



Lily sample 1

Detail

Female: Lily
Year group: Reception Year
Age: 5 years 0 months
Term: autumn 2
Evidence of Phase Two application

Purpose

After reading a story for our topic: 'Teddy Bears', Lily brought in a teddy bear from home for the class Teddy Bear's Picnic. Lily independently drew a picture in the 'Office area' and wrote a sentence about what her bear would do next.

Child's voice

'Baby Bear is in the cave.'

Interpretation

I am going to bed.

I am going to bed.

Application of synthetic phonic knowledge and skills

Lily is able to apply her phonic skills and knowledge of many Phase Two grapheme-phoneme correspondences. The CVC word 'bed', scribed as 'beb', is evident, as are the tricky words 'to' and 'I'. 'Going' is represented correctly.

Lily sample 2

Detail

Female: Lily

Year group: Reception Year

Age: 5 years 6 months

Term: spring 2

Evidence of Phase Three application

Purpose

Children wrote their own animal stories. At the end of the topic: 'Animals', they each created their own animal from clay, to be the main character, and constructed a setting from collage. They shared traditional animal tales and all the class made an audio recording of their stories, too.

Child's voice

'My pony is pink...I liked making up my own animal.'

Interpretation

Once upon a time there was a pink pony called Alex. She liked to jump and eat juicy grass. She had a friend called Kayleigh the dog. She was brown and spotty. They played together in the long green grass. But one year there was no green grass. The rain did not fall from the sky. The grass was all brown and dry. She felt hungry. There was nothing to eat.

Application of synthetic phonic knowledge and skills

The tricky words 'to', 'the', 'she' and 'was' are evident in this extract of Lily's writing. Also Phase Three grapheme-phoneme correspondences are shown for 'ear', 'ai', 'igh', 'ow', 'ee'. Beyond this, she is accurately representing the Phase Four words 'grass', 'from', 'upon' and 'jump'. Phonemically plausible attempts have been made for several additional words too: 'joosy' for 'juicy', 'corld' for 'called' and 'forl' for 'fall'.

once upon a time there
was a pink pony called Alex
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called Kayleigh the dog.
She was brown and spotty.
They played together in the
long green grass.
But one year there was no
green grass. The rain did not
fall from the sky. The grass
was all brown and dry.
She felt hungry there was
Nothing to eat.



One day my tray is full with
rain.
On ~~su~~ Sunday my train had a six
hour delay.

Lily

Lily sample 3

Detail

Female: Lily
Year group: Reception Year
Age: 5 years 8 months
Term: summer 1
Evidence of Phase Five application

Purpose

During the 'Application' part of the phonics teaching sequence, children independently applied their knowledge of the taught 'ai' and 'ay' phoneme.

Child's voice

"'ay" comes at the end of words.'

Interpretation

One day my tray is full with rain.

On Sunday my train had a six-hour delay.

Application of synthetic phonic knowledge and skills

An alternative Phase Five 'ay' grapheme is evident in this sample, and correctly applied. Furthermore, beyond the application of the taught 'ay' phoneme, this writing shows how Lily has also retained her knowledge of the tricky word 'my' and the CVC words 'six', 'full' and 'with'.



Dear Sally spider

Pls can you come and

bee are class Pet. It is

Fun because thay is lots

of hidinge plaiss. you will

maik nyoo friends. you

*can reed storys. you

can lern how to write.

Love from Lily

Lily sample 4

Detail

Female: Lily

Year group: Reception Year

Age: 5 years 8 months

Term: summer 1

Evidence of Phase Four and Five application

Purpose

The children received a letter from Sally Spider, a spider who really wanted to be a class pet but needed a classroom. The children had to tell her all the good things about the classroom, to persuade her to come and be their class pet.

Child's voice

'I never wrote to a spider before.'

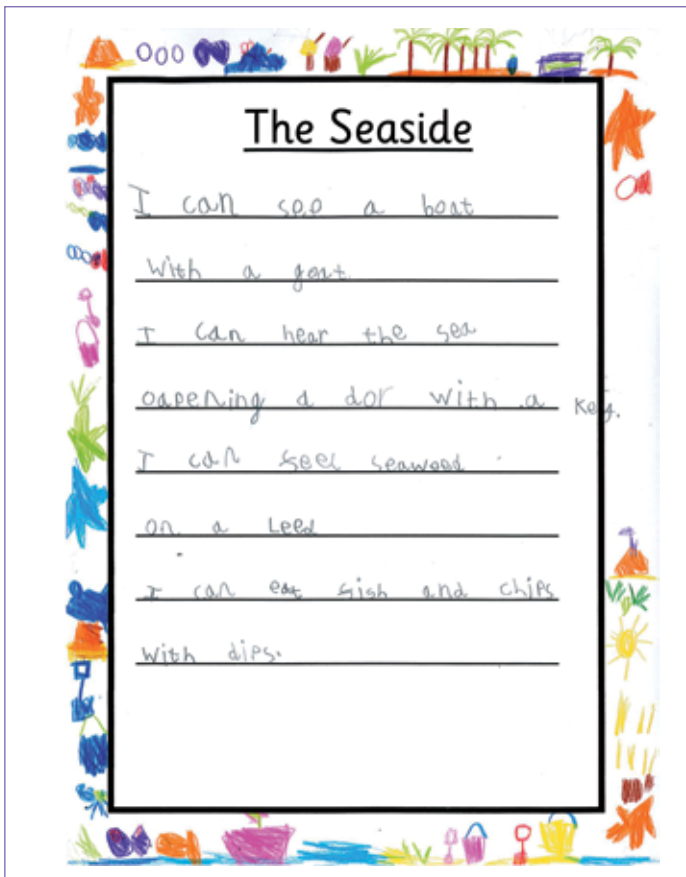
Interpretation

Dear Sally Spider

Please can you come and be our class pet? It is fun because there are lots of hiding places. You will make new friends. You can read stories. You can learn how to write. Love from Lily.

Application of synthetic phonic knowledge and skills

Interestingly, Lily applies the split-vowel digraph 'i-e' in the word 'write' correctly but not 'a-e' in the word 'make', shown as a plausible attempt 'maik'. Other phonemically plausible attempts are shown in words such as 'reed' for 'read' and 'lern' for 'learn', which indicates how she is applying Phase Three phonemes into words. At times, Lily is also aware that there are alternative graphemes for the phoneme 'ai' for spelling. For example, although incorrect, Lily spells the word 'they' as 'thay'. Beyond this, as would be expected, there are words that Lily has mastered from phonic phases already taught, which are illustrated in the VC words 'it' and 'is' and CVC words 'can', 'pet', 'will' and the tricky word 'you' and the CCVC word 'from'.



Lily sample 5

Detail

Female: Lily
Year group: Reception Year
Age: 5 years 9 months
Term: summer 2
Evidence of Phase Four and Five application

Purpose

After a visit to the seaside, the children wrote a seaside poem about the things they could hear and see there.

Child's voice

'I like going to the seaside and jumping in the waves. My poem is funny.'

Interpretation

I can see a boat with a goat,
I can hear the sea opening a door with a key,
I can feel seaweed on a lead,
I can eat fish and chips with dips.

Application of synthetic phonic knowledge and skills

Beyond the apparent CVC word 'can' and tricky word 'I', this sample illustrates how Lily is independently using the 'oa' phoneme correctly, as it is applied in the words 'goat' and 'boat'. Interestingly, it is also used plausibly at the beginning of the word 'opening', shown as 'oapening'. Building on her knowledge of the Phase Three phoneme 'ee', shown in the word 'feel', Lily also has an awareness of an alternative Phase Five grapheme, demonstrated as 'ea' in the words 'sea' and 'eat'. Furthermore, whilst the accurate grapheme choice is not expected at Phase Five, Lily is confident in her application as further evidenced when both graphemes 'ea' and 'ee' are accurately written in the compound word 'seaweed'.