Preview of 'Editing Toolkit'

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In this document:

A toolkit to support class teacher's teaching editing and redraftng successfully

CPD training materials

Step 1 and step 2 editing explained with supporting resources from
Yr 1 – Yr 6

Editing Toolkit (preview – full document available on Moodle+)

The national curriculum requires children to edit and refine their work independently. This essential writer's skill and behaviour of a writer is often an area of the writing process teacher's struggle to teach successfully. This toolkit gives suggested resources that build the process towards accountable learners, with progression from Year 1 to Year 6.

Reflective writers make ever better choices every time

How do I ensure children proof read and edit effectively?

IMPROVE

INDEPENDENT
- Do children understand step 1 and step 2 skills and behaviours?
  - Do non-negotiables grow over the year to reflect new embedded learning?
  - Are these easily accessible and understood by all children?

MODEL
- Have you scaffolded the process and skills sufficiently to enable children to be successful?
  - Have you modelled editing for a specific skill e.g. sentence accuracy, improving word choice?

PEER REVIEW
- Do children peer and group edit effectively?
  - Have you modelled and explained clearly and frequently how to peer and group review?
    - Do children know what to look for, how to give positive criticism, sentence starters for effective feedback etc

REFLECT
- Are children given an incentive to edit e.g. publish
  - Is children's editing valued through feedback?

OPPORTUNITY and TIME
- Is sufficient curriculum time given within the learning journey?
  - Have you utilised breakaway groups and guided sessions to meet individual needs?

VARY
- Do you have a range of engaging approaches to editing?
  - Do children have 'go to' strategies e.g. editing ears, spelling spyglass, editing flaps?
  - Are children clear exactly which part/s they have to edit e.g. which paragraphs need to be redrafted rather than all of it ?

EXPECTATIONS
- Have you set high expectations for step 1 and step 2 editing?
  - Is there an ethos of accountable learners e.g. carrying out 'step one' before waiting to be asked?
    - How are editing expectations adapted for SEN / higher attainers?

Can you add adjectives and adverbs?

Word

Editing cube

Year 2 – supports independent editing focus

Check your spellings

Roll this cube to edit and improve your writing independently

Read your writing out loud and use your editing ears
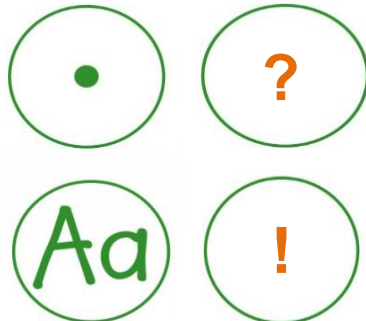
Have you used conjunctions?

WORD
or when
if but

Punctuation

• ?

Aa !

How to peer edit successfully (KS2)

Be sensitive to each other's feelings

What are you pleased with in your writing today?
What would you like help with?

Listen to each other

Give full attention when reading aloud
Make eye contact

Give positives, but be precise with praise

Your strongest section is …
I like the way you …
You have no problem with …
The introduction is very clear.

Be specific with suggestions

I was confused when … can we read it again please?
Are you sure that comma is needed there?
Two ideas for improvement are …
Shall we get a thesaurus to improve this word?