



Whole class quality first teaching with catch up interventions for those at risk

Number of schools: 56

Region/geography: Multiple

Number of pupils: 950

Study length: 7 years

Research premise: Sound Discovery is the synthetic phonics programme on which Rapid Phonics is based. Its effectiveness was researched across 950 children in 56 schools.

- ### Key points to take away
- Easy to use with **clear and manageable lesson structure**.
 - Can be effectively used with **pupils with a wide range of needs**.
 - Both motivating and enjoyable to **help keep children engaged and progressing**.
 - Proven to **progress advancements in reading and spelling** ages.

Advancements in reading and spelling ages

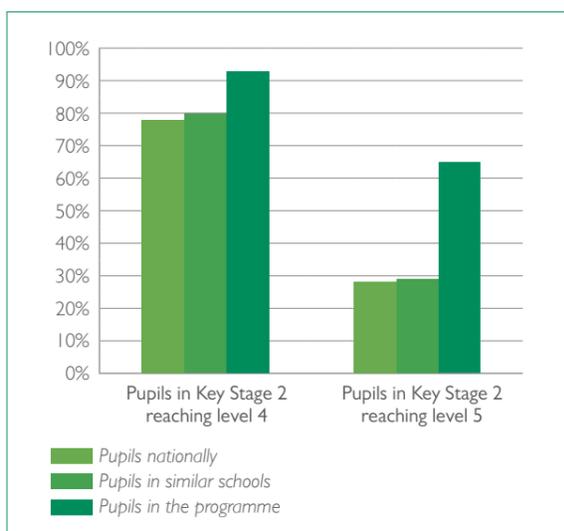
Children entering school with low language assessments were on average 15 months ahead of their age for both reading and spelling after using Sound Discovery.

- Both boys and girls made good progress.
- Children with free school meals (i.e. eligible for Pupil Premium) obtained scores above their age in reading.
- Children with English as an additional language reached the expected level for their age in reading and spelling.

“15 months ahead of their age.”

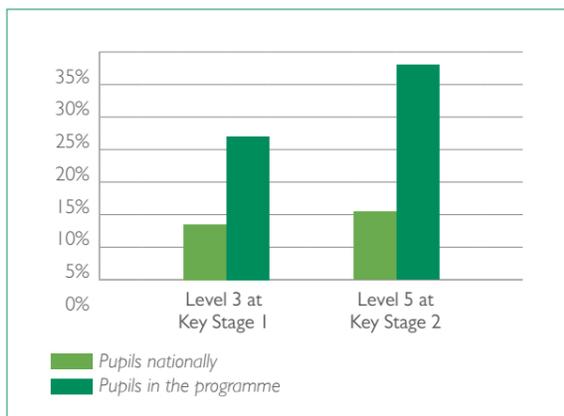
Reading and writing SATs levels well above the national average

- Children who had used Sound Discovery throughout primary school achieved above the national average in KS1 and KS2 tests:



Boys achieved high levels in writing

Particularly noticeable was the performance of boys who achieved well above the national average in writing:



Wave 3 intervention

When used as a Wave 3 intervention, Sound Discovery accelerated rates of progress. Children who were experiencing difficulties made on average three times the expected progress in reading. This is well above the recommended rate of progress for an effective intervention.

One child said, “I can try to think what sound is in the word and I can write it. Before Sound Discovery it was really tricky for me.”

One parent said, “I thought it was one of the most positive things she’d done. There was a marked improvement confidence-wise and in her ability during the time. Now she’s enjoying reading and is flying.”

Sound Discovery has been effectively used with pupils from Reception to Year 8 with a wide range of needs including:

- dyslexia
- moderate learning difficulties
- autism
- attention and concentration difficulties
- speech and language difficulties
- emotional and behavioural difficulties
- English as an additional language

Summary of Results of Local Authority Wave 3 Intervention Studies using Sound Discovery, 2003-2010:

Date	Reference	Year Group(s)	Numbers	Schools	Taught by	Reading Accuracy Ratio Gain	Spelling Ratio Gain	Time
2003	Norfolk CC	YR – Y6	17	1	Teachers/Teaching Assistants/Group	3.8	2.7	10 wks
2004	BANES LA	Y3	18	4	Teachers/Teaching Assistants/Group	3.3	1.1	20 wks
2005	Norfolk CC	Y2 – Y8	47	13	Teachers/Teaching Assistants/Group	1.8 – 5.3	1.4 – 3.2	12 wks
2008	Wiltshire CC	Y2 – Y3	46	15	Teachers/Teaching Assistants/Group	3.7	1.9	3-4 months
2009	Wiltshire CC	Y2 – Y3	52	11	Teachers/Teaching Assistants/Group	2.9	1.9	9-12 wks
2010	Wiltshire CC	Y2 – Y3	70	12	Teachers/Teaching Assistants/Group	3.1	1.4	9-12 wks

“Can we do some more during playtime?”



The outcome – motivating, fun and easy to use

Teachers and pupils highlighted the motivating and enjoyable nature of Sound Discovery. For example, one child commented: “It has helped me with my sounds and spelling and it’s fun!”

The Head Teacher at one school noted the way in which reluctant readers and writers moved from saying, “No” or “I can’t” ...to “I can” and “Can we do some more during playtime?”

Schools found Sound Discovery easy to use. Teachers highlighted the clear, manageable lesson structure and the simplicity of the resources. Learning support and teaching assistants also found the materials straightforward to use. One learning support assistant commented that the manual was “simple and clear”.

Find out more

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