

Name: Saleha



The well is make from wood and that  
got nails and spider webs.



The water is gucky and full grass.  
I can see worms. I can see white flower.



The arch got hand and it's make  
from bricks and it's got butterfly on it.



The table got shell in side but  
it's make from bricks.

## Saleha sample 1

### Detail

Female: Saleha  
Year group: Year 2  
Age: 7 years 0 months  
Term: autumn 1  
Evidence of Phase Four application

### Purpose

To write a descriptive sentence of features of the school grounds, using adjectives.

### Child's voice

'The playground has got lots of different areas.'

### Interpretation

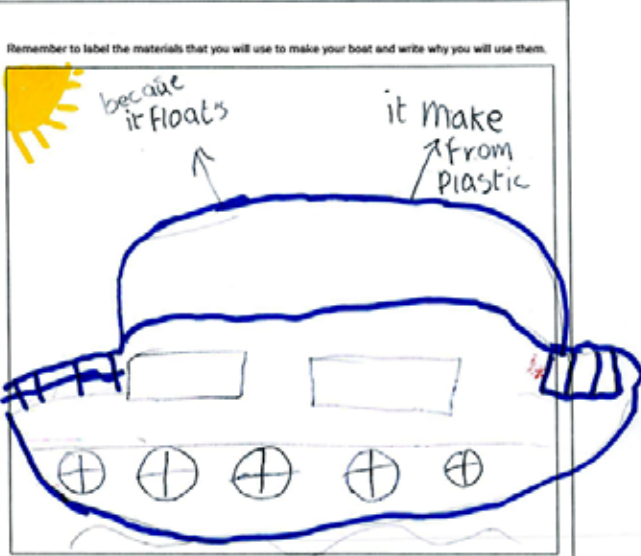
The arch got hand and it's make from bricks and it got butterfly on it. The table got shell inside but it's make from bricks. The well is make from wood and that got nails and spider webs. The water is 'yucky' and full grass. I can see worms. I can see white flower.

### Application of synthetic phonic knowledge and skills

Saleha shows evidence of Phase Four application with the accurate spelling of CVCC words 'hand'. As Saleha's acquisition of English develops she is making phonemically plausible attempts at more complex words, for example 'bricks' shown as 'brics', 'butterfly' shown as 'beterflu', 'water' shown as 'woter' and 'spider' shown as 'spaidet'. Saleha also shows an awareness of alternative Phase Five split vowel digraph 'a-e' as shown in the words 'make' although interestingly she uses the known Phase Three 'ai' as a plausible attempt at 'table' shown as 'taibil'. Although Saleha is working well within Phase Four, there is still evidence of inconsistencies with some Phase Two graphemes, for example the digraphs 'll', 'ss' and 'ck' at the end of the words 'shell' shown as 'shel', 'grass' shown as 'gras', 'full' shown as 'ful' and 'bricks' shown as 'brics'. Such information informs future Revisit and Review sections of the teaching sequence within her daily discrete synthetic phonic sessions.

**My boat design**

Remember to label the materials that you will use to make your boat and write why you will use them.



I have used this shape for my boat because:

My boat make from plastic because it will float. and my boat window make from glass.

## Saleha sample 2

### Detail

Female: Saleha  
Year group: Year 2  
Age: 7 years 1 month  
Term: autumn 2  
Evidence of Phase Four application

### Purpose

In the Design and Technology lesson, children were asked to draw and design a plan for a boat.

### Child's voice

'Some boats are make from plastic.'

### Interpretation

Because it floats. It make from plastic. My boat make from plastic because it will float. And my boat window make from glass.

### Application of synthetic phonic knowledge and skills

Saleha's writing shows that she can apply the correct spelling of the high-frequency word 'my'. She also uses more advanced high-frequency words such as 'make' and 'because', although there is also an inaccurate representation of the word 'because' shown as 'becase'. She now confidently hears and writes all phonemes in CCVC words, for example 'from' and is able to record double letters at the end of words, shown in the word 'glass'. Additionally, Saleha is also able to segment and write the correct graphemes in two syllable words such as 'window' and 'plastic'.

## The Power Puff Girls

Power Puff girls who fight and fly.

Power Puff girls who don't let people

cry. Power Puff girls are super

heroes. The villains are zeroes.

The villains are crazy and the  
girls are busy.

## Saleha sample 3

### Detail

Female: Saleha

Year group: Year 2

Age: 7 years 5 months

Term: spring 1

Evidence of Phase Five application

### Purpose

Following our topic on poetry, Saleha independently and freely chose to write a poem.

### Child's voice

'Power Puff Girls is my favourite cartoon. Bubbles is my favourite!'

### Interpretation

The Power Puff Girls.

Power Puff girls who fight and fly.

Power Puff girls who don't let people cry.

Power Puff girls are super heroes.


The villains are zeroes.

The villains are crazy and the girls are busy.

### Application of synthetic phonic knowledge and skills

Saleha has shown that she uses both 'igh' and the alternative Phase Five 'y' in her writing as shown in the words 'fight', 'fly' and 'cry'. There is also evidence that she spells Phase Five tricky words accurately, shown in the words 'people' and 'don't'. Finally, she also spells the Phase Six word 'zeroes' accurately too.

Write a story about mini beasts  
or animals!



Once upon a time there lived a  
hedgehog called Saleha. She waked  
up in the night she was so  
hungry so she went to search  
for food... Suddenly someone  
was coming so she rolled into  
a ball. The someone never notice  
Saleha the hedgehog so she turn  
into simple hedgehog then she saw  
her friend called Amy the hedgehog  
so they both searched for  
some food and they found some.  
They had a tea. After that they  
lied down they heard a voice...

## Saleha sample 4

### Detail

Female: Saleha  
Year group: Year 2  
Age: 7 years 8 months  
Term: summer 1  
Evidence of Phase Five application

### Purpose

Saleha was asked to write a story about minibeasts or animals, during an independent writing activity.

### Child's voice

'I'm learning about a nocturnal animal.'

### Interpretation

Once upon a time there lived a hedgehog called Saleha. She waked up in the night. She was so hungry so she went to search for food... Suddenly someone was coming so she rolled into a ball. The someone never notice Saleha the hedgehog so she turn into simple hedgehog then she saw her friend called Amy the hedgehog, so they both searched for some food and they found some. They had a tea. After that they lied down they heard a voice...

### Application of synthetic phonic knowledge and skills

Saleha is now confidently and accurately using a range of Phase Five graphemes for words with alternative pronunciations for example 'o' in 'both', 'ie' in 'friend' and 'ear' in heard. She has used the Phase Five split vowel digraph 'a-e' in the inaccurate word 'waked'. She makes mainly accurate grapheme choices for a range of phonemes, for example in the word 'searched' shown as 'serched' she has made a plausible attempt, using the 'er' instead of 'ea'. She also knows the alternative spelling of the 's' phoneme, used in the word 'voice'. There is also evidence of Phase Six suffixes 'ing' and 'ed' in words 'coming' and 'rolled'.



## World cup: Year 2



Yesterday there was a lovely world cup. we were in Germany team. The teams were me, Henna, Zahira, Mahdiya, Shumayl and Haya. when we started the game we were all getting ready. Germany was about to score but we didn't. But the other team England scored a goal then we lost. Then after that Algeria vs Brazil did the world cup. It was nil nil, next Argentina vs Ghana did the world cup. Argentina won the world cup. Then Brazil vs Argentina. Argentina won the game. I was very upset really really really upset. After that we went inside our class to do the writing. we draw the people in our team even class 10. We need to draw someone in the goal.

## Saleha sample 5

### Detail

Female: Saleha Year Group: Year 2 Age: 7 years 10 months Term: summer 2  
Evidence of Phase Five and Phase Six application

### Purpose

Following discussion about the World Cup the children described their own World Cup experience.

### Child's voice

'I did shoot at the goal but the goalkeeper saved it!'

### Interpretation

Yesterday there was a lovely World Cup. We were in Germany team. The teams were me, Henna, Zahira, Mahdiya, Shumayl and Haya. When we started the game we were all getting ready. Germany was about to score but we didn't. But the other team England scored a goal then we lost. Then after that Algeria vs Brazil did the World Cup. It was nil nil. Next Argentina vs Ghana did the World Cup. Argentina won the World Cup. Then Brazil vs Argentina. Argentina won the game. I was very upset, really really really upset. After that we went inside our class to do the writing. We drew the people in our team, even class 10. We need to draw someone in the goal.

### Application of synthetic phonic knowledge and skills

Saleha uses a range of Phase Three graphemes as shown with the 'ar' grapheme in 'started' and the 'oa' grapheme in goal. She is able to write Phase Four words with adjacent consonants, such as 'st' in 'lost' and 'xt' in 'next'. She also uses the Phase Five 'ea' long vowel phoneme with two alternative pronunciations shown in the words 'team' and 'ready'. Additionally, she uses the Phase Five split vowel digraph 'a-e' in 'game' and 'i-e' in 'inside'. Saleha also uses the alternative grapheme for the 'oo' phoneme in the word 'drew'. She also correctly spells the following Phase Five tricky words 'didn't' and 'people'. Beyond this she applies her knowledge of the 'ing' suffix shown in the word 'getting' while also doubling the consonant, and using 'ed' in the word 'scored'.