

Holymead Primary School

Editing Overview

Year Group	Editing Activities
R	Modelled by adults through speaking and listening activities as well as recording activities.
1	Use sticky coloured dots to add full stops. Underline spelling errors: children to correct and record (see spelling overview). Hoppy the frog.
2	Use sticky coloured dots to add full stops. Underline spelling errors: children to correct and record (see spelling overview). Use editing pen to add full stops and capital letters. Self-review: WWW (what went well) and EBI (even better if). Correct sentences with deliberate errors.
3	Underline spelling errors: children to correct and record (see spelling overview). Use editing pen to add full stops and capital letters. Display examples of children's work (with their consent) and edit as a class. Self-review: WWW (what went well) and EBI (even better if). Correct sentences with deliberate errors. Additional text to be added/corrected using asterix system.
4	Underline spelling errors: children to correct and record (see spelling overview). Display examples of children's work (with their consent) and edit as a class. Children identify 2/3 sentences that they could improve and highlight. Sentences are rewritten (up levelled) in follow up lesson. Editing checklists displayed/provided. Self-review: WWW (what went well) and EBI (even better if). Peer-review: WWW (what went well) and EBI (even better if). Correct sentences with deliberate errors. Additional text to be added/corrected using asterix system.

	<p>Big Write – 5 minutes editing time at the end of each Big Write.</p> <p>Discrete editing lessons (once a term following a Big Write).</p>
<p>5</p>	<p>Underline spelling errors: children to correct and record (see spelling overview).</p> <p>Display examples of children’s work (with their consent) and edit as a class.</p> <p>Children identify 2/3 sentences that they could improve and highlight. Sentences are rewritten (up levelled) in follow up lesson.</p> <p>Editing checklists displayed/provided.</p> <p>Self-review: WWW (what went well) and EBI (even better if).</p> <p>Peer-review: WWW (what went well) and EBI (even better if).</p> <p>Correct sentences with deliberate errors.</p> <p>Additional text to be added/corrected using asterix system.</p> <p>Big Write – 5 minutes editing time at the end of each Big Write.</p> <p>Discrete editing lessons (once a term following a Big Write).</p> <p>Publishing work using ICT.</p>
<p>6</p>	<p>Underline spelling errors: children to correct and record (see spelling overview).</p> <p>Display examples of children’s work (with their consent) and edit as a class.</p> <p>Children identify 2/3 sentences that they could improve and highlight. Sentences are rewritten (up levelled) in follow up lesson.</p> <p>Editing checklists displayed/provided.</p> <p>Self-review: WWW (what went well) and EBI (even better if).</p> <p>Peer-review: WWW (what went well) and EBI (even better if).</p> <p>Correct sentences with deliberate errors.</p> <p>Additional text to be added/corrected using asterix system.</p> <p>Big Write – 5 minutes editing time at the end of each Big Write.</p> <p>Discrete editing lessons (once a term following a Big Write).</p> <p>Publishing work using ICT.</p> <p>Read out loud to a partner.</p> <p>Change sentence structures e.g. The vicious dog barked wildly – Wildly the vicious dog barked.</p>