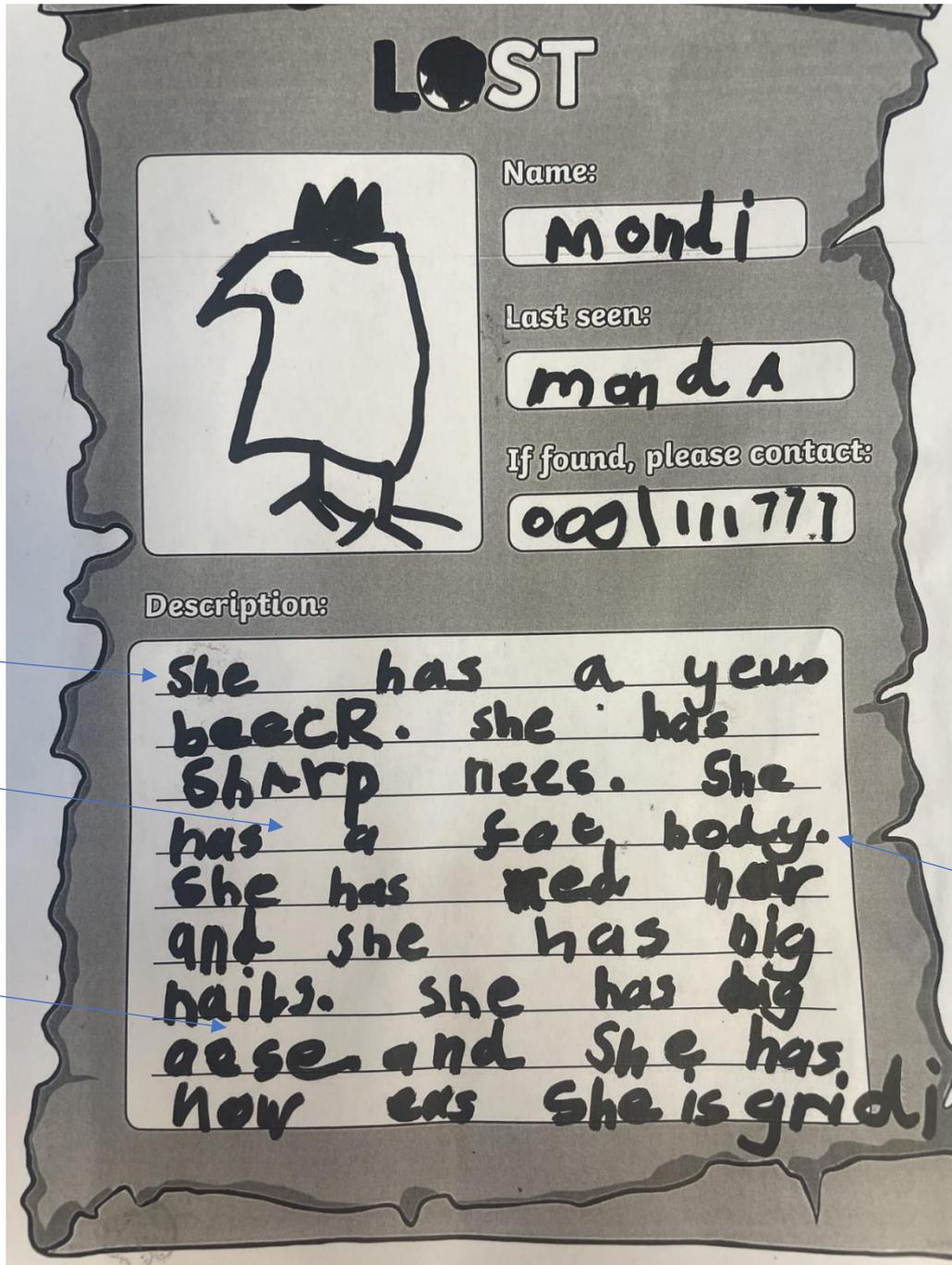


Context: After reading 'Handa's Hen' the children were asked to write a lost poster for 'Mondi', the hen. Prior to writing this, the children have been taught set 1 and 2 sounds, the spelling of some tricky words and basic punctuation like capital letters, finger spaces and full stops.



Capital letter and spelling of the tricky word 'she'.

Finger spaces

Using the graphemes that have been taught to spell words: 'ai', 'ah', 'ar', 'ck'

Letters formed correctly.

Full stops

Scribe: 'She has a yellow beak. She has sharp knees. She has a fat body. She has red hair and she has big nails. She has big eyes and she has no ears. She is greedy.'

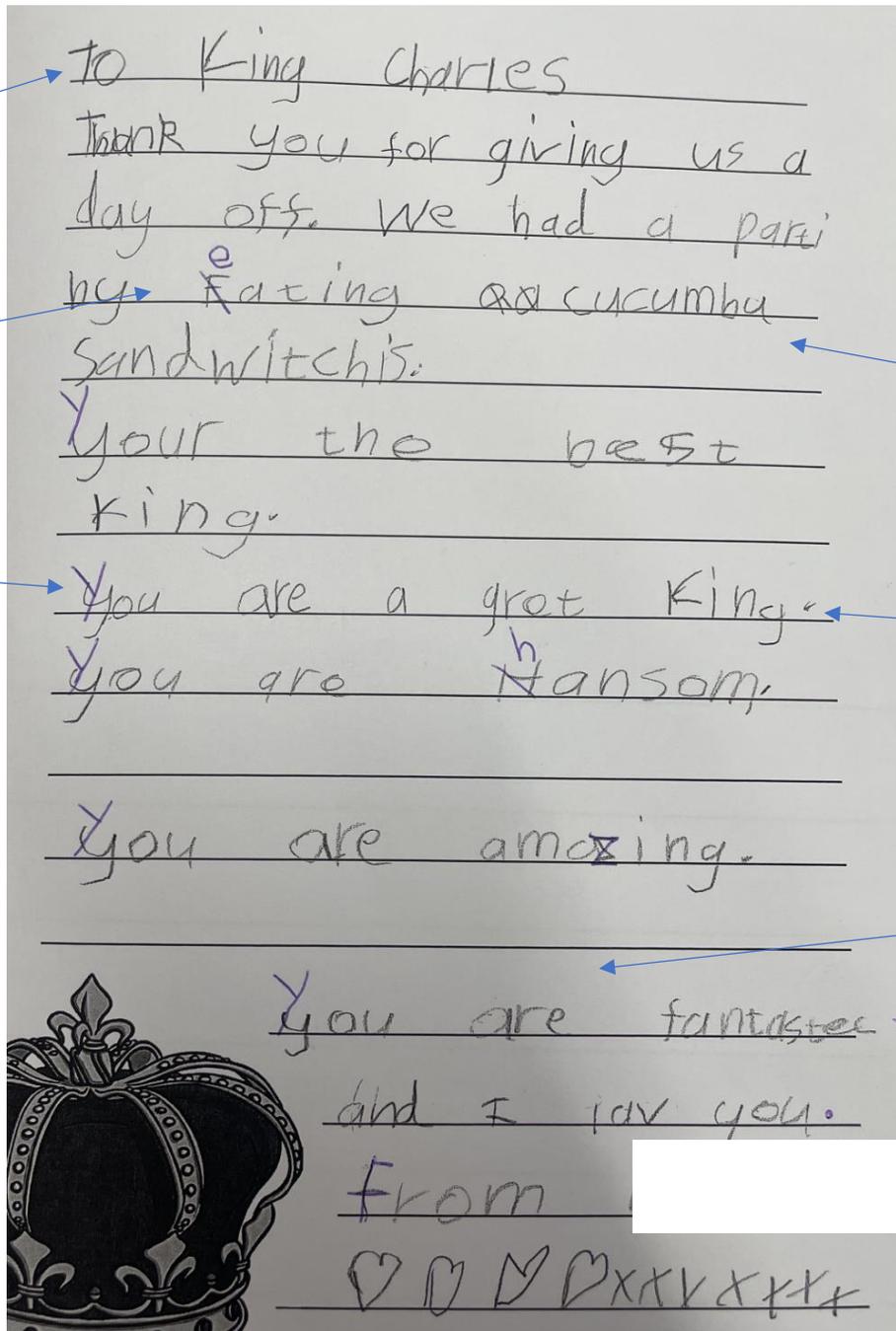
This child chose to do this work during continuous provision after an example was modelled to them. They completed this work independently and read their work to the teacher.

Next Step: Use a variety of sentence starters e.g. Her beak is yellow... On her head... Mondy is ...

Early Learning Goals:
Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Context: This piece of work was influenced by the Kings Coronation. The teacher modelled writing a letter to King Charles. Prior to writing this, the children have been taught set 1 and 2 sounds, the spelling of some tricky words and basic punctuation like capital letters, finger spaces and full stops.



Capital letter and spelling of the tricky word 'to'.

Finger spaces

This child has used a purple pen to edit their work.

Using the graphemes that have been taught to spell words: 'nk', 'ng', 'ch', 'th', 'ea', 'ar'.

Letters formed correctly.

Using their phonic knowledge to spell words

Full stops

Spelling tricky words 'are' and 'you'

Scribe: 'To King Charles, Thank you for giving us a day off. We had a party by eating cucumber sandwiches. You're the best king. You are a great king. You are handsome. You are amazing. You are fantastic and I love you. From ...'

This child chose to do this work during continuous provision after an example was modelled to them. They completed this work independently and read their work to the teacher. The teacher supported the child to edit their work using a purple pen.

Next Step: Use capital letters at the beginning of a sentence and use 'and' to join sentences e.g. You are handsome and amazing.

Early Learning Goals:
Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

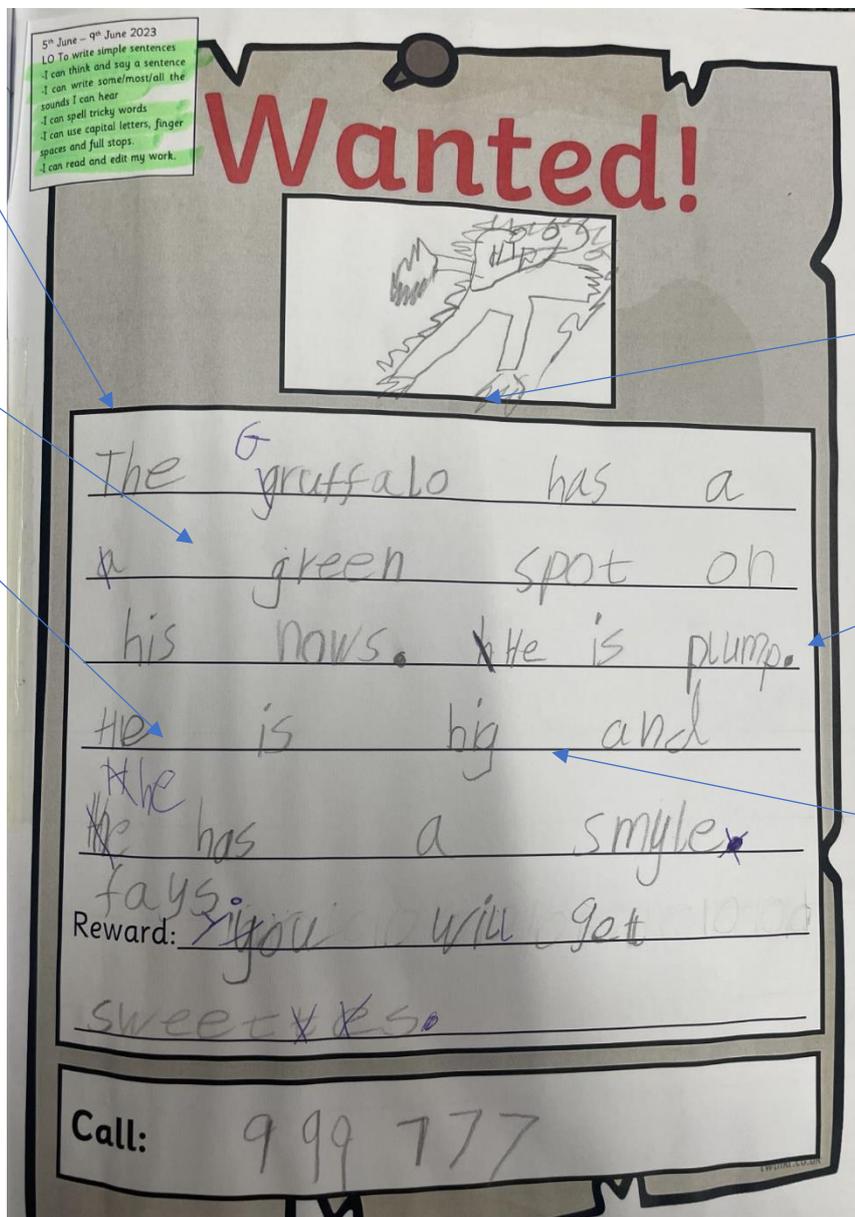
Context: The Gruffalo had been into our classroom and eaten our biscuits. We wrote a 'Wanted' poster to try and catch him. We gathered ideas of what the Gruffalo looked like and the teacher modelled some descriptive sentences. Prior to writing this, the children have been taught set 1 and 2 sounds, the spelling of some tricky words and basic punctuation like capital letters, finger spaces and full stops.

Capital letter and spelling of the tricky word "the".

Finger spaces

The child has used a purple pen to edit their work.

Using the graphemes that have been taught to spell words: 'ee', 'ay', 'll', 'ff'.



Letters formed correctly.

Using their phonic knowledge to spell words

Full stops

Spelling the tricky word 'you'.

Scribe: 'The Gruffalo has a green spot on his nose. He is plump. He is big and he has a smiley face. Reward: You will get sweets.'

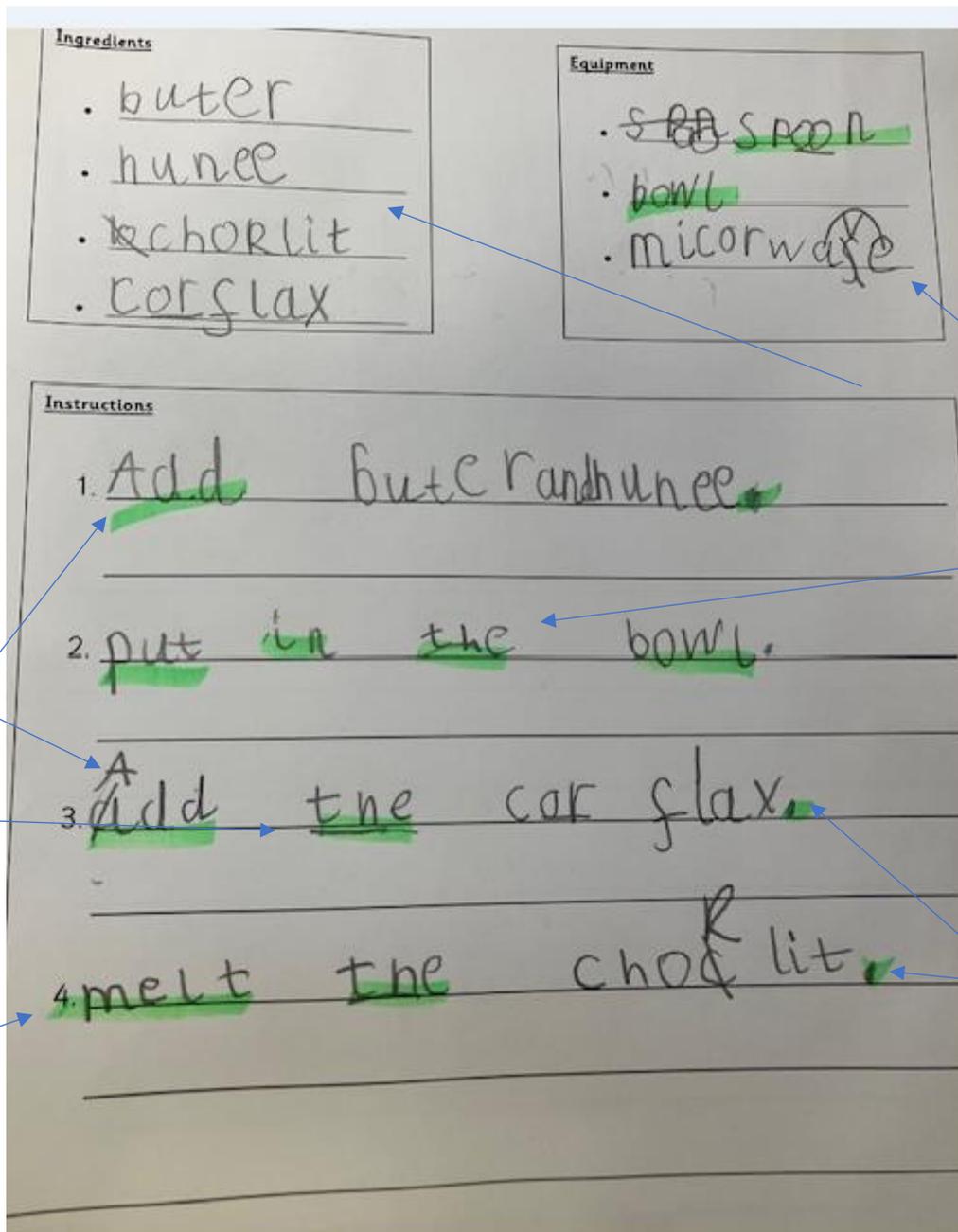
This was a focus writing activity. The child thought of their own sentences and wrote them independently. They read their work back to the teacher and the teacher supported them to edit their work using a purple pen.

Next Step: Ensure 'The Gruffalo' is spelt with a capital letter.

Early Learning Goals:
 Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Context: The children were left a letter from 'The Gruffalo' asking them to help him make some 'Knobbly Knee Cakes.' The Gruffalo had tried to make them but had lost the recipe. Prior to writing this, the children have been taught set 1 and 2 sounds, the spelling of some tricky words and basic punctuation like capital letters, finger spaces and full stops.



These words are spelled phonetically

Correct spelling of the tricky word 'the.'

Letters formed correctly.

Full stops

Capital letter.

Finger spaces

Using the graphemes that have been taught to spell words: butter, bowl, and melt.

Scribe: 1. Add butter and honey. 2. Put in the bowl. 3. Add the cornflakes. 4. Melt the chocolate.

This child did this work independently during an English lesson after an example was modelled to them. They completed this work independently and read their work to the teacher.

Next Step: Ensure there are capital letters at the start of each sentence.
Use 'and' to extend sentences e.g. Add the cornflakes and mix.

Early Learning Goals:
Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Context: Prior to writing this, the class had been taught set 1, 2 and 3 sounds, the spelling of some tricky words and basic punctuation like capital letters, finger spaces and full stops. There is also a 'check box' under the writing task for children to independently check their work to ensure they have used each element correctly.

Lowercase 'g' shows understanding that this word is not the beginning of a sentence, and so does not require a capital letter.

All letters formed correctly.

Finger spaces used correctly.

Attempts longer, complex sentences by using the conjunction 'and'.

Write about what Mum says to Sanjay

Sanjay, you must get up and
brush your teeth
and eat your
breakfast and wash your face
and get up and get the bus.

Sanjay, you must
get a bath and
scrub yourself.

sanjay you must
clean your room
or you must have
a bath again.

Check ✓ capital letters gaps full stops .

Full stops used correctly throughout.

Correct spelling of compound word 'breakfast'.

Correct spelling of compound word 'yourself'.

Using the graphemes that have been taught to spell words: sh, ee, th, ea, a-e, ay, oo, ai.

Tricky words spelt correctly: you, your, the, or.

Complex sentence used correctly with the conjunction 'or'.

Scribe:

"[Sanjay, you must] get up and brush your teeth and eat your breakfast and wash your face and get up and get the bus.
[Sanjay,] you must get a bath and scrub yourself.
Sanjay you must clean your room or you must have a bath again."

After reading a story book in Phonics for the past three days titled 'Sanjay stays in bed', the child then had to complete the writing task in the role of Sanjay's bossy Mum, ordering her son to do things around the house. This child completed their work independently and read it back to the teacher.

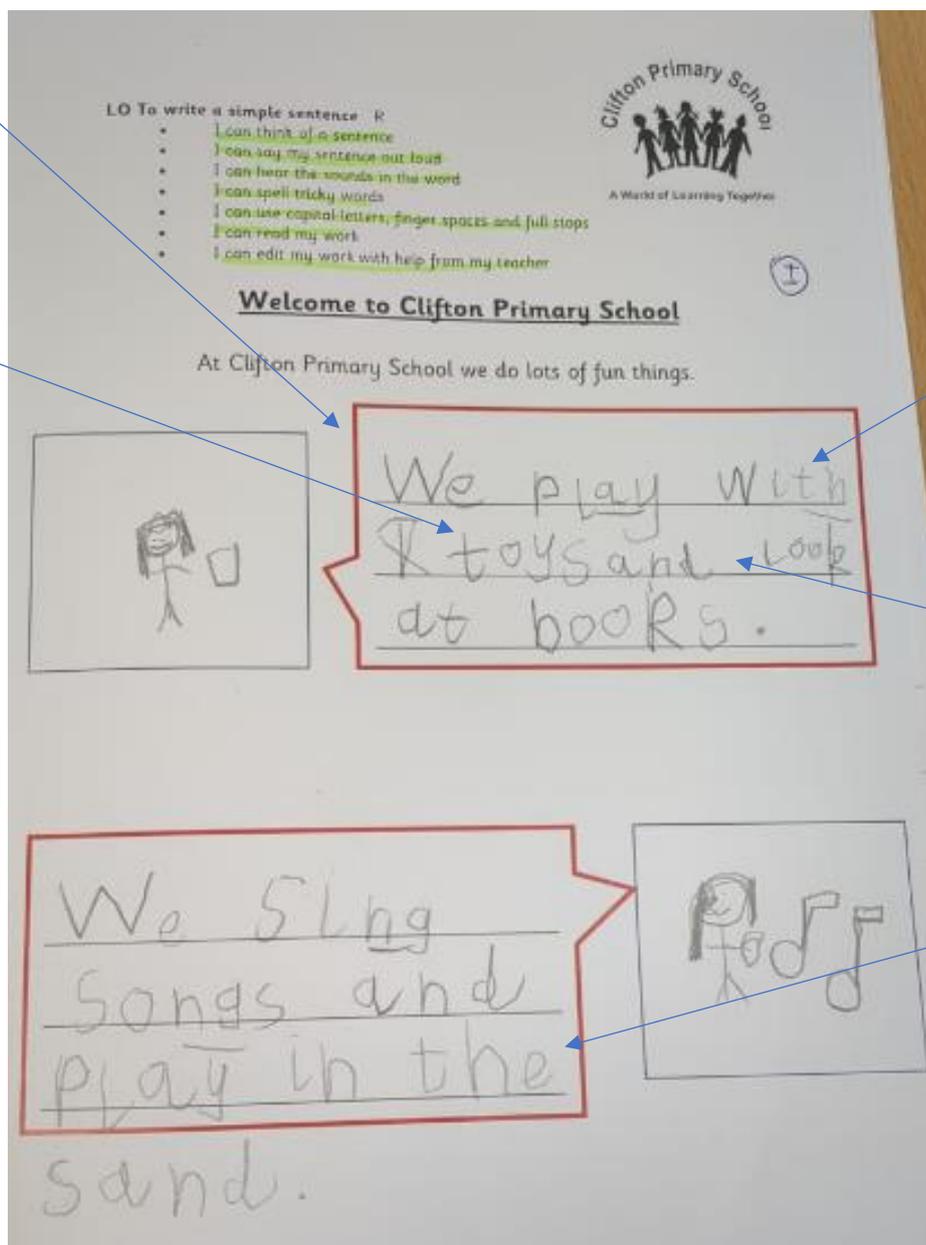
Early Learning Goals:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Next steps: Ensure sentences end with a full stop, and a new sentence is written for more information (instead of repeating 'and'), check possible misconception when writing capital 'B', model descenders 'f', 'y', 'j'.

Context: This piece of work is a brochure for Clifton Primary School. The teacher modelled writing about things we do at Clifton. Prior to writing this, the children have been taught set 1 and 2 sounds, the spelling of some tricky words and basic punctuation like capital letters, finger spaces and full stops.



Capital letter and spelling of the tricky word 'We'.

Finger spaces

Letters formed correctly.

Using their phonic knowledge to spell words

Full stops

Using the graphemes that have been taught to spell words: 'ng', 'oo', 'th', 'oy', 'ay'.

Spelling tricky words 'the'

Scribe: 'We play with toys and look at books. We sing songs and play in the sand.'

This child chose to do this work during continuous provision after an example was modelled to them. They completed this work independently and read their work to the teacher.

Early Learning Goals:
Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Context: Prior to writing this, the class had been taught set 1, 2 and 3 sounds, the spelling of some tricky words and basic punctuation like capital letters, finger spaces and full stops. There is also a 'check box' under the writing task for children to independently check their work to ensure they have used each element correctly.

Independently correcting words and noticing mistakes.

Lowercase 'i' shows understanding that this word is not the beginning of a sentence, and so does not require a capital letter.

All letters formed correctly.

Complex sentence by using the conjunction 'and'.

Compound word 'bedroom' spelt correctly.

Using the graphemes that have been taught to spell words: ch, oo, sh, ck, ou, i-e, th.

Write about the kitten

The kitten will sleep ~~in~~ in my kitchen and my bedroom.

The kitten will eat mushed up ~~fish~~ fish ~~and~~ mushed chicken.

The kitten will play out side with Meg.

Check gaps full stops .

'kitchen' spelt phonetically correct.

Finger spaces used correctly.

Full stops used correctly throughout.

'mushed' spelt phonetically correct.

Tricky word 'my' spelt correctly.

Capital letter used correctly.

Scribe:

"[The kitten will sleep] in my kitchen and my bedroom.
[The kitten will eat] mushed up fish mushed chicken.
[The kitten will play] outside with Meg."

After reading a story book in Phonics for the past three days titled 'Tab's kitten', the child then had to complete the writing task. They pretended to have a new kitten in their house, and write about where the kitten would sleep, play and what it would eat. This child completed their work independently and read it back to the teacher.

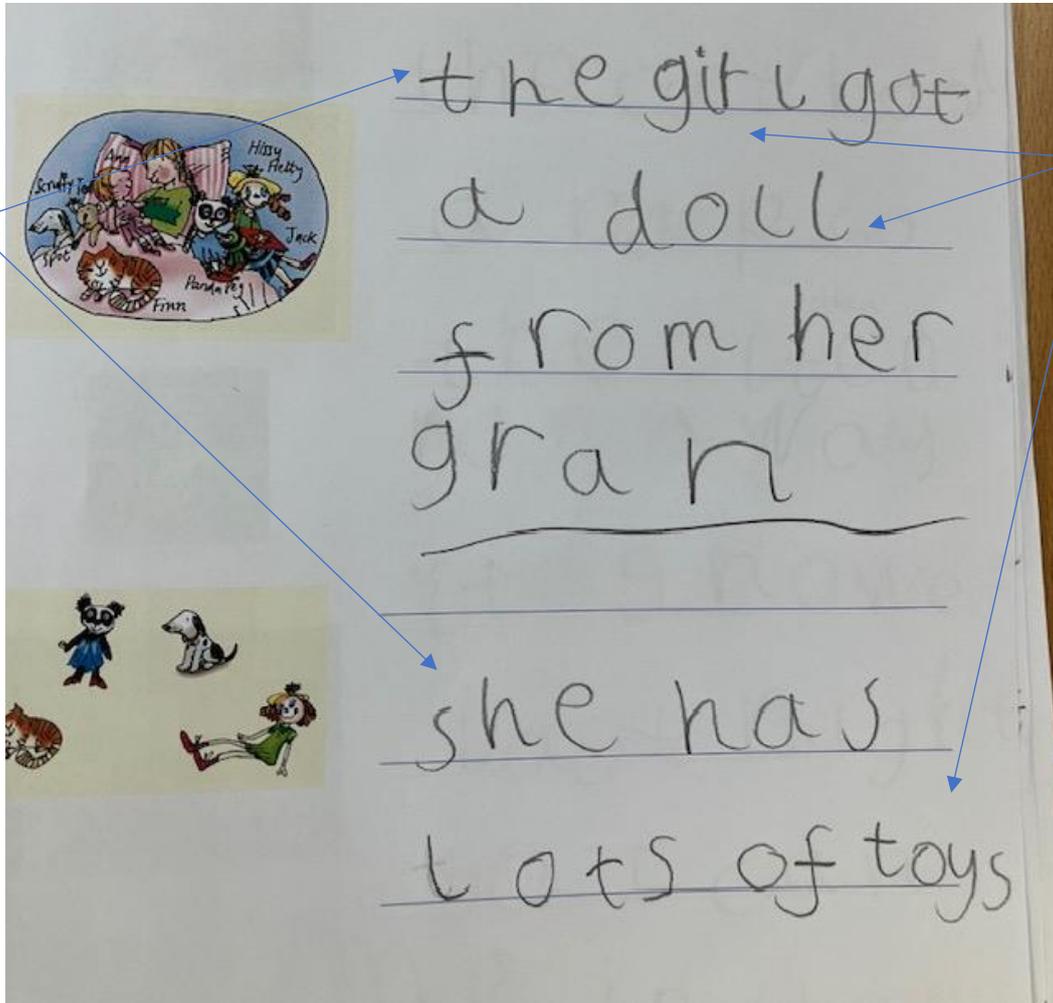
Early Learning Goals:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Next steps: Add an additional sentence to each answer for more description, encourage the use of other conjunctions such as 'but' or 'because' to create varied, complex sentences.

Context: Every day, children are given an independent writing challenge. This allows the children to independently apply the knowledge that they have gained in phonics. Prior to writing this, the children briefly discussed what they were going to write with their teacher have been taught set 1 and 2 sounds, the spelling of some tricky words and basic punctuation like capital letters, finger spaces and full stops.



Correct spelling of the tricky words 'the' and 'she.'

Using the graphemes that have been taught to spell words: 'ir', 'll', 'oy.'

Finger spaces are used.

Letters formed correctly.

Scribe: The girl got a doll from her gran.

She has lots of toys.

Early Learning Goals:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

This child did this work during continuous provision. They completed this work independently and read their work to the teacher.

Next Step: Ensure they use capital letters and full-stops.