LITERACY BOOST®
Evidence-based Structured Literacy support

Literacy Boost® is our evidence-based, multi-sensory approach that effectively teaches children how to read and spell. We choose the Sounds-Write™ structured synthetic phonics programme to help children master the alphabet code and conceptual knowledge necessary for reading and spelling. We teach children the concepts of phoneme blending, phoneme segmenting, phoneme manipulation, and decoding skills all required for ongoing literacy success.

Literacy Boost® is our structured literacy intervention programme. It is based on the science of reading, and the information we know that learning to read is essentially learning a code. This has been identified both in NZ and overseas, as the most successful approach for teaching reading, writing, and spelling to not just those that are struggling with literacy - but ALL children.

Using a synthetic phonics approach, children learn the process of linking individual speech sounds (phonemes) to written symbols (graphemes). They then learn to blend these sounds together to read words. Learning about the relationship between the letters of the alphabet and the sounds they represent allows children to "crack the code". This is required for children to learn to read (decode), and spell (encode) fluently.

One of the most important principles of a structured synthetic phonics programme is that a child should never be expected to read something that is too difficult for them, or that they do not have the skills to read. Within the first few sessions of synthetic phonics, children should be able to read words made up of the sound / letter relationships they have learnt.

A structured synthetic phonics approach is proven to be more successful than any other reading approach. Synthetic phonics explicitly teaches children how the code of reading and spelling works!

Skilled readers do not need to rely on pictures, memory, or sentence context to identify words. They can read most words automatically because they have the phonics skills to decode unknown words. Guessing from contextual cues and pictures is often unsuccessful. It is time-consuming and reduces fluency and comprehension. A synthetic phonics approach teaches children to understand how words are put together, and how to go about cracking the code so that they can read ANY unknown word. This is how children become competent and independent readers.

"If a child memorizes ten words, the child can read only ten words. But if a child learns the sounds of ten letters, the child will be able to read 350 three-sound words, 4320 four-sound words and 21,650 five-sound words" Dr Martin Kozloff (2002)

SOUNDS-WRITE
First Rate Phonics

About Sounds-Write™ Structured Literacy.

Sounds-Write™ is a quality first phonics programme. It is a comprehensive programme to teach reading and spelling. The programme follows a highly structured, multi-sensory, and code-oriented, instructional approach to teaching children to read and spell. It teaches all key elements of conceptual understanding, factual knowledge, and the three essential skills of blending, segmenting and phoneme manipulation necessary for learning to read and spell.

Sounds-Write is designed to improve achievement in literacy. Sounds-write is the perfect programme for children who are not meeting expectations with their literacy development. Sounds-write is a structured literacy programme that effectively teaches ALL children to learn to read, spell and write. Sounds-write supports the foundation and beginning literacy instruction as well as catch up intervention.

Why Sounds-Write™?

☑ Structured, synthetic literacy programme.
Sounds-Write has a clearly defined scope and sequence. The programme is systematic and follows a carefully planned structure which introduces the 44 sounds of English and their corresponding letters in a clear logical sequence. Students learn how to build up and break apart words using their phonological awareness and letter-sound knowledge.

☑ Diagnostic.
Progress is constantly monitored and assessed to adjust pacing, presentation, and amount of practice given before introducing new information.

☑ Explicit Teaching.
Students are directly taught the information and skills to be learned, using clear language. The teaching scripts minimise the cognitive load for students, helping them to focus more attention on the new knowledge or skill they're being taught.

☑ Cumulative Teaching.
Sounds-write builds on students' previous learning to ensure progress. The programme intentionally moves from teaching simple to more complex content. Phonological awareness is built into every session.

☑ Review.
Previously learned code knowledge is reviewed and included as the student learns more and more code.

☑ Guided practice.
New learning is applied in single word reading and writing, sentence reading and writing, and in connected, controlled (decodable) text.

☑ Sound to print approach.
Sounds-Write is well-founded on the principle that we teach reading by starting with what all children learn naturally—the sounds of their own language. We are establishing the link between the sounds (phonemes) the child has learned already, and the visual signs (graphemes) that represent them.

☑ Multisensory approach.
Learners are highly engaged in hearing the sounds, seeing the symbols, saying the sounds, and writing the symbols in every lesson. This is a core component of the multimodal approach to optimise learning

New Zealand Speech-language Therapists' Association

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