



When feeding back to children regarding their grammar, spelling and punctuation errors, we aim to provide progressive feedback and to develop independent editing skills as the children move through the school. Below is an outline of how we draw attention to grammar, spelling and punctuation errors within our children's written work. In line with our feedback policy, identification of errors will be in orange, any teacher comments will be in green and the children will respond in purple pen.

In each year group, as the year progresses, teachers must prepare the children for the next year and should be working on the marking guidelines for the year group above by the end of the year.

In addition to this, redrafting is a vital part of developing writing skills. If the teacher is identifying a section to be redrafted, this is done by the teacher drawing a box around the section they want to be redrafted. The children then redraft this section using their purple pens. As the children progress through the school, this identification is also done by the children.

The skills of editing and redrafting, as well as the skills needed to access the feedback guidelines are taught to and developed with the children throughout their time at school.

EYFS:

From September, incorrect letter formation is identified. The correct formation is then modelled above the letter and again at the bottom of the page for the children to copy.

As the year progresses, incorrect 'Red Words' (RWI Phonics) and digraphs are identified and the correct spelling is written above the word as well as at the bottom of the page for the children to copy correctly.

Year 1:

From September, incorrect 'Red Words' (RWI Phonics) are identified by being underlined and the correct spelling is written at the bottom of the page for the children to copy.

To identify capital letter and full stop errors, a CL or . is recorded above, identifying where it should be corrected in the sentence.

Year 2:

From September, the teacher identifies spelling mistakes by underlining the mistake and the correct spelling will be recorded at the bottom of the page for the children to copy.

As the year progresses and the children's dictionary skills develop, the children will begin to use dictionaries to find the correct spelling for themselves (the teacher will then go back and check that the children have found and used the correct spelling).

To identify missing capital letters and other punctuation errors, CL and P is recorded at the end of the sentence but the errors are not identified in the sentence. The children then correct these errors.

To embed the spelling rules and patterns that are taught within each year group, teachers identify any errors linked to their year group's spelling rules and patterns when marking spelling and feeding back. There is an expectation that these words are spelt correctly in each year group.

Year 3:

From September, to identify grammar, spelling and punctuation errors, G S P is recorded in the margin, in the order the errors appear. In addition, the grammar mistake is identified in orange, within the sentence. The children then correct the errors independently.

Year 4:

From September, to identify grammar, spelling and punctuation errors, G S P is recorded in the margin, in the order the errors appear. The children then correct the errors independently.

Year 5:

From September, to identify grammar, spelling and punctuation errors, G S P is recorded in the margin, in any order instead of the order in which they appear. The children then correct the errors independently.

Year 6:

From September, the teacher records orange dots in the margin to indicate grammar, punctuation or spelling errors. The children then correct the errors independently.

As the year progresses, the identification and marking of GSP errors must be independent and in line with government moderation guidelines. i.e:

Teacher marking - dots down side where have to change is classed as too much guidance. If there is marking which highlights points for children to find and take those ideas & re-draft then that's ok.

If marking includes sentences which gives suggestions for improvements which children have to make their own then that is OK but if marking says 'include this sentence.....' not ok.

Independent review ok

Moderator training will cover this in STA training packs, there will be greater detail and exemplars

If marking says a child has 'missed a comma in this paragraph' not ok but if say 'make sure you include commas' that is ok

Writing not independent if modelled or guided - that ok, it's where 1:1 guidance & guided work is not ok. If 'this sentence, that word....' is too modelled and guided. Claire Ridsdale (notes from STA meeting.)