**‘SPaG’: Symbols, Explanations and Examples Used to Mark Your Written Work**

***What’s the point?***

Your spelling, punctuation and grammar (‘SPaG’) all matter for many reasons, particularly in education and training and when you’re being assessed for qualifications. Most people can actually write pretty well, if they try hard and focus. Sometimes, though, they just don’t show their real ability in English when writing. This can hold back progress – and affect marks, grades and results.

So, you need to do your best with ‘SPaG’ at all times in written work, just as with the knowledge and understanding you’ve gained. If you don’t write correctly, it can even prevent what you know and can do from being properly expressed, understood and credited.

***What can I do about my ‘SpAG’, to get the best results with my written work?***

* Ensure you don’t rush your writing in the first place, and pay proper attention to how you write as well as what you write.
* When you’ve finished a piece (even if it’s just a draft version), put it aside for a while and then look at it again to correct the ‘careless’ errors that you may have made, when you actually do know the right spelling, punctuation or grammatical form.
* It can help you a lot to read what you’ve written aloud to yourself, or someone else; they can even look at your writing to spot things you can’t and suggest corrections. Swapping work with another learner is a good system for this – but leave enough time!
* Ensure you make the best use of the marking your teacher or trainer does, for a revised version or for the next piece you write.

***How do I use this marking system?***

* Look at each correction carefully; don’t skip any. Check symbols on this sheet, if you need to. Ask, if you don’t understand them.
* Use your own skills and knowledge in each case to try and find a correct (or better) way. Remember that sometimes, there may be several choices you can make, and several ways to improve the writing. At other times, there’s just one right way.
* Try to rely on your teacher or trainer less, and on yourself and your fellow learners more, to make the corrections and improvements. That way, you’re much more likely to get it right, the next time; don’t just correct any errors – learn to avoid them.
* Note any regular patterns of mistakes: not just to spot them in future, but for any extra learning you may need about ‘the rules’.

**Marking guidance: symbols in your written work, what they mean, and**

**what you need to do about spelling punctuation and grammar (‘SPaG’)**

| ***Symbol, in******text/margin*** | ***Explanation of the symbol*** | ***Example(s) – including at least one of the error(s), etc., represented by this symbol, within the text or at the margin.*** |
| --- | --- | --- |
| **Sp** | There’s a spelling error (or errors), here. Find and correct it/them. | *You knead two corect the speling off at leest won wurd, hear.* |
| **P****P 🡩** **or,** **P ↓** | Punctuation error(s), here:e.g., full stop/question mark, etc.; correct use of commas and other ‘rhythm’ marks; apostrophes for various purposes; speech marks. ‘Stronger’ punctuation is needed, here [or, another correction such as a conjunction].Or, punctuation is too ‘strong’ here. | * *Do you need a question mark, here.*
* *Ali I’m trying to help you you know!*
* *Theres either missing punctuation here or its not used correctly here*
* *I’m sure I heard your friend say I think you need speech marks, here.*

*This is your best work, I’m pleased with it, I hope you think it’s been worth the effort,**If you want to improve; you need to use punctuation. More correctly.* |
| **RO** | You have run-on at least two full sentences into one ‘bad’ one here, and so you need to re-structure and/or separate them properly.  | *There are probably many ways to construct this short paragraph you could make it into two or three separate sentences an alternative would be to keep it the same length by using things like dashes, colons semi-colons and/or joining words.* |
| **Inc** | Incomplete sentence | *For some reason. This not a complete, proper English sentence you need to add. Or change something.* |
| **Gr** | There’s a grammar problem here: verb tense/agreement, plural, etc. | *The way you writes are important parts of their final grades for this pieces.* |
| **🞷** | Colloquialism – inappropriate use of slang/regional/informal language | *It’s reight daft to reckon tha can allus use owt from talkin wi’ thi mates in thi writin’, and that it’s stuck-up to ever put thi stuff inta Standard English, OK?* |
| **Cap** | Misuse of capital letter – either an unnecessary one or a missing one. | *Doing this Sort of thing Isn’t A sign of Someone who will Get a gcse english At grade c or Better.* |
| **˄ (or, ˅ )** | Missing word (or words) | *There’s a missing, here! Please re-read it carefully, and then put the missing one in that.* |
| **¶** | Paragraphing(This could mean either: “Start paragraph at this point”; Or, “Combine these into one.”) | *That ended the first stage. As I started the next part, I had to research further.* (or)*This makes me think about my real goal in doing this course.**Could it be higher, or wider?* |
| **?** | This is unclear. Re-read it, and change it, to make better sense. | *In this trail, want to explode how works advertise at televisor.* |
| **~~** | Reverse the order of these words/this phrase, or phrases. | *The meaning clearer is, or expression the is better, if you this swap around.* |
| **Rep** | Repetition of a word, phrase or idea; find a new or different one. | *To make the best impression, you need to try hard to make the best impression.* |
| **WW** | Wrong choice of word. | *I was late moneying the gaseous bill because of not being bonused by my employment.* |
| **Awk** | Awkwardly written or clumsily expressed. | *Important to me are also all the qualifications I can receive and obtain.* |
| **/** | Separate words; insert a space | *I like this alot. Infact,I think it’s worth the topgrade.* |
| **=** | Normally, this is one word; join it. | *What ever you do, and where ever you go, remember this every day advice.* |
| **-**  | A compound word, which needs a hyphen (not joining into one word)  | *People who are middle aged can often be well qualified, but some of them only have low level certificates, instead.* |