

Editing and Proofreading Checklist Years 3-4

Author: _____

Editor: _____

Date: _____

Reread your writing and check for the following:

Check	I have checked:
	Capital Letters
	Sentences begin with a capital letter.
	Proper nouns have capital letters. (A proper noun is: a person's name, a place or organisation)
	The pronoun "I" is written with a capital letter.
	Punctuation
	Full stops are where they should be.
	Quotation marks are used to signal when someone is speaking.
	Question marks and exclamation marks are used when necessary.
	Commas are used to separate items in lists.
	Apostrophes are used to signal missing letters.
	Grammar and Spelling
	I have used classroom resources to check spelling and all words are spelt correctly.
	Organisation
	Sentences are complete and written in an order that makes sense.
	Paragraphs have been used to break up the text.
	The writing makes sense.

Peer Feedback - Writing

Author: _____

Editor: _____

Date: _____

Carefully read your partner's writing and check for the following:

Check	I have checked:
	The writing makes sense from beginning to end.
	The author does not repeat ideas or words.
	All words are spelt correctly.
	Correct punctuation has been added.

Feedback: please write at least one positive and one suggestion to improve the writing.

Positives	Suggestions

Editing and Proofreading Checklists Years 5-6

Author: _____

Date of Editing: _____

Re-read your writing and check for the following:

Check	I have checked that:
	Capital Letters
	Sentences begin with a capital letter.
	Proper nouns have capital letters. (A proper noun is: a person's name, a place or organisation)
	The pronoun "I" is written with a capital letter.
	Punctuation
	Full stops are where they should be.
	Talking marks are used to signal when someone is speaking.
	Question marks and exclamation marks are used when necessary.
	Commas are used to separate items in lists.
	Commas are used to separate clauses.
	Apostrophes are used to signal missing letters or to show possession.
	Grammar and Spelling
	I have used classroom resources to check spelling and all words are spelt correctly.
	My sentences are complete and contain a noun and a verb.
	Organisation
	Sentences are written in an order that makes sense.
	Paragraphs have been used to break up the text.
	The writing makes sense.

Peer Feedback - Writing

Author: _____

Editor: _____

Date: _____

Carefully read your partner's writing and check for the following:

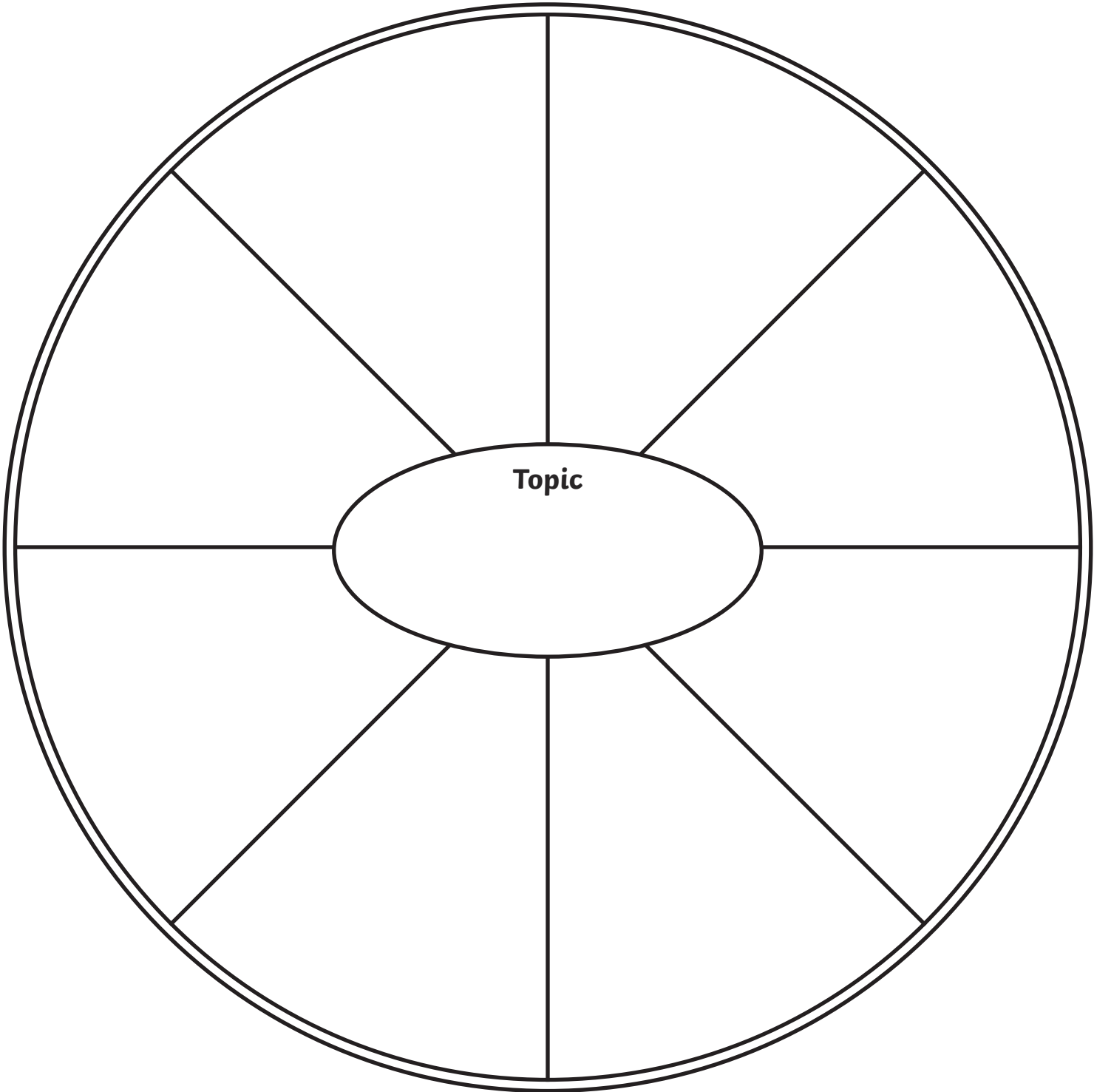
Check	I have checked that:
	The writing makes sense from the beginning to the end.
	The author does not repeat ideas or words.
	Appropriate topic vocabulary has been used.
	All words are spelt correctly.
	Punctuation has been correctly added.

Feedback: please write one positive about the writing and one suggestions to improve the writing.

Positives	Suggestions

Graphic Organiser Fact Wheel

Write your ideas in the fact wheel below.



Graphic Organiser Five W's

What?	
Where?	
When?	
Why?	
Who?	

Graphic Organiser Flow Chart

List the steps in order.

Topic:



The Writing Process

Lesson Plan and Suggested Activities for Years 3-6

Explore the writing process, including the stages: planning, drafting, revising, editing, and publishing, with your students, using the following suggested activities and lesson ideas.

These activities can be used to support writing lessons on any text type, and as such, have been designed to be flexible and adaptable to your needs.

Learning Intention: We are learning to understand, identify, and implement the writing process when creating written texts.

Success Criteria: I can identify and follow the steps of the writing process to create my own written texts.

Lesson - Introducing and Understanding The Writing Process

Resources:

- [The Writing Process PowerPoint](#)
- [The Writing Process Analysis Chart](#)

Whole Group Task and Introduction: Prompt students to share their previous writing experiences. Ask them to describe what steps they followed or strategies they used. What worked well? What was difficult?

As a whole class, work through the [The Writing Process PowerPoint](#), discussing each step in the process as it is outlined in the slide.

Independent Task: After viewing the PowerPoint, introduce the [The Writing Process Analysis Chart](#) and have students fill in each section, analysing and explaining the writing process.

Whole Group Reflection: Come back to the floor as a whole group to discuss, share and compare what students have added to the analysis chart. Where necessary, you might like to go back and review some parts of the PowerPoint lesson too.

Following The Writing Process

The following series of activities can be taught over the course of a week or combined into a few lessons, depending on the needs of your students. These activities will allow students to implement their knowledge of the writing process and to put it into action for themselves.

Activity 1 - Planning

Resources:

- Blank Mind Maps
- Graphic Organiser Flow Chart
- Graphic Organiser Five Ws
- Graphic Organiser Fact Wheel
- Story Mapping Boxes Worksheet
- Photo Provocation Cards

Students work independently on planning and brainstorming their own writing pieces. Encourage students to consider the purpose and goals for their writing and to use a graphic organiser to assist them in connecting ideas and designing a coherent structure for their writing piece.

**Each of the graphic organisers included in this pack will support a different style of text, please choose whichever will best suit the text type that you and your students are working on. In addition, optional writing prompt images have been included to use as a provocation and to help students brainstorm ideas.

Activity 2 - Drafting

Resources:

- Lined Paper with Margin

To begin this activity, model the drafting process on the board. Make mistakes as you write and show students that you need to just keep writing so that you don't lose your focus or ideas. Leave the modeled writing unedited so that you can do this together later on.

Before students begin their own writing, prompt them to read over their plan and tell them to skip lines as they write so that they will have room to revise and edit later on.

Remember to encourage students to just write and not worry so much about spelling or using correct punctuation and grammar. Those things can be fixed up later. This stage is for getting words onto paper and ideas flowing.

Activity 3 - Revising and Editing

Resources:

- [Editing and Proofreading Checklists Year 5/6](#)
- [Editing and Proofreading Checklists Year 3/4](#)

** These resources include both the checklist and peer feedback form.

Revisit your modeled text together with the students and show them the revising and editing process. Read the text out loud to help identify anything that does not make sense or maybe just doesn't sound quite right.

Refer to the [Editing and Proofreading Checklists](#) and ensure that spelling and punctuation are correct while also looking to improve the text by adding descriptive words and phrases.

After modelling this with the students, prompt them to go off and do the same process independently. Provide students each with their own [Editing and Proofreading Checklist](#) to refer to.

Next, supply each student with a [Peer Feedback reflection sheet](#) and allow students to swap texts for peer feedback. Encourage students to take this step very seriously, perhaps prompting them to imagine that they are the teacher or an editor. Remind students that they should not only give advice on how to improve their peer's writing, but they should also let them know what parts are great. [Perhaps they could use the "two stars and a wish" strategy to help with this.](#)

Activity 4 - Publishing

Resources:

- [Lined Paper with Margin](#)

In this stage, students will re-write their text implementing the changes and suggestions made during the previous stage.

Students will need to write their final copies neatly and with correct spelling, punctuation, and grammar. Check that students are sitting at a desk or table and using proper handwriting posture to help optimise their published piece.

Alternatively, if it is to be a typed copy, it should still be neat and use correct spelling, punctuation, and grammar, as well as be free from any typos.

A blank sheet of lined paper with a vertical margin line on the left and horizontal ruling lines. The page is otherwise empty.

A blank sheet of lined paper with a vertical margin line on the left and horizontal ruling lines. The page is otherwise empty.

A blank sheet of lined paper with a vertical margin line on the left and horizontal ruling lines. The margin line is blue, and the ruling lines are black. The paper is otherwise empty.

A blank sheet of lined paper. On the left side, there is a vertical red line that serves as a margin. The rest of the page is filled with horizontal black lines, spaced evenly, providing a guide for writing. The lines are consistent in length and spacing throughout the page.

A blank sheet of lined paper. On the left side, there is a vertical red line that serves as a margin. The rest of the page is filled with horizontal black lines, creating a series of rows for writing. The lines are evenly spaced and extend across the width of the page.

A blank sheet of lined paper. On the left side, there is a vertical red line that serves as a margin. The rest of the page is filled with horizontal black lines, creating a series of rows for writing. The lines are evenly spaced and extend across the width of the page.











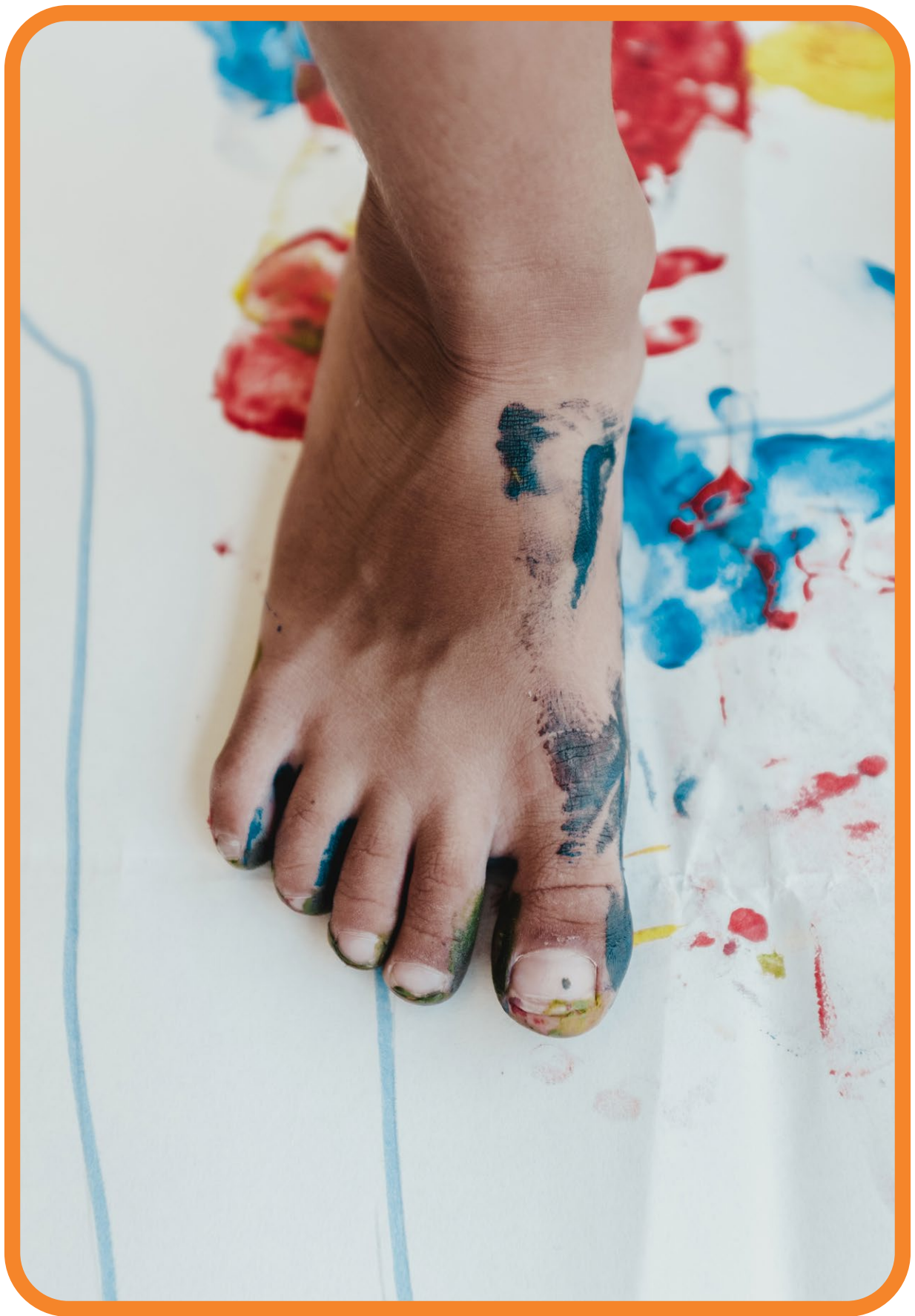




















Story Mapping Boxes

<p>Beginning</p> <p>What happens at the beginning?</p> <p>Who are the main characters?</p> <p>Where is it set?</p> <p>How are the characters feeling?</p>	
<p>Build up</p> <p>What happens next?</p> <p>How does the story hint at a problem?</p> <p>How are the characters feeling?</p>	
<p>Problem</p> <p>What is the problem within the story?</p> <p>How are the characters feeling?</p>	
<p>Resolution</p> <p>How is this problem resolved/ sorted out?</p> <p>How are the characters feeling?</p>	
<p>Ending</p> <p>How does the story end?</p> <p>Does it end happily? Is there a twist to the plot?</p> <p>How are the characters feeling?</p>	

The Writing Process Analysis Chart

Fill in the chart for each stage of the writing process. Think carefully about what your writing will look like in each of these stages and what will you as the writer be doing in each of these stages.



Stage	What this Looks Like	What the Writer Does
Planning		
Drafting		
Revising		
Editing		
Publishing		

The Writing Process

*Repeat steps as needed

Planning



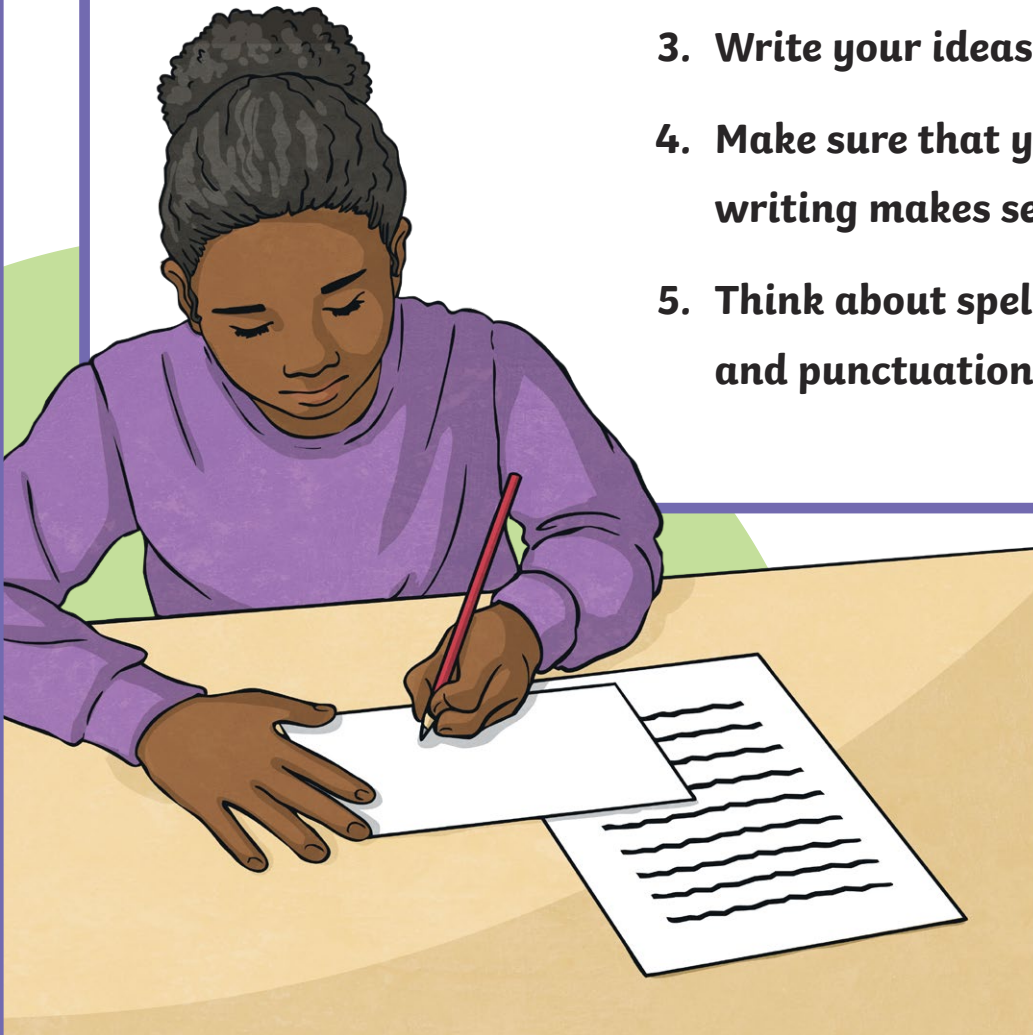
1. **Start by selecting a topic.**
2. **Think about the purpose of your writing.**
3. **Decide who your audience will be.**
4. **Consider the genre you are writing in.**
5. **Choose a graphic organiser to plan and organise your thoughts and ideas.**

The Writing Process

*Repeat steps as needed

Drafting

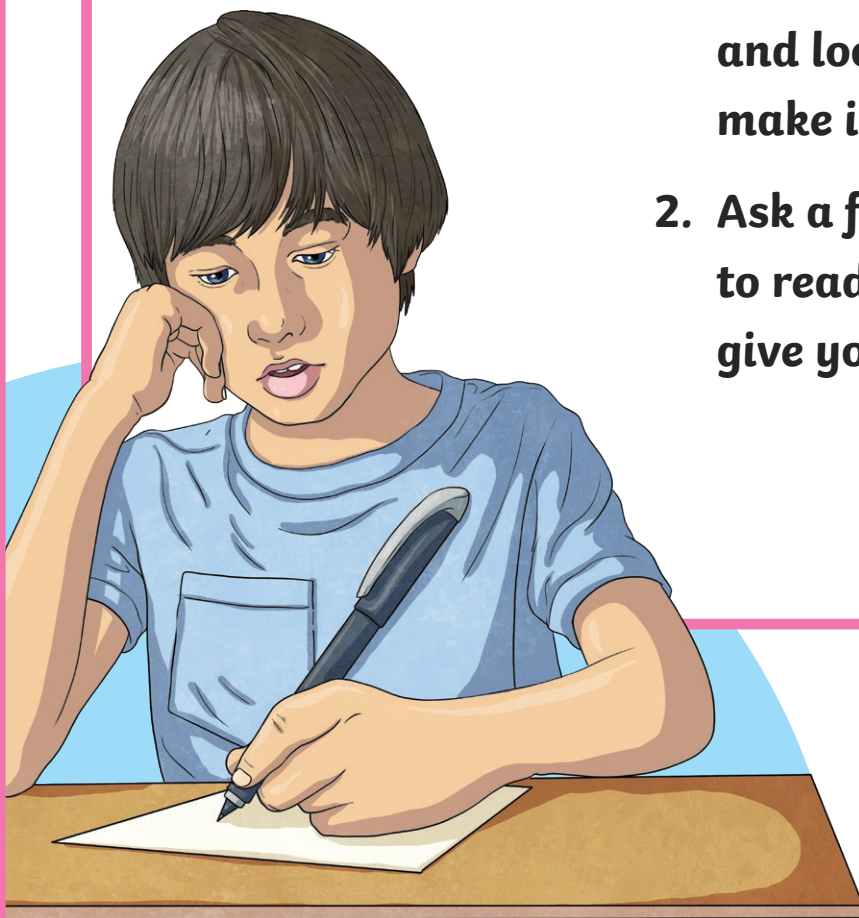
1. Read over your plan.
2. Start to write down your ideas.
3. Write your ideas in order.
4. Make sure that your writing makes sense.
5. Think about spelling and punctuation.



The Writing Process

*Repeat steps as needed

Revising



1. Reread your writing and look for ways to make improvements.
2. Ask a friend or teacher to read your work and give you feedback.

The Writing Process

*Repeat steps as needed

Editing

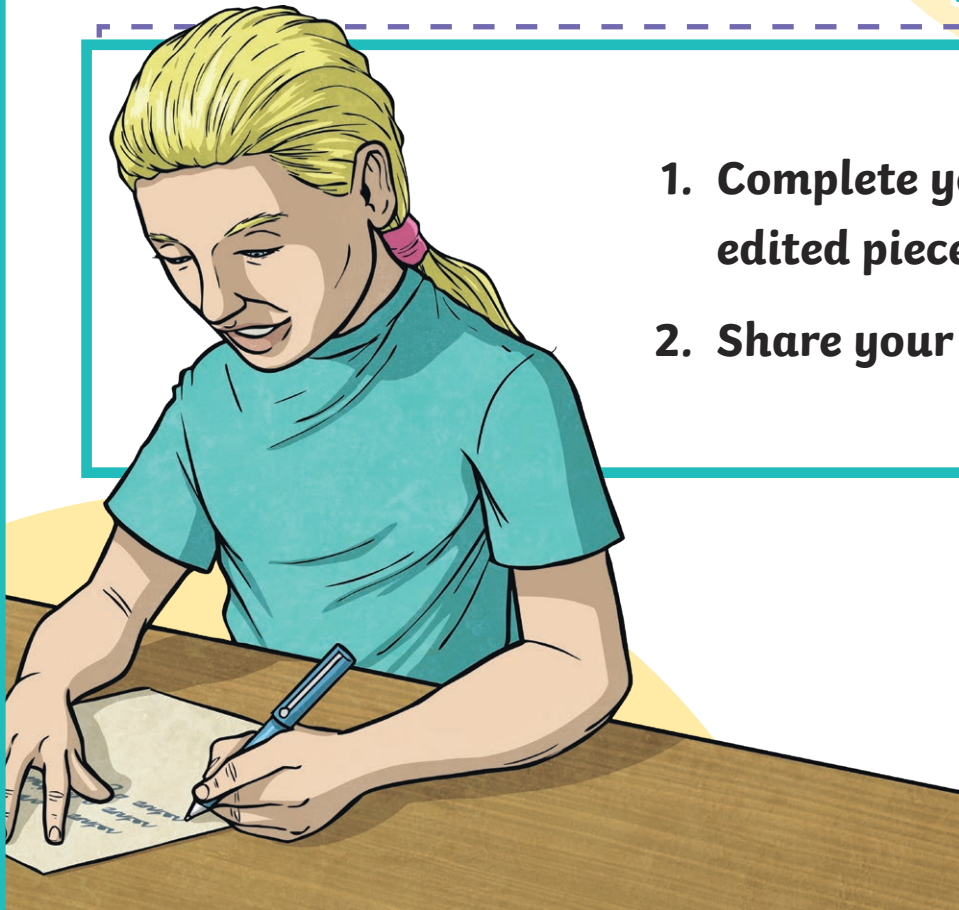


1. Reread your writing.
2. Ask yourself: Does it make sense?
3. Proofread for spelling and punctuation errors.
4. Make the changes you identified.

The Writing Process

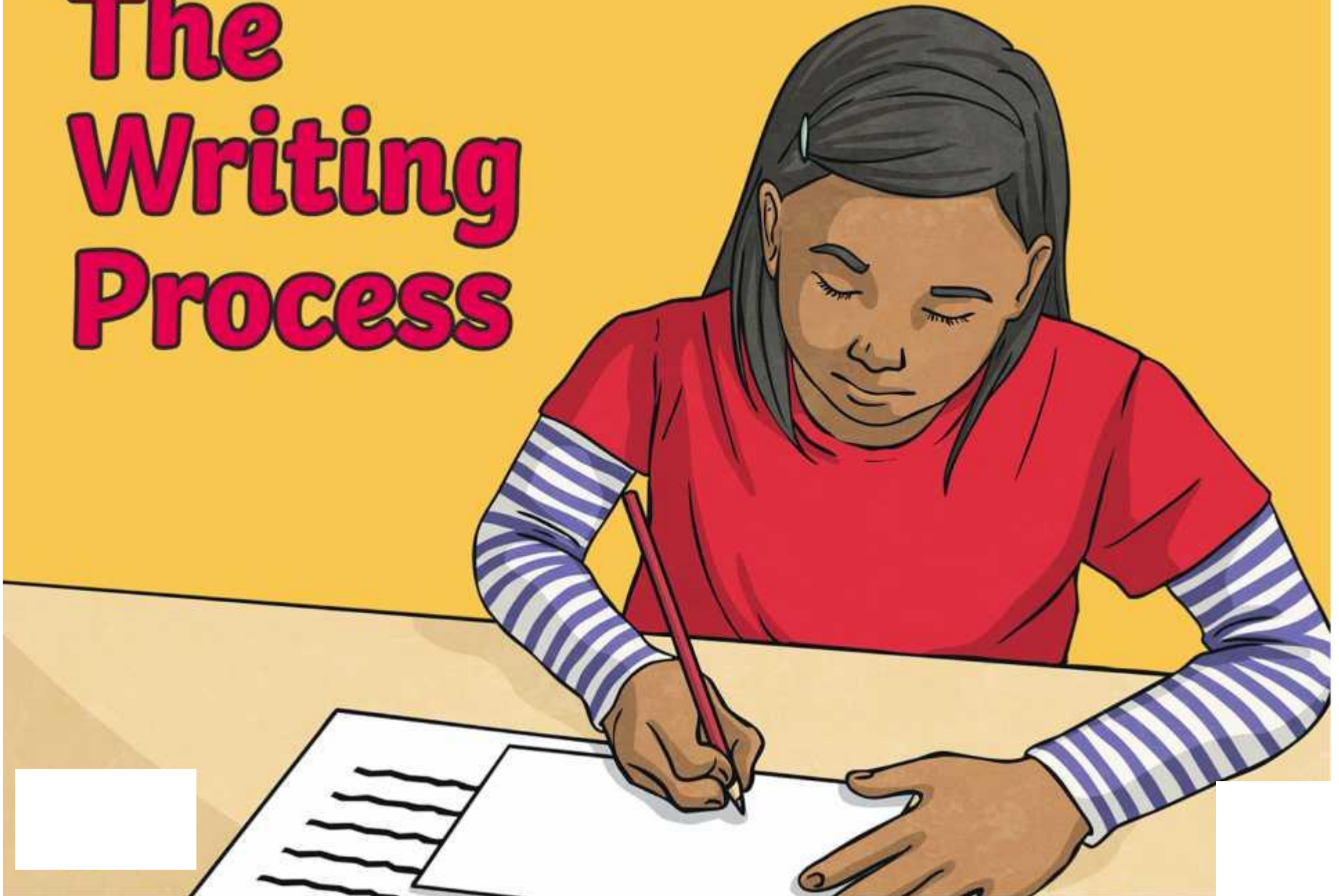
*Repeat steps as needed

Publishing



1. Complete your final, edited piece of writing.
2. Share your writing.

The Writing Process



What Is The Writing Process?

A successful writer works through a number of steps in order to create a piece of writing. We call these steps The Writing Process.

What does the process look like?



planning

drafting

revising

editing

publishing

Planning

What is planning?

Planning is the time when you gather all your thoughts and ideas together.

What does the planning process look like?

- Start by selecting the topic you want to think about.
- Next, think about the purpose of your writing.
Why are you writing it?
- Consider who your audience will be. Who will read your writing?
- Decide what genre you will be writing.
- Choose a graphic organiser to plan and organise your thoughts and ideas.



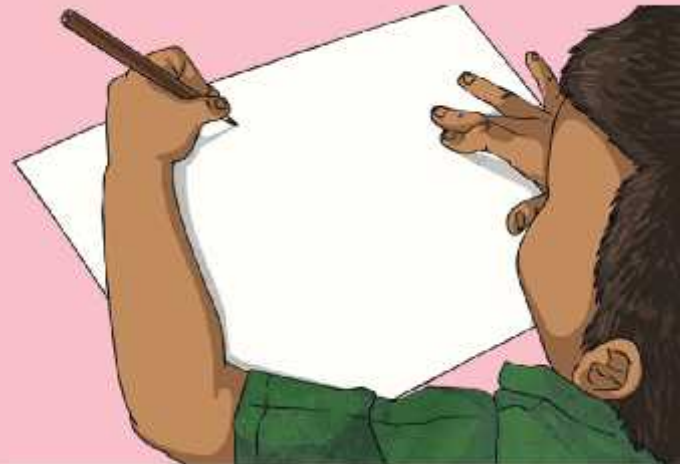
Drafting

What is Drafting?

Drafting or composing is the time where you start writing your ideas.

What does the Drafting process look like?

- Start by reading over your plan.
- Begin to write down your ideas.
- Write the ideas in order.
- As you write, remember to check spelling, punctuation and meaning.



Revising

What is Revising?

Revising is the time when a writer takes another look at their work so that they can make improvement.

What does the Revising process look like?

- Reread your writing looking for ways to make improvements.
- Ask a friend or teacher to read your work and give you feedback.
- Act on the feedback you have been given.



Editing

What is Editing?

Editing or Proofreading is the process of checking to make sure your writing is free of errors.

What does the Editing process look like?

- Rereading over your writing highlighting and changing mistakes.
- Proofreading for spelling and punctuation errors.



Publishing

What is Publishing?

Publishing is when a writer prepares to share their writing.

What does the Publishing process look like?

- Make the final improvements to your writing piece.
- Share your writing.





The Writing Process Checklist

1. Planning:

- I can choose my writing topic
- I can consider purpose of my writing (Why am I writing this?)
- I can think about the audience (Who do I want to read my writing)
- I can think about what I want to write about
- I can organise my thoughts on to a graphic organiser

2. Drafting :

- I can use my plan to record my ideas
- I can write my ideas in order
- I can organise my writing into paragraphs
- I can use word mats/ word walls or dictionaries to help spell words correctly

3. Revising:

- I can re-read my work
- I can ask myself if I need to add something else
- I can ask myself if I need to remove something
- I can seek feedback from a peer
- I can seek feedback from a teacher
- I can use feedback to improve my writing

4. Editing/ Proofreading:

- I can re-read to see if my writing makes sense
- I can proofread to find and change any spelling errors
- I can proofread to find and change any punctuation errors

5. Publishing:

- I can write my final, edited piece of writing
- I can share my writing