

I can count up to 20 objects

Their OR 19 frogs  
Their OR 17 pigs  
Their OR 13 blocks  
Their OR 11 dinosaurs  
Their OR 6 pencils  
Their OR 7

Excellent Courtney  
Well done

## Courtney sample 6

### Detail

Female: Courtney

Year group: Year 1

Age: 5 years 10 months

Term: autumn 2

Evidence of Phase Three and Phase Four application

### Purpose

The children were asked to record the number of objects in sets during a numeracy session. They only needed to write the digits, however Courtney of her own accord, recorded in sentences.

### Child's voice

'I was counting up stuff then writing it down in a sentence.'

### Interpretation

There are 19 frogs

There are 17 pigs

There are 13 blocks

There are 11 dinosaurs

There are 6 pencils

There are 7

### Application of synthetic phonic knowledge and skills

There is evidence of Phase Four through the adjacent consonant 'fr' in the word 'frogs' and the CVCC word 'pigs'. While phonemically plausible, Courtney makes the incorrect choice for the word 'there' shown as 'their'. There is a phonemically plausible attempt at the word 'blocks' shown as 'blox' and several grapheme-phoneme correspondences in the word 'dinosaurs' shown as 'dimosaooors'.

## Courtney sample 7

### Detail

Female: Courtney  
Year group: Year 1  
Age: 6 years 1 month  
Term: spring 1  
Evidence of Phase Four application

### Purpose

To write a fictional text in the style of a traditional story.

### Child's voice

'I wrote a story about Rosie and Billy.'

### Interpretation

One morning Rosie's mum was up early and Rosie and Billy went to play with their ball and it went into the king and they went to get their ball and the king went to grab Rosie and Billy. Rosie wears a dress and Billy wears a top and trousers. The king dropped the key somewhere near Rosie and Billy.

### Application of synthetic phonic knowledge and skills

Courtney is writing the following tricky and high-frequency words correctly: 'to', 'the', 'they', 'and', 'all', 'was', 'there', 'into' and the VC word 'it'. Within Phase Four Courtney shows application of the CCVC word 'grab' and CVCC word 'went'. Additionally, there are phonemically plausible attempts at the words containing the Phase Three long vowel phoneme 'ee' in the words 'key' shown as 'ceey' and 'early' shown as 'erlee'.

I can write my own traditional story.



Once morning Rosie's mum was up early  
and Rosie and Billy went to play  
with their ball and it went into the king  
and they went to get their ball  
and the king went to grab Rosie  
and Billy. Rosie wears a dress  
and Billy wears a top and trousers.  
The king dropped the key  
somewhere near Rosie and Billy.

## Courtney sample 8

### Detail

Female: Courtney  
Year group: Year 1  
Age: 6 years 4 months  
Term: spring 2  
Evidence of Phase Four application

### Purpose

To write a recount of an event from her weekend.

### Child's voice

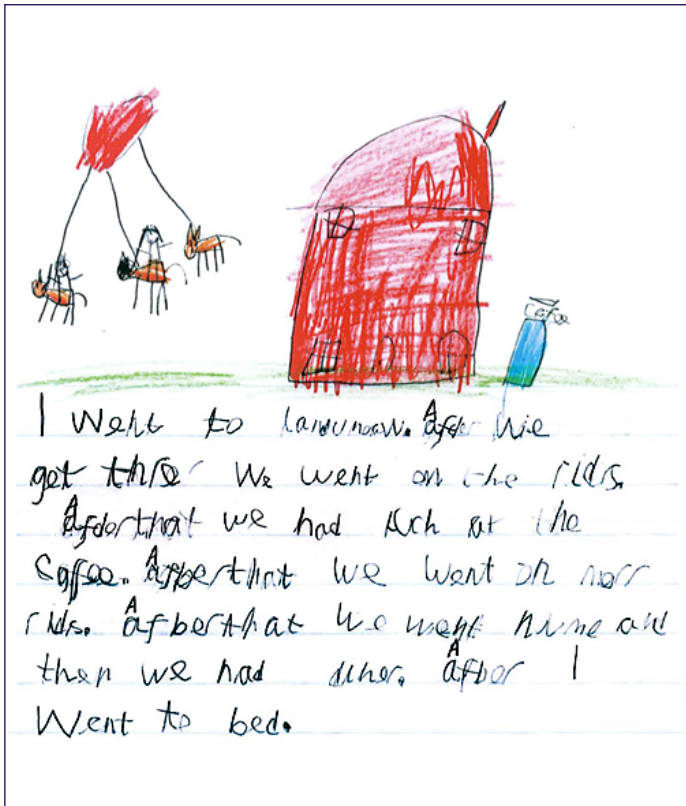
'This is all what I did at the weekend, all of it.'

### Interpretation

I went to Llandudno. After we got there we went on the rides. After that we had lunch at the café. After that we went on more rides. After that we went home and then we had dinner. After I went to bed.

### Application of synthetic phonic knowledge and skills

As can be seen there are several high-frequency and tricky words that Courtney applies in her writing, for example 'we', 'to', 'the' and 'then'. There are correctly spelt CVC words 'bed' and 'had' and the VC words 'at' and 'on'. She has made a phonemically plausible attempt at the word 'rides' shown as 'rids'.



I can write a poem following a pattern.

Jelly on the plate,  
Jelly on the plate,  
Wibbly, wobbly, wibbly, wobbly,  
Jelly on the plate,

Carrot on a plate  
Carrot on a plate,  
Crunch, munch, crunch, munch,  
Carrot on a plate  
Chocolate in a bowl  
Chocolate in a bowl  
Melting chocolate, melting chocolate,  
Chocolate in a bowl  
Horse in a field  
Horse in a field  
Giddy up horse, giddy up horse  
Horse in a field.



## Courtney sample 9

### Detail

Female: Courtney  
Year group: Year 1  
Age: 6 years 6 months  
Term: summer 2  
Evidence of Phase Four and Five application

### Purpose

Children had to follow the pattern of the poem 'Jelly on the Plate' and create their own version.

### Child's voice

'My horse loves eating carrots.'

### Interpretation

Carrot on a plate,	Chocolate in a bowl,	Horse in a field,
Carrot on a plate,	Chocolate in a bowl,	Horse in a field,
Crunch, munch, crunch,	Melting chocolate, melting	Giddy up horse giddy up horse,
munch,	chocolate,	Horse in a field.
Carrot on a plate.	Chocolate in a bowl.	

### Application of synthetic phonic knowledge and skills

Courtney has profited from her Early Literacy Support intervention. Beyond the high-frequency words, her application of synthetic phonics is now including evidence of Phase Four CCVCC word 'crunch' and CVCCC word 'munch'. Beyond this she also applies the Phase Five split vowel digraph 'a-e' in the word 'plate'. Additionally, the Phase Six suffix 'ing' is evident in the word 'melting'. She also makes phonemically plausible attempts at the words 'field' shown as 'feelalled' and 'giddy' shown as 'gidy'.