



## Feedback and Marking for Spelling

### Aims

- To raise the profile of the teaching of spelling and to raise the overall standard of spelling across Eliot Bank and Gordonbrock Schools Federation
- To explain the expected practices to ensure that children become successful spellers
- To provide a point of reference for teaching and support staff for when they are planning the delivery of spelling skills/rules
- To ensure continuity and consistency in practices and progression in spelling skills

### Teaching and Learning

At Eliot Bank and Gordonbrock Schools Federation, we expect all **teachers** to:

EYFS	<ul style="list-style-type: none"><li>• Deliver daily phonics sessions linked to the ability-appropriate phase</li><li>• Make word banks available linked to topics</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Deliver daily phonics sessions linked to the objectives set out in Phase 5, or for some children, the ability-appropriate phase</li><li>• Make word banks available in all subjects, as appropriate, and insist on their use</li><li>• Record weekly phonics focus on the front of the literacy plans, where appropriate</li></ul>
Year 2 to 6	<ul style="list-style-type: none"><li>• Use spelling cards in all children's literacy books (words from HFW list and own personal word list). This card should be transferable between lessons</li><li>• For year 2, daily phonics/spelling sessions</li><li>• For year 3 children who have not achieved phase 5 by the end of year 2, at least 3x weekly phonics input</li><li>• For year 3 to 6, deliver 3x 10 minute spelling sessions per week. This should be recorded in their literacy books (for GB, this should be recorded in the back of literacy books)</li><li>• Deliver a dictation 1x weekly in line with Babcock SOW. This should be recorded (for GB, in the back of literacy books; for EB, in the front of literacy books)</li><li>• Make word banks (all years) and dictionaries (years 3 to 6 only) available in all subjects, as appropriate, and insist on their use. To include spelling pattern of the week words and half-termly year group's words</li><li>• Record half-termly spelling focus on the front of the literacy plans and maths plans, where appropriate</li></ul>

## Marking and Feedback

At Eliot Bank and Gordonbrock Schools Federation, we expect **children** to:

EYFS	<ul style="list-style-type: none"><li>• With guidance from the adults, use the available resources in their writing to support spelling, e.g. sound mats, word banks and Golden Words (HFW and Common Exception Words)</li></ul>
Year 1 & 2	<ul style="list-style-type: none"><li>• With guidance and support from the teacher, take responsibility for responding to marking and feedback linked to spelling</li><li>• In year 1, copy teacher-corrected spellings out three times on the right-hand page</li></ul>
Year 3 to 6	<ul style="list-style-type: none"><li>• Take responsibility for responding to marking and feedback linked to spelling</li><li>• Highlight words from their spelling card in yellow (in all subjects) every half term</li><li>• Make a tally next to each word in their personal word list when used in their writing</li></ul>

Across the Federation, we expect **teachers** to:

EYFS	<ul style="list-style-type: none"><li>• Recorded work will be annotated and the level of support included</li><li>• Children's written work will have adult decoding indicating correct phonemes</li><li>• Written comments are made directly to children towards the end of the year, as and when they are able to read them</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Underline the word with a green highlighter and write (sp) next to it. Teachers should write the correct spelling of the word on the right-hand page</li><li>• The marking and correcting of spelling in year 1 and 2 should be guided by the teacher/TA. Children will need support to recognise their spelling mistakes</li></ul>
Year 2	<ul style="list-style-type: none"><li>• As above and children should also have a spelling card which includes their own personal words (these should be words from the high frequency list and common exception words for years 1 and 2)</li></ul>
Year 3 & 4	<ul style="list-style-type: none"><li>• Underline a misspelt word with a green highlighter and write (sp) in the margin on the line where the word appears. Dependant on the child, the underlining of the misspelt word may stop and only (sp) is written in the margin as they progress within the phase. This will help teach children to recognise spelling mistakes and encourage the use of dictionaries</li></ul>
Year 5 & 6	<ul style="list-style-type: none"><li>• The letters (sp) should be written in the margin of a line where there is a misspelt word. By this age, children should be able to make an informed decision about the word that is misspelt and use a dictionary to correct it</li></ul>

Teachers should focus their marking on:

- Golden Words (HFW and Common Exception Words)
- Personal words
- Words that relate to the spelling rule being taught
- Words from the word list

## **Classroom Environments**

At Eliot Bank and Gordonbrock Schools Federation, we expect teachers to:

- Display and regularly refresh 'Golden words' (every 2-3 weeks)
- Put Whole Class Words on display (HFW/Common Exception Words/word lists)
- Ensure spelling rules are on display and referred to as part of day-to-day teaching
- Display and develop a 'phonic hand' adding alternative spellings of vowel phonemes as they are taught