


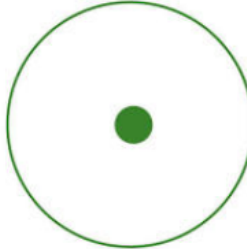
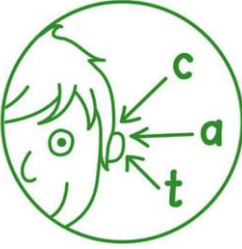













# MARKING CODE

|  |   |   |  |
|--|---|---|--|
|  <p>Letter formation</p>  |  <p>Finger spaces</p>          |  <p>Upper lower case letters</p>            |  <p>Full stops</p>  |
|  <p>Listen for sounds</p> |  <p>Punctuation</p>            |  <p>Handwriting: ascenders / descenders</p> |  <p>Conjunctions / connectives</p>                              |
|  <p>Spelling mistake</p> |  <p>Join your handwriting</p> |  <p>Proof read</p>                         |  <p>Correct<br/>Met WALT / WILF</p>                            |
|  <p>New paragraph</p>   |  <p>Insert missing word</p>  |  <p>Incorrect answer</p>                   |  <p>Two things done well<br/>and one thing to<br/>improve</p> |

Where a child has met the learning objective a green tick is written next to the WALT.

It is assumed that pupils work independently. When pupils are supported, they write the following next to the WALT in pencil;

- work in a group - write a G
- work with a teacher - write a T
- work with a partner – write a P
- work with teaching assistant – write a S for support

When verbal feedback is given during a lesson, teachers will write VF and may draw a symbol / use a stamp or write a key word in a pupil's book.