

6.3 Spelling

A pupil's standard in spelling should be evident throughout their writing. However, **spelling tests**, including the optional end-of-key stage 1 English grammar, punctuation and spelling test, can provide additional evidence of pupils' independent spelling.

When assessing pupils' writing, **phonically plausible but incorrect spellings** should be regarded as errors unless the statement makes it explicit that they can be accepted (for example, *spelling some words correctly and making phonically plausible attempts at others*).

The frameworks refer to the **word lists** within the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to spell. The common exception words listed are non-statutory examples to show words with grapheme-phoneme correspondences that do not fit in with what has been taught so far. Pupils are not required to use all of the examples of the common exception words; teachers should assess the words that pupils do use.

Teachers and moderators should disregard incorrect spelling of words that require application of the statutory requirements for KS2, including the word lists for the KS2 programme of study (years 3 / 4 and years 5 / 6 lists in Appendix 1).

KS1 TAG p13 guidance

WRITING (Key Stage 1) Working towards the expected standard	Evidence
The pupil can, after discussion with the teacher:	
Write sentences that are sequenced to form a short narrative (real or fictional)	
Demarcate SOME sentences with capital letters and full stops	
Segment spoken words into phonemes and representing these by graphemes, spelling SOME correctly and making phonically plausible attempts at other	
Spell SOME common exception words	
FORM lower-case letters in the correct direction, starting and finishing in the right place	
FORM lower-case letters of the correct size relative to one another in SOME of the writing	
Use spacing between words	
Working at the expected standard: The pupil can, after discussion with the teacher:	
Write simple, coherent narratives about personal experiences and those of others (real or fictional)	<i>Writing should have clarity, awareness of purpose and audience and an increasingly wide vocabulary; coherence is supported by different sentence forms, appropriate tense and coordinating and subordinating conjunctions</i>
Write about REAL EVENTS , recording these simply and clearly	<i>Writing should include simple coherent narratives about REAL events</i>
Demarcate MOST sentences with capital letters and full stops and with SOME use of question marks correctly, when required	<i>Should be evidence of punctuation being used appropriately within the context of a piece of writing; may include exclamations and exclamation sentences</i>
Use present and past tense MOSTLY correctly and consistently	
Use co-ordination (or/and/but) and SOME subordination (when / if / that / because) to join clauses	
Segment spoken words into phonemes and representing these by graphemes, spelling MANY correctly and making phonically plausible attempts at others	<i>Statement expanded to enable children to demonstrate ambitious vocabulary</i>
Spell MANY common exception words*	<i>*Spelling should be taught as part of curriculum and regularly assessed</i>
FORM capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	
Use spacing between words that reflects the size of the letters	<i>The main form of evidence should be in independent writing</i>
Working at greater depth within the expected standard	
The pupil can, after discussion with the teacher:	
Write effectively and coherently for different purposes, drawing on their reading (Refer to comprehension genres coverage in NC PoS) to inform the vocabulary and grammar of their writing	<i>Effective composition involves children forming, articulating and communicating ideas and organising them coherently for the reader with clarity and awareness of purpose, audience and context</i>

EXS writing at the end of KS1: "The pupil can, after discussion with the teacher:

- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.

This statement has been deliberately expanded to enable and encourage children to use ambitious vocabulary – that they may not be able to spell.

Clarifying aspects of spelling relating to a particular weakness as outlined in:



Standardisation questions: 2018 English writing Local authority training events, November and December 2017

We have produced these questions and answers following the national teacher assessment (TA) standardisation events for local authority (LA) lead moderators and moderation managers, held in November and December 2017.

What does 'a teacher's professional judgement takes precedence' mean?

A teacher's professional judgement about whether a pupil has met the standard overall takes precedence over the need for the pupil to meet all the 'pupil can' statements if the pupil is judged to have a particular weakness.

It does not mean that a teacher's professional judgement takes precedence over that of a moderator. **Teachers must be able to justify their decisions during moderation.**

Writing: references to a particular weakness

The guidance in the frameworks says that teachers should only use their discretion 'on occasion'. What does this mean?

The only consideration is whether a particular weakness prevents an accurate judgement for an individual pupil overall. Teachers should consider this on a pupil-by-pupil basis.

As the 'pupil can' statements represent the key aspects of English writing in the national curriculum these amount to what teachers should expect a pupil to be able to do if they are working at a given standard. Therefore, circumstances where a pupil is convincingly working at a standard, despite not meeting all of the statements, would be **'occasional'**.

What evidence does a teacher need to satisfy a moderator that they have used their professional discretion in excluding particular 'pupil can' statements?

The teacher needs to demonstrate that they have assessed the pupil against all the 'pupil can' statements. If they have used their discretion to judge that a particular weakness would prevent an accurate judgement, then they need to demonstrate that the pupil convincingly meets the overall standard, regardless of this. Typically, this should be evident in a pupil's work, but a school's internal moderation processes may also support the judgement. No written evidence of a particular weakness is required and moderators should not request this.

What is the difference between a pupil's particular weakness and a weakness in teaching?

A particular weakness is specific to an individual pupil and relates to a teacher having good reason to judge that they have met the standard regardless. If pupils are unable to meet one or more of the framework statements as a result of not having been taught the relevant aspects of the programme of study sufficiently, this would not be considered a particular weakness. The evidence should be clear that a pupil has been taught and assessed against all aspects of the framework, and that the teacher has reached a justified judgement on that basis.

Do pupils with learning difficulties such as dyslexia or dyspraxia have to meet the 'pupil can' statements relating to spelling and handwriting?

The expectation is that a pupil's writing should meet all the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's overall attainment. The particular weakness may relate to a specific learning need, such as dyslexia or dyspraxia, but it is not limited to this, nor does it automatically constitute a particular weakness which would prevent an accurate overall judgement. The focus should be on whether the particular weakness would prevent an accurate judgement overall. Teachers should use their discretion on a pupil-by-pupil basis.

Specific guidance on spelling at end of KS1

Spelling

For 'working at the expected standard' at KS1, do common exception words have to be spelt correctly, or are phonically plausible attempts acceptable?

For 'working at the expected standard', pupils are required to spell **many** of the common exception words correctly.

At KS1, if a pupil uses a challenging word that is beyond the KS1 programme of study, must the root word and the suffix be spelt correctly to meet the statement: *add suffixes to spell most words correctly in their writing (for example, -ment, -ness, -ful, -less, -ly*)*?

In the spelling of words with suffixes, both the root word and the suffix must be correct if the root word uses the rules and patterns taught in the KS1 programme of study. If the root word uses spelling rules and patterns which have not yet been taught, any errors in the root word should be ignored and providing the suffix is applied and spelt correctly, it can be used as evidence for the statement.

Can a pupil be awarded the KS1 'working at greater depth within the expected standard' if they only use the -ing, -ed or year 1 suffixes, where the root word changes?

The 'pupil can' statement states that the pupil can, after discussion with the teacher, add suffixes to spell most words correctly. The bracketed suffixes are provided only as examples and pupils may choose to use other suffixes taught at KS1 within their writing.

Reference to spelling at KS1 within the published STA scenarios to help illustrate the TAF expectations in practice – and also illustrate discretion being applied or not re a particular weakness within the body of writing:

Working towards the expected standard

Waldemar

Waldemar can write short sentences, usually demarcated with capital letters and full-stops, and sequence these to form short narratives. He also uses co-ordination (mainly *and*) to join clauses; he rarely uses subordination. His phonic knowledge and skills are good: he can spell not just 'some' but 'many' words correctly, as well as some common exception words listed as examples for both years 1 and 2. His misspellings are phonically plausible: they show that he listens carefully and can segment words into their separate sounds.

Working at greater depth within the expected standard

Geeta

Geeta is a fluent reader of fiction and information texts. This reading informs the vocabulary and grammar of her writing effectively.

All the statements related to 'working at greater depth within the expected standard' are evident in her writing, including 'simple additions and revisions' to her writing made independently. The insertions of omitted words and changes to vocabulary, sometimes more than once for an individual word, show that Geeta re-reads her work reflectively and refines it.

Her grammar, punctuation and spelling are accurate. Class tests show that she can spell 'most common exception words' listed as year 2 examples in the Spelling Appendix, and this year's GPS test showed her secure knowledge of the punctuation used at key stage 1. The only minor weakness is her occasional failure to identify and then correct spelling and punctuation errors when she is proofreading her work. Her occasional failure to make the necessary corrections should therefore be considered a 'particular weakness' and should not detract from a judgement that, overall, Geeta is 'working at greater depth within the expected standard'.

Lucas

While Lucas's teacher judges that he is 'working at the expected standard', the evidence clearly indicates more fundamental weaknesses in his writing overall, which mean that it would be inappropriate to judge him at this standard.

The statements relating to transcription are supported effectively by the evidence presented. Lucas can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. He can also spell many of the common exception words listed as examples in the Spelling Appendix for years 1 and 2. His handwriting is well-formed, with capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. The spacing between words reflects the size of the letters.

Lucas's writing is weaker, however, in terms of grammar and punctuation. He can write simple, coherent narratives and can record real events simply and clearly. He chooses the correct form of the verbs for present and past tense; the choice of tense is mostly consistent. Clauses, however, are joined mainly with 'and' and, occasionally, with 'but'; subordinating conjunctions are used only rarely in the evidence presented. Lucas also fails to demarcate 'most sentences' with capital letters and full stops. This is more than a weakness about which the teacher might exercise a discretionary judgement. The fact that only 'some sentences' are demarcated with capital letters and full-stops, together with the extensive use of coordination and very limited use of subordination, indicate that the judgement on Lucas's writing should be that he is working towards, rather than working at, the expected standard.

6.3 Spelling

A pupil's standard in spelling should be evident throughout their writing. However, a school's **spelling tests** can provide additional evidence of pupils' independent spelling.

The frameworks refer to the **word lists** within the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to spell. At KS2, the lists for years 3 and 4 and years 5 and 6 are statutory within the national curriculum. These are a mixture of words pupils frequently use in their writing and those which they often spell incorrectly. As these form part of the curriculum, and

should be assessed on an ongoing basis, they should be generally be evident in pupils' writing. However, teachers should assess the words from the lists that pupils do use, and they can consider additional evidence of pupils spelling these words in spelling tests or exercises.



Key Stage 2 writing moderation record for teachers at school, consortia, ATMs and external moderation - 2017 – 2018

LA Moderator:	Date:	Evidence:	
Working towards the expected standard in writing (WTS)	Expanded detail		
The pupil can:			
Write for a range of purposes			
Use paragraphs to organise ideas			
Describe settings and characters in narratives			
Use SIMPLE devices to structure the writing and support the reader in non-narrative writing-	<i>Such as headings, sub-headings and bullet points</i>		
Use MOSTLY correctly: <i>Punctuation is applied across the body of evidence and used appropriately, and when necessary.</i>	<i>Such as capital letters and full stops</i> <i>Such as question marks</i> <i>Such as commas in lists</i> <i>Such as apostrophes for contraction</i>		
Spell MOST words correctly (Years 3 and 4)	<i>Most Year 3+4 spellings are applied within writing</i>		
Spell SOME words correctly (Years 5 and 6)	<i>Some Year 5+6 spellings are applied within writing</i>		
Write legibly	<i>Writing legibly across the body of evidence, not just in exercises</i>		
Working at the expected standard in writing (EXS)	Expanded detail	Evidence	
The pupil can:			
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader –emphasises the importance of the writer's intended audience	<i>Such as using the first person in a diary</i> <i>Such as using direct address in instructions and persuasive writing</i>		
Describe settings, characters and atmosphere, in narratives –a narrative is an account of a real or imagined connected event such as stories, diaries, recounts, letters, explanation, reports, auto+ biographical - through use of descriptive noun phrases or though characters' thoughts, actions, reactions and relationships with others.	<i>A narrative is an account of a real or imagined connected event such as stories, diaries, recounts, letters, explanation, reports, auto+ biographical - through use of descriptive noun phrases or though characters' thoughts, actions, reactions and relationships with others.</i>		
Integrate dialogue in narratives to convey character and advance the action	<i>Relates ONLY to dialogue</i>		
Select vocabulary and grammatical structures that reflect what the writing requires, doing this MOSTLY appropriately – in different contexts which may include those that are formal and informal	<i>Such as using contracted forms in dialogues in narratives</i> <i>Such as using passive verbs to affect how information is presented</i> <i>Such as using modal verbs to suggest degrees of possibility</i>		
Use a range of devices to build cohesion within and across paragraphs . The emphasis is on building cohesion through the writing to support overall coherence for the reader.	<i>Such as using conjunctions</i> <i>Such as using adverbials of time and place</i> <i>Such as using pronouns</i> <i>Such as using synonyms</i>		
Use verb tenses consistently and correctly throughout their writing	<i>Children should be able to maintain tense consistency, correctly shifting between past and present forms, as appropriate.</i>		



Standardisation questions: 2018 English writing Local authority training events, November and December 2017

We have produced these questions and answers following the national teacher assessment (TA) standardisation events for local authority (LA) lead moderators and moderation managers, held in November and December 2017.

Specific guidance on spelling at end of KS2

Can a pupil use a dictionary to spell words in the KS2 spelling list?

Pupils should be able to independently spell the words on the statutory word lists. However, they might wish to refer to a dictionary to check their spelling.

At KS2, if child spells words from the years 5 and 6 word list correctly but not words from the years 3 and 4 word list or KS1 common exception words can they be judged to be 'working at the expected standard'?

To be judged to be 'working at the expected standard', the guidance states that teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working at. A pupil at KS2 should be able to spell the words from both the year 3 and 4 word list and the KS1 common exception words, as well as the words from the year 5 and 6 word list.

At KS2, if a teacher only assesses the words that a pupil uses, what should they do if the pupil uses none from the statutory word lists in their writing?

The frameworks refer to the national curriculum spelling lists. At KS2, the word lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. They should generally be evident in pupils' writing across the curriculum, and can also be assessed using classroom tests. If there is no evidence that a pupil can spell these words correctly then they have not met that statement.

Reference to spelling at KS2 within the published STA scenarios to help illustrate the TAF expectations in practice – and also illustrate discretion being applied or not re a particular weakness within the body of writing:

Wendy

Wendy's writing shows that she is 'working towards the expected standard' for key stage 2 (KS2) writing. This is shown across a range of writing for the statements relating to composition, punctuation and handwriting. Her independent writing also shows some evidence of the statements related to 'working at the expected standard', such as her awareness of purpose and audience, her correct and consistent use of verb tenses and her fluent joined handwriting.

Class tests show that she can spell 'some' – but not 'most' – words from the Year 3 & 4 list, especially those where she can apply her phonics knowledge and skills, as in *believe, caught, consider, difficult, heart, probably and straight*. She tackles some of the words from the year 5 & 6 list in a similar way: *bargain, identity, lightning, shoulder*. She rarely misspells these. She has also learnt mnemonics for spelling words such as *necessary* (Y5/6). However, there are many words on the 2 lists that she continues to spell incorrectly, both in tests and in her independent writing.

In her teacher's opinion, Wendy's difficulty in spelling many of the words on the word lists (especially the year 3 & 4 list) should be considered a particular weakness and should not detract from the overall judgement that she is 'working towards the expected standard'.

Ebrahim:

His writing overall is grammatically accurate. He is able to spell words from the statutory word list correctly, helped by his willingness to use a dictionary independently to check the spelling of words he is unsure of. His punctuation is excellent: he uses the range of punctuation taught at key stage 2 almost always accurately.