

Lewis sample 4

Detail

Male: Lewis

Year group: Year 1

Age: 6 years 6 months

Term: spring 2

Evidence of Phase Four/Five application

Purpose

Following an introduction to a story, Lewis planned and wrote his imagined ending.

Child's voice

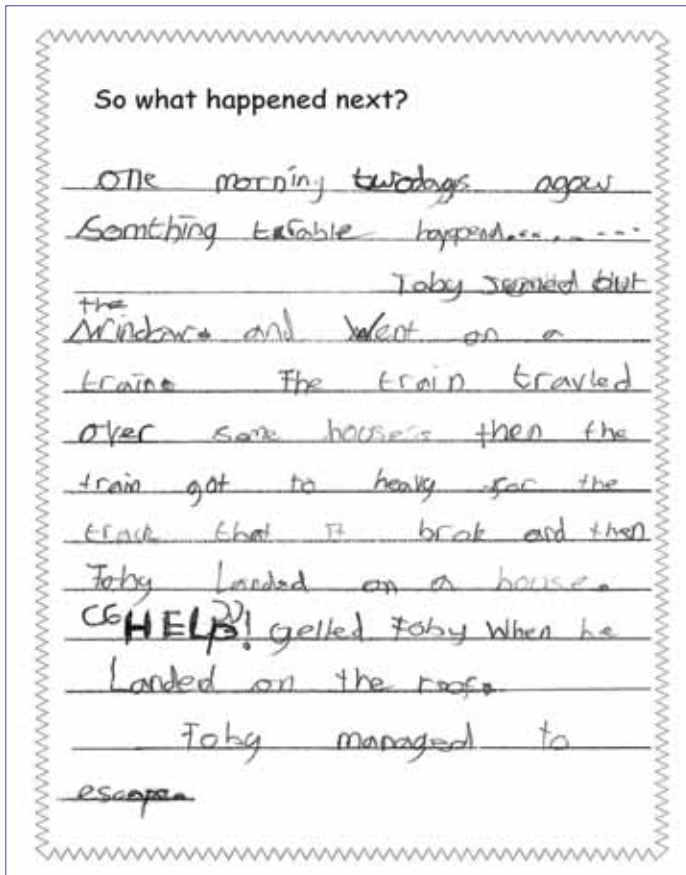
'My favourite sentence is the last one because he got out of the house that he landed on.'

Interpretation

One morning two days ago something terrible happened.... Toby jumped out the window and went on a train. The train travelled over some houses then the train got too heavy for the track that it broke and then Toby landed on a house. 'Help!' yelled Toby when he landed on the roof. Toby managed to escape.

Application of synthetic phonic knowledge and skills

There are examples of correctly spelt high-frequency and CVC words in this extract. Also, there is evidence of Phase Three phonemes in the words 'over' (er) and 'train' (ai and tr), and Phase Four adjacent consonants in the words 'train' (tr) and 'broke' (br). Beyond this, Lewis is making more interesting spelling choices in his independent writing as he matures. For example, more advanced words, such as 'heavy', 'house' and 'managed', are spelt correctly. He also has a growing awareness of split vowel digraphs, which is represented correctly in the word 'escape' (a-e). However, while a phonemically plausible attempt at the word 'broke' is made, represented here as 'brok', the 'o-e' is absent.



Lewis sample 5

Detail

Male: Lewis

Year group: Year 1

Age: 6 years 9 months

Term: summer 2

Evidence of Phase Four/Five application

Purpose

Following explanation of a text, Lewis wrote a recount.

Child's voice

'I liked everything about Fred. The story was about a horrible, wicked wizard.'

Interpretation

One sunny morning dad made a cat flap. Then Katie showed him how but Fred wasn't showed. Katie pushed the door, Fred rushed outside. But...horrible Harry pushed the cat flap. 'Ouch!' screamed Fred. Then horrible Harry tried to get in but...Katie pushed him outside with a broomstick and Katie opened the door...

Application of synthetic phonic knowledge and skills

There are examples of correctly spelt high-frequency words, including 'the', 'to' and the CVC words 'get', 'cat', 'with', 'him' and 'dad', within this extract. Furthermore, the CCVC words 'flap' and 'Fred' are also correct. The 'ed' ending is correctly shown in the words 'pushed' and 'rushed' but not for the words 'opened', shown as 'opend', nor 'screamed', shown as 'screemd'; additionally, this indicated that Lewis is not applying the correct grapheme 'ea' for this word. However, Lewis has spelt both the words 'broom' and 'door' correctly, showing an understanding that the grapheme 'oo' has alternative pronunciations, which would be explored within Phase Five. The more complex word 'horrible' is also spelt correctly and a phonemically plausible attempt at the word 'tried', shown as 'tryed', has been made.

