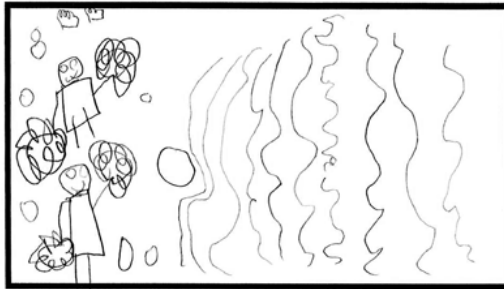


My holiday news



MY HOLIDAY

AYUB WSB

Ayub sample 1

Detail

Male: Ayub
Year group: Reception
Age: 4 years 10 months
Term: autumn 1
Evidence of Phase Two application

Purpose

Following discussion, Ayub wrote about his summer holidays.

Child's voice

'I had fun, I like the beach.'

Interpretation

I went to the beach and threw stones in the sea.

Application of synthetic phonic knowledge and skills

Ayub shows evidence of emergent writing in his holiday news through the incorporation of letters in his name for example 'a', 'u' and 'b'. Additional letters shown are 'r' and 'w'. Ayub copies the words 'My holiday' from the title at the top of the page. Through mediation Ayub stated that the 'w2b' number and letters represent the phrase 'went to beach'.

My Arctic animals



polrber



wal



pingwn



FOX



SEL

Ayub sample 2

Detail

Male: Ayub
Year group: Reception
Age: 5 years 1 month
Term: autumn 2
Evidence of Phase Two application

Purpose

During the topic 'Winter' children learnt about cold places around the world. They found out about the animals that live on the Arctic.

Child's voice

'It is freezing in the Arctic, I don't want to live there. I like the Polar Bear best because he is big and strong.'

Interpretation

Polar bear, whale, fox, penguin, seal.

Application of synthetic phonic knowledge and skills

Ayub correctly writes the CVC word 'fox', which contains the Phase Three phoneme 'x'. He makes phonemically plausible attempts at the words 'penguin' shown as 'pingwn' and 'seal' shown as 'sel'. Additionally, Ayub was able to segment the word 'bear' into its two phonemes b/ear for 'polar bear', shown in his attempt 'polrber'.

Ayub sample 3

Detail

Male: Ayub
Year group: Reception
Age: 5 years 4 months
Term: spring 2
Evidence of Phase Two application

Purpose

Following a visit from the fire brigade in which children had the opportunity to spray water from the hose, explore inside the fire engine and try on the firefighter's helmet, the firemen came to visit the children and discuss fire safety. The children wrote rules about fire safety for Teddy.

Child's voice

'The fireman tells us we shouldn't play with fire it is dangerous and if you do it will hurt us. I liked the fire engine.'

Interpretation

Don't play with matches, lighters. If you see fire call the fire engine. Don't play with fire. When you see fire tell mum. It will burn your house.

Application of synthetic phonic knowledge and skills

Ayub makes phonemically plausible attempts at several words such as 'don't' shown as 'doo'nt', 'with' shown as 'wid', 'see' shown as 'si' and two separate attempts at 'fire' shown as 'fie' and 'fir'. He correctly represents the 'ch' digraph in the word 'matches' shown as 'machichlis'. He also attempts the tricky word 'you' on two occasions shown as both 'y' then later 'yo'. Finally Ayub writes the tricky word 'he' correctly, uses the digraph 'ur' when he writes the word 'burn' and the long vowel phoneme 'ow' in the word 'house' shown as 'hows' – which are part of his Phase Three application.

Fire Safety

999

doo'nt PL wid machichlis
if/fie cool tie fir chich
yoo n tPL i f i r
Went t f o o r o s e f i r t e l l m u m
r o o b o u t h r o o t h o u s e
P P P



Ayub sample 4

Detail

Male: Ayub Year group: Reception Age: 5 years 5 months Term: summer 1
Evidence of Phase Two application

Purpose

During the topic on 'Weather' the children watched video clips of different types of weather. Through discussion children thought of words and phrases to describe them. In their continuous provision, children had the opportunity to play and record their ideas.

Child's voice

'I like the rain because it gets me wet and it's nice and fresh. I like everything but I only don't like snow.'

Interpretation

Lightning, thunder, raining, hot, rain, rainbow. I don't like snow. I like everything but I don't like snow. Cloudy, dark.

Application of synthetic phonic knowledge and skills

Ayub correctly writes the CVC word 'but' and 'hot' and the Phase Two tricky word 'I'. In his writing he makes phonemically plausible attempts at words using the taught tricky word 'I'. This can be seen in the words 'lightning' shown as 'lignig' and 'like' shown as 'lik'. Ayub also shows an understanding of the Phase Five alternative to the 'oa' grapheme 'ow' in the words 'rainbow' shown as 'ranbow' and 'snow' which is spelt correctly. Interestingly, this also emerges in the word 'don't' shown as 'downt'. The alternative 'ow' grapheme-phoneme correspondence found in the word 'cloudy' is not represented correctly and shown in the text as 'clowdee'. He uses the Phase Three consonant digraph 'ng' correctly in the word 'raining' and again in his phonemically plausible attempt at the word 'everything' shown as 'evrefing'.



Ronaldo plays football for Manchester

United. He wins a goal.

Rooney is a player from England.

Messi is a player from Brazil.

Ayub

Photograph of Cristiano Ronaldo. Ryan Piere/Getty Images Sport/Getty Images.

Ayub sample 5

Detail

Male: Ayub Year group: Reception Age: 5 years 8 months Term: summer 2
Evidence of Phase Four application

Purpose

During National School Sport week, children completed a wide range of activities which included team games. Following this first-hand experience, children could choose which sport they wanted to write about.

Child's voice

'I like football, Messi is my favourite player. You can't push and you have to have a yellow card.'

Interpretation

Ronaldo plays football for Manchester United. He wins a goal. Rooney is a player from England. Messi is a player from Brazil. Ayub

Application of synthetic phonic knowledge and skills

Ayub demonstrates an awareness of the Phase Five alternative grapheme-phoneme correspondence 'ai' in the word 'play'. He makes a phonemically plausible attempt at several words, for example 'Ronaldo' shown as 'Rnaldoo', 'football' spelt 'futbol' and 'Brazil' which he spells 'bsil'. He demonstrates his awareness of Phase Three high-frequency word 'for' and the Phase Four CCVC word 'from'. For the word 'Manchester' shown as 'manchestr' he correctly applies the digraph 'ch', however the final phoneme 'er' is incorrectly represented as 'r'. Ayub makes phonemically plausible attempts at the grapheme-phoneme correspondence 'oo' in 'Rooney' shown as 'roonee', in which he also uses the 'ee' grapheme-phoneme correspondence which he has been taught. Ayub also uses this to make a plausible attempt at the word 'Messi' which he writes 'mesee' and the tricky word 'he' shown as 'hee'. Interestingly, for the final sound of the word 'player' shown twice, he makes a phonemically plausible attempt by using the alternative 'ur' rather than the correct taught 'er'.

Acknowledgements

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