



## Adam sample 1

### Detail

Male: Adam  
Year group: Reception Year  
Age: 4 years 4 months  
Term: autumn 1  
Working within Phase One

### Purpose

Children wrote about what they enjoyed about their first week in Reception Class.

### Child's voice

'I was playing with the babies.'

### Interpretation

Adam is mark-making.

### Application of synthetic phonic knowledge and skills

Adam has spelt his name correctly. His independent writing is emergent at this early stage of his Reception Year.

### Our visit to the Animal Farm



I ma seetlun the  
cas. I am epeeh the  
raihdeer. I seen chikens.  
I soa a mucee. I soa  
a camel. I had my  
lunch on the  
train. I plid in the  
park.

## Adam sample 2

### Detail

Male: Adam  
Year group: Reception Year  
Age: 5 years 0 months  
Term: spring 2  
Evidence of Phase Three and Four application

### Purpose

The children visited the Animal Farm and wrote about the animals. As part of the topic: 'Animals', Adam wrote about what he had seen from this first-hand experience.

### Child's voice

'I wrote about a cow. I wish I'd seen a Panda there.'

### Interpretation

I am feeding the cows. I am feeding the reindeer. I seen chickens. I saw a monkey. I saw a camel. I had my lunch on the train. I played in the park.

### Application of synthetic phonic knowledge and skills

Adam is segmenting words to spell and is writing corresponding graphemes. The high-frequency words 'the', 'my' and 'I' are correctly spelt. Also evident is the CV word 'am' and the CVC word 'had'. Furthermore, Adam is independently applying Phase Four words such as 'lunch' and 'train' in this sample of writing. Phase Three phonemes are also evident, for example, 'ai' and 'ee' in the word reindeer, shown in the phonemically plausible attempt 'raindeer'. The phoneme 'ee' also emerges in the correctly spelt word 'seen' and part of the incorrectly spelt word 'feeding' shown as 'feedn'.

## Adam sample 3

### Detail

Male: Adam

Year group: Reception Year

Age: 5 years 1 month

Term: spring 2

Evidence of Phase Three and Four application

### Purpose

Adam wrote his own animal story at the end of the topic: 'Animals'. Before writing, Adam created his own animal from clay to be the main character and used a setting from a class collage. Several traditional and known animal tales were read to the class. Adam made an audio recording of his story before he did the accompanying writing.

### Child's voice

'I liked writing about Spotty my giraffe.'

### Interpretation

Once upon a time there was a giraffe called Spotty. He lived in the jungle with a monkey called Alex. One day Alex got stuck up a tree. Spotty was the only one who could reach him. Spotty put his neck up in the tree and he put Alex on his neck. It was a bumpy ride. They lived happily ever after.

### Application of synthetic phonic knowledge and skills

Adam's writing includes the high-frequency words 'the' and 'was' and CVC word 'his' and 'got'. Furthermore, the VC words 'it', 'on', 'up' and 'in' are represented correctly. Phase Three phoneme 'ee' emerges in 'tree' but there are also numerous uses of it as phonemically plausible attempts, for example, 'Spottee' for 'Spotty', 'hee' for 'he', 'bumpee' for 'bumpy', 'hapilee' for 'happily' and 'moncee' for 'monkey'. There is also evidence of the 'ie' phoneme application in the words 'tiem' for 'time' and 'ried' for 'ride'. Other phonemically plausible attempts are shown in the words 'jungle', shown as 'jugl', and 'giraffe', shown as 'jraf'. Phase Four word 'spot' (CCVC) is also shown.

