



Developing deeper subject knowledge:

Unit 7 - How to teach proofreading and editing

Activities to try

1. Shared writing

Read through the work as the children follow, explaining that you are looking for a particular type of spelling error, related to a specific and recent teaching focus (e.g. the spelling of -ed endings). Think aloud as you identify each error and encourage the children to go through the following routine.

Underline the part of the word that looks wrong and explain why it looks wrong.

Try out an alternative spelling.

Ask yourself whether it looks right.

Check from another source (e.g. words around the room, another child, spelling log, dictionary).

Write in the correct spelling.

2. Independent writing

The children repeat the same process for their own writing across the curriculum. Less confident writers can be supported in this process with group writing sessions.

Use dictionaries and spelling checkers

Ask children to use a viewfinder to focus in on their spellings.

Planning your next steps

What is the difference between proofreading and editing?

Are you clear about the difference between additions, revisions and corrections?

Are we teaching by purpose rather than leading by text type (N.B. We can still teach the features of a text type but leading by purpose allows for greater application across a range of writing)?

Where is editing and proofreading taught within a unit or sequence of work?

Are proofreading and editing skills utilised across the curriculum?

Are teachers explicitly teaching proofreading skills from Year 2 onwards?

Are teachers explicitly teaching editing and evaluating skills from Year 2 onwards?

Is proofreading and editing planned for across the school?

Can we see proofreading and editing in writing books?