

3

Using the assessment resources

Ongoing assessment

Administering the weekly dictation assessment

- Find the dictation sentence in the 'Teaching notes' section of the **Teacher's Guide**.
- Hand out copies of the 'Dictation assessment sheet' copymaster. This has space for five dictation assessments so will form a record of a pupil's performance over several weeks. A new copy will be needed for each section of the pupil book.
- Read the dictation sentence aloud.
- Read the sentence again, breaking it into short meaningful chunks. Say each chunk several times, giving pupils time to write and check the words. You should say any punctuation marks – although punctuation is not part of the assessment, using it should be seen as a natural part of writing sentences and pupils should include it.
- Read the sentence through once more. Ask pupils to do a final check of their spelling, remembering what they have been learning in class.

Class marking of the weekly dictation assessment

- Once the dictation is completed, pupils can work in pairs to check each other's work.
- Write or display the sentence on the board. Ask the pupils to check the sentence word by word, putting a small tick above each correct word and underlining any errors.
- Discuss errors. Your discussions should help pupils to understand why the errors occurred: for example, because a particular rule or pattern has been forgotten.
- Give pupils time to practise any words spelt incorrectly. For example, you might ask them to find the correct spelling in their pupil books and then use a 'Words to practise: Spelling practice ladders' copymaster to write it a number of times.

Following up the weekly assessment

- Give pupils the opportunity to reflect on their learning and to decide whether or not they are ready to tick the 'I can ...' statement/s at the foot of the pupil book page. It may be that they need more practice.
- Make notes on a photocopy of the group 'Target and progress tracking sheet'. Use a tick to show that all words are correct, a question mark if there is one error (make a note of the word spelt incorrectly) and a cross if more than one of the focus words is spelt incorrectly.
- Use this information to decide whether the whole group or selected individuals within the group need an additional session to revise or recap the focus. If many of the pupils have made errors, you will need to revise the guideline or spelling pattern before moving on.