**The Editing & Proofreading Process at Sennen**

Editing a piece of work can often be a difficult skill to master. Being able to identify where you have made mistakes and know how to improve something you have already finished can be difficult. However, editing a piece of writing is something that all adults do, sometimes on a daily basis depending on where they work. For this reason, we believe that the children at Sennen should learn to become independent editors of their own work by the time they leave us. The editing process involves children drawing upon everything they have learned up to that given point. This can often be overwhelming for children and therefore time to reflect and prompts from teachers can often be needed. In order for children to become independent & effective editors, **direct teaching of this skill is needed**. For this reason, at Sennen children will be taught how to edit in a variety of ways.

Children will learn to edit through short editing lessons and use these skills in editing their own work. Children will have experience of short editing lessons where they will focus on a different editing skill such as improvement of vocabulary or removal of unnecessary description. These skills can then be applied to ‘deeper editing’ of a piece of writing. The aim of this is to impact on subsequent pieces of work and encourage the children to always think of ways to improve their writing to have the most impact on the intended audience.

What are editing & proofreading?

**Editing** requires pupils and their peers to propose changes to vocabulary and grammar in order to make their writing more interesting to read; so, for example, a simple phrase like ‘I was scared’ could be exchanged for, ‘I felt apprehensive – anxious that no one would find us!’. Learners might also check that they have used the correct tense throughout their work.

**Proofreading** involves pupils checking their work for punctuation and spelling errors only - for example, they should note whether they have used brackets and full stops correctly. The spelling rules they use while proofreading should focus on the patterns they are studying as a year group; this enables pupils to explore challenging vocabulary.

What does it look like in practice?

* Modelling is key – using whole class texts
* Opportunities to rehearse the skill with gradual release – focused instruction, guided instruction, collaborative learning, independence
* Using work that is not their own with deliberate mistakes to focus on a particular skill
* *Inclusion* of more interesting vocabulary considering the impact on the reader
* *Removal* of over-used/ unnecessary description
* *Correction* of spelling or tense
* Opportunities to collaboratively edit/ proofread own work in order to redraft

**Editing and proofreading in the English programmes of study**

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| --- | --- | --- | --- |
| Y1 | Y2 | Y3 & 4 | Y5 & 6 |
| * Re-read what they have written to check it makes sense
* Discuss what they have written with the teacher or other pupils
 | * Make simple additions, revisions and corrections to their own writing by:
* Evaluating their writing with the teacher and other pupils
* Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
* Proofread to check for errors in spelling, grammar and punctuation
 | * Evaluate and edit by:
* Assessing the effectiveness of their own and other’s writing and suggesting improvements
* Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
* Proof-read for spelling and punctuation errors
 | * Evaluate and edit by:
* Proposing changes to vocabulary and grammar, to enhance effects and clarify meaning
* Ensuring the consistent and correct use of tense throughout the piece
* Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing appropriate register
* Proof-read for spelling and punctuation errors
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