



Guidelines for Marking Writing

EYFS

Feedback to the children is verbal and immediate, given to them as they are undertaking an activity. Evidence of writing is kept in folders.

In Reception, once a term, an example of each child's writing is kept in their purple books, which are then passed up to the Year 1 teacher at the end of the year.

Year 1

Marking of writing happens immediately, as the children are undertaking a writing activity, and is done on a one-to-one basis.

Teachers should indicate, using an 'I' or an 'S', whether a piece of work has been completed independently or with support from an adult. The teacher should also rewrite any words that are illegible using a black or blue pen.

Once the children are ready, a **blue highlighter pen** should be used to indicate where children have correctly included punctuation, or met a learning objective. A maximum of three blue highlights could be used per marked piece of writing. No written comment should be given, as feedback is oral.

Green highlighter pen should be used to highlight up to three incorrect spellings of high frequency words and common tricky words, or blends/digraphs incorrectly used in words. The children can then copy these out to help them practise the correct spelling.

Once the children are ready, an **orange highlighter pen** should be used to indicate a mistake using the appropriate marking code. This marking code should be stuck on the inside cover of their English book.

Year 2

Teachers should indicate, using an 'S', whether a piece of work has been completed with support from an adult.

Blue highlighter pen should be used to show where children have correctly included punctuation, or met a learning objective. A maximum of three blue highlights to be used per marked piece of writing.

Whenever possible, feedback should be oral and immediate, or given in close proximity to when a writing task is undertaken. **A simple, positive comment, related to composition and effect**, should be given in a blue speech bubble on certain, pre-agreed, pieces of writing.



Orange symbols, related to grammar and punctuation and taken from the appropriate marking code, should be used in the margin of a piece of writing. Up to three orange symbols can be used per piece of writing. These are to encourage a pro-active approach with the children towards the editing of their work. When children respond to the orange symbols, and make changes to their work, they should do so in a different coloured pen.

When writing, children should be encouraged to underline words that they are not sure they have spelt correctly; this should help improve flow and confidence in writing. The teacher could then select up to three incorrect spellings from the words identified by the children as mis-spellings, although they must ensure the words are appropriate for the developmental level of the child to practise spelling. These words should be **highlighted in green** and children should copy these words out to practise, using **look-say-copy-cover-write-check**. Alternatively, the teacher could select three incorrect spellings of high frequency words and common tricky words, or blends/digraphs incorrectly used in words.

Year 3 to 6

Blue highlighter pen should be used to indicate where children have correctly met a learning objective. A maximum of three blue highlights could be used per marked piece of writing.

Following a sustained, longer piece of writing, **a simple, positive comment, related to composition and effect**, should be given in a blue speech bubble. Teachers may choose to write a positive comment for shorter pieces of writing too, if there is a particular success worth noting.

Up to three **orange symbols**, from the appropriate marking code, should be used in the margin of a piece of writing to indicate errors in punctuation and grammar. These should encourage a pro-active approach from the children towards the editing of their work. When children respond to the orange symbols, and make changes to their work, they should do so in coloured pen.

Following a longer, sustained piece of writing, the teacher should write **a simple target** for the children in an orange speech bubble (for example, *'Remember to use a comma to separate a subordinate clause'*).

When they are writing, children should be encouraged to underline words that they are not sure they have spelt correctly; this should help improve flow and confidence in writing. The teacher could then select up to three incorrect spellings from the words identified by the children as mis-spellings, although they must ensure the words are appropriate for the developmental level of the child to practise spelling. These words should be **highlighted in green**. Children copy these words out to practise, using **look-say-copy-cover-write-check**. Alternatively, the spellings could be words selected by the teacher.



General

When year groups plan together, they should decide what work will be recorded in books and which pieces of writing, undertaken during a unit of work, should be marked. These marked pieces should be meaningful and motivating for the children.

Children must then be given an appropriate amount of time to respond to marking, to ensure the process is a productive one.

Marking in Purple Assessment Books

All Year Groups:

Teachers do not need to apply the marking policy or codes when assessing the work in the purple assessment books. However, they should underline, in blue highlighter, where objectives have been met. This should help to gather evidence about whether the child is working towards expected, at expected or at greater depth standard.