

Shumayl sample 1

Detail

Female: Shumayl
Year group: Year 2
Age: 6 years 11 months
Term: autumn 1
Evidence of Phase One application

Purpose

Following pirate role-play activities and shared writing Shumayl was asked to write a story with a beginning, middle and end.

Child's voice

'The princess can get in the treasure because she has a key.'

Interpretation

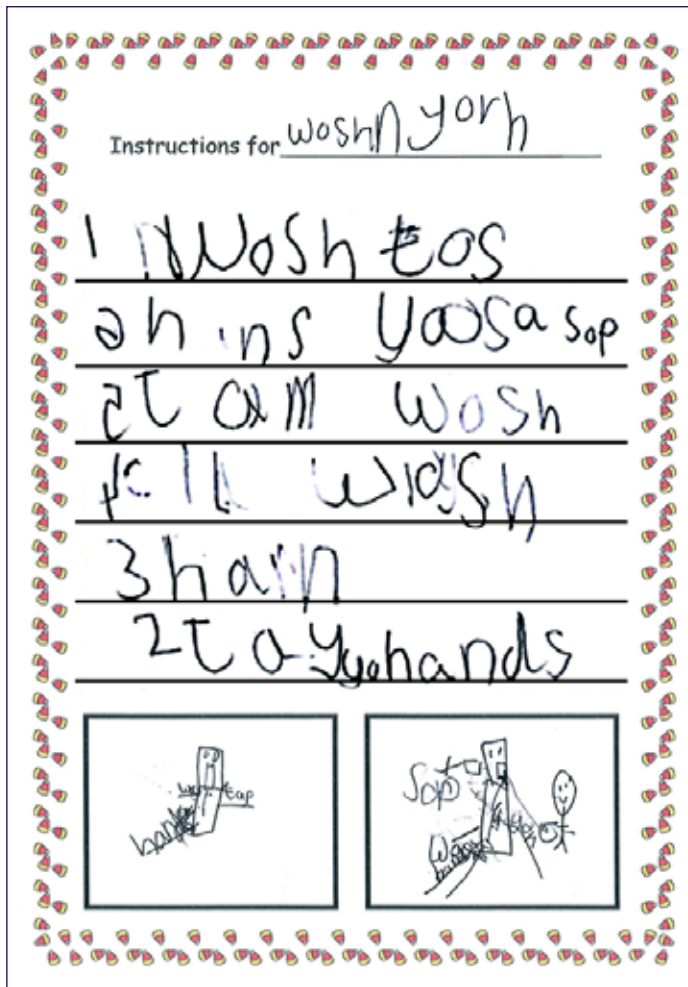
(Writing requires mediation to be understood.)

Once upon a time captain on the ship saw a sea monster and he hunted for the volcano from the water but the shark and sea monster came. The pirate have treasure chest. The princess have a key.

Application of synthetic phonic knowledge and skills

In Shumayl's emergent writing, she has evidence of mainly early Phase Two letters, for example 's', 'a', 't', 'c', 'm', 'p'. She is beginning to make a correspondence between some of the sounds she can hear in words with the letters she is writing on the page, such as monster shown as 'ms'. She has attempted to spell the Phase Two tricky word 'the', shown as 'Teh'. In the first sentence 'Once upon a time captain on the ship' shown as 'aTsom ATT ccTpL Teh a shp' shows evidence of Shumayl being able to identify sounds in words, including the consonant digraph 'sh' in 'ship' shown as 'shp'. However she omits many vowel sounds, as well as inserting some random letters.





Shumayl sample 2

Detail

Female: Shamayl Year group: Year 2 Age: 7 years 0 months Term: autumn 2
Evidence of Phase Two application

Purpose

Children were asked to write a set of instructions to put up in the children's toilets to tell other people how to wash their hands.

Child's voice

'If you play outside you get dirty and you have to wash your hands all the time.'

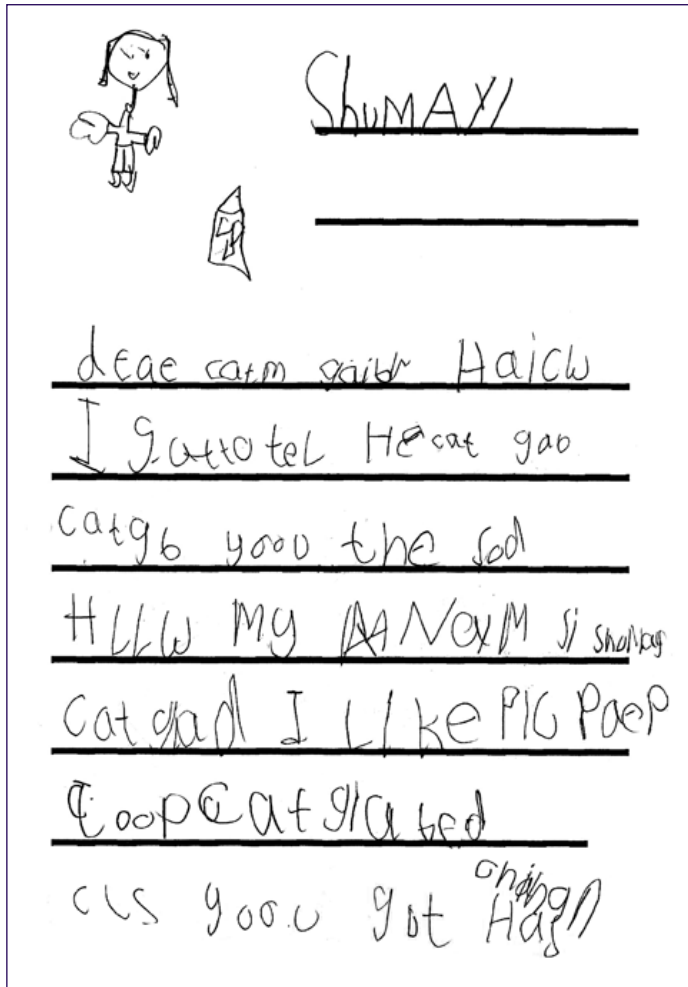
Interpretation

Instructions for...Wash you hands

1. Wash your
 6. hands use soap
 5. germs wash
 4. Kill wash
 3. have to dry your hands.
- (Diagram 1) hands, wash, tap
(Diagram 2) soap, wash hands

Application of synthetic phonic knowledge and skills

Shumayl is now able to segment and make phonemically plausible attempts at words, such as 'wash' shown as 'wosh' and 'kill' shown as 'cil'. She makes an additional phonemically plausible attempt at the complex word 'use' shown as 'yoos'. After being taught the Phase Three phoneme 'or' she is able to apply this in the word 'your' shown as 'yor'.



Shumayl sample 3

Detail

Female: Shumayl
Year group: Year 2
Age: 7 years 2 months
Term: autumn 2
Evidence of Phase Two application

Purpose

Shumayl has independently chosen to write to Captain Grey Beard during her independent learning time. She hopes that he will reply to her letter.

Child's voice

'I've been to Japan with my dad.'

Interpretation

Dear Captain Grey Beard. Hi, I got to tell you Captain Grey Beard. Captain Grey Beard you the sword. Hello my name is Shumayl. Captain Grey Beard I like pink, purple, Japan. Captain Grey Beard because you got China House.

Application of synthetic phonic knowledge and skills

Shumayl is now becoming more secure with the use of the Phase Two graphemes, 'ch' within the word 'China' shown as 'Chinan'. She is also able to spell many Phase Two and Phase Three tricky words correctly, for example 'to', 'the', 'my' and 'like'. Shumayl is beginning to identify long vowel phonemes shown with 'oo' in school shown as 'sool' and the 'ai' grapheme shown for 'grey' shown once as 'gai' and in 'name' shown as 'naim'.

Shumayl sample 4

Detail

Female: Shumayl
Year group: Year 2
Age: 7 years 3 months
Term: spring 1
Evidence of Phase Four application

Purpose

After reading the story Bob the Man on the Moon, children were asked to imagine different adventures that the character Bob could go on.

Child's voice

'Bob he doesn't see the aliens in the book, they are hiding.'


Interpretation

Once upon a time there was a Bob, and the princess said Bob help she said there was a dragon said princess. Princess said thank you said the prince, help she said the prince said then it was raining aliens. Get married, the Bob happy ever after the end.


Application of synthetic phonic knowledge and skills

Shumayl is now a confident writer and is keen to try out the variety of grapheme-phoneme correspondences she has been taught in her daily synthetic phonics sessions. Shumayl shows her knowledge of high-frequency words that she has committed to memory, such as 'said', 'the', 'once' and 'was'. She is able to segment and write phonemically decodable words such as 'Bob', 'get' and 'end'. Now working on Phase Five she has applied her knowledge of the split vowel digraph 'i-e' correctly in 'time'. Shumayl has also made phonemically plausible attempts at words such as 'there' shown as 'ther' and 'princess' shown as 'prisiss'. She has accurately segmented and written the Phase Four CVCC word 'help'.


Idea... Bob under the sea...



Idea... Bob visits the Taj - Mahal...



Idea... Bob on the beach...



Bob's new adventure

Once upon time ther was.

a bob and the prisiss.

the prisiss said Bob help she said


ther was a drayer said PRISSI.

Prisissaid = fancey / said the

help she said ^{the prisiss said from} ^{aliens}

get mare the bob ^{happy} ^{ever} ^{the end}

When you have finished you can draw a picture in this box!



My riddle

My Name is Shumayl I want a Pet Mouse
my Name IS Shumayl I want a House
My Name is Shumayl I very FUNNY
My Name is Shumayl Like to eat honey
My Name is Shumayl I got a Cat.
My Name is Shumayl I got a Hat
My Name is Shumayl I went to School
My Name is Shumayl I like to say rule
My Name is Shumayl I want a bike.
My Name is Shumayl I like to say Mike

Shumayl sample 5

Detail

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

Purpose

After a unit on riddles, children were asked to write a riddle about themselves.

Child's voice

'This is my poem, I did it all by myself.'

Interpretation

My name is Shumayl I want a pet mouse.
My name is Shumayl I want a house.
My name is Shumayl I very funny.
My name is Shumayl like to eat honey.
My name is Shumayl I got a cat.

My name is Shumayl I got a hat.
My name is Shumayl I went to school.
My name is Shumayl I like to say rule.
My name is Shumayl I want a bike.
My name is Shumayl I like to say Mike.

Application of synthetic phonic knowledge and skills

Beyond the use of simple CVC words such as 'pet', 'got' and 'cat', Shumayl is able to use a range of long vowel phonemes and a range of graphemes to represent them. For example the Phase Five 'ou' grapheme in the words 'mouse' and 'house'. Additionally, two alternative graphemes are used for the 'oo' phoneme in the words 'school' ('oo') and 'rule' ('u-e'). Furthermore, Shumayl correctly applies the two alternatives for the 'ae' phoneme used in the words 'say' ('ay') and 'name' ('a-e'). Beyond this, she has also applied her understanding of the split vowel digraph 'i-e' in the words 'Mike' and 'bike'. Shumayl applies the Phase Five alternative 'ea' grapheme for the 'ee' phoneme shown in the word 'eat'.

Acknowledgements

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