



Adult Learning Kirklees

Guidance for Improving Spelling, Punctuation, Grammar & Misconceptions

2022-2024

Adult Learning Kirklees is part of Kirklees Council and as such follows all KC policies, procedures and guidance.

All policies will be reviewed annually by the ALK Advisory Board unless there are in year changes required according to legislation or policy change.

Providers will be made aware of any new policies or changes to inform and amend their own policies and guidance. Policies highlighted will need to be reviewed and revised by the provider annually.

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“The only mistake in life is the lesson not learned”
Albert Einstein

Intent: improving spelling, punctuation and grammar:

Adult Learning Kirklees promotes effective spelling, punctuation and grammar, as part of the high expectations of the organisation. Learners are encouraged to develop their skills in all respects to build their confidence, skills, knowledge, and employability. The ethos of ALK is one of supporting learners to succeed, improve and develop and tutors support this development through correcting mistakes and misunderstandings so that learners build their knowledge and understanding of key concepts. Mistakes are lessons to be learned and everybody learns from them.

Employers view effective written communication as an important skill for employability. It is often a skill which many potential candidates lack. Improving understanding of spelling, punctuation and grammar can help learners into the career of their choice. Failure to demonstrate good quality written communication may imply a lack of professionalism – or a lack of attention to detail. As a career progresses, the amount of written communication is likely to increase. Clearly written, grammatically correct and properly punctuated letters and reports and other written communication will be important for carrying out roles professionally and effectively. Therefore, improving understanding of spelling, punctuation and grammar is a wise investment of time. When businesses fail to take care with accuracy, they may appear to be unprofessional to the public and customers. Some internet businesses say that revenue is being lost due to poor spelling. Text speak is great for social media, but formal language is needed in a professional life, when applying for a job, and in many workplaces.

Suggestions for improving SPAG:

1. Proof reading: reading through work to check for errors.
2. Reading aloud to check the sense and meaning.
3. Using a dictionary and thesaurus: check for better words or correct spellings.
4. Peer Assessment: colleagues and classmates can check each other's work.

Spelling strategies:

1. Break it into sounds (d-i-a-r-y)
2. Break it into syllables (re-mem-ber)
3. Use a mnemonic (necessary has one collar and two sleeves)
4. Refer to a word in the same family (muscle – muscular)
5. Say it as it sounds (Wed-nes-day)
6. Find words within words (I am in Parliament)
7. Use analogy (bright, light, night...)
8. Learn by sight (look-cover-say-write-check)

Tutors should use initial assessment and pre course IAG to determine if learners have a specific learning need, such as dyslexia, or if they have an EHCP in place and need extra support.

SPAG Guidance:

Providers aim to support learners to improve their basic literacy skills to develop their own skills and confidence and to boost their employability chances. Marking work needs to be approached with sensitivity and tutors need to be aware of learner confidence, individual learning needs and of any EHCPs in place. The tutor's job is not to correct **all** mistakes the learners have made, but to help them to learn from their mistakes. Tutors will focus on **key words** rather than correcting every word. Each provider will adopt a SPAG approach to meet the needs of their learners and should explain this approach to learners so that they are aware and can discuss their needs with their tutor.

SUGGESTED MARKING FOR LITERACY GUIDELINES:

Correcting spelling errors:

- Spelling errors should be indicated with an '**Sp**' code and the word underlined.
- Generally, the tutor will allow time, either in a lesson or as part of homework, for learners to correct underlined spelling errors themselves.
- It is recognised that it may not always be appropriate for every spelling error in a piece of writing to be corrected. Corrections may be limited to **specific key words** and words it is felt learner's 'ought' to know.
- Tutors should remain sensitively aware when correcting the work of learners with a Specific Learning Disability, in line with the guidelines in their **EHCPs**. Learner confidence should also be considered.

Correcting Punctuation and Grammar Errors:

- Punctuation and grammar errors should be indicated with a '**p/g**' code and the phrase underlined.
- It is recognised that it may not always be appropriate for every punctuation or grammar error in a piece of writing to be corrected.
- Tutors should remain sensitively aware when correcting the work of learners with a Specific Learning Disability, in line with the guidelines in their **EHCPs**.

Correcting Mistakes or Misunderstandings:

- Tutors should clearly correct any misunderstandings in written or verbal responses from learners to ensure that understanding is promoted, and key concepts are understood.
- This should be handled sensitively so that the learner is encouraged to respond or work out the correct understanding.

- The tutor could model the correct meaning or could ask for further clarification from the learner by prompting or drawing their attention to a resource or previous learning objective.
- The tutor could also ask another learner to add more information or work with the learner to promote understanding.
- Most learners gain knowledge and understanding through active learning/ practice so this should be encouraged.
- It is important to correct misunderstandings to ensure that the learner develops clear knowledge of key concepts.
- The provider/ tutor should foster an environment where mistakes are learning opportunities and where all are encouraged to learn through trying and possibly by making mistakes before understanding is gained.

***“A person who never made a mistake, never tried anything new”
Albert Einstein***

ALK SPAG Codes:

Tick =	Correct/good point/well - written
Sp =	Correct a spelling mistake (these words should be written in a spelling log)
P =	Correct punctuation
CAP =	Use a capital letter
^ =	You need to add a word
// =	You need to start a new paragraph
?? =	This needs to make sense/ be clearer
T =	You need to use the correct verb tense
=	This part needs rewording/rephrasing