

|   |  |
|---|--|
|   | <p>Title: <u>          </u><br/><u>How to skip</u></p>  |
|  <p>FIRST get rope<br/>of from the<br/>trolley.</p>                                |  <p>then<br/>go somewhere<br/>that is open.</p>         |
|  <p>After that put the<br/>skipping rope<br/>behind you.</p>                       |  <p>Then turn the<br/>skipping rope</p>                 |
|  <p>Then make sure<br/>the skipping rope<br/>is over your head<br/>and legs.</p> | <p>My conclusion (what I<br/>think about skipping)</p> <p>7</p> <p>Skipping is<br/>very easy.</p>  |

## Haya sample 1

### Detail

Female: Haya  
Year group: Year 2  
Age: 7 years 0 months  
Term: autumn 1  
Evidence of Phase Two and Three application

### Purpose

After a literacy unit on 'Instructions' there were many opportunities in the environment for children to apply what they had learnt. Haya chose to make a book about how to skip by cutting the pictures, putting them in the correct order and writing the instructions to go with them.

### Child's voice

'I can do 100 skips! I could even do that many when I was in Year 1.'

### Interpretation

How to skip. First get a skipping rope from the trolley. Next go somewhere there is no one. After that put the skipping rope behind you. Then 'turn' the skipping rope. Then make sure the skipping rope on top of your head and legs. Skipping is very easy.

### Application of synthetic phonic knowledge and skills

Haya is able to segment and write simple CVC words, such as 'get', 'put' and 'then'. She uses some long vowels, for example the 'er' grapheme in the word 'turn' shown as 'tern'. She shows elements of Phase Four with adjacent consonants shown as 'tr' in 'trolley', 'st' in 'first' and the phonemically plausible 'sc' in 'skipping'. She has accurately spelt the Phase Four CCVC word 'from'. Additionally, she has correctly spelt the Phase Two tricky word 'the' and made phonemically plausible attempts at the words 'there' shown as 'ther', 'head' shown as 'hed', 'sure' shown as 'shor', 'very' shown as 'verey' and 'easy' shown as 'esy'.

How to make jam sandwich

LI: To create instructions.

Names: Haya

Instructions for the perfect sandwich.

First get some bread and spread.  
The but on one slices of bread.  
Next spread the but on one slices  
of bread.  
After that get jam spread the jam  
on both slices of bread.  
Then put the bread on top of  
the other slices of bread.  
Finally eat your jam sandwich.

What your sandwich should look like:



## Haya sample 2

### Detail

Female: Haya

Year group: Year 2

Age: 7 years 1 month

Term: autumn 2

Evidence of Phase Three application

### Purpose

After making jam sandwiches for a party, children were asked to write a set of instructions for others to follow.

### Child's voice

'I made a jam sandwich and me and Mahdiya halved it.'

### Interpretation

First get some bread and spread. Then put on one slice of bread. Next spread the butter on one slice of bread. After that get jam, spread the jam on both slices of bread. Then put the bread on top of the other slice of bread. Finally eat your jam sandwich.

### Application of synthetic phonic knowledge and skills

Haya can segment and write simple CVC words, such as 'jam', 'get', 'that' and 'put'. She uses tricky words from Phase Two, Phase Four and Phase Five, for example 'the', 'one', and 'some'. She shows awareness of alternative graphemes for the 'e' phoneme shown as 'ea' in 'bread' and 'spread'. This also shows her ability to write Phase Four adjacent consonants, as shown by 'xt' in the word 'next'. She makes phonemically plausible attempts at a range of words such as 'other' partly shown as 'uth', 'finally' shown as 'finley' and 'eat' shown as 'et'.

## Tadpoles



They swim very fast  
and they turn into frogs.

### Haya sample 3

#### Detail

Female: Haya  
Year group: Year 2  
Age: 7 years 6 months  
Term: spring 1  
Evidence of Phase Four application

#### Purpose

Children went on a minibeast hunt with booklets for them to independently write notes about what they found in the school grounds. Haya saw some tadpoles in the pond and chose to write what she knew about them.

#### Child's voice

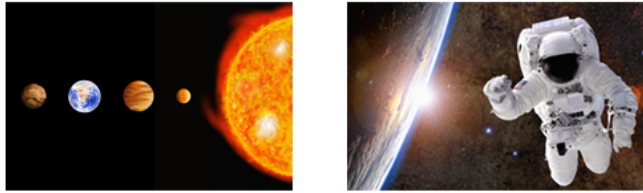
'I remember when we had tadpoles in our class. At the two week holidays they turned into frogs and we had to put them back in the pond.'

#### Interpretation

They swim very fast and they turn into frogs.

#### Application of synthetic phonic knowledge and skills

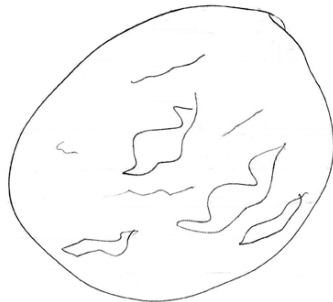
Haya has used a range of Phase Four CVCC and CCVC words, for example 'swim', 'fast' and 'frogs'. She has also spelt the Phase Three tricky word 'they' correctly and used the correct Phase Three long vowel phoneme 'ur' in the word 'turn'.



## My space notes

SPACE

We live on Earth and in  
space we have a galaxy  
and in the galaxy there is  
a black hole and the sun and  
the stars and the planets  
and this is the planets names  
mercury and venus Earth mars  
Jupiter saturn uranus neptune and  
pluto. the sun the sun is  
a big star in the solar system  
and it's hot.



## Haya sample 4

### Detail

Female: Haya  
Year group: Year 2  
Age: 7 years 7 months  
Term: summer 1  
Evidence of Phase Five application

### Purpose

After an ICT lesson about how to locate information, children were asked to record what they had found out about our topic 'Space'.

### Child's voice

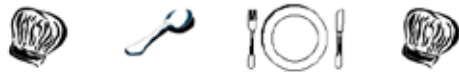
'I can use the internet to do research, I even did some space research at home as well.'

### Interpretation

Space. We live on Earth and in space we have a galaxy and in the galaxy there is a black hole and the sun and the stars and the planets and this is the planet's names Mercury and Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. The sun the sun is a big star in the solar system and it's hot.

### Application of synthetic phonic knowledge and skills

Haya has used a range of tricky words such as 'we', 'have' and 'there'. She has demonstrated her knowledge of the Phase Three vowel digraph 'ar' in the word 'star'. She has applied her knowledge of Phase Four adjacent consonants 'bl' in the word 'black' shown as 'blak'. She has used a Phase Five split vowel digraph 'a-e' in 'names'. Additionally, Haya has also correctly represented the Phase Five homograph 'live'. Finally, she has also made phonemically plausible attempts at the words 'hole' shown as 'howl', 'planets' shown as 'planits' and 'solar system' shown as 'solsism'.



Name: Haya

Write your own recipe

Recipe for: Magic BISCUITS

Ingredients

butter, flower,  
eggs and sugar,  
magic dust,  
straw berries.



Method

First you will need a  
bowl, spoon, mat, table and  
a rolling pin. mix the  
butter and flower first.  
then add two eggs and  
three spoons of magic  
sugar. DON'T taste it  
yet it won't be nice.  
next mix it all up  
then roll it up with  
a rolling pin. then  
cut it in 10 shapes.  
after that put it in  
the oven for 20  
minutes. and when it  
is done cut the  
strawberries on top  
of the biscuits.

## Haya sample 5

### Detail

Female: Haya Year group: Year 2 Age: 7 years 10 months Term: summer 1  
Evidence of Phase Five application

### Purpose

In the play dough area Haya chose to use the writing frame to create a recipe for 'Magic Biscuits'.

### Child's voice

'This is how you make magic biscuits, if you want the recipe?'

### Interpretation

#### Magic Biscuits.

Butter, flour, eggs and sugar, magic dust, strawberries.

First you will need a bowl, spoon, mat, table and a rolling pin. Mix the butter and flour first. Then add two eggs and three spoons of magic sugar, DON'T taste it yet it won't be nice. Next mix it all up then roll it up with a rolling pin. Then cut it in to shapes. After that put it in the oven for 20 minutes and when it is done, cut the strawberries on top of the biscuits.

### Application of synthetic phonic knowledge and skills

Haya has used Phase Three long vowel phonemes correctly in the words 'need', 'spoon' and 'three'. She has made a phonemically plausible attempt at the word 'flour' shown as 'flower'. She has applied her knowledge of Phase Four adjacent consonants for example 'st' in 'dust' and 'xt' in 'next'. Haya has demonstrated her knowledge of a range of Phase Five graphemes as shown with the 'ow' grapheme in the word 'bowl', and the 'ir' grapheme in the word 'first'. Additionally, she has accurately applied both the split vowel digraph 'a-e' in the word 'shapes' and the alternative grapheme 'a' in the word 'taste'. Beyond this, Haya has also used the correct grapheme for the alternative 'j' phoneme in magic.

## Acknowledgements

Photo of child making biscuits © Carrie Bottomley/iStockphoto.com

Image of the Solar System © Zuki/iStockphoto.com

Image of astronaut in space © Dieter Spears/iStockphoto.com