



Courtney sample 1

Detail

Female: Courtney
Year group: Reception Year
Age: 4 years 9 months
Term: autumn 1
Evidence of Phase Two application

Purpose

Recount following a talking book on the interactive whiteboard.

Child's voice

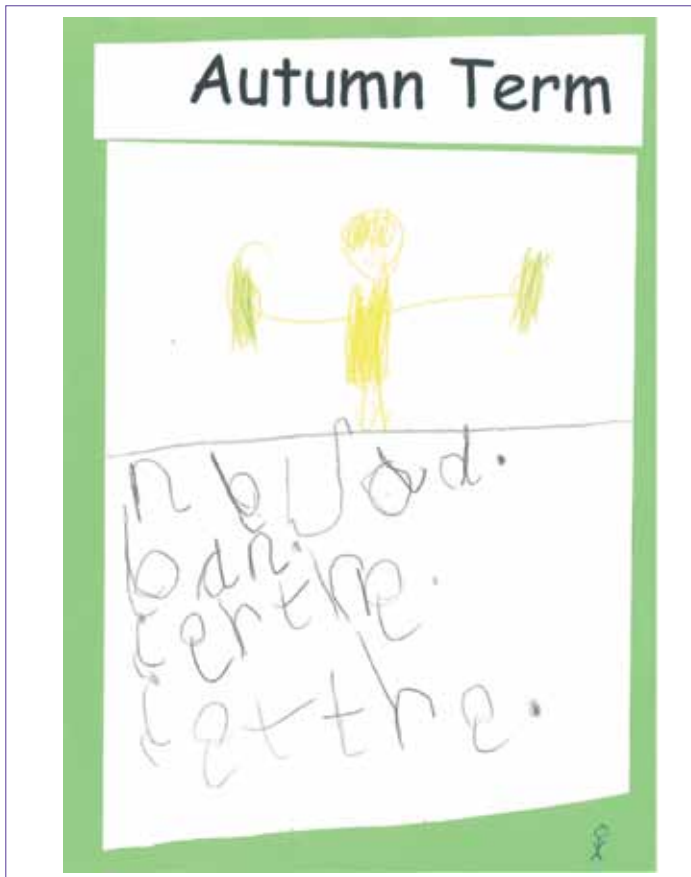
'Kipper cooked some stew.'

Interpretation

Kipper cooked some stew.

Application of synthetic phonic knowledge and skills

Courtney knows a few graphemes and understands that they convey meaning.
The graphemes shown here are from her name.



Courtney sample 2

Detail

Female: Courtney
Year group: Reception Year
Age: 4 years 10 months
Term: autumn 1
Working within Phase One

Purpose

Sample completed in the 'Writing corner'.

Child's voice

'I don't know what it says.'

Interpretation

Writing requires mediation to be understood.

Application of synthetic phonic knowledge and skills

The child is using some familiar letters from her name and also demonstrates an awareness of the tricky word 'the'.



Courtney sample 3

Detail

Female: Courtney
Year group: Reception Year
Age: 5 years 3 months
Term: spring 2
Evidence of Phase Two application

Purpose

From a dramatised story told by the practitioner, this child recounted the known story of 'Goldilocks and the Three Bears'.

Child's voice

'Goldilocks was very naughty... 'cos she ate the porridge.'

Interpretation

The three little bears go to the forest. Goldilocks knocked on the bears' door.

Application of synthetic phonic knowledge and skills

Evidence of Phase Two tricky words 'go', 'to' and 'the' and a VC word 'on' is also shown. Through modelled and guided sessions this child is beginning to use full stops and capital letters.

Courtney sample 4

Detail

Female: Courtney

Year group: Reception Year

Age: 5 years 6 months

Term: summer 2

Evidence of Phase Three application

Purpose

Sample completed in the writing corner.

Child's voice

'I play with my friends in the writing corner. We all write different things. You get to glue and cut things and do writing and draw pictures. My picture is me on Sky. Sky is at the riding stables.'

Interpretation

I love to play in the writing corner because I like to stick things for my teacher because she likes my pictures. Sky.

Application of synthetic phonic knowledge and skills

This writing shows correct spellings of the following high-frequency words: 'the', 'I', 'she', 'to' and 'like'. Interestingly, she makes the correct grapheme choice (ay) for the word 'play' although the teaching of further graphemes will happen in Phase Five. Courtney also makes phonemically plausible attempts at 'writing', represented as 'ritin', 'corner' as 'curnr', 'because' as 'bicus', 'things' as 'fings' and 'pictures' as 'pichs'.





Courtney

i go to the porck. i plai on the sings.

Courtney sample 5

Detail

Female: Courtney

Year group: Reception Year

Age: 5 years 6 months

Term: summer 2

Evidence of Phase Three application

Purpose

Child independently chose to use an art/wordprocessing program on the interactive whiteboard.

Child's voice

'I love playing in the park.'

Interpretation

Courtney. I go to the park. I play on the swings.

Application of synthetic phonic knowledge and skills

Courtney has correctly spelt the following words: 'I', 'go', 'the' and 'on'. Interestingly, on this occasion, she has chosen to write the word 'play' as 'plai'. In conjunction with Sample 4, where the word 'play' is spelt correctly, this shows she has an awareness of alternative graphemes for spelling.