

1. History	
Name of your school	G*** O***** Primary School
Name of the phonics programme	Speech Sound Pics (SSP) Approach
How long has your school been using this Programme?	3 rd year of implementation 2018 – 8 week intervention trial 2019 – R-2 Implementation, and 3-7 Intervention Tier 2 2020 – R-7 2021 – R-7
What are the levels of disadvantage in your school?	We are a Category 7 school in South Australia, so socio-economically we have low levels of disadvantage. (Category 1 is the highest in socio-economic disadvantage and Category 7 is the lowest.) We have 418 students enrolled. 0.48% are of Aboriginal/ Torres Strait Islander background, 2.87% are Students With Disabilities, and 43.3% are of Non-English Speaking Background (NESB). Over the past few years the numbers of Non-English Speaking Background students has increased significantly. In 2017 the percentage of NESB was 17.66%.
Which staff use the programme, for example teachers or teaching assistants?	All teachers use SSP and all of our Teacher Assistants use it as part of our Tier 2 and 3 intervention. The R-2 teachers introduce the Simple Code systematically through explicit routines, developing individual mastery through 4 code levels, after an initial period which focuses on phoneme awareness. The Complex Code is introduced gradually, also through explicit routines, which incorporate cross-curriculum vocabulary and an exploratory approach. From Year 3-7 teachers use SSP Code Mapping to explicitly teach Reading and Spelling, again through explicit routines. Developmentally appropriate texts and vocabulary are used in routines such as – Speedy Six (including Duck hand, Lines and Numbers) and Speedy Paired Decoding with Code Level text. Tier 2 and 3 levels of intervention, provided by Teacher Assistants, use similar routines and processes to provide more intense and more frequent practice.
Is phonics teaching in your school solely based around this programme, or are other resources/training courses used to supplement phonics teaching?	Phonemic awareness and phonics teaching at our school focuses around SSP Code Mapping. This approach also supports aspects of Oral Language, Fluency, Vocabulary development, and Reading Comprehension. We use a variety of assessments regularly to ensure progress is being made by individuals and cohorts.
2. Impact of programme	
What has been the impact on phonics teaching, from using this programme?	The impact on teaching at our school has been significant, particularly in knowledge building. This programme has ensured our teachers have been able to implement an approach which aligns with what the research shows to be best practice. It has enabled teachers to:

	<ul style="list-style-type: none"> • Implement a systematic approach • Start with phonemic awareness in the first days of Reception and build to phonemic proficiency right through to the last year of primary school • Build student mastery through the simple code (most common phoneme/ grapheme correspondences) using a differentiated, and manageable approach • Provide a scaffolded approach to introduce the complex code of the English language in a developmentally appropriate way from Reception through to the last year of primary school, with plenty of repeated opportunities to explore the various ways that the same sound can be represented with different spelling options (letter combinations), how different sounds can be represented by the same letter combinations, and build student understanding of how they can use phonology, morphology and etymology to help them read and spell • Align our pedagogy with research findings in regard to how we learn: <ul style="list-style-type: none"> ○ Spaced retrieval practice ○ Explicit teaching ○ Cognitive Load Theory ○ Multi-sensory approach ○ Motivating – fun, engaging for students • Interweave approach across the Big 6 of Reading: Oral Language, Phonological Awareness, Phonics/ Word Study, Vocabulary, Fluency, Reading Comprehension • Using routines such as: <ul style="list-style-type: none"> ○ Duck hands, Lines and numbers ○ Speedy Six Spelling ○ Speedy Paired/ Group Decoding ○ Cracking Comprehension <p>This approach has also allowed us to identify where the gaps in knowledge and skills are for older students with reading/ spelling difficulties, and where to start to fill the gaps, using either Tier 1, 2 or 3 intervention techniques.</p> <p>It has enabled consistency in approach from R-7 and throughout Tier 1, 2 and 3 intervention</p> <p>The obvious improvements in student learning have provided the motivation to sustain and iterate from year to year.</p>
<p>Do your teachers feel confident in their phonics teaching after using the SSP programme?</p>	<p>Confidence in teachers has developed through</p> <ul style="list-style-type: none"> • Shared professional development (PD) in knowledge building <ul style="list-style-type: none"> ○ Department provided PD which has validated our practices ○ PD provided by Emma Hartnell-Baker, Stephanie Kakoschke (Mentor and Coach) and school developed PD with the help of resources and website access. • Increasing knowledge/ skill building in students – evident in improving results (Phonics Screening

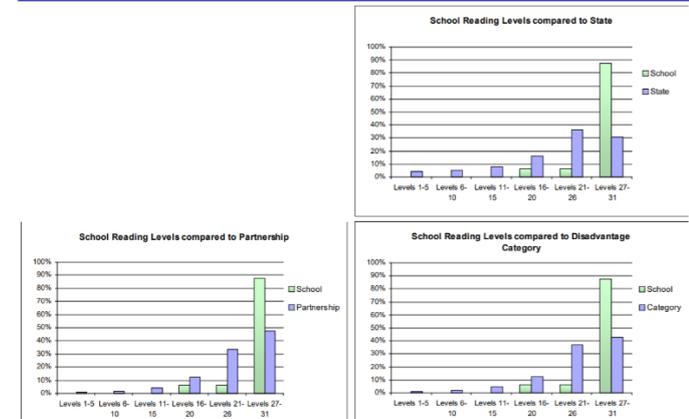
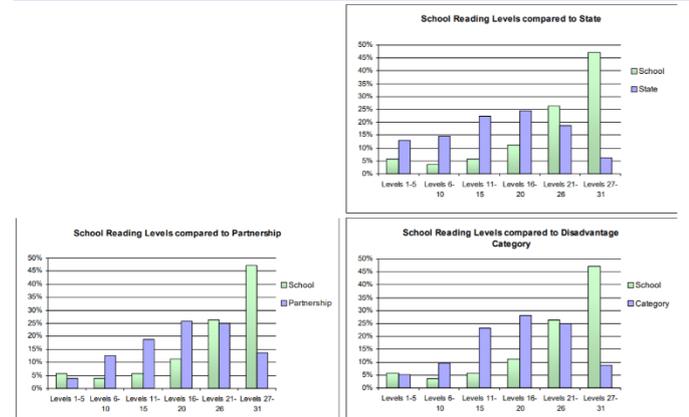
Code Level Monitoring:

Cohorts	Grade	Term 1, Week 3	Term 1, Week 6	Term 1, Week 9	Term 2, Week 3	Term 2, Week 6	Term 2, Week 9	Term 3, Week 3
		SSP Code Level						
	H	K	1	2	2	2	3	
	H	K	1	2	2	3	3	
SWD	H	K	1	1	1	1	1	
	H	K	1	2	2	3	3	
	H	K	1	2	2	3	3	
EALD	H	K	1	2	2	3	3	
	H	K	1	2	2	2	3	
EALD	H	K	1	1	1	1	1	
	H	K	1	1	1	2	2	
	H	K	1	1	1	1	2	
EALD	H	K	1	1	2	2	2	
Scard	H	K	1	2	2	3	3	
EALD	H	K	1	1	1	2	2	
	H	K	1	2	2	3	3	
	H	K	1	2	2			
	H	K						

Running Records Data (Year 1 and 2):

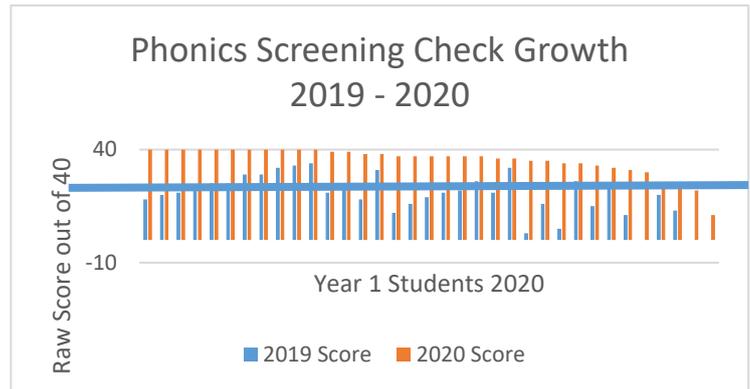
Running Records	2018	2019	2020
Year 1	79%	89%	89%
Year 2	87%	88%	92%

Comparative results to State, Partnership and other Category 7 schools:



Phonics Screening Check Results:

Phonics Screening Check (Pass 28+/40)	2018	2019	2020
% Pass Rate of State Year 1 (average)	43%	52%	63%
% Pass Rate of GOPS Year 1	51%	85%	87%
% Pass Rate of GOPS Year 2 (Pass 32+/40)		88%	92%



Do the children enjoy their lessons in the programme?

Yes, the younger students love the Monster Moves – learning to articulate and remember each of the 44 sounds of the English language with a visual and physical movement. They also love the fact that they can read on their own. Parents comment on their children’s ability to read environmental print at an increasing rate (compared to their older children at the same age). Older students actively engage in discussions about the sounds they can hear, and enjoy checking disputed sounds with a dictionary that shows the International Phonetic Alphabet.

These are some comments from students collected as part of a survey on SSP Code Mapping in our first year of implementation:

Year 6

I am very grateful for this wonderful learning invention. Sometimes I struggle to use SSP in work but most of the time it is a great aid. I think SSP has changed my life and I really think it has made a big difference to the school (in a good way).

I like how it is fun and enjoyable compared to normal spelling lessons.

SSP helps me feel and be more confident with my spelling words and sentences. It allows me to visualise what each sound in each word can possibly be.

It is helping me get 2-3 years improvement in a few months and it is making me want to read and practise spelling.

It has made me spell difficult words or made me get them very close to spelling them right.

I enjoy reading more now because I can just keep on reading along because I just have to do one quick thing and then I just pronounce

	<p>the word correctly. Instead of hesitating and not doing anything about the word I now use SSP.</p> <p>I think that SSP is very useful to me and it has improved my understanding of words.</p> <p>It can explain how spelling and sounds are related for people who aren't confident with their spelling</p> <p>I found SSP very helpful with my spelling I think something that really helped was the key rings even though the upper primary didn't use the key rings I found them very helpful because I used it with my tutor.</p> <p>SSP has taught me the patterns of spelling and how to spell things properly.</p> <p>SSP helps me remember some words that I have forgotten, while further helping me and other people on how to pronounce them. Since some people come from different parts of the world, pronunciations of some words are different. This helps people remember to pronounce the word and remember the word correctly, according to the Australian English.</p> <p>I can spell words I never thought I could spell so writing a page is much easier.</p> <p>I can read books that I wanted to read that have hard words in them.</p> <p>SSP has been great and has boosted my confidence with spelling, reading and writing.</p> <p>Year 3</p> <p>I would like to say that SSP has helped my learning, education and vocabulary a lot.</p> <p>SSP improved my learning.</p> <p>It helped my work a lot and I love it.</p> <p>Spelling is easier now!</p> <p>Students' engagement and interest in the English language is also evident in the questions they pose about how our language works and the patterns they notice.</p>
<p>What has been the impact of the programme on the most disadvantaged pupils in each cohort?</p>	<p>Some examples of the impact of SSP Code Mapping on our most disadvantaged students:</p> <ul style="list-style-type: none"> • One Year 1 student with a severe language disorder, passed the PSC with 30/40 (our pass mark is 28 as the test is done in August, - towards the end of 3rd Term). The Speech Pathologist assessing this students was very surprised. In his first year at school he had scored zero in the PSC. • Another student diagnosed with Autism Spectrum Disorder (ASD) also showed significant progress recording a score of 3/ 40 in Reception, and then 35/ 40 in Year 1. • A Year 5 student diagnosed with ASD, and an Intellectual Disability (who qualifies for a Special School placement) is now reading picture books and decodable texts, and can write simple sentences. • 2 other Year 5 students who had been involved in a number of intervention programmes in their early years at school without response, have with SSP Code Mapping demonstrated significant improvement. One is now in the yellow code level,

	<p>and the other able to cope with the texts in a recent NAPLAN test for Year 5s.</p> <ul style="list-style-type: none"> • Another student who came to us from a small speech and language class, who had failed the PSC as a Year 1, 2 and 3 is now starting to show great progress in segmenting and blending. • One Year 6 student who has participated in SSP Code Mapping intervention (Tier 2) for several years and is now confidently and actively participating in spelling and reading lessons in class at Tier 1, reflected on his experiences with the approach: <p>What have you learnt from using the SSP Approach?</p> <ul style="list-style-type: none"> • How to use sounds • Helps get somewhat of an idea of spelling patterns • Try a few different spelling options to see which is correct – based on the sound pics I know • Some are still tricky, I only usually get a schwa wrong <p>What are your goals before moving on to high school at the end of the year?</p> <ul style="list-style-type: none"> • To read more fluently • Spell more trickier words with ease and without having to write down the options <p>Is there anything else you would like to say?</p> <ul style="list-style-type: none"> • When reading harder novels, before I would skip trickier words. Now I always have a go, and nearly always get it correct. Sometimes it's just the pronunciation that I get wrong.
--	---

3. Training

<p>What was the impact of training provided by the programme?</p>	<p>Training has been provided through:</p> <ul style="list-style-type: none"> • Mentor/ Coach – Stephanie Kakoschke <ul style="list-style-type: none"> ○ Modelling with a small group intervention ○ Observations ○ Coaching ○ Answering questions ○ Help with resourcing • PD <ul style="list-style-type: none"> ○ At start of the school year with Mentor/ Coach (compulsory) ○ Whole school and other interested parties on a Saturday Workshop by Emma Hartnell-Baker May 2019 (optional) – Most teachers and Teacher Assistants participated ○ Online sessions for Teachers and TAs (optional) • Provision of resources • Access to videos to see how the routines are implemented • Questions/ queries quickly responded to through email and social media
---	---

<p>Was there a choice of training (e.g. compulsory or optional modules)?</p>	<p>The training has been tailored to meet staff member needs. Some sessions have been compulsory, and some optional. School expectation that everyone implements SSP Code Mapping approach has been positively responded to.</p> <p>Staged implementation</p>
--	---

	<p>2018 – 8 week small group Tier 2 intervention</p> <p>2019 – R-2 Tier 1 and 3-7 Tier 2 intervention</p> <p>2020 – R-7</p> <p>2021 – R-7</p> <p>It is a school expectation that there is consistency across the year level teams, at a developmentally appropriate level. Data is shared with all teachers, so that significant improvements can be celebrated and effective pedagogy analysed.</p>
Was there capacity for the programme training provider to offer all of the training required in your school?	Yes, between various people.
Who was the training designed for (e.g. for TAs)?	The training has been suitable for teachers, Teacher Assistants and parents.
Was there the option to train in person (within Covid restrictions if training was within last 15 months)?	Yes, through our Mentor – Stephanie Kakoschke.
Does staff feel supported by the phonics programme training and/or ongoing support offered by the SSP programme?	Yes
How receptive is the training provider to staff needs?	Training providers are very responsive to staff needs. They quickly respond to queries and clarify points through email, social media and videos to show how.