

Editing (What it should look like)

National Curriculum writing: ‘pupils should be taught how to plan, revise and evaluate their writing.’

Year 1 programme of study

Pupils should be taught to:

Re-read what they have written to check that it makes sense

Year 2 programme of study

Pupils should be taught to:

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

Years 3 and 4 programme of study

Pupils should be taught to:

Evaluate and edit by:

- assessing the effectiveness of their own and others’ writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proofread for spelling and punctuation errors

Upper key stage 2 – years 5 and 6

Pupils should be taught to:

Evaluate and edit by:

- assessing the effectiveness of their own and others’ writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proofread for spelling and punctuation errors

Editing should be planned in for a minimum of once every two weeks

Introduction to editing: Children will need to be taught to edit their writing through modelling, paired work and plenty of practice. Begin with one new aspect at a time following this timetable.

EYFS:

Writing Targets (ELG10): Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

KS1

AUTUMN 1:

Year 1: Read your sentences – do they make sense? – Teach

Year 2: Finger Spaces – Independent and consolidate previous learning

Read your sentences – do they make sense? – Teach (carried forward (cfwd) from Y1)

Check punctuation . ! ? - Teach (cfwd from Y1)

AUTUMN 2:

Year 1: Read your sentences – do they make sense? – Becoming independent

Check for finger spaces. – Teach

Year 2: Finger Spaces – Independent

Read your sentences – do they make sense? – Independent

Check punctuation . ! ? - Independent

SPRING 1:

Year 1: Read your sentences – do they make sense? – Becoming independent

Check for finger spaces. – Becoming independent

Check for spellings – Do my words look right? – Teach

Year 2: Finger Spaces – Independent

Read your sentences – do they make sense? – Independent

Check punctuation . ! ? - Independent

Check for spellings – Do my words look right? - Teach

SPRING 2: Check against TAF (see server – common drive for resources)

Year 1: Read your sentences – do they make sense? – Consolidating

Check for finger spaces. – Becoming independent

Check for spellings – Do my words look right? – Becoming independent

Check for punctuation – have I used . ! ? - Teach

Year 2: Finger Spaces – Independent

Read your sentences – do they make sense? – Independent

Check punctuation . ! ? - Independent

Check for spellings – Do my words look right? – Becoming independent

SUMMER TERM:

All years should be consolidating editing and improving (check TAF for improving writing – eg sentence structure, use of punctuation etc...)

KS2

AUTUMN 1:

Year 3/4 : Read your sentences – do they make sense? – Teach

Year 5/6 : Read your sentences – do they make sense? Is there a range of structures? (consistent tense - singular and plural subject and verb agreement) – Teach
Check your punctuation – have you used a range? – Teach

AUTUMN 2:

Year 3/4 : Read your sentences – do they make sense? – Begin independent
Check your punctuation – Teach

Year 5/6 : Read your sentences – do they make sense? (consistent tense - singular and plural subject and verb agreement) – Begin independent
Check your punctuation – have you used a range? – develop independence
Check your spellings – look / dictionary – identify as writing - Teach

SPRING 1:

Year 3/4 : Read your sentences – do they make sense? – developing independence. Have a range of sentence structures been used? - Teach
Check your punctuation – Begin independent
Check your spellings – Does it look right? - Teach

Year 5/6 : Read your sentences – do they make sense? (consistent tense - singular and plural subject and verb agreement) – independent
Check your punctuation – have you used a range? – Independent
Check your spellings – look / dictionary – identify as writing – Independent
Check your spellings – look / dictionary – identify as writing – independent
Assess effectiveness of own and others' writing and propose changes to vocabulary, grammar and punctuation to enhance effects. - Teach

SPRING 2: Y5/6 Check against TAF

Year 3/4 : Read your sentences – do they make sense? Is there a range? – independent
Check your punctuation – independent
Check your spellings – Does it look right? – begin independence
Assess effectiveness of own and others' writing – suggest improvements and propose changes to grammar and vocabulary to improve (pronouns) - Teach

Year 5/6 : Read your sentences – do they make sense? (consistent tense - singular and plural subject and verb agreement) – independent
Check your punctuation – have you used a range? – independent
Check your spellings – look / dictionary – identify as writing – independent
Assess effectiveness of own and others' writing and propose changes to

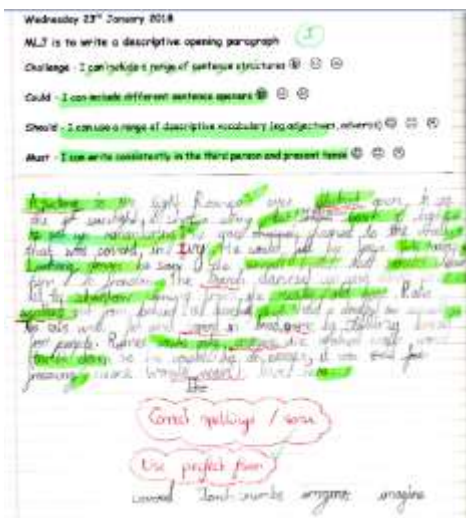
vocabulary, grammar and punctuation to enhance effects. – developing independence

SUMMER TERM:

All years should be consolidating editing and improving.

When editing children can re-write and improve sections of their writing. A dark blue or purple pencil can be used to make corrections to their writing (eg – adding in full stops, capital letters). Initially, errors will need to be highlighted then as children progress they should be able to spot some errors independently while reading writing back.

When correcting spellings, children should list corrections underneath their writing.



Editing will need to be taught:

GUIDED – teacher works with a small group to plan / write OR redraft / improve work already written.