



# Sydenham School Literacy Marking



Your teachers will use the following codes in your book to mark for literacy. This helps improve your literacy across all of your subjects. Your teacher might choose to focus on one type of error, or a few of them, when they provide you with written feedback. You should use the same code when you are proof-reading, peer-assessing or self-assessing work. You should use a **green pen** to make all your corrections during DIRT time (dedicated improvement and reflection time). If there is anything you are not sure about, ask your teacher to help you or explain it to you.

Mark	Teacher	Student
	<b>Spelling Mistake.</b> Your teacher will use this symbol in the margin to identify where a spelling error has been made and underline the incorrect word. Your teacher will then write out the correct spelling of this word in the margin or at the end of your work. Your teacher will correct a maximum of three spellings per page.	Write out the spelling 3 times.  Use one of your corrected words to create a new sentence.  Use the 'look/say/cover/write/check' method to help you to learn the word.
	<b>Capital Letter.</b> Your teacher will use this in the margin on the line where the capital letter has been missed or misplaced.	Find the missing or misplaced capital letter(s) and correct it/ them.
	<b>Vocabulary.</b> Your teacher will use this symbol in the margin to indicate where they want you to improve your vocabulary. They will underline or write out the word they would like you to change.	Change the word into a more appropriate or sophisticated synonym e.g.:  'Good' → 'Fantastic' 'Sad' → 'Melancholy' 'Grumpy' → 'Cantankerous'
	<b>Punctuation.</b> Your teacher will use these symbols in the margin to indicate where a punctuation error has been made e.g. full stop, comma, capital letter etc.	Find the missing punctuation and insert it into your work.
// or NP	<b>Paragraph/ New Paragraph.</b> Your teacher will use this in the margin to indicate where a paragraphing error has been made.	Mark clearly where the paragraph should begin. Explain why there needs to be a paragraph here ( <b>remember TIPTOP – Time, Place, Topic</b> ).
Exp ~~~~~	<b>Expression.</b> Your teacher will use this in the margin and a squiggly line to show where your expression or grammar is unclear (doesn't make sense) and needs improving.	Re-write the section making sure that your idea has been expressed more clearly and appropriately.
	<b>Homophone.</b> You have used the wrong homophone in your work (e.g. there/ they're/ their, two/to/ too and wait/ weight).	Go back and correct your work with the <b>appropriate</b> homophone.
✓✓	<b>Wow!</b> Your teacher will double tick insightful ideas or perceptive points that you have made in your work.	Read what has been double-ticked and write a sentence, in the margin, to explain what it is that you have done well.
WWW, EBI or T	<b>'What went well,' 'Even better if' and 'Target.'</b> Your teacher will usually use symbol marking to provide you with feedback on your written work.	Copy out the relevant feedback comment(s). Then, use the target to make improvements to your work.

## Students - what to do when you get your work back:

- Read your teachers' feedback carefully and check the literacy marking.
- Complete any literacy corrections you have.
- Copy out your WWWs and EBIs – use your target to actively improve your work.