y 4m	7y 8m	4
14	3	5y 11m	6y 11m	4
15	5	6y 4m	7y 2m	3.3
16	5	7y 0m	8y 0m	3
17	2/3	5y 6m	6y 0m	3
18	6	4y 10m	5y 5m	2.8
19	2	6y 9m	7y 5m	2.6
20	3	5y 9m	6y 5m	2.6
21	7	7y 1m	7y 11m	2.5
22	2	7y 0m	7y 7m	2.3
23	4	7y 1m	7y 10m	2.2
24	4	5y 2m	5y 11m	2.2
25	3	5y 11m	6y 5m	2
26	5	5y 6m	6y 6m	2
27	4	5y 0m	5y 5m	1.6
28	5	6y 7m	7y 0m	1.6
29	3	4y 5m	4y 10m	1.6
30	3	7y 7m	7y 11m	1.3
31	3	4y 6m	4y 10m	1.3
32	2	4y 3m	4y 5m	1
33	2	4y 3m	4y 5m	1
34	6	4y 6m	4y 8m	0.8
35	3	5y 6m	5y 8m	0.6
36	4	7y 6m	7y 8m	0.6
37	6	4y 10m	4y 9m	0
38	2	4y 3m	4y 3m	0
39	3	7y 8m	7y 6m	0

→ 66% of sample achieved RG of 2+. Some results were quite exceptional.

## Sound Discovery project 2005

### Summary of gains in Reading and Spelling Ages

School	Number of sessions	Number of pupils	Timescale	NCYG	Average gain in RA	Average RG Reading	Average gain in SA	Average RG Spelling
School 1	22	4	Feb - May	2	13 months	4.3	4.5 m	1.4
School 2	9	4	March – July	8	not tested	N/A	not tested	N/A
School 3	9	3	March – July	4	14 months	3.5	5.6 m	1.4
School 4	13	3	April -July	5	11 months	3.6	8.5m	2.8
School 5	16	4	May - July	6	7 months	3.5	5 m	2.5
School 6	17	3	April – July	3	8.3 months	2.7	5 m	1.6
School 7	16	4	April – July	3/4/5	5.6 months	1.8	0.5m	0
School 8	12	4	March – June	3	8.7 months	2.8	5 m	1.6
School 9	18	4	April – July	4/5	8.7 months	2.8	4.7m	1.5
School 10	16	3	April - June	2	1.3 months	0.6	6m	3
School 11	24	3	March – July	5/7	12.6 months	3.1	13 m	3.2
School 12	21	4	Feb – May	3/4	13.6 months	3.4	5.5 m	1.8
School 13	10	4	June-July	2/3	10.7 months	5.3	5.5m	2.7

**Sound Discovery Extract from Pupil Data**  
**Ratio gains for RA and SA across the sample who were tested**

Pupil	NCYG	RA 1	RA2	Ratio Gain READING	SA1	SA2	Ratio Gain SPELLING
1 B	2	6y 9m	7y 5m	2.6	7.5y	7.8y	1.3
2 B	2	6y 5m	8y 0m	6.3	7.4y	7.5y	0.3
3 B	2	7y 0m	7y7m	2.3	7.5y	8.0y	2
4 B	2	5y 6m	7y 0m	6	7.1y	7.7y	2.3
5 Br	4	7y 1m	7y 10m	2.2	6.6y	7.4y	2.5
6 Br	4	5y 2m	5y 11ym	2.2	7.0y	7.0y	0
7 Br	4	8y 2m	10y 2m	6	8.4y	9.0y	1.7
8 MC	6	4y 10m	5y 5m	2.8	6.7y	7.0y	1.6
9 MC	6	4y 6m	4y 8m	0.8	6.5y	6.7y	0.8
10 MC	6	4y 9m	5y 9m	4.8	6.6y	7.0y	2
11 MC	6	4y 10m	4y 9m	0	6.1y	6.9y	4
12 Mu	3	5y 9m	6y 5m	2.6	6.7y	7.2y	2
13 Mu	3	5y 6m	5y 8m	0.6	6.3y	6.9y	2.3
14 Mu	3	5y 10m	7y 1m	5	7.1y	7.3y	0.6
15 NF	3	5y 11m	6y 5m	2	6.6y	6.7y	0.3
16 NF	4	5y 0m	5y 5m	1.6	6.9y	6.7y	0
17 NF	5	5y 6m	6y 6m	2	6.9y	6.9y	0
18 NSA	3	5y 2m	6y 4m	4.6	6.9y	7.4y	2
19 NSA	3	4y 6m	4y 10m	1.3	6.5y	6.5y	0
20 NSA	3	4y 5m	5y 5m	4	6.6y	7.1y	2
21	3	4y 5m	4y 10m	1.6	6.2y	6.9y	2.6

NSA							
22 NW	5	6y 5m	7y 11m	6	7.3y	7.7y	1.6
23 NW	5	6y 7m	7y 0m	1.6	7.3y	7.7y	1.6
24 NW	5	6y 4m	7y 2m	3.3	6.9y	7.3y	1.6
25 NW	4	7y 6m	7y 8m	0.6	7.5y	7.8y	1.3
26 SF	2	4y 3m	4y 5m	1	6.0y	6.5y	3
27 SF	2	4y 3m	4y 5m	1	5.9y	6.5y	3.5
28 SF	2	4y 3m	4y 3m	0	5.9y	6.3y	2.5
29 TB	5	6y 4m	7y 8m	4	7.3y	8.1y	2.2
30 TB	5	7y 0m	8y 0m	3	6.9y	7.8y	2.7
31 TB	7	7y 1m	7y 11m	2.5	7.1y	8.6y	4.7
32 WW	3	5y 11m	6y 11m	4	6.6y	7.4y	3.3
33 WW	3	7y 8m	7y 6m	0	7.4y	7.5y	0.3
34 WW	3	7y 7m	7y 11m	1.3	7.0y	7.8y	3.3
35 WW	4	4y 4m	6y 5m	8.3	7.3y	7.4y	0.3
36 WOS	2/3	5y 6m	6y 0m	3	6.7y	7.1y	2.5
37 WOS	2/3	4y 10m	5y 9m	5.5	6.7y	7.3y	3.5
39 WOS	2/3	5y 8m	6y 11m	7.5	6.5y	7.0y	3
40 WOS	2/3	7y 1m	8y 0m	5.5	7.1y	7.4y	2