

THE VAYNOR CURRICULUM

Editing Writing



Year 1	Year 2	Year 3	Year 4
<p>Evaluate, redraft and edit:</p> <ul style="list-style-type: none"> • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read their writing aloud clearly enough to be heard by their peers and the teacher. 	<p>Evaluate, redraft and edit:</p> <ul style="list-style-type: none"> • 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] • Read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Evaluate, redraft and edit:</p> <ul style="list-style-type: none"> • to proof read their own and others' work to check for errors with increasing accuracy and to make improvements. Proof-read for spelling & punctuation errors. • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • 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. 	<p>Evaluate, redraft and edit:</p> <ul style="list-style-type: none"> • To proof read confidently and amend their own and other's writing, e.g. adding in nouns/pronouns to avoid repetition, recognizing where verbs and subjects do not agree or lapses in tense. • 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

Teaching sequence

	Daily practice	End of writing opportunity
EYFS	<ul style="list-style-type: none"> • Daily checking as part of phonics. • 1,2,3 show me- during phonics sessions 	<ul style="list-style-type: none"> • Close the gap marking done as a group- focus on high frequency words and handwriting.
Year 1	<ul style="list-style-type: none"> • Re-reading what they have written to check that it makes sense . Chn to edit their work with a pencil or red pen and make corrections. • Focus on spellings and letter formation 	<ul style="list-style-type: none"> • Opportunities to self-assess their work using the steps to success- the features – using a smiley face approach. • Discuss the impact on the reader- use green highlighter to show when they have used a feature
Year 2	<ul style="list-style-type: none"> • Build in time for the children to make simple additions and corrections. This can be done on going as the children write – using pencil as they go or red pen to edit once reflecting on their work for that day. • Focus on language choices and including the features when talking about their work. 	<ul style="list-style-type: none"> • Self and peer assessment opportunities of their work • After discussion with the teacher and other pupils, redraft a section of the final writing opportunity. <p>Yellow box highlighted around the child’s work for them to: to make revisions to their work.</p> <p>In the margin teacher to identify what the children needs to revise. Such as check your- conjunctions, punctuation, uplevel language choices etc.</p>
Year 3	<ul style="list-style-type: none"> • Build in time for the children to make simple additions and corrections. This can be done on going as the children write – using pencil as they go or red pen to edit once reflecting on their work for that day. • Peer assessment- read each other's work and perform their work. 	<ul style="list-style-type: none"> • Peer assessment to evaluate their own and others work. Looking the features and the impact this has on the reader. <p>As a reader I have..... As a writer I have..... Or As a reader I felt..... As a writer they have (peer assessment)</p> <ul style="list-style-type: none"> • Redraft a section of the final opportunity. <p>Yellow box highlighted around the child’s work for them to: to make revisions to their work. After discussion with the teacher children to use the checklist to improve own work.</p>
Year 4	<ul style="list-style-type: none"> • Build in time for the children to make simple additions and corrections. This can be done on going as the children write – using pencil as they go or red pen to edit once reflecting on their work for that day. • Peer assessment- read each other's work and perform their work. 	<ul style="list-style-type: none"> • Peer assessment to evaluate their own and others work. Looking the features and the impact this has on the reader. <p>As a reader I have..... As a writer I have..... Or As a reader I felt..... As a writer they have (peer assessment)</p> <ul style="list-style-type: none"> • Redraft a section of the final opportunity. <p>Yellow box highlighted around the child’s work for them to: to make revisions to their work. Teacher does not identify what is needed to revise but use the checklist to improve own work.</p>