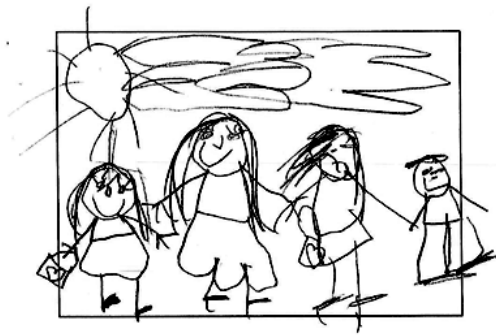


Name Saba

## My Holiday News



miybaigwo\$stayg  
ihmehomhiwosstain  
LOtIhpoW

## Saba sample 1

### Detail

Female: Saba  
Year group: Year 1  
Age: 5 years 4 months  
Term: autumn 1  
Evidence of Phase Two application

### Purpose

At the beginning of the school year the children were asked to write their holiday news.

### Child's voice

'I like it when my baby comes to stay.'

### Interpretation

'My baby was staying in my home, he was staying lots in my home.'

### Application of synthetic phonic knowledge and skills

Saba is becoming confident experimenting with her writing, however, it needs to be mediated to be understood. She makes phonemically plausible attempts at the words 'my' shown as 'miy' and 'baby' shown as 'baiy' which interestingly incorporates the long vowel phoneme 'ai'. Other phonemically plausible attempts are demonstrated in 'was', shown as 'woz' and 'home' shown as 'hom'. She also shows an awareness of the alternative 'ai' grapheme in the phonemically plausible attempt at the word 'staying' shown as 'stayg'. Saba has correctly spelt the Phase Two CV word 'in' and tricky word 'I'.

## Saba sample 2

### Detail

Female: Saba  
Year group: Year 1  
Age: 5 years 6 months  
Term: autumn 1  
Evidence of Phase Two application

### Purpose

During Anti-Bullying Week the children listened to Kermit the Frog singing 'It's not easy being green'. They talked about how he was feeling at the time. Saba decided that she would try to cheer him up by writing him a little message.

### Child's voice

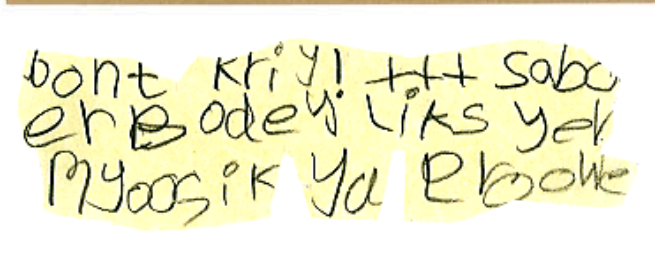
'Kermit is so nice, I love him.'

### Interpretation

Don't cry, everybody likes your music, you're groovy.

### Application of synthetic phonic knowledge and skills

Saba shows evidence of Phase Three long vowel phoneme 'oo' written in the word 'music' and 'groovy' shown as 'myoosik' and 'groowe'. Saba writes as she speaks, substituting the word 'you' for 'yer' and 'ya', which to her are both phonemically plausible. She has correctly spelt the Phase Five tricky word 'don't' and has made plausible attempts at the words 'cry' shown as 'kriy' and 'everybody' shown as 'erbodey'. She has also used a Phase Four adjacent consonant 'gr' for the word 'groovy' shown as 'groowe'.



## Saba sample 3

### Detail

Female: Saba

Year group: Year 1

Age: 5 years 9 months

Term: spring 1

Evidence of Phase Three application

### Purpose

During her self-initiated learning Saba freely chose a writing format from the writing area to make her shopping list.

### Child's voice

'I love High School Musical.'

### Interpretation

I am going to buy a High School Musical Shoes that are nice and fashion and pretty.

### Application of synthetic phonic knowledge and skills

Saba is now becoming more confident in her writing and is able to self-correct when reading over her work. She demonstrates knowledge of the high-frequency words 'I', 'am', 'that', and 'and'. She uses Phase Three long vowel phoneme 'oo' and digraph 'sh' in the word 'shoes' shown as 'shoos'. She also uses the 'ee' grapheme in the word 'pretty' shown as 'priteey'. Additionally she has made phonemically plausible attempts at several words such as 'buy' shown as 'biy' and 'fashion' shown as 'fashern'. Saba writes as she speaks using words like 'goner' instead of 'going to' and 'a' instead of 'are'.

**My shopping list**

- 1 I am goner biy
- 2 at HIGH SCHOOL MUSICAL
- 3 Shoos that a
- 4 nice and fashern
- 5 and priteey.
- 6

Saba  
A day in the life of a police officer.

Ferst I Arrived at the PleeS  
staishernn. Tho noget  
OFseef checkt hees klos  
Was neet and tideey. And  
he gave hees gutmert. And  
then he went on a beet  
then he had a kw on his  
radio. Then he went to the  
Wummerns. haose. The  
Wummern gave the Fotow  
OF the Bades Pikcher.

## Saba sample 4

### Detail

Female: Saba Year group: Year 1 Age: 5 years 11 months Term: summer 1  
Evidence of Phase Four application

### Purpose

After a police officer visited Year 1, children were asked to recount the day in the life of the officer. Talk for Writing strategies were used, encouraging children to practise and rehearse (with actions) the events of the officer's day. It is clear to see that this has enabled Saba to use more technical vocabulary.

### Child's voice

'Police always get the baddies.'

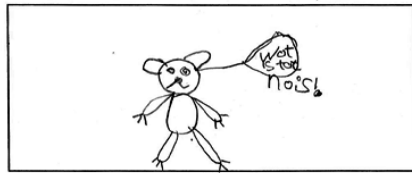
### Interpretation

First I arrived at the police station. The chief officer checked his clothes was neat and tidy. And he gave his equipment. And then he went on a beat then he had a call on his radio. Then he went to the women's house. The women gave the photo of the baddies picture.

### Application of synthetic phonic knowledge and skills

Beyond application of CVC words such as 'then' and 'had', Saba is also able to segment and write Phase Four CVCC words, such as 'went'. She uses the Phase Three long vowel 'ee' phoneme in several words, for example 'police' shown as 'plees', 'tidy' shown as 'tideey', 'neat' shown as 'neet', 'beat' shown as 'beet' and 'baddies' shown as 'bades'. Saba also uses the Phase Three 'er' grapheme-phoneme correspondence in the word 'first' shown as 'ferst'. The 'er' phoneme also appears as phonemically plausible attempts in the words 'station' shown as 'staishernn', 'women' shown as 'wummern' and 'picture' shown as 'pikcher'. She shows an awareness of the Phase Five split vowel digraph 'a-e' correctly spelt in the word 'gave'.

the munky that  
hird a nois



Wonts a Pdlar time there

was a munkey. it

lived in a tree

and his muther

said it is bed

time and he went

to bed and he hird

a straing nois

he didnt no

what it was so he

had a Ideeja.

Name Saba

## Saba sample 5

### Detail

Female: Saba

Year group: Year 1

Age: 6 years 2 months

Term: summer 2

Evidence of Phase Five application

### Purpose

During her self-initiated learning Saba freely chose a writing frame from the writing area to write a story.

### Child's voice

'Look at my picture, it says "what is that noise" and a question mark!'

### Interpretation

Once upon a time there was a monkey. It lived in a tree and his mother said 'it is bed time' and he went to bed and he heard a strange noise. He didn't know what it was so he has an idea.

### Application of synthetic phonic knowledge and skills

Saba has demonstrated that she can spell a range of Phase Three and Phase Four tricky words accurately, for example 'was', 'there', 'said' and 'what' and the CVCC word 'went'. Her writing shows the application of Phase Three long vowel phoneme 'ee' in the correctly spelt word 'tree' and phonemically plausible attempts at words such as 'idea' shown as 'ideeya' and 'monkey' shown as 'munkey'. Another plausible attempt is demonstrated in the word 'noise' shown as 'nois'. Beyond this, Saba selects the correct Phase Five split vowel digraph 'i-e' in the word 'time' and the alternative long vowel 'ir' in the word 'heard' shown as 'hird'.