



Moorhill Primary School

English Curriculum Policy Documents

Evaluating, Proof-Reading, Editing and Redrafting

PROGRESSION DOCUMENT

You write to communicate to the hearts and minds of others what's burning inside you, and we edit to let the fire show through the smoke.

Arthur Plotnik

Introduction

At Moorhill Primary School, we understand that evaluating, proof-reading, editing and redrafting are an essential part of the writing process. This document serves to exemplify how this essential process is enacted as part of the curriculum, and how learners develop these skills throughout the school.

Evaluating	Discussing the effectiveness of writing produced against the intended purpose and audience.
Proof-Reading	Reading aloud to check writing makes sense and is accurate.
Editing	Secretarial skills, checking that spelling, grammar and punctuation rules which have been previously taught are applied accurately in writing.
Redrafting	Compositional improvements, making changes to writing to make it more effective.

In Reception

ELG:

To write simple sentences which can be read by themselves and others

Skills	What does this look like in Reception?
Evaluating	What were you writing? Have you done this? Do you think this is good writing? Why?
Proof-Reading	Learners to practice reading aloud what they have written.
Editing	Questions linked to phonics and letter formation. How have you used your sounds to help you? Have you formed your letters correctly? Modelled editing by the teacher.
Redrafting	Modelled compositional improvement, can you help me make my writing better?

Examples:

In Year 1

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

NC Statements:

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

To discuss what they have written with the teacher or other pupils

To read aloud their writing clearly enough to be heard by their peers and the teacher.

Skills	What does this look like in Year 1?
Evaluating	<p>What were you writing? What were you trying to do? Have you done this? <i>We have been writing a, we wanted to,</i> <i>After reading my work, I feel ... I want to ... I know ...</i></p> <p>Peer to peer feedback on effectiveness.</p>
Proof-Reading	<p>Reread their writing aloud to check that it makes sense. Begin to identify if they have missed out words and add these in. Plan opportunities for learners to read what they have written to the teacher, the class, a partner, a parent/carer.</p>
Editing	<p>Planned opportunities for learners to edit and improve writing, throughout the writing process.</p> <p>Teacher identification of errors to be corrected (spellings of words which could be spelt correctly using phonic knowledge or red word lists) and missing capital letters and full-stops.</p> <ul style="list-style-type: none"> - Using phonic knowledge to edit spellings. - Using red word lists to edit spellings of common words. - Correct errors in capital letters, as directed by the teacher. - Insert missing full-stops, as directed by the teacher. <p>Once taught, also check for:</p> <ul style="list-style-type: none"> • Capital letters for names and 'I' • Finger spaces • Full stops.
Redrafting	<p>Planned opportunities for learners to edit and improve writing, throughout the writing process.</p> <p>Modelled compositional improvements, using learners work as examples and modelling the redrafting process. Start from a poor text and work together to improve it. Identification of words which could be improved. Trying out different synonyms within sentences to find the best-fit.</p> <p>Progressing onto, teacher identification of word which could be improved in children's writing and options given to help them in identifying the best one. Children to select the best-fit.</p>

Examples:

In Year 2

Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

NC Statements:

To 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
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Reading aloud what they have written with appropriate intonation to make the meaning clear

Skills	What does this look like in Year 2?
Evaluating	<p>Review their own writing and judge if readers would find it interesting or exciting.</p> <p>Evaluate the effectiveness of their writing with the support of the teacher and other pupils.</p> <p><i>I think that my writing is successful because ...</i></p> <p><i>I think that my writing is effective because</i></p> <p><i>To make my writing even better, I could ...</i></p>
Proof-Reading	<p>Re-read to check that their writing makes sense and that the correct tense is used throughout.</p> <p>Opportunities to read writing aloud to themselves, to the class, to a partner, to the teacher.</p>
Editing <i>Completed in purple pen</i>	<p>Learners should be supported to check and edit writing for:</p> <ul style="list-style-type: none"> • Capital letters for names and 'I' • Finger spaces • Full stops <p>By the end of Year 2, learners should be competent in independently checking their writing for:</p> <ul style="list-style-type: none"> • Question marks • Exclamation marks • Commas in a list • Apostrophes for possession and contraction • Accurate verb tenses <p>At the start of the year, teacher identification of errors, moving rapidly towards learners using support tools to help them in identifying own errors (eg. phonic word mats, red words, CEW, help-sheets, displays, topic mats, punctuation mats/displays).</p> <p>Teacher modelling of using resources to support learners in checking and editing their work, including the use of misconceptions and poorly edited work.</p> <p>Collaborative editing of own work and anonymous examples.</p>
Redrafting <i>Completed in purple pen</i>	<p>Linked to the SPAG focus or SPAG skills previously taught, teacher identification of sentence to redraft and improve, applying the SPAG skill effectively.</p> <p>Teacher to gradually release responsibility for identifying sentence to improve to learners throughout the year.</p> <p>Learners to begin to identify areas within their own writing (after reading it out loud and discussing it with the teacher/ a partner) areas where they could make their writing more exciting or interesting.</p> <p>Learners to redraft the sentence in purple pen at the bottom of their work or using a flap.</p>

In Year 3 and Year 4

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.

Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

NC Statements:

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
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Skills	What does this look like in Year 3 and Year 4?
Evaluating	<p>Work independently and with others to assess the effectiveness of their own and others' writing (linked to the purpose) and suggest improvements based on what they have learned, read and discussed.</p> <p><i>In this piece of writing I wanted to I have done this by Next time I think I could...</i></p> <p><i>How is my writing similar to ...</i></p> <p><i>I think your writing is effective because To make it even more effective you could</i></p>
Proof-Reading	<p>Read their writing aloud to check that it makes sense, insert missing words and punctuation to improve consistency whilst reading.</p>
Editing <i>Completed in purple pen</i>	<p>Proofread their own and others work to check for errors in spelling, grammar and punctuation (with increasing accuracy and independence).</p> <p>Check for:</p> <p>Spelling of HFW, Y1/2 Spelling words and CEW.</p> <p>Consistent verb tense.</p> <p>Accurate use of full-stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for possession and contraction.</p> <p>Once taught, editing should also include:</p> <p>Y34 Spelling words.</p> <p>Inverted commas and speech punctuation.</p> <p>Commas after fronted adverbials.</p>
Redrafting <i>Completed in purple pen</i>	<p>Identify areas within own and others writing which are not as effective (ie. do not meet the purpose, not easy to read, irrelevant) to redraft. Through discussion, with peers and the teacher, identify the issue and how this could be improved.</p> <p>Annotate the section to evidence reasons for selecting it as a redraft in purple pen.</p> <p>Redraft section/ paragraph at the bottom of the work or as a flap in purple pen.</p>

In Year 5 and Year 6

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Pupils should be taught to enhance the effectiveness of their writing as well as their competence.

NC Statements:

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
- Proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Skills	What does this look like in Year 5 and 6?
Evaluating	<p>Work independently and with others to assess the effectiveness of their own and others' writing (linked to the purpose, audience and effect) and suggest improvements based on what they have learned, read and discussed.</p> <p><i>The effect I was trying to create was ... I have done this by ... I think this is effective... because ...</i></p> <p><i>When I read your writing, you made me think/feel... by ...</i></p> <p><i>Your writing reminds me of ...</i></p> <p><i>When I read this, I noticed that ... this made me ...</i></p>
Proof-Reading	<p>Read their writing aloud to check that it makes sense, correct errors, improve punctuation and ensure correct tense throughout, to improve consistency whilst reading.</p> <p>Read aloud own compositions confidently and with appropriate intonation so that meaning is clear and ensure that this can be achieved by others, as a result of the punctuation they have selected.</p>
Editing completed in purple pen	<p>Proofread their own and others work to check for errors in spelling, grammar and punctuation (with increasing accuracy and independence).</p> <p>In Year 5, check for:</p> <ul style="list-style-type: none"> • Spelling of HFW, Y3/4 Spelling words and CEW. • Consistent verb tense • Accurate use of full-stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for possession and contraction. • Inverted commas and speech punctuation and commas after fronted adverbials. • Paragraphing <p>Once taught, editing should also include:</p>

	<ul style="list-style-type: none"> • Accurate punctuation of relative clauses and parenthesis (Including brackets, dashes and commas). <p>In Year 6, check for:</p> <ul style="list-style-type: none"> • Spelling of HFW, Y3/4 Spelling words and CEW. • Consistent verb tense • Accurate use of full-stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for possession and contraction. • Inverted commas and speech punctuation and commas after fronted adverbials. • Paragraphing • Accurate punctuation of relative clauses and parenthesis • Brackets, dashes and commas to indicate parenthesis <p>Once taught, editing should also include:</p> <ul style="list-style-type: none"> • Semi-colons, colons, hyphens, single-dashes. • Accurate subject-verb agreement (particularly was/were).
<p>Redrafting completed in purple pen</p>	<p>Identify areas within own and others writing which are not as effective (ie. do not meet the purpose, not easy to read/ fluent, does not flow from previous section, irrelevant, is not concise or clear enough) to redraft. Through discussion, with peers and the teacher, identify the issue and how this could be improved.</p> <p>Begin to identify inconsistency across the whole-text, and edit to improve.</p> <p>Redraft within sections, across paragraphs and throughout whole-texts to enhance effects, clarify meaning, maintain formality and improve cohesion.</p> <p>Redraft within sections, across paragraphs and throughout whole-texts to refine the language of speech and writing, ensuring sufficient contrast in register between author and characters.</p> <p>Annotate across the whole-text to identify a variety of reasons for editing and redrafting words, sections, paragraphs.</p> <p>Edit over writing and redraft at the bottom of the work or as a flap.</p>