

Adam sample 4

Detail

Male: Adam
Year group: Year 1
Age: 6 years 1 month
Term: spring 2
Evidence of Phase Five application

Purpose

To retell the story of Jack and the beanstalk.

Child's voice

'My spellings are good but I think I had a few mistakes.'

Interpretation

Once upon a time there was a little boy called Jack. He was really silly. Jack got up. He went outside. His mam said, 'Sell the cow.' Jack went to the market. He met a man on the way. 'I will swap you,' asked Jack. He went home to tell his mam. 'You silly boy,' said Mum and she tossed the beans out of the window.

Application of synthetic phonic knowledge and skills

Beyond the CVC and high-frequency words in this sample, Adam also shows independent application of the Phase Three phoneme 'ow', shown in 'cow', and a plausible attempt at the phoneme 'out', shown as 'owt'. Adam also shows an awareness of alternative graphemes for spelling of the 'ay' phoneme, shown in 'way', which was explored in his Phase Five daily discrete phonic sessions. Also evident is the split-vowel digraph 'i-e', shown correctly in both 'time' and 'side'. The Phase 4 CVCC word 'went' is also used. As Adam's vocabulary develops, he attempts more complex words, for example, making phonemically plausible attempts at 'tossed', shown as 'tost'.

Adam
was a for a time
there was a little
boy how was called
Jack hee was really silly.
Jack got up hee
went owt side
his mam sed sell
the cow Jack went
to the mait hee met a
man on the way.
I will swap you
asked Jack. hee went
hom to tel his mam.
'You silly boy' sed mum
and shee tost the
beans out of the
windo.

Adam sample 5

Detail

Male: Adam

Year group: Year 1

Age: 6 years 2 months

Term: summer 2

Evidence of Phase Five and Six application

Purpose

Adam wrote an account of what had happened during one day.

Child's voice

'I like the bit in the assembly when Fussy Freda said, "No, I don't eat it!"'

Interpretation

First of all I got up and had breakfast. After that I got dressed and I cleaned my teeth. I walked to school with my mum and Jack. When I got to school Mrs Woods done the register. Then we went in the hall to do our assembly. It was about a girl called Fussy Freda. After the assembly all the mums and dads came for tea and biscuits. Then I went to the doctor's because I needed to get measured to see how tall I am. I came back after lunch. It was raining and I had my umbrella. I made a cat mask in art out of paper and black colouring pencils.

Application of synthetic phonic knowledge and skills

Adam is starting to attempt more complex words in his independent writing, as he benefits from his daily discrete phonics sessions. He demonstrates his awareness of the alternative Phase Five grapheme 'ou' for spellings in the words 'out' and 'about'. Beyond this, there is an emergence of the Phase Six 'ing' in the word 'writing', shown as 'riting'. There are also phonemically plausible attempts for polysyllabic and complex words such as 'rejista' for 'register', 'asembly' for 'assembly' and 'umrela' for 'umbrella'.

