



Harry sample 1

Detail

Male: Harry

Year group: Reception Year

Age: 4 years 10 months

Term: autumn 2

Evidence of Phase Two and Three application

Purpose

Children wrote their news for a display.

Child's voice

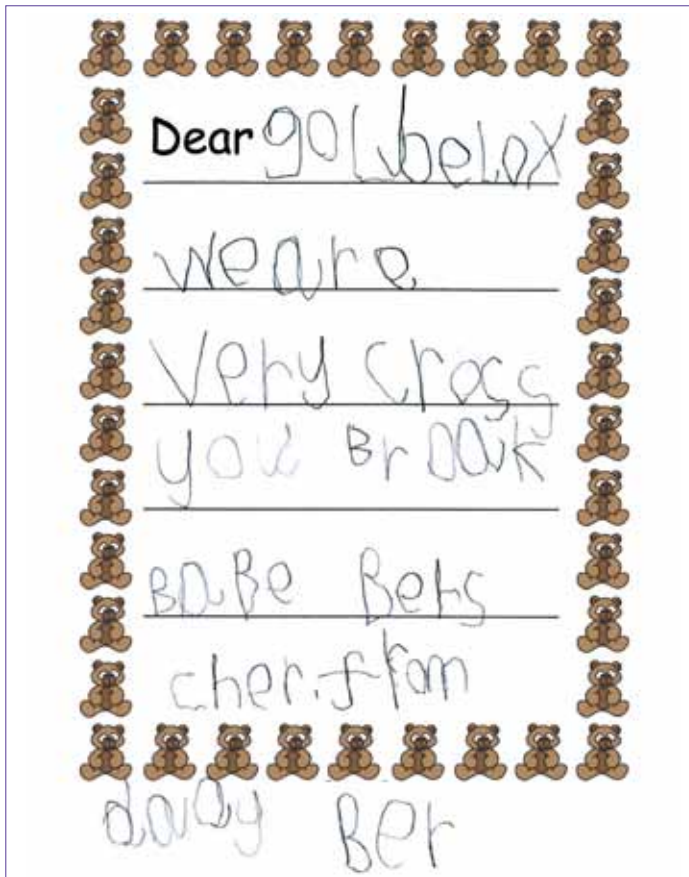
'I like going to my dad's.'

Interpretation

I went to my dad's house and had some food.

Application of synthetic phonic knowledge and skills

Harry is now beginning to apply his knowledge of phonemes and the digraph 'oo' accurately shown in 'food' into his writing. He also is writing tricky words such as 'I' and 'to'. Furthermore there is also evidence of a phonemically plausible attempt for 'house', shown as 'haws'.



Harry sample 2

Detail

Male: Harry

Year group: Reception Year

Age: 5 years 4 months

Term: spring 2

Evidence of Phase Four application

Purpose

Role-play activity. Harry wrote a letter to Goldilocks, expressing how cross he was with her.

Child's voice

'This is for Goldilocks.'

Interpretation

Dear Goldilocks, we are very cross you broke baby bear's chair. From daddy bear.

Application of synthetic phonic knowledge and skills

Harry has made a phonemically plausible attempt at the word 'broke' which is represented as 'Broak', which would be expected, as the exploration of alternative graphemes for spelling would feature in Phase 5 phonic sessions (i.e. split vowel digraph o-e). He has also used Phase Three digraphs, spelt some high-frequency words correctly and is also spelling the CCVC word 'from'.

Harry sample 3

Detail

Male: Harry

Year group: Reception Year

Age: 5 years 4 months

Term: spring 2

Evidence of Phase Four application

Purpose

Writing instructions for making marmalade sandwiches, following an independent activity.

Child's voice

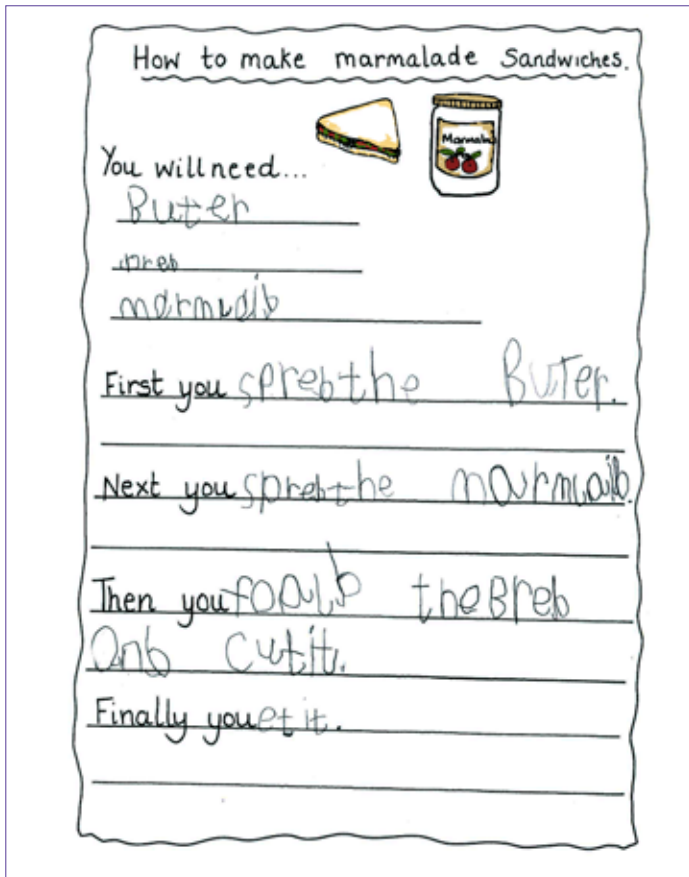
'Can we make the sandwiches now? I know how to do it.'

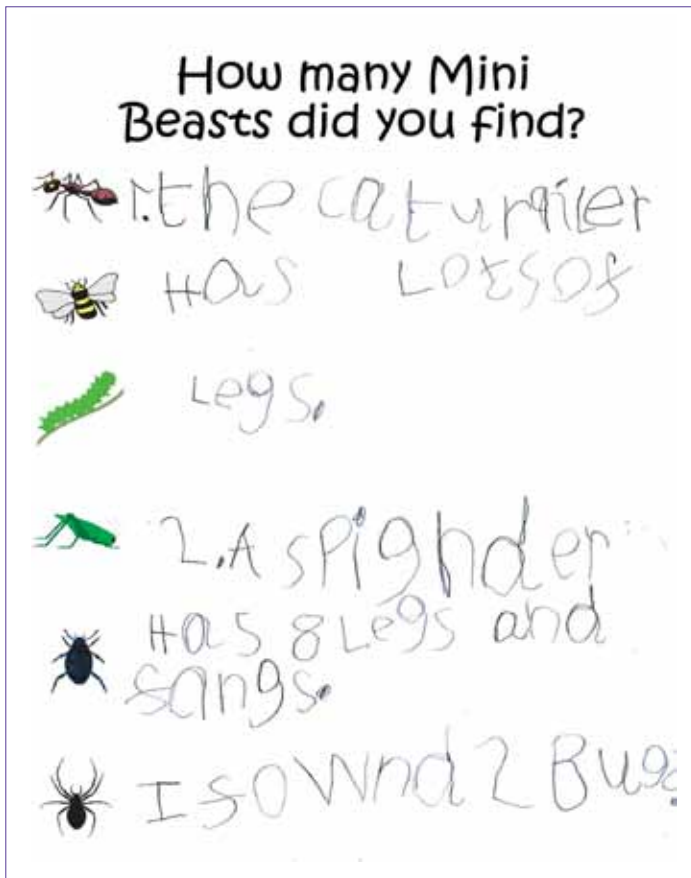
Interpretation

Butter, bread, marmalade. First you spread the butter. Next you spread the marmalade. Then you fold the bread and cut it. Finally you eat it.

Application of synthetic phonic knowledge and skills

Harry is applying his knowledge of the digraph 'er' in the word 'butter'. Also evident are the use of the CVC word 'cut', the tricky word 'the' and the high-frequency word 'and'. He also makes phonemically plausible attempts at the polysyllabic word 'marmalade', represented as 'marmlaid'.





Harry sample 4

Detail

Male: Harry

Year group: Reception Year

Age: 5 years 6 months

Term: summer 2

Evidence of Phase Four application

Purpose

Role-play activity that involved capturing and observing minibeasts during a minibeast hunt outdoors and subsequent information writing.

Child's voice

'I found two bugs, a caterpillar and a spider. I don't like spiders.'

Interpretation

1. The caterpillar has lots of legs.
2. A spider has 8 legs and fangs.

I found 2 bugs.

Application of synthetic phonic knowledge and skills

Harry's writing shows Phase 3 digraphs and CVCC words, as well as high-frequency words such as 'like' independently. He also makes phonemically plausible attempts for the word 'found' shown as 'fownd' and the polysyllabic word 'caterpillar' represented as 'caturpilar'.