**Points to Note:**

* In the table below, each row has a question.
* Answering the questions will help you plan the details of introducing See Say Write.
  + If you’re aiming to use See Say Write for curriculum support, your answers will go in the middle column.
  + If you’re aiming to use the See Say Write for interventions, homework and/or remote learning, your answers will go in the right-hand column.
* You will notice that we (the See Say Write team) have added *suggested* answers. Feel free to read these before deleting them and adding your own answers.
* We recommend you add answers to the table below because:
  + You can use it for future reference.
  + You can use it to directly inform your staff, saving you a lot of time.
    - To do that, save a copy of the document when you’ve finished.
    - Delete the rows highlighted in red (these contain considerations for school leaders *only*).
    - Send the information in an email (you can even send the table directly) to the relevant teaching staff, to ensure they are informed about the plans.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Comments, Suggestions & Answers** | |
| **#** | **Questions** | **For Curriculum Support** | **For Interventions, Homework & Remote Learning** |
|  | **What is the ideal date to start using the program?** | [Although it’s nice to begin using the program at the start of the school year, if your school isn’t using a phonics program/scheme already, we recommend starting as soon as possible even if you are currently mid-year.  There’s no need to decide on a specific date right now, just have an approximate idea] | [If there are no school-specific considerations, we recommend using it as soon as possible.  When assigning See Say Write as homework or remote learning, please know there is a dedicated 12-minute ‘[Guidance for Parents](https://www.youtube.com/watch?v=otsnYtC7Pbw&list=PL7nL4dIMK0MTWGGMYoKkjIup_UAgPVA9T&index=3)’ video which tells parents everything they need to know. They should be sent this to encourage their engagement in their child’s learning] |
|  | **Which year groups will use the program?** | [For students learning English as a second language, we recommend Set 1 for ages 5-6 and Set 2 & 3 for ages 6-7.  For students learning English as a first language, we recommend Set 1 for those aged 5 (or nearly 5) and Set 2&3 for ages 5-6.  If most students aged 7-10 have low English phonics ability, consider using the program as part of the curriculum until they have caught up.  Scroll to the end of this document to see which sounds are covered by Set 1, 2 and 3] | [For students learning English as a second language, we recommend Set 1 for ages 5-6 and Set 2 & 3 for ages 6-7.  For students learning English as a first language, we recommend Set 1 for those aged 5 (or nearly 5) and Set 2&3 for ages 5-6.  For students aged 7-10 who have low phonics ability, we recommend using the program for homework/remote learning to help them catch up.  Scroll to the end of this document to see which sounds are covered by Set 1, 2 and 3] |
|  | **How many See Say Write videos will each teacher/class play per week?** | [We suggest three new video lessons (i.e. three new sounds) per week. Previously taught sounds (i.e. previously watched video lessons) can be used for revision as needed] | N/A |
|  | **Does the program fit into the current English lesson schedule, or does it need to be adjusted?** | [Set 1 average video lesson length: 13mins, 18secs (31 videos total)  Set 2 average video lesson length: 20mins, 49 secs (12 videos total)  Set 3 average video lesson length: 21mins, 10 secs (17 videos total)  If you have not already (but you want to) stream students, please go now to the ’01. Planning Considerations for Streaming Students’ file in the ‘Planning Considerations & ‘How Tos’ folder. (Streaming is the process grouping students into classrooms based on their ability, rather than their age, to ensure an appropriate level of learning for all students). Be aware that streaming students provides an additional level of complexity. You might prefer to stream students after one year of using the See Say Write program, so that change is introduced gradually] | [Set 1 average video lesson length: 13mins, 18secs (31 videos total)  Set 2 average video lesson length: 20mins, 49 secs (12 videos total)  Set 3 average video lesson length: 21mins, 10 secs (17 videos total)  Do you have sufficient tech (tablets or laptops) to use for the interventions?] |
|  | **Does the See Say Write handwriting style match the school policy? Especially with flicks/curves at the end of letters? Should we switch to the See Say Write style, or ensure we teach children the flick as an add on?** | [If you have an alternative handwriting style, we recommend teachers simply pause the lesson video and model the alternative style.  This can be communicated to staff when they watch the teacher training video (guidance on this later)] | [If you have an alternative handwriting style, we recommend teachers simply pause the lesson video and model the alternative style.  This can be communicated to staff when they watch the teacher training video (guidance on this later)] |
|  | **For how long are we going to use the See Say Write program?** | [If you are unsure about the value of the program, consider trialling it for one or two years only and tracking student progress carefully. If you discontinue See Say Write for curriculum support after one year, your teachers may have benefited from observing the techniques in the lesson videos, and any unused workbooks can be. . .   * given to students as homework * held on standby for remote learners (instances where children have a long-term illness) * used for interventions] | [If unsure of the value of See Say Write, consider trialling it for a year only. Obtain feedback from users (teachers/parents) before deciding to continue the program] |
|  | **How many workbooks (Set 1, 2 & 3) will each class receive?** | [If you are introducing the program at the **start of the year**, we suggest the incoming class of 5-6 year olds receives 1x Set 1 workbook per student plus a minimum of 30% extra for loses/damages/new students/lower ability students in older age groups. For classes containing students with existing English phonics knowledge, we suggest a Set 2 and Set 3 workbook for each student plus a minimum of 30% extra for the same reasons mentioned above.  If you are introducing the program **mid-year**, consider whether you need to assess the students’ phonics knowledge first, to determine requirement. You might not need to run an assessment if you have existing data, or clear input from teachers regarding the children’s phonics ability. Scroll to the end of this document to see which sounds are covered by Set 1, 2 and 3.  In all cases, determining the size of the book order can be simplified by ordering more than is immediately necessary. Books can be stored for subsequent years, plus bulk orders are more cost effective (see our [Products & Pricing page](http://www.seesaywrite.com/products)). Purchasing enough books for two years may be sensible because:   * It means you’re unlikely to run short during the first year * After the first year, you will be able to more accurately determine your annual book requirement * If you discontinue the program, you can use the spare books for homework, interventions or remote learning] | [If using the program for homework *in addition to* curriculum support, it is preferable for each student to have a workbook that stays in school and one that stays at home. Not only will this be easier, but it will also allow for repeated practice of the same sounds in school and at home.  Scroll to the end of this document to see which sounds are covered by Set 1, 2 and 3.  In all cases, determining the size of the book order can be simplified by ordering more than is immediately necessary. Books can be stored for subsequent years, plus bulk orders are more cost effective (see our [Products & Pricing page](http://www.seesaywrite.com/products))] |
|  | **Do we know of other schools that are using See Say Write, or would benefit from using the program? If so, could we place a joint order to buy in bulk and reduce costs?** | [Consider reaching out to personal contacts in local schools or sister schools] | [Consider reaching out to personal contacts in local schools or sister schools] |
|  | **Do we need the optional resources? If so, how many?** | [One set of [Flashcards](https://www.seesaywrite.com/products) (Set 1, 2 & 3) and one set of [Sound Displays](https://www.seesaywrite.com/products) (Set 1, 2 & 3) per classroom is recommended, though Set 2 and 3 resources might not be needed for younger learning groups.  The optional resources are not essential, but they are very useful to increase engagement, make quick assessments, improve interventions and create opportunities for revision. See the [Products & Pricing page](http://www.seesaywrite.com/products) to see them in use. Our ‘[Training for Schools](https://www.youtube.com/watch?v=c228SPzpdSs&list=PL7nL4dIMK0MTWGGMYoKkjIup_UAgPVA9T&index=2)’ video also explains how to use them] | [[Flashcards](https://www.seesaywrite.com/products) are key for enhancing interventions and ensuring they are engaging.  [Sound Displays](https://www.seesaywrite.com/products) are also helpful, but not as essential.  Both are available in a smaller size, for use at home. See the [Products & Pricing page](http://www.seesaywrite.com/products) to see them in use. The ‘[Guidance for Parents](https://www.youtube.com/watch?v=otsnYtC7Pbw&list=PL7nL4dIMK0MTWGGMYoKkjIup_UAgPVA9T&index=3)’ video explains how to use them] |
|  | **Who will submit the request for cost approval and are there any funding pots or grants we can access?** | [Please find a partially completed business case template for requesting funds to purchase See Say Write resources. The ‘Business Case for See Say Write Resources’ can be found in the ‘Misc’ folder] | [Please find a partially completed business case for requesting funds to purchase See Say Write resources. The ‘Business Case for See Say Write Resources’ can be found in the ‘Misc’ folder] |
|  | **Who will approve the costs?** |  |  |
|  | **Once the cost has been approved, who will inform the stakeholders (teachers, assistants, volunteers, parents) of the decision to implement the program, and manage expectations?** | [We recommend the school principal makes the announcement, to ensure it carries the right level of importance and attention.  For small-scale use of the program, the relevant year/subject/grade leader may be the more appropriate communicator.  Please know there are pre-prepared email templates for informing teaching staff and parents, located in the ‘Email Templates’ folder. The ‘Main Checklist for School Leaders’ will prompt you to use these templates at the appropriate time] | [If using See Say Write as a resource for interventions across multiple year groups, we recommend the school principal makes the announcement. This will ensure it carries the right level of importance and attention.  For small-scale use of the program, the relevant year/subject/grade leader may be the more appropriate communicator.  Please know there are pre-prepared email templates for informing teaching staff and parents, located in the ‘Email Templates’ folder. The ‘Main Checklist for School Leaders’ will prompt you to use these templates at the appropriate time.  For an announcement to parents if using the program for homework, we recommend an initial email from the principal. It should then be followed by a later email from the relevant grade/subject/class leaders containing sufficient detail/direction] |
|  | **Who will place the online order?** | [Please place the order through the [Products & Pricing](http://www.seesaywrite.com/products) page] | [Please place the order through the [Products & Pricing](http://www.seesaywrite.com/products) page] |
|  | **How long will it take for the resources to arrive?** | [Check the [Products & Pricing](http://www.seesaywrite.com/products) page for this information, or contact us at [info@seesaywrite.com](mailto:info@seesaywrite.com) if you cannot find it] | [Check the [Products & Pricing](http://www.seesaywrite.com/products) page for this information, or contact us at [info@seesaywrite.com](mailto:info@seesaywrite.com) if you cannot find it] |
|  | **Where will the books/resources be stored?** | [One cardboard box sized 30cm x 25cm x 25cm fits:   * 75x Set 1 workbooks * 140x Set 2 workbooks * 120x Set 3 workbooks] | [One cardboard box sized 30cm x 25cm x 25cm fits:   * 75x Set 1 workbooks * 140x Set 2 workbooks * 120x Set 3 workbooks] |
|  | **Will there be a dedicated training session on how to use the program?** | [We recommend arranging a dedicated time where relevant teachers/assistants/volunteers sit together to watch and discuss the 25-minute [Training for Schools video](https://www.youtube.com/watch?v=c228SPzpdSs&list=PL7nL4dIMK0MTWGGMYoKkjIup_UAgPVA9T&index=2), before conducting some practices to make sure they’re confident with using the program.  See Say Write guidance exists in full, to help make effective teacher training easy as easy as possible.  If you intend to run training for your staff/volunteers please go now to the ’01. Planning Considerations for Teacher Training’. This document contains important questions for school leaders (in this format) which help make planning simple] | [Those running interventions will need to watch the 25-minute [Training for Schools video](https://www.youtube.com/watch?v=c228SPzpdSs&list=PL7nL4dIMK0MTWGGMYoKkjIup_UAgPVA9T&index=2). We recommend arranging a dedicated time where relevant teachers/assistants/volunteers sit together to watch and discuss the training, before conducting some practices.  See Say Write guidance exists in full, to help make effective teacher training as easy as possible.  If you intend to run training for your staff/volunteers please go now to the ’01. Planning Considerations for Teacher Training’. This document contains important questions for school leaders (in this format) which help make planning simple]  For homework and remote learning, student’s will benefit if their parents are engaged in the program. Where possible, ensure parents watch the [12-minute Guidance for Parents video](https://www.youtube.com/watch?v=otsnYtC7Pbw&list=PL7nL4dIMK0MTWGGMYoKkjIup_UAgPVA9T&index=3), which shows them how to interact with the video lessons to boost their child’s early-English learning] |
|  | **Will a phonics assessment be conducted before starting the program?** | [We recommend conducting an assessment before starting the program to track student progress. It also allows teachers to target learning as they will know which sounds to focus on during revision.  See Say Write guidance exists in full, to help make a phonics assessment easy.  If you intend to conduct a phonics assessment please go now to the ’01. Planning Considerations for Phonics Assessments’. This document contains important questions for school leaders (in this format) which help make planning simple] | [If students’ phonics ability is unknown, an assessment is recommended before issuing homework or use for interventions.  See Say Write guidance exists in full, to help make a phonics assessment easy.  If you intend to conduct a phonics assessment please go now to the ’01. Planning Considerations for Phonics Assessments’. This document contains important questions for school leaders (in this format) which help make planning simple] |
|  | **Will there be coaching to ensure teaching staff are using program as effectively as possible?** | [We recommend the teaching staff are made aware that relevant school leaders will check-in on lessons to observe and afterwards coach / offer advice to staff. Please see the ‘Coaching Checklist’ in the relevant folder; school leaders can use this to easily and consistently add value.  Consider setting expectations with the relevant school leaders to ensure they know how many coaching sessions they should conduct per term] | [For interventions, we recommend the teaching staff are made aware that relevant school leaders will check-in to observe and afterwards coach / offer advice to staff. Please see the ‘Coaching Checklist’ in the relevant folder; school leaders can use this to easily and consistently add value] |
|  | **What is chosen date to start using the program?** |  |  |

