Welcome to the proofreading, editing and redrafting morning

Miss Beverley
(English lead)
‘Self-editing is a vital skill to learn, and it puts children at a massive advantage if they learn to do this at a young age, rather than relying on a teacher or parent to go through their work,’ explains Ed Vere, bestselling author of Max the Brave.

Why proofread and edit?

Year 2

Working at greater depth

The pupil can, after discussion with the teacher:
• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
• make simple additions, revisions and proof-reading corrections to their own writing

En6/3.3a Plan their writing by:
   i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
   ii. noting and developing initial ideas, drawing on reading and research where necessary
   iii. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

En6/3.3b Draft and write by:
   i. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
   ii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
   iii. précising longer passages
   iv. using a wide range of devices to build cohesion within and across paragraphs
   v. using further organisational and presentational devices to structure text and to guide the reader

En6/3.3c Evaluate and edit by:
   i. assessing the effectiveness of their own and others’ writing
   ii. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
   iii. ensuring the consistent and correct use of tense throughout a piece of writing
   iv. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

En6/3.3d proofread for spelling and punctuation errors
Why we teach proofreading, editing and redrafting at Adel

- It changes the mindset of the children. Children see writing as a process as opposed to a one-off lesson.
- It gives children chance to reflect on their work and see it with a 'fresh set of eyes'. When they are given the time, children can assess the effectiveness of their writing and consequently improve it.
- We feel that the writing produced after a draft, proofread/edit and redraft is much better than the pieces (that may often be rushed) where the children haven't had the time to reflect on their writing.
- We feel that time needs to be spent on redrafting, where the children are given a purpose to redraft (it shouldn't be a chore!). Purposes may include: publishing a book of stories, putting it on the wall or sending it to a recipient. This way, the children can be proud of their final draft.
How we teach the editing process at Adel Primary

- Discussing the importance of proofreading and editing and getting across to the children that all authors do this (multiple times!).
- Modelling how to edit and speaking out loud as we edit in front of them.
- WAGOLLs (what a good one looks like) so the children can compare it to their work and assess the impact of their own.
- WABOLLs (what a bad one looks like)- proofreading (correcting) and upscaling them (editing).
- Editing stations.
- Peer assessment.
A tool for proofreading and editing across school

<table>
<thead>
<tr>
<th>ARMS</th>
<th>COGS</th>
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<tbody>
<tr>
<td>for editing</td>
<td>for proof-reading</td>
</tr>
<tr>
<td>Add</td>
<td>Capitals/full stops</td>
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<tr>
<td>Remove</td>
<td>Organisation</td>
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<tr>
<td>Move</td>
<td>Grammar</td>
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<tr>
<td>Substitute</td>
<td>Spelling</td>
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</tbody>
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Self edit- **Green pen**

Peer edit- **Purple pen**
Editing in Year 1 may begin by looking at COGS (proofreading) then slowly move on to ARMS. A WABOLL may be used before looking at their own writing so children can easily identify errors in their own.

*Once upon a time there was a man. He was called Jim.*

Can you check:
- (C) Capital letters?
- (O) Organisation?
- (G) Grammar (punctuation)?
- (S) Spelling?
- (A) Add? Can you add any adjectives to this sentence?
• ARMS is explicitly taught throughout school with a particular focus in KS2.
• A WABOLL may be used for children to 'upscale' with the support of word banks, thesauruses and the 'descriptosaurus'.
• By using WABOLLs before an extended piece, children understand what is and isn’t expected of them, whilst enabling them to see how they can improve their own writing through ARMS.

The pretty, beautiful cat walked along the wall carefully.

(A)dd
(R)emove
(M)ove
(S)ubstitute
KS2

Editing Stations

Editing stations can be used during or after a written task. Instead of asking pupils to go through their whole piece of work and check it, which is often unsuccessful – they focus on one particular area to edit, meaning there is a much bigger impact on their writing.

Spelling

Punctuation
- Semicolons’ colons
- Commas after the fronted adverbial

Vocabulary

Relative clauses
How you can help

• Encourage your child to find spelling/punctuation mistakes in their work/homework and correct them.
• Encourage your child to question vocabulary that they come across in reading books. Encourage them to find the definition and subsequently utilise (or substitute) the new vocabulary in their writing.
• Encourage your child to reread every piece of writing that they write (it's only what we would do as adults when writing an e-mail).
• If you think that your child could develop their writing, create a WABOLL for them to upscale. This could be as easy as 'The man was happy.'
• Continue to develop your child's growth mind set and resilience towards editing- make them see it as a process rather than a chore.
Any questions?