**Progression in Proof-Reading Skills**

**Proof-reading is:**

* **A quick activity**
* **A skill that children need to be taught before they apply**
* **A systematic approach – punctuation, grammar, spelling, tenses, sense**

**Proof-reading is not:**

* **Checking work**
* **Editing**
* **Improving work (at length)**

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| **Skill** | **What does it look like?** | **Resource?** |
| Verbal proof-reading as a class or in a small group (grammar, punctuation, tense and sense) | When modelling writing a sentence, make deliberate errors for children to identify and correct. | i play with my Cat.My name is layla?You was late. |
| Verbal checking for sense. | Oral rehearsal: say the sentence, count the words, write the sentence, count again. | Model with class participation, My turn – Your turn |
| Correct demarcation of punctuation | Verbal – modelled deliberate incorrect punctuation | Upside down exclamation etc.. |
| Punctuate a passage | Length of passage appropriate for children – on flipchart or on white board. | Children help to punctuate the passage. |
| Inserting words for sense (completing sentences or adding words in) | As above, or single sentences. | We went to the shop because. |
| Incorrect spellings. | When modelling make deliberate spelling errors for children to identify. | In some sentences include more than one word incorrectly spelled and in other include none. |
| Proof-reading a whole passage together. | Write the proof-reading checklist: tense, sense, grammar, punctuation and spelling |  |

**Independent proof-reading**: Most of the activities above can be carried out in pairs and individually. Give children hard copies of sentences or passages that are double-spaced so that they can make corrections easily.

More difficult proof-reading activities address more than one of the five checkers (sense, tense, punctuation, spelling, grammar)

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| Sentence doctors | Let’s fix this sentence. | Children use their proof-reading checker to identify errors and correct. |
| Let’s build a sentence.  | What sentence can we make? | Give children the words and punctuation to physically build a sentence – read and check for sense and accuracy. |
| Correct a series of sentences. | Sentences taken from class text with errors. | Give children a series of sentences with errors to correct.  |
| Proof-read a passage. | Use the proof-reader checker. | Ask children to make corrections and summarise which proof-reading skills they used. |

**Progression in Editing Skills**

**Editing is:**

* **A longer more thoughtful activity**
* **A skill that children need to be taught before they apply**
* **A way of improving writing**

**Editing is not:**

* **A quick process**
* **Proof-reading**
* **An activity that takes place before proof-reading**

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| **Skill** | **What does it look like?** | **Resource?** |
| Teaching editing as improving (does not always mean adding adjectives) | The cat is cute.Display a sentence, give children a grammatical feature and verbally improve it. | Teach children to improve the sentence by adding more features:Adjective (tabby)Prepositional phrase (in the shop)Parenthesis (which is Siamese)Verb/adverbial (running in the garden) |
| Human sentences | he laughed and fell over1 child holds he laughed1 child holds and fell overOther children come up to the front to be the capital letter and full stop.Display when/ where/ how and ask children to add a word or group of words.  | If a child held *yesterd*ay for example, this can be placed at the beginning of the human sentence or at the end. If it is at the beginning, a comma will be required so another child needs to come up and be the comma. |
| Improving a short passage with a focus on \_\_\_\_ | Display a passage with gaps and ask children to insert specific words – nouns, verbs, adverbs, adjectives, pronouns, determiners etc…  | Little Red Hen opened her door and saw a \_\_\_ cat. He licked his \_\_\_ lips and ran into the \_\_\_\_ shed. Little Read Hen ran after him carrying her \_\_\_\_ basket. |
| Improving a short passage with no specific focus. | Display a short passage with missing words for children to insert. Share and choose errors to discuss or favourites. | Passage with gaps (can be taken from class text) |

**Editing tabs –** all children from Summer Year 2 should be using these to edit their writing. We will need to teach children how to use them. Could all KS2 classes start at the first point in September, please. All KS2 children should be ready to work on point 4 by January (year 5 and 6 should be earlier).

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| 1. Introduce editing tabs as a tool to improve writing.

Sentences. | Give children 5 sentences types. They do not need to include errors. Instead they should be sentences that pupils can improve. Choose features for the child to include, for example Autumn year 3 review year 2 and choose commas in a list, subordinating conjunction and contraction. Children use the editing tab to improve writing. |
| 1. Introduce editing tabs as a tool to improve writing

Passages. | Give children a double spaced passage and ask them to write editing tabs to improve the sentences by adding features, for example Autumn year 5 – pronouns, subordinate clauses, adverbials. |
| 1. Introduce editing tabs as a tool to improve OWN writing

Prescribed editing tabs | After children have produced a piece of writing- choose some editing tabs and parts of your year group’s writing AREs to identify features missed, for example Joseph has missed modal verbs and a relative clause, write these terms on an editing tab, put them loose in the book and ask Joseph to write 2 editing tabs that address this and stick in a relevant place in his writing. |
| 1. Introduce editing tabs as a tool to improve OWN writing

Choice and Edit | After proof-reading and checking writing against a success criteria and/or year group’s writing AREs, children identify what needs to be edited in their writing. Prompt verbally – What features have you missed out? What can you include now? Are there any weak sections that you can improve? Children choose appropriate features and write accurate tabs! |