

Shield Road Primary School

Sound Discovery Snappy Lesson Wave 3 Interventions with Homogeneous (Vertical) Groups

- Years 3, 4 and 5 were screened by their class teachers on the first Sound Discovery Placement Test. The intervention was organised and monitored by the SENCo.
- **31** pupils identified
- **6 weeks** of Snappy Lesson interventions during December 05 to February 06
- **4 sessions** of Snappy Lesson per week
- Interventions delivered in the following 5 attainment groups:
 - Group 1: at starting point **Step 1.1** (7 pupils)
 - 4 x Year 5 pupils
 - 1 x Year 4 pupil
 - 2 x Year 3 pupils
 - Group 2: at starting point **Step 1.4** (6 pupils)
 - 3 x Year 5 pupils
 - 2 x Year 4 pupils
 - 1 x Year 3 pupil
 - Group 3: at starting point **Step 2.2** (5 pupils)
 - 2 x Year 4 pupils
 - 3 x Year 3 pupils
 - Group 4: at starting point **Step 2.2** (7 pupils)
 - 3 x Year 5 pupils,
 - 3 x Year 4 pupils
 - 1 x Year 3 pupil
 - Group 5: at starting point **Step 2.3** (6 pupils)
 - 5 x Year 4 pupils
 - 1 x Year 3 pupil

Results and Comments

- 85% of the pupils who began the programme achieved expected and more than expected progress. No pupil remained at Step 1.1 (CVC level). The largest number achieved Step 2 (digraph level) and some achieved Step 3 (alternative spelling level).
- All pupils missed the assembly over 4 days of each week, for 6 weeks. They were always included in the sharing and certificate assembly each week on a Friday
- “The Snappy Lesson Placement tests were a good indication for all class teachers to pitch their own Snappy Lesson teaching and phonic level work in the classroom. It is essential information for planning and indicates a differentiation point.”
- “We are not going to forget these pupils in the future. Their class teachers all have the synthetic phonics programme and will incorporate this into their planning and delivery of their literacy. I recommend that sessions of Snappy Lesson are continued with a TA at least 2 or 3 times a week to maintain the progress of the pupils.”
- “I recommend that all pupils at Step 1 in the Sound Discovery progression should receive Snappy Lesson 3 x week, and Narrative Therapy for 1 x week, over a period of 6 weeks before reviewing.”
- “I recommend that pupils at Step 2 should receive a Snappy Lesson 2x week, for 6 weeks before reviewing.”
- “I recommend that pupils at Step 3 and above can be incorporated into the phonic programme in the whole class literacy lesson or receive one session of independent guided reading.”
- “Every pupil who has taken part in this programme has shown an increase in confidence with their reading and their independent writing. The use of techniques that aid their ability to break words into their phonic sounds has enabled them to transfer these skills from the

programme sessions into their independent writing sessions in all areas of the curriculum. The participants now use phonic taps of fingers, pencils, feet and table taps as strategies, without making them highly noticeable while working in their classroom with other members of their class. When I was talking to a group of pupils who began at Step 1.1 they told me that they could try more words and not have to ask for assistance with their spelling so often,

“I can try by tapping the sound on my pencil and then writing it .” (J.W.)

“When I write my story I tap on my knee to work out a word I cannot spell.” (E.C.)