LEARNING TOGETHER
CORNWALL EDUCATION LEARNING TRUST

Editing – a CELT approach

CELT Documentation

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How this document is arranged

1. An overview of what editing should look like.
2. The pedagogy of why.
3. Tools for your editing toolkit.
4. Editing process and strategies by year group
5. Details of the editing strategies by strand (with micro-scripts)
6. Feedback

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What editing should look like

What editing should look like

- Editing should be delivered in a '**ping-pong**' teaching style.

- This means it flips between the **teacher** teaching a misconception/error and the pupils finding it and **editing** it within their own work.

- This is likely to follow a '**My turn; your turn**' or '**I do, we do, you do**' model (which includes shared editing of a modelled write/peers writing).

- **Explicit teaching of each editing skill/strategy** should be done one at a time, before children are 'released' to independently edit.

- Editing should be **scaffolded** to enable success.

- Pupils should be given opportunities to **reflect on their strengths/challenges** when editing – possibly referring to targets.

- The **purpose and impact** of every writer's 'choice' should be explained. I am going to use X because it will do Y for the reader.

- **TOL** (thinking out loud) should be modelled throughout editing.

The pedagogy
of why

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The pedagogy of why

- Research about teaching and learning encourages a '**gradual release of responsibility**' where the teacher teaches, then editing is carried out together, before independent application.

- **Cognitive Load** theory suggests sharing everything about editing, then releasing pupils to edit will mean some information is lost if too much is delivered at once. **Chunking of strategies and then immediate application is preferable**.

- Metacognitive research shows the importance of **modelling, scaffolding and thinking out loud** to support pupils in doing the same especially pupils with additional needs.

- Metacognitive research suggests pupils need **knowledge of the task, themselves and strategies**. This model incorporates all three.

Metacognitive Knowledge

This refers to knowledge of the task, strategies, and ourselves.

We approach any learning task with some knowledge of:

- **Knowledge of Task**—the type of activity

- **Knowledge of Strategies**—what strategies might be useful

- **Knowledge of Self**—our own abilities and emotions

What am I editing for?
Why do I need to do this?
What is my aim by doing this?

What explicit editing strategy am I being asked to used?

What are my writing targets?
What do I find challenging?
Which resources might support me?

It includes opportunities for the SEND five-a-day approach.

Tools for your editing toolkit

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Tools for your editing toolkit

Recommended

- Complex speed sound charts

- Working walls

- RWI 'check boxes'.

- 'Have a go' sheet or white boards.

- Dictionaries and thesaurus and/or word mats, word banks, descriptosaurus resources, working walls.

- Sticky dots

- Highlighters/ coloured pencils

- Rulers

- Purple pens/ editing pens

- Double line spacing (leave a line for editing)

- Sheets (for drafting or writing up to avoid 'page turning')

- Minimal marking codes

- Time for verbal feedback

- Post-it notes

- Access to previous work

- Dedicated lessons for editing.

Possible

- Widgit

- Clicker

- Visualisers

- Writing targets

- Descriptosaurus (or similar)

Essential editing strategies for EVERY year group

- Read the drafts and **plan editing priorities** before the editing sessions.

- **Don't try to edit everything**. Choose your biggest wins and target different areas over the year.

- Ensure plenty of **time for editing**. This may be more than one lesson.

- **Leave a line** after every line written to make editing easier.

- Ensure all editing is **modelled and uses TOL** (thinking out loud).

Editing strategies

EYFS

Fred fingers

Phoneme frames

Speed sound charts on the tables
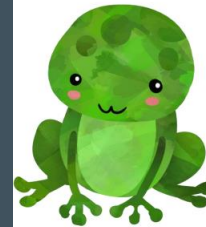
Mark-making opportunities in continuous provision

![Read Write Inc. Phonics]

RWI Complex Speed Sounds Tabletop Chart

Consonant Sounds

b bb	c k ck ch que	ch tch	d dd	f ff ph	g gg gu gue	h	j g ge dge	l ll le	m mm mb	n nn kn gn	ng nk

p pp	qu	r rr wr	s ss se c ce sc	sh ti si ci ch	t tt	th	v ve	w wh	x	y	z zz s se

Vowel Sounds

a	e ea	i y	o a	u o ou	ay a_e ai	ee e_e ea	igh i_e y	ow o_e oa	oo u_e ew

Year 1

Processes for editing

- MTYT
- I do, we do, you do
- Ping-pong
- Small group guided editing (early on)
- Double line spacing

Resources required

- Tick or fix.
- Speed sound charts on tables.
- Red word mats
- Word banks for every topic and lesson. These could include widgit.
- RWI Check box.
- Highlighters/ coloured pencils

Check ✓		
capital letters	full stops .	⌐ gaps

Focus skills for editing (select from the below as required):

- Whole class or small group guided editing for a selection of the following dependent on priorities:
    - Finger spaces
    - Capitals for names, sentences, places and days of the week.
    - Red word spellings (be selective).
    - Phonemic spellings
    - Irregular spellings

Jack _____ down the _____ stalk _____ ran home.

artefact | medicine | disease

wounded | hospital | Florence Nightingale

Year 2

Processes for editing

- MTYT
- I do, we do, you do
- Ping-pong
- Small group guided editing (early on)
- Double line spacing

Resources required

- Tick or fix.
- Speed sound charts on tables.
- Red word mats
- Word banks for every topic and lesson. These could include widgit.
- RWI Check box.
- Highlighters/ coloured pencils

Check ✓		
capital letters	full stops .	⌂ gaps

Focus skills for editing (select from the below as required)

- Whole class or small group guided editing for a selection of the following dependent on priorities:
  - Finger spaces
  - Capitals for names, sentences, places and days of the week.
  - Red word spellings (be selective).
  - Phonemic spellings
  - Irregular spellings
  - ?
  - !
  - Co-ordinating conjunctions (underline)
  - Subordinating conjunctions (underline)

Read Write Inc. Red Words

above	by	go	me	other	some	to	were
all	call	great	mother	over	son	two	what
any	caught	he	my	said	talk	walk	where
anyone	come	her	no	saw	tall	want	who
are	could	here	now	school	the	was	whole
be	do	how	of	she	there	watch	why
bought	does	your	old	should	they	water	worse
brother	down	love	once	small	thought	we	would
buy	father	many	one	so	through	wear	you

The word **I** is also included in the Red Words

Equality and Diversity

segregation	equality	racism
civil rights	votes	suffragette
rights	diversity	political
historical	national	inequality
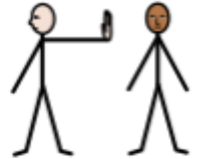
Year 3

Processes for editing

- MTYT
- I do, we do, you do
- Ping-pong
- Small group guided editing (early on)
- Double line spacing

Resources required

- Tick or fix.
- Speed sound charts on tables.
- Red word mats
- Word banks for every topic and lesson. These could include widgit.
- RWI Check box.
- Highlighters
- Dictionaries & thesaurus
- Have a go sheet
- Spelling bookmarks
- Descriptosaurus

Focus skills for editing (select from the below as required)

Whole class or small group guided editing for a selection of the following dependent on priorities:

- Finger spaces
- Capitals for names, sentences, places and days of the week.
- Spelling (in chunks - model key words, word banks, phonetic spelling, non-negotiables, misconceptions, red words).
- Punctuation (broken down . , ! ? " ").
- Conjunctions
- Paragraphs
- Uplevelling of vocabulary using word banks, dictionaries and thesaurus
- Tense – write tense at the top of the piece of writing - pas tense = was/were present tense = is/are
- Openers – underline the first word in your sentences. Are they varied? Adverbials? Conjunctions?
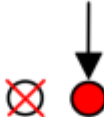
St Mewan – Spelling – 'have a go' sheet.
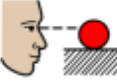
Use your speed sound chart and spelling skills to have a go.

Attempt one:

Goes it look right? If not, circle the bit that loons wrong, now use your chart and have another go – have as many tries as you need until it looks right.

5H Spellings

Where	Which	other	known
know	nice	meant	attention
might	people	their	there
teacher	through	minute	who

With	other
when	any
through	where
which	before
when	happen
because	leave
little	watch
over	decide
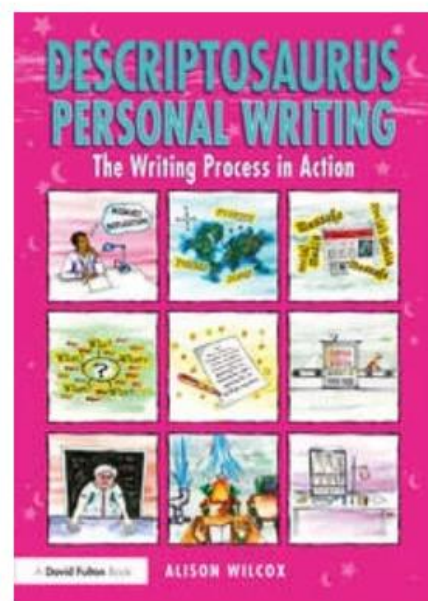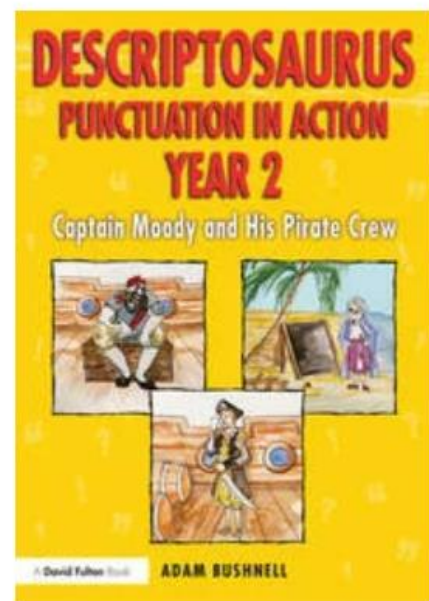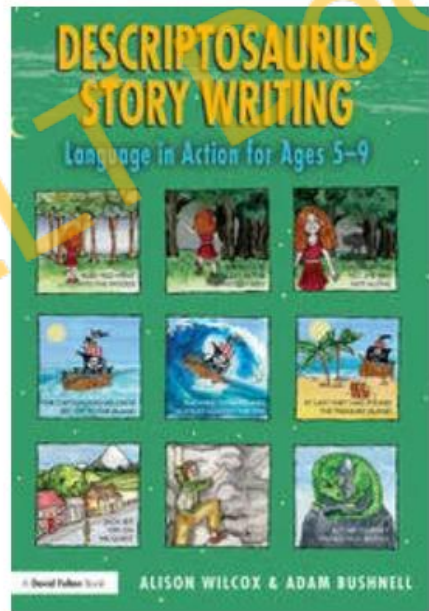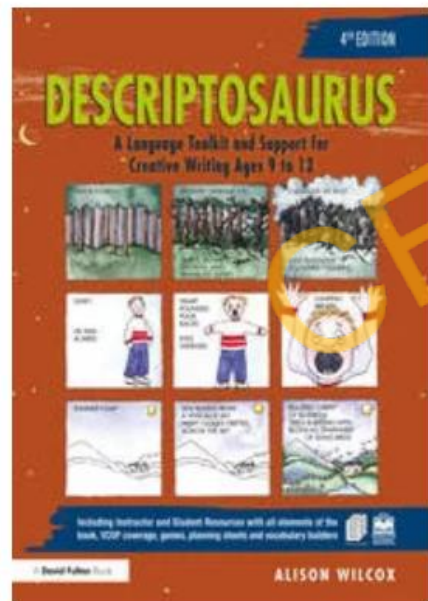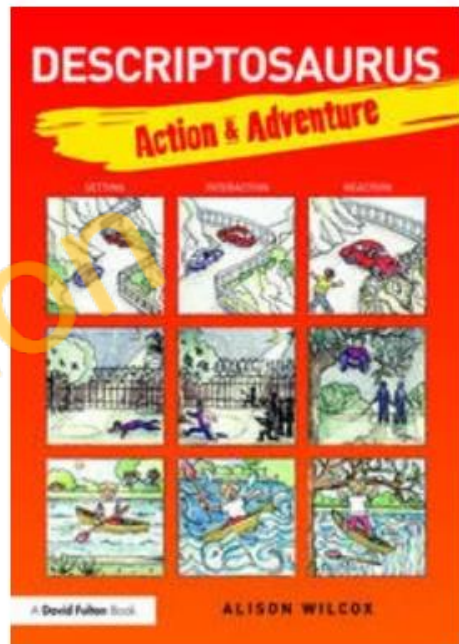
Eyes example

SECTION 1 – COLOUR

SENTENCES

His emerald green eyes sparkled impishly.

Curly, ink-black eyelashes feathered her beautiful sapphire blue eyes.

Her eyes were mud brown and as big as saucers.

Kitty's eyes were like sparkling blue diamonds and always seemed to dance with laughter.

Her eyes were velvet-brown and beamed with warmth like candles in the dark.

Robert's mouth was set in a firm line, but his twinkling grey eyes lit up his face.

Eyes that were as black as coal peered at her from beneath curly black lashes.

His steely blue eyes glinted like frost.

His large, staring eyes were an icy grey.

His bright green eyes burned with a cruel light.

Her eyes were an icy blue – cold and dangerous.

His eyes were a slate grey and bulging like a frog.

His eyes were as black as coal and hidden beneath huge bushy eyebrows.

His flinty, narrowed eyes were cold and rimmed with bulging blue veins.

Like a hawk, her eyes were yellow and unblinking and took in every detail, every move.

Her cold blue eyes were almost transparent and made Robert shiver as they drilled into him.

SECTION 1 – COLOUR

WORDS

Adjectives	Blue, grey, green, brown, hazel, black, yellow, bloodshot, pink-rimmed
	Dark, pale, transparent
	Sapphires, emeralds, diamonds, charcoal, slate, velvet
	Beautiful, brilliant, sparkling, gleaming, twinkling
	Soft, gentle, calm
	Laughing, impish, mischievous
	Cold, icy, steely, piercing, flinty, dangerous, mysterious
Verbs	Lit, shone, beamed, danced, sparkled, gleamed
	Burned, glinted, stared, drilled, pierced, bulged

SECTION 2 – SIZE

WORDS

Nouns	Saucers, frog
	Slits, folds
Adjectives	Big, wide, bulging, gaping
	Small, little, beady, oval, narrow
	Buggy, puffy, sunken
	Staring, unblinking
Verbs	Stared, glared, darted

Year 4

Processes for editing

- MTYT
- I do, we do, you do
- Ping-pong
- Small group guided editing (early on)
- Double line spacing

Resources required

- Tick or fix.
- Speed sound charts on tables.
- Red word mats
- Word banks for every topic and lesson. These could include widgit.
- RWI Check box.
- Dictionaries & thesaurus
- Spelling bookmarks

Focus skills for editing (select from the below as required)

Whole class or small group guided editing for a selection of the following dependent on priorities:

- Finger spaces
- Capitals for names, sentences, places and days of the week.
- Spelling (in chunks - model key words, word banks, phonetic spelling, non-negotiables, misconceptions, red words).
- Punctuation (broken down . , ! ? " ").
- Conjunction use
- Paragraphs
- Uplevelling of vocabulary using word banks, dictionaries and thesaurus
- Tense – write tense at the top of the piece of writing - pas tense = was/were present tense = is/are
- Openers – underline the first word in your sentences. Are they varied? Adverbials? Conjunctions?

Year 5

Processes for editing

- MTYT
- I do, we do, you do
- Ping-pong
- Small group guided editing (early on)
- Double line spacing

Resources required

- Tick or fix.
- Speed sound charts on tables.
- Red word mats
- Word banks for every topic and lesson. These could include widgit.
- RWI Check box.
- Dictionaries & thesaurus
- Spelling bookmarks

Focus skills for editing (select from the below as required):

Whole class or small group guided editing for a selection of the following dependent on priorities:

- Finger spaces
- Capitals for names, sentences, places and days of the week.
- Spelling (in chunks - model key words, word banks, phonetic spelling, non-negotiables, misconceptions, red words).
- Punctuation (broken down . , ! ? " " – () …
- Paragraphs
- Uplevelling of vocabulary using word banks, dictionaries and thesaurus
- Tense – write tense at the top of the piece of writing - pas tense = was/were present tense = is/are
- Openers – underline the first word in your sentences. Are they varied? Adverbials? Conjunctions?
- Clause structure (embedded)

Year 6

Processes for editing

- MTYT
- I do, we do, you do
- Ping-pong
- Small group guided editing (early on)
- Double line spacing

Resources required

- Tick or fix.
- Speed sound charts on tables.
- Red word mats
- Word banks for every topic and lesson. These could include widgit.
- RWI Check box.
- Dictionaries & thesaurus
- Spelling bookmarks

Strategies:

Whole class or small group guided editing for a selection of the following dependent on priorities:

- Finger spaces
- Capitals for names, sentences, places and days of the week.
- Spelling (in chunks - model key words, word banks, phonetic spelling, non-negotiables, misconceptions, red words).
- Punctuation (broken down . , ! ? " " – () ... - : ;
- Commas splicing
- Paragraphs
- Uplevelling of vocabulary using word banks, dictionaries and thesaurus
- Tense – write tense at the top of the piece of writing - pas tense = was/were present tense = is/are
- Openers – underline the first word in your sentences. Are they varied? Adverbials? Conjunctions?
- Clause structure (embedded)

You will need:
- Draft writing
- Highlighters
- Vocab books
- Literacy books & plastic wallet packs

Jumpstart: Spellings

Use your **green highlighter** to highlight Year 3/4 words in your writing.

Use your **pink highlighter** to highlight Year 5/6 words in your writing.

Have you spelt them **correctly**?

Don't have any? Select 2 from each list that you are going to add.

☆ Activity 1: Accuracy of punctuation

Dots for commas...

I do:

'ammered down on me 'ead they did. Lucky, I wore that 'ard 'at, I telly. When I was hacking at the walls, there was a shout, this is was the last shout of many men. I later found out me best mate was one of those men, all of me blood ran to my feet. Oh //

We do...

When I got down to level 16 the heat hit me the temperature was so hot down there. But of corse

You do...

- When ARE commas allowed?

- When are commas used ILLEGALLY?

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☆ Activity 2: Cohesion

Underline words used at the start of sentences...

I/we do:

Wesson Diary?, what a bleddy day 'tis been down ball. I got strip up when I woke up and 'erd ba angin' like 'ell from those dang blasted golden headed twins chasin' one another. I go in the kitchen to have me porage and piece off stale bread which me bleddy 'ansome cook me maid. The 'ellers were windin' up the bleddy dog, beru.

You do...

- What is cohesion?

- What helps our writing to be cohesive?

☆ Activity 3: *Sentence structures*

Check a variety of simple, compound and complex sentence structures. Also, remember special sentence types.

I/we do:

You do...

- What different sentence types can we use?

- Have you used a range of different sentence structures and lengths?

☆ Activity 4: **Paragraphing**

Ti P To P

I/we do:

- Why is paragraphing important?

- When do you need to begin a new paragraph?

You do...

☆ Activity 5: Vocabulary selection

- Cornish dialect

- Use of show not tell

I/we do:

- Subject-specific vocabulary

- Powerful verbs, ambitious adjectives

Do we ALWAYS need to use a thesaurus?

You do...

Spelling strategies

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Spelling strategies

Fred Fingers: Model using Fred fingers and speed sound charts when you are 'stuck' during the modelling writing phase and the editing phase. https://www.youtube.com/watch?v=abSgYIPCns

TOL: This is a tricky word. I'm going to use my Fred fingers and my speed sound chart to help me. Say the word i.e. 'boat', model using Fred Fingers for b – oa – t then model using the speed sound chart to check which o/oa it might be.

Magpie-ing: In the word gathering stage, put important topic language on the working wall – encourage magpie-ing.

TOL: *I'm going to record some of the language we discussed together and put on the working wall in my book to use when I write my sentences later.*

TOL (at time of drafting ideas): "Oh I remember when we recorded all those great words to describe this character the other day. I'm going to look in my book and choose some of those words to use now. I'll make sure I double check the spelling one letter at a time.

Visual word banks: Provide word banks (use widget if accessible). Make these topic language and words you know are commonly spelt incorrectly. Visuals help children recognize which word they want.

Spelling strategies

Keyword bookmarks: Produce spelling bookmarks of common exception words/common errors for weaker spellers. During the editing process ask them to refer to their books marks one word at a time. Ask them to skim and scan for that word in their writing and correct it. Then repeat for other words on their book mark.

Word list words: Download the Year 1, Year 2, Year 3/4, Year 5/6 list and identify appropriate words to use as a class then put these on a word mat or working wall.

See example on next page.

Pupil highlighting: Expect pupils to highlight statutory/key words they have use in their writing.

See example on next page.

Word List words
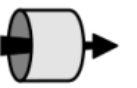
Year 5/6 Spelling words

accommodate	category	determined	foreign forty	lightning	profession	sincerely
accompany	cemetery	develop	frequently	marvellous	programme	soldier
according	committee	dictionary	government	mischievous	pronunciation	stomach
achieve	communicate					
aggressive	community					
amateur	competition					
ancient	conscience					
apparent	conscious					
appreciate	controversy					
attached	convenience					
available	correspond					
average	criticise					
awkward	curiosity					
bargain	definite					
bruise	desperate					

Year 5/6 Spelling words

accommodate	category	determined	foreign forty	lightning	profession	sincerely
accompany	cemetery	develop	frequently	marvellous	programme	soldier
according	committee	dictionary	==government==	mischievous	pronunciation	stomach
achieve	==communicate==	disastrous	==guarantee==	muscle	queue	sufficient
aggressive	==community==	embarrass	==harass==	necessary	==recognise==	==suggest==
amateur	competition	environment	hindrance	neighbour	==recommend==	symbol
ancient	conscience	equip	==identity==	nuisance	relevant	system
apparent	conscious	equipped	==immediate==	==occupy==	restaurant	==temperature==
appreciate	controversy	equipment	immediately	occur	rhyme rhythm	thorough
attached	convenience	especially	individual	==opportunity==	sacrifice	twelfth
available	correspond	exaggerate	interfere	==parliament==	secretary	variety
average	==criticise==	excellent	interrupt	==persuade==	shoulder	vegetable
awkward	curiosity	existence	language	==physical==	signature	vehicle
bargain	definite	explanation	leisure	==prejudice==	sincere	yacht
bruise	desperate	familiar		==privilege==		

Spelling strategies

Reteach words: Record common errors on your planning when reading drafts/build up work. Reteach these in the editing phase.

TOL: I've noticed we are struggling with these topic words 'government', 'environment' and 'persuade. Please can you search through your work for them and check they are spelt correctly.

Reteach Rules: Reteach commonly misunderstood rules in the editing stage.

TOL: When I was reading your work, I noticed a few of us are struggling with the rule for adding in. Remember, when the word has an e at the end, we drop the e before we add ing. When it ends in a vowel then a consonant, we double the consonant before we add ing.

If it just has two consonants, we just add in. Can you go through your work and underline all the words that end in ing. Then, with a partner, check you've followed the rules.

Spelling strategies

Pupils 'do the work': Minimal Marking codes: When marking spelling, use the codes so they have to have a go themselves (see feedback section). The focus on spelling correct should put the emphasis on the children working out HOW to spell the word, not just copying it down.

Add example here

Pupils 'do the work': The Orange Dot: Use the orange dot. If a child has had a word corrected before or it's in their book or word bank already, put a small orange dot by the word. They now have to do the work to correct it.

Add example here

Spelling

Pupils 'do the work': 'Have a go' sheets: Introduce 'have a go' sheets. Encourage pupils to use complex speed sound charts to 'have a go'. Teach them to look at the word to see if it follows the 'usual' rules and looks correct. If not, use the speed sound chart to 'have another go'. Repeat this until it looks right. *See next page*

Pupils 'do the work': 'Best bets': Ask pupils to identify words they are unsure on. Ask them to identify the vocabulary they are not sure they've spelt correctly. Ask them to underline the bits they think are correct in the word (their best bets) then circle the bits they think may be wrong. Make sure there is a simple/complex speed sound chart in every book/table and ask them to use this and the 'have a go sheet' to have a go. *See next page*

Pupils 'do the work': Spelling journals: Use spelling journals to track commonly misspelt word. Each child has a small spelling book style journal. At the end of a half term/term ask them to go back through their book and record the last 10 words they spelt incorrectly (they need to have been corrected for them to now copy this down correctly – alternatively this could be done with a teacher/TA). When editing and drafting, ask them to revisit this list and check if they are in their work. *See next page.*

St Mewan – Spelling – 'have a go' sheet.

Use your speed sound chart and spelling skills to have a go.

Attempt one:

Goes it look right? If not, circle the bit that loons wrong, now use your chart and have another go – have as many tries as you need until it looks right.

- Add have a go, best bits and spelling journal example here

Punctuation strategies

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Punctuation strategies

Identify one punctuation strategy at a time and model going through a modelled write or an example of a pupil's writing on the board looking for that punctuation. Use the strategies listed over the next two slides and model making the corrections. Use thinking out loud to model the strategy you are using; what you are doing and changing and why.

Checking for capitals after full stops – Model and ask pupils to highlight all full stops. *TOL: "I'm going to highlight all my full stops."* Model this on the board. *"Now I'm going to check 'Does a capital follow?' If I can't find the capital next, I'm going to edit it above in purple pen. Watch me."* Model this. *See example on next page.*

Checking capitals are ONLY used for new sentences and proper nouns – Model and ask pupils to circle all capital letters *- TOL: "I'm going to circle all my capital letters."* Model this on the board. *"Now I'm going to check 'Is that a new sentence or a proper noun?' If it is – great! If not, I better change it to a lowercase letter with my purple pen. Watch me."* Model this.

☆ Activity 1: Accuracy of punctuation

Highlight full stops...

I do:

☆ **Activity 1:** **Accuracy of punctuation**

Highlight full stops...

We do:

You do...

Punctuation strategies continued

Checking question marks for every question – Model and ask pupils to look at their sentence starts and underline all the question words then check that sentence ends in a ? *TOL: I'm going to check if I've asked any questions. I'm going to look at my sentence openers for question words like who, what, where, when, why, how, can, will, may and I'm going to underline them. If I've found a sentence that start with a question word, now I know it is a question so I will check that sentence ends with a ? If not, I'll add it in purple pen.*

Checking exclamation marks are used to show surprise, shock, shouts and for exclamatory sentences – Model and ask pupils to look at where they might have wanted to show shock/surprise/shouts/exclamation. Ask them to highlight the whole sentence then add the exclamation where the full stop would go.

TOL: "I'm going to check if when I've wanted to show shock, surprise, shots or exclamation, I've used an exclamation mark where the full stop should be. I'm going to highlight the sentence that was showing shock (for example) and where the full stop is, I will change this to an exclamation, which is just an excited full stop!"

Punctuation strategies continued

Checking speech punctuation (Y3 up).

TOL: "I'm going to highlight the bit of my writing being spoken." Model this on the board. *"Now I'm going to check 'Are there an inverted commas at the start and the end?'. If I can't find them. I'm going to edit them above in purple pen. Watch me."* Model this. *"Now I'm going to check my speech starts with a capital letter. Here is my inverted commas. Is the next letter a capital? If not, I will just edit it in purple* pen." Model this. *"Now finally for step 3 I'm going to check I've got a reporting clause where it says who is saying it. Watch me. Oh yes, here it says 'said.....' words like said (or better said synonyms) are my clue it's the reporting clause."* Model this.

Checking speech punctuation (Y4 up).

This is the same as the above but we are adding a fourth and fifth step where we check if the speech has the correct punctuation within the inverted commas and outside of them. *"Now I'm going to check I have punctuation inside the speech to finish that sentence and add it if it's missing. I could use a full stop if the speech is at the end of the bigger sentence or a comma if the reporting clause comes next. Watch me."* Model this. *"Finally I also need to check if there is a commas separating the speech from the reporting clause OUTSIDE the inverted commas. Watch me."*

Punctuation strategies continued

Editing commas – a progressive approach. Always start at Step 1 and build up through the editing. One 'type' of comma at a time.

Commas – in a list and 2A sentence (Y2 up): Use partner editing for look for and underline lists and adjective lists. Check for commas. You can choose if they read aloud to the partner, the partner reads aloud to them or they read together

TOL: "I'm going to read my work to/with my partner and they are going to listen out and follow my finger along the lines for any lists. If we see a list, we are going to check we've put the commas in." Model this.

Commas after fronted adverbials (Y3 up): Use partner editing for look for and underline adverbial openers. Check for commas. You can choose if they read aloud to the partner, the partner reads aloud to them or they read together.

TOL: "I'm going to read my work to/with my partner and they are going to listen out and follow my finger along the lines for any fronted adverbials. If we see a fronted adverbial, we are going to underline it and check there is a commas after it. If not, we will add it.

Punctuation strategies continued

Commas in between main and subordinate clauses (Y4 up): Use partner editing for look for and underline subordinate conjunctions at the start of sentences. Check for commas. You can choose if they read aloud to the partner, the partner reads aloud to them or they read together.

TOL: "I'm going to read my work to/with my partner and they are going to listen out and follow my finger along the lines for any subordinate conjunctions (I SAW A WABUB). If we see a subordinate conjunction at the START of a sentence, we are going to underline it. Then we will read that sentence outload and listen for the small pause between the two clauses where we need to check for a comma."

Commas around embedded/relative clauses (Y5 up) and dashes and brackets for parenthesis: Use partner editing for look for and underline relative pronouns. Check for commas. You can choose if they read aloud to the partner, the partner reads aloud to them or they read together.

TOL: "I'm going to read my work to/with my partner and they are going to listen out and follow my finger along the lines for any relative pronouns (who, which, whoever, whichever etc.). If we see a relative pronoun in the middle of a sentence, we are going to stop and read that sentence out loud to underline the relative clause. Then we will make sure we have a commas/dash/bracket at the start of the relative clauses and at then end."

Punctuation strategies continued

Comma splicing (Y6 only). This strategy is used to remove incorrect commas but can be used alongside all the previous comma strategies which are for adding missing commas. It is for children incorrectly using commas between main clauses. Give children a pack of sticky dots and ask them to put a sticky dot under each comma. Then use the checklist below. Model this using TOL.

- Commas separate items in a list.

- Commas separate phrases (like adverbial phrases) from main clauses.

- Commas separate main and subordinate clauses (those beginning with subordinating conjunctions or *ing* words).

- Commas go around relative clauses.

- Two main clauses should not be separated by a comma. They can be separated by a semi-colon, full stop or conjunction.

Put a **sticky dot** under each comma.

Find any **lists** and give these commas a tick on their sticky dot.

Highlight sentences which start with a subordinating conjunctions OR an *ing* word. These can keep their commas. Give the sticky dot a tick.

Read the parts of the sentence on either side of the comma.

If one side doesn't have a **verb**, it's a phrase so you can keep the commas. Give the sticky dot a tick.

If the parts of the sentence on each side of the full stops both make sense alone and both have a verb they are both main clauses, you need to **replace** the commas with a ; conjunction or full stop. Change this is purple pen.

Punctuation strategies continued

Ellipses can be used to suggest continuation and build suspense. Model adding this to the end of a sentence or paragraph. Ask pupils if there is anywhere they want to build suspense. Ask them to add it in.

Hyphens can be used to make compound words. This is great in description, especially with colours i.e. jade-green, blood red – it can use be used for further description i.e. razor-sharp. If you are doing some description using colours build this in to the vocabulary collection phrases at the start. When editing, ask children to look for any colours they might have used and underline them. Ask them to be specific about the colour. Instead of blue it could be sky-blue, cyan-blue, azure-blue etc.

Cohesion
strategies

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Cohesion Strategies

- Display work that lacks cohesion.

- Model cutting it up and moving it around so the order makes sense and there are connections between the themes and ideas in neighbouring sentences or paragraphs.

- Model adding a range of cohesive devices from that year group (see following slides).

- Provide word banks of appropriate cohesive devices when drafting and when editing.

- Underline openers and uplevel them. Model this on the board using TOL.

- When planning, plan how cohesion will be achieved. i.e. add spaces for cohesive words between the boxes on a plan. See below

Paragraph 1 → Later that day → Paragraph 2 → A few months later → Paragraph 3
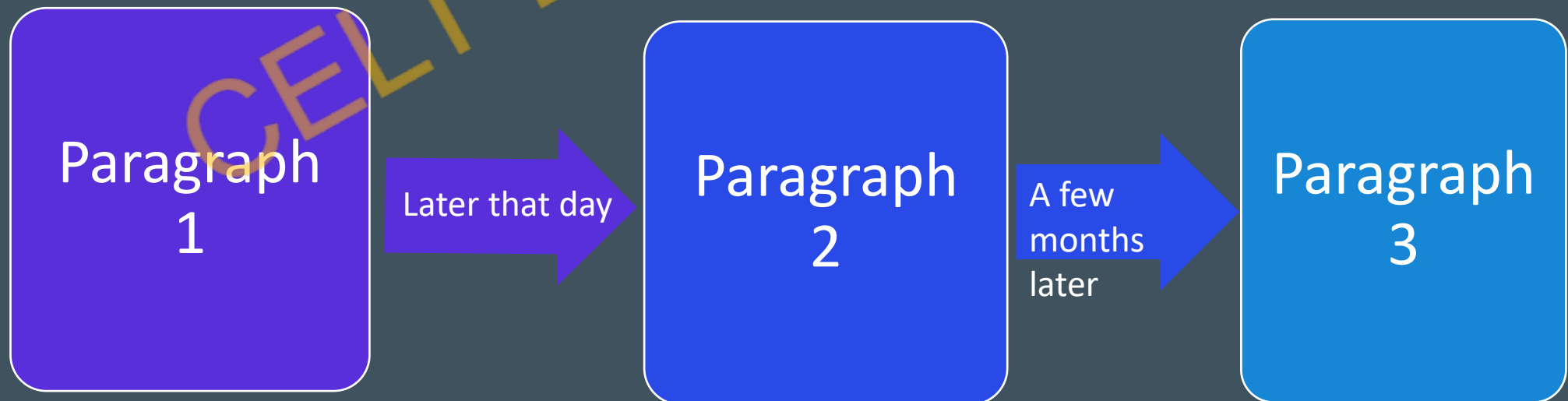
Year 3 cohesive techniques

- Use simple organisational devices for example, headings and subheadings.

- Use a wide range of devices to build cohesion within and between sentences and across paragraphs including:

  - Pronouns

  - Determiners

  - Nouns

  - **Prepositions i.e. before, after, during, in, because of.**

  - Use time, place and cause using conjunctions

[for example, when, before, after, while, so, because]

Use adverbs [for example, then, next, soon, therefore]

- organising paragraphs around a theme and starting a new paragraph to show a change in location, person, time, or event.

- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Year 4 cohesive techniques

- Use simple organisational devices [for example, headings and subheadings.

- Use a wide range of devices to build cohesion within and between sentences and across paragraphs including:

  - Pronouns

  - Determiners

  - Nouns

  - Prepositions i.e. example, before, after, during, in, because of.

  - Use time, place and cause using conjunctions

i.e. example, when, before, after, while, so, because.

- Use adverbs [for example, then, next, soon, therefore] and fronted adverbials

- organising paragraphs around a theme and starting a new paragraph to show a change in location, person, time, or event.

- Choosing when to use pronouns and nouns appropriately to avoid repetition and promote clarity.

Year 5 cohesive techniques

- Use a wide range of devices to build cohesion within and between sentences and across paragraphs including:

  - Pronouns to avoid repetition.

  - Determiners

  - Nouns

  - Use time, place and cause using conjunctions i.e. example, when, before, after, while, so, because.

  - Prepositions i.e. example, before, after, during, in, because of.

  - Adverbs/adverbials (who, when and where)

  - Organising paragraphs around a theme and starting a new paragraph to show a change in location, person, time, or event.

  - Choosing when to use pronouns and nouns appropriately to avoid repetition and promote clarity.

  - Repetition of a word or phrase

  - Ellipsis

  - Verb openers

  - Expanded noun phrases.

- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

- use the perfect form of verbs to mark relationships of time and cause

- • use relative clauses beginning with who, which, where, when, whose, that or with an implied (for example, omitted) relative pronoun

Year 6 cohesive techniques

- Use a wide range of devices to build cohesion within and between sentences and across paragraphs including:

  - Pronouns

  - Determiners

  - Nouns

  - Conjunctions

  - Prepositions i.e. example, before, after, during, in, because of.

  - Adverbs/adverbials (who, when and where)

  - organizing paragraphs around a theme and starting a new paragraph to show a change in location, person, time or event.

  - Choosing when to use pronouns and nouns appropriately to avoid repetition and promote clarity.

- Repetition of a word or phrase

- Ellipsis

- Verb openers

- Expanded noun phrases

- Further organisational and presentational devices to structure text and to guide the reader [for example, headings, subheadings, columns, or tables, bullet points, underlining]

- use the perfect form of verbs to mark relationships of time and cause

- • use relative clauses beginning with who, which, where, when, whose, that or with an implied (for example, omitted) relative pronoun.

Tense strategies

Tense strategies

- **Set the tense:** Before you write – choose a tense and write it at the top of the page (see below). During editing asking them to check for incorrect tense choices.

TOL: "If you wrote Present at the top of your page and you've written was/were/ed in your writing you've changed it to the past tense. Can you edit it. Was becomes is. Were becomes are. Ed endings become ing ends. Watch me." Model this.

  - PAST – was/were/ed;
  - PRESENT – is/are/ ing;
  - FUTURE – will/ will be/ ing

- Use the RWI phrase 'past tense ED – already happened' as a memory hook.

- **Editing buddies** –assign editing buddies with a tense focus. Give them the Past, Present Future checklist above and get the writer to read aloud while their buddy listens for the correct tense and follows with their finger – if they hear the wrong tense, stop their buddy and look together.

Other editing strategies

Uplevelling vocab. Ask pupils to underline 5 boring or simple words. Ask them to use their own vocab, word banks, descriptosaurus, thesaurus etc. to find an upleveled synonym. Once they've found it get them to cross out in pencil and replace above in purple pen.

Missing Paragraphs: Remind pupils that when the setting, location, character, or event changes, we usually start a new paragraph, so our ideas are grouped. Encourage pupils to read aloud (could be to a buddy) to see where paragraphs could be added if missing. Ask pupils to use the // symbol to edit in paragraphs where they've been missed. When they redraft, they can then leave an extra line to show their paragraphs.

Feedback

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Feedback

- Verbal feedback encouraged.

- Should move **learning** forward in a way that lasts; not just result in a change in one piece of work.

- Should address spellings.

- Should encourage independence.

Year 6 Marking Policy

T →	You need to check the tense of this word in the sentence.
C →	Check your capitals in this sentence
∧∧∧	The underlined word is spelt incorrectly. Use your phonics, word walls and dictionaries to check and have another go.
SP →	Check any spellings you are uncertain of on this line
●	An orange dot by a word means you should know how to spell this word. Check the walls and your book.
//	You need a new paragraph here.
P →	There is some missing punctuation, can you see where it should go and add it?
CS →	You have commas spliced. Remember commas separate a main clause from a phrase or a subordinate clause or are used in a list; never use them between two main clause.
Ch	Check this – it doesn't make sense!
↘	Something is missing here – can you correct it?
(green highlighter)	You can highlight Year 3/4 Spellings in green to show your teacher
(pink highlighter)	You can highlight Year 5/6 Spellings in pink to show your teacher

More detailed feedback - Pupil conferencing

If time permits, pupil conferencing with each child individually is valuable. Arrange something for the majority of the class to do while you work 1:1 with a child giving them feedback on a draft and having lengthy discussions including closing the gap feedback so that they understand their misconceptions better. Any of the TOL micro-scripts from this pack could support in this. You could discuss general writing targets or a specific piece of work. Within the conversation, children should be able to apply their new learning to precious misconceptions. If your comments are generalized and they find their own errors, this is still independent. It is not if you direct them to a specific place to change

More detailed feedback – come to the island

Have an identified area in the room (one table, your desk, a spare side), where you can take a group of children identified through AFL or marking as having an area to develop. I call this 'The island'. It doesn't matter what you call it! Work as a small guided group to reteach the misconception and give children a chance to independently apply this learning in their own work. If your comments are generalized and they find their own errors, this is still independent. It is not if you direct them to a specific place to change.

More detailed feedback – verbal feedback

When reading drafts/marking work, rather than correcting errors for the child, make a list in a notebook/on a post-it/on your plan with the children's initials and areas to work on. Split these between you and your teaching assistant (if you have one). Set the children off on an independent task and work your way around the list in your notes providing quick verbal feedback and asking them to act on it. If your comments are generalized and they find their own errors, this is still independent. It is not if you direct them to a specific place to change.

Modelling &
other tips

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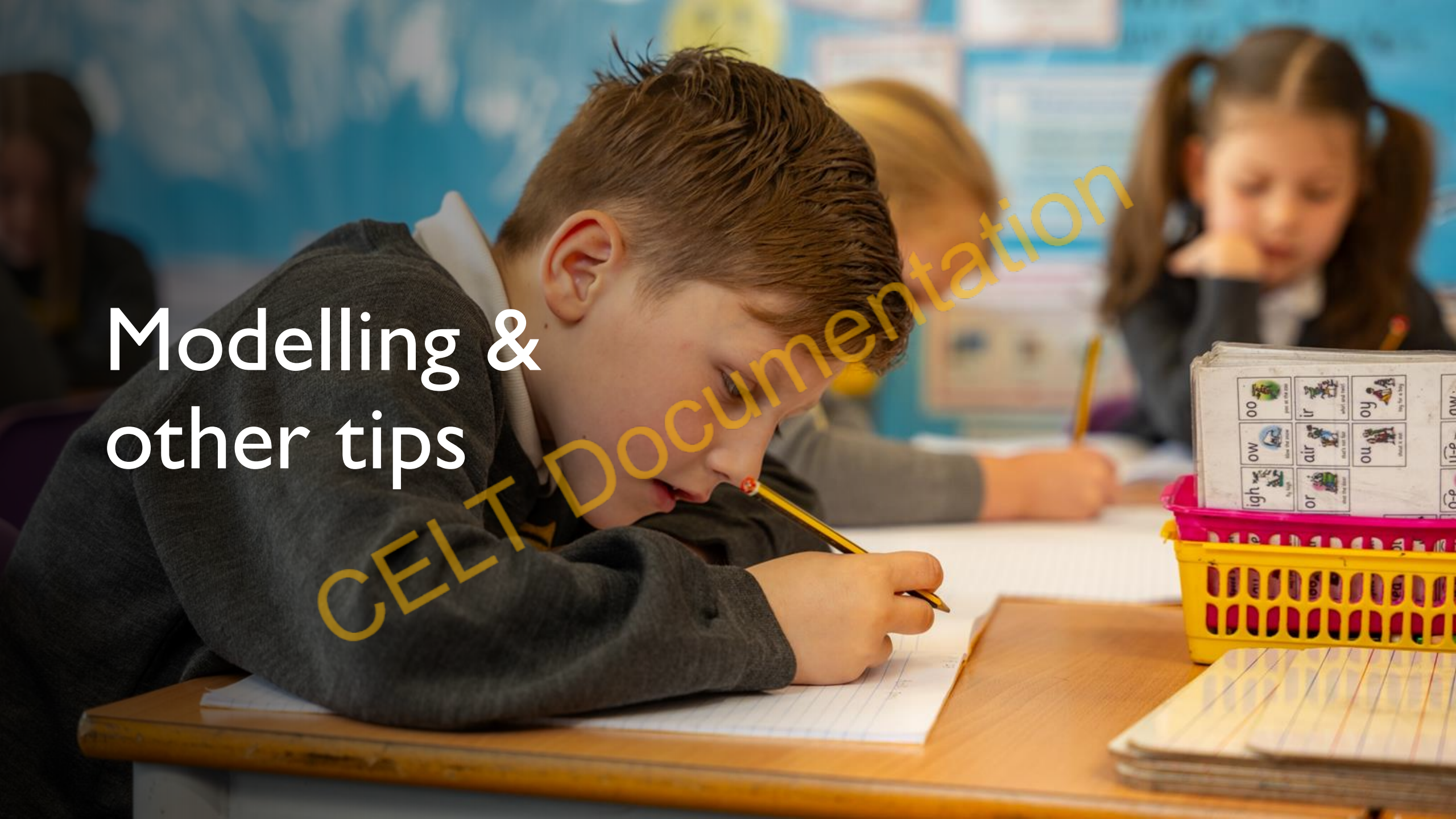
Modelling

- LOTS AND LOTS of 'thinking out loud'

- Not just **what** but **why.** Talk about the choices you make as a writer and their impact on the reader.

- Model uplevelling.

- Model taking your time.

- Model changing.

- Model making mistakes and checking.

- Talk about audience and purpose in every change you make.

Independent writing

Independent writing

Pupils independent writing

- can come after a full, detailed unit of teaching including word level & sentence level work and planning.

- can include pupil generated toolkits (using the WAGOLLS you have already explored).

- should build progressively across the unit.

- should be encouraged to refer to earlier work/working walls/resources around the room.

- Should be based on something they've done before – i.e. revisiting a text type

- May be a shorter/different expectation for LA or SEND but it must be independent. May have more adaptive strategies in the build up i.e. sentence stems, word banks, widgit, clicker etc.

- Should include choice for GDS

- Drafts can receive feedback – this may be written, verbal or class but should not TELL the children exactly what to change.

- Final edits are more for assessing not marking.

Subject knowledge

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A word on commas

- Commas can be used for

- Lists

- To separate a phrase from a clause

- To separate a MAIN clause from a subordinate clause.

- NEVER, NEVER, NEVER BETWEEN TWO MAIN CLAUSES.

Commas and conjunctions

When a sentence begins with a subordinating conjunction, the comma goes after the first clause:

i.e. If you are good, I will buy you a treat.

When you are naughty, it makes me feel sad.

If the conjunction is in the middle of the sentence, we do not need the comma as well, because the conjunction does the commas job of separating the two clauses.

i.e. I will buy you a treat if you are good.

NOT I will buy you a treat, if you are good.

It makes me feel sad when you are naughty.

NOT it makes me feel sad, when you are naughty.

Conjunctions continued

The same rule applies with coordinating conjunctions - commas are not required before or after them.

I like peas and I like jam

Not I like peas, and I like jam.

Unless the sentence is longer and more complex and the coordinating conjunction is doing another job.

We use I SAW A WABUB to remember subordinating conjunctions and FANBOYS to remember coordinating ones (though so can be subordinating or coordinating)
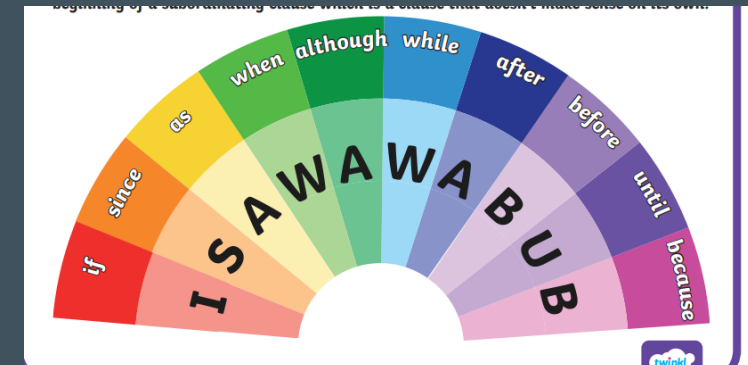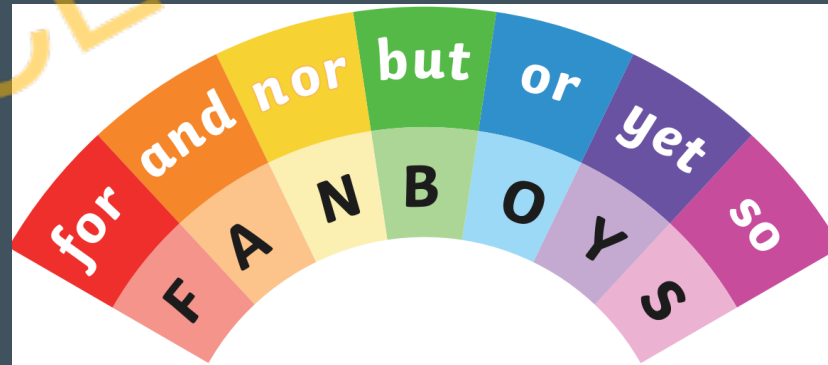
A word on speech punctuation

- Teachers will start to teach children how to set out direct speech in **Year 3**.
- The **general rules of direct speech** are:
- Each new character's speech starts on a new line.
- Speech is opened and closed with inverted commas (speech marks).
- Each line of speech starts with a capital.
- The speech itself ends with some form of punctuation (a comma, exclamation mark or question mark) before the closing speech marks.
- A reporting clause is used at the beginning or the end (<u>said</u> Jane, <u>shouted</u> Paul, <u>replied</u> Mum).
- If the direct speech in the sentence is broken up by information about who is speaking, add in a comma or question mark or exclamation mark to end the first piece of speech and a full stop or another comma before the second piece (before the speech marks), for example:
- "It's lovely," she sighed, "but I can't afford it right now."

"I agree!" said Kate. "Let's go!"

- The reporting clause should be separated from the speech by a comma. If the reporting clause comes before the speech, it should be separated by a comma outside the speech marks i.e. Kate said, "Let's go." But if the reporting clause is after the speech, the comma should be used before the speech marks.

Speech

- Year 3 just teach reporting clauses, capitals and inverted commas.

- Year 4 teach the punctuation within and around the inverted commas and new line, new speaker.

- Year 5, teach speech alongside action so the speech is at different points within the sentence

- Year 6 – teach speech to build characterization and move the action on.