

# Coding Work

Please code work in draft books to make clear both how it has been assessed and what type of feedback has been given.



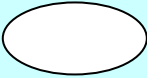






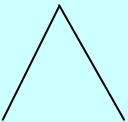




<b>SA</b> <i>Self-assessed</i>	Work is looked at by a pupil and self-marked against clear criteria.  There will be evidence of corrections, redrafting, comments or targets for further improvement.
<b>PA</b> <i>Peer-assessed</i>	Work is looked at by a pupil's peer(s) and judged against clear criteria.  There will be evidence of corrections, redrafting, comments or targets for further improvement.
<b>VA</b> <i>Verbally-assessed</i>	Work is discussed by a pupil and their teacher - ways of improving and making progress are suggested and agreed.  The pupil will note in their book key details of the verbal feedback given.
<b>CD</b> <i>Class discussion</i>	The teacher leads whole-class discussion to assess and evaluate the merits of a piece of work.  The pupils will summarise in their books the key points discussed.

# Assessment Check Sheet

## 1. Have I coded my work to indicate how it has been assessed?

SA <i>Self-assessed</i>	PA <i>Peer-assessed</i>	VA <i>Verbally-assessed</i>	CD <i>Class discussion</i>
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## 2. Have I responded to my teacher's marking?

Correction Symbol	What you need to do to improve your written work
<p style="font-size: 2em; margin: 0;">Sp</p> <p style="background-color: yellow; padding: 2px; margin-top: 5px;">Spelling</p>	<p><i>You have misspelt a word that your teacher has corrected.</i> </p> <p><u>Your action:</u></p> <p>Write out the correct spelling accurately three times in the back of your book. </p>
 <p style="background-color: yellow; padding: 2px; margin-top: 5px;">Punctuation</p>	<p><i>This indicates an error that you need to correct (e.g. capital letter, inaccurate or missing punctuation).</i> </p> <p><u>Your action:</u></p> <p>Correct the error(s) on your work. </p>
<p style="font-size: 2em; margin: 0;">//</p> <p style="background-color: yellow; padding: 2px; margin-top: 5px;">Paragraphs</p>	<p><i>This indicates where you should have begun a new paragraph.</i> </p> <p><u>Your action:</u></p> <p>You need to work out the reason you should have begun a new paragraph and write it in the margin by the // symbol. <i>(New topic/time/person/place?)</i> </p>
<p style="font-size: 1.5em; margin: 0;">~~~~~</p> <p style="background-color: yellow; padding: 2px; margin-top: 5px;">Expression</p>	<p><i>Your idea is not expressed clearly. The part of the sentence you need to rewrite is underlined with a wiggly line.</i> </p> <p><u>Your action:</u></p> <p>You need to redraft the sentence or paragraph to make your meaning clearer. </p>
 <p style="background-color: yellow; padding: 2px; margin-top: 5px;">Sense</p>	<p><i>You have missed out word(s) from a sentence.</i> </p> <p><u>Your action:</u></p> <p>You need to add the missing word(s). </p>
<p style="margin: 0;">PC (please complete)</p> <p style="background-color: yellow; padding: 2px; margin-top: 5px;">Completion</p>	<p><i>You have not fully completed the task in sufficient detail.</i> </p> <p><u>Your action:</u></p> <p>You need to complete or add detail to a sentence, paragraph or task. </p>

**Symbol** **Pupil Correction Support Sheet** - helpful reminders

**Sp**  
**Spellings**

**Spellings**

Look at the word, say it out loud, cover it and then write it.



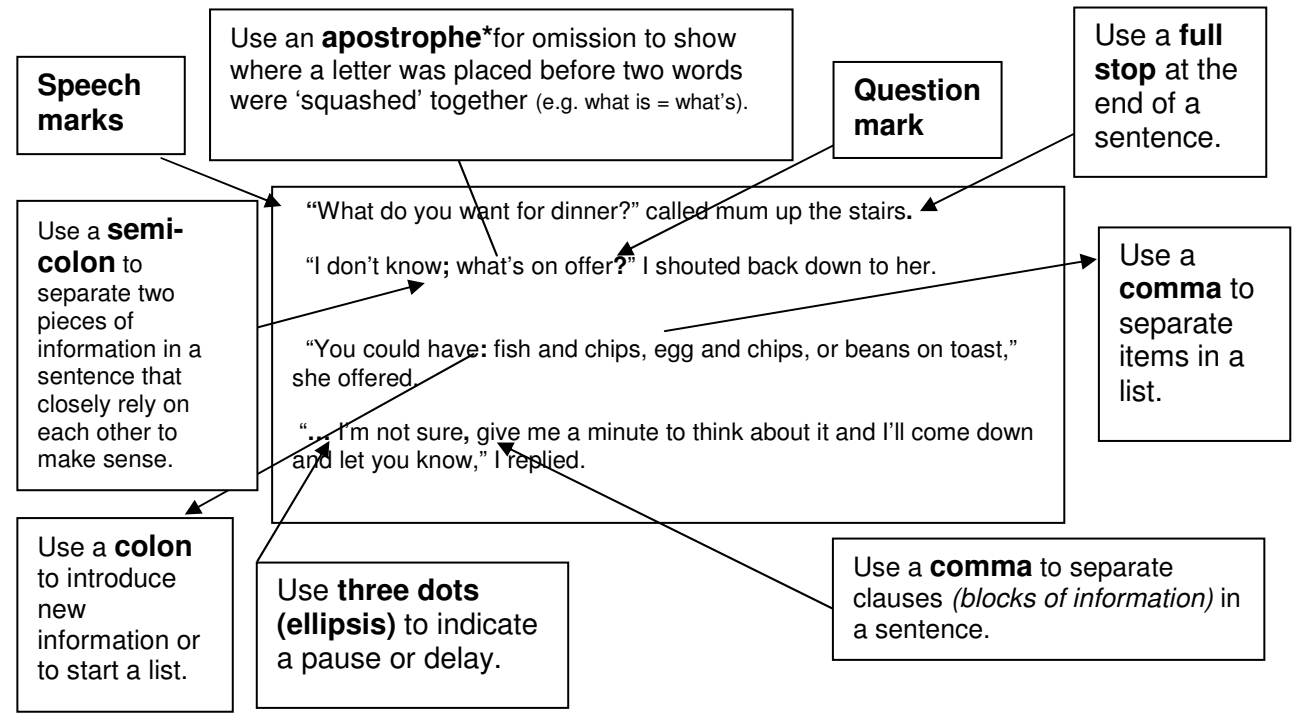
Do this three times and your brain will remember the action your hand makes, so that next time, you'll spell it right!

**Errors with capital letters or punctuation**

**Capital letters**

- Personal pronouns:** I, I've, I'm, I'll
- Days of the week:** Monday, Tuesday
- Months of the year:** November, December
- People's names:** Muhammad, James
- Titles:** Mr, Mrs, Miss, Dr, Ms
- The names of places:** Birmingham
- Countries:** England. He is English.
- Book/TV/Film titles:** 'Hollyoaks' / 'Toy Story'
- After a full stop:** '...dinner. She then went to the shop.

**Punctuation** . , ; : 's " " ... ? !



\* NB: Apostrophe: rule 2- place an apostrophe before the 'S' to show when something belongs to **one** person, e.g. **Jane's coat**. Place an apostrophe after the 'S' to show when something belongs to more than one person, e.g. **the boys' changing rooms**. (Some words break this rule because they are already plural, or mean 'lots of' without needing an S added, e.g. **women, everyone, people** – so just add 's' to the end).

**//**  
**Paragraphs**

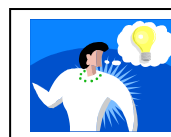
**TiP ToP paragraphing skills:**

- T= New time:** Later that day...
- P= New person:** Adil entered the room.
- T= New topic:** A further point of interest is...
- P= New place:** France is a beautiful country.

**Time**



**Person**



**Topic or idea**



**Place**

## Pupil Correction Support Sheet - helpful reminders

**Verb:** To be

**You cannot say:** 'I bes in the classroom' or 'he bes in the library'

I	<b>am</b>	e.g. <i>I <b>am</b> in the classroom</i>
You	<b>are</b>	<i>You <b>are</b> in the classroom</i>
He/she	<b>is</b>	<i>He <b>is</b> in the classroom.</i>
They/we	<b>are</b>	<i>They/<b>we are</b> in the classroom</i>
It	<b>is</b>	<i>It <b>is</b> in the classroom</i>

### **Homophones**

Homophones are words that SOUND the same but are spelt differently and have different meanings.

**There** - to explain place or position (*it is over there; I went there*)

**Their** - to show possession (*it is their house; it is their turn*)

**They're** - means 'they are' (*they're a really nice class*)

**Your** - to show possession (*it is yours*)

**You're** - means 'you are' (*you're a kind person*)

**It's** - means 'it is' or 'it has' (*it's a lovely day*)

**Its** - when you use the pronoun 'it' in place of a noun (*instead of saying 'the car has alloy wheels', you might say, 'its wheels are alloy'. In this case, 'its' is a pronoun meaning 'the car'*).

**To** - to explain place or position (*I went to the shop; put it onto the table*)

**Too** - more than is required / also (*I'm too hot; mum came along too; I ate too much*)

**Two** - the number two (*I have two ears*)

### **Connectives – use these words to link ideas in your work**

**To link ideas:** Also, Furthermore, Moreover, But, Besides, As well, And, Not only, While, Without, Additionally, Nor, Whereas, Neither.

**To explain cause and effect:** So, Consequently, An effect of, Otherwise, Yet, Despite this, All the same, Accordingly, Moreover, Then, Hence, Caused by, In that case, Still, However.

**To compare ideas:** However, In spite of this, Whereas, On the other hand, In other respects, Nevertheless, This differs from, On the contrary, Rather, Elsewhere, Instead, Also, In that respect, Alternatively.

**To illustrate an idea:** For example, Including, Such as, Consequently, For instance, These include, Accordingly, Therefore, For one thing, As exemplified by, As a result, Through



