

Manor Beach Editing Policy



MANOR BEACH PRIMARY SCHOOL EDITING POLICY

REVIEW DATE: APRIL 2021
REVIEW DUE: APRIL 2023

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Editing is an important step in developing effective writing. Children need to be able to read through work to check it make sense. Young writers need to learn that re-thinking and re-working a piece of writing is a normal part of the writing process. We want our children to be able to consider whether or not the writing meets the needs and interest of their audience. As they move through school we want them to make changes that go beyond just fixing a mis-spelt word or changing punctuation. Editing will be taught and modelled by the teacher.

Children will be taught to edit using three editing strategies:

1, **Specific criteria** – once children have finished a piece of work or the time for the task is over, they should be referred back to the objective of the task and encouraged to improve edit aspects of their work.

2. **Self-marking/ Peer marking-** focuses on children reflecting on their own work and judging how well they performed in relation to the success criteria. Peer marking engages children in reading and giving feedback to their peers, usually verbally but may at times involve a short comment.

3. **Independent editing strategies** – Children will be taught how to edit through modelled sessions by the teacher. The focus of the editing will refer back to the purpose and criteria of the lesson or non-negotiable elements of writing for their year group.

In some cases editing might only involve one aspect such as punctuation or word choices and these will be amended using purple pens. At other times it may involve the re-writing of a few lines or a paragraph (KS2). This might focus on sentence construction/ order, sentence openers, impact on the reader, use of vocabulary/ overuse of adjectives etc. These will be written on an additional strip of paper (editing strip) and placed over the original writing, secured by one side being stuck in the margin.

Children should be able to:

Foundation Stage

- Correct letter formation in response to verbal feedback.

Year 1

- Re-read what they have written to check it makes sense.
- Discuss what they have written with an adult or other pupils
- Check spelling patterns which have been taught and amend
- Rewrite letters/ spellings in response to verbal or written feedback.

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Year 2

- Re-read what they have written to check for sense
- Check known spelling patterns
- Self- correct verb tenses and punctuation
- Consider whether verbs to indicate time are used correctly and consistently

Year 3 and 4

- Re-read what they have written and check for sense
- Check work in response to success criteria or non-negotiables
- Be able to read work from a peer and make sensible suggestions to improve in relation to the criteria
- Check and propose changes to grammar and vocabulary to improve work
- Begin to use editing strips to rewrite sentences or short paragraphs
- Proof read for spelling and punctuation errors

Year 5 and 6

- Re-read work to check for sense
- Propose changes to vocabulary and grammar to enhance effects and clarify meaning
- Ensure consistent and correct use of tense throughout pieces
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register.
- Proof- read for spelling and punctuation
- Read work from a peer and make pertinent suggestions for improvement in relation to the criteria and non- negotiables
- Use editing strips to rewrite groups of sentences or paragraphs.

Policy to be reviewed April 2023