

Battling Brook Writing Progression - Editing and Redrafting

These skills should be taught using children's writing, in order to address the basic skills needed

Re-drafting = black Editing = red Oracy foci = blue

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
Independently check for finger spaces in writing Edit own writing for CL, full stops Amend handwriting to ensure ascenders, descenders are 'tall' and 'long' and that letters are formed correctly Re-read own and others' work to check what they have written makes sense (teacher supported) Edit work to correct misspellings of high frequency/common exception words using word lists Answer questions about what they have written with a teacher Begin to read sentences aloud to be heard by others	Edit work to correct misspellings of high frequency and common exception words Amend handwriting to ensure ascenders, descenders are 'tall' and 'long' and that letters are formed correctly Edit own writing for stage 2 punctuation - ! ? , for lists Re-read own and others' writing for sense, simple cohesion and use of the correct tense (with increasing independence) Evaluate their writing with teachers and peers Answer questions and offer thoughts about what they have written with a teacher Read writing aloud, to be heard by others	Use class discussion and given word lists to alter and uplevel vocabulary in their writing Read aloud and rehearse their written sentences, to consider vocabulary and sentence structure choices and amend these as appropriate. Begin to consider others' writing by identifying strengths and suggesting improvements that could be made. (short sections of writing with the focus on above statements) Begin to re-draft using short phrases, clauses or sentences which add detail, cohesion or clarity to sentences Discuss what they have written with a teacher or peer, giving an opinion	Read aloud and rehearse their written sentences, to consider vocabulary and sentence structure choices and amend these as appropriate Consider others' writing by identifying strengths and suggesting improvements that could be made. (begin to use these ideas in their own writing) Re-draft with increasing independence, using short phrases, clauses or sentences which add detail, cohesion or clarity to sentences. Discuss what they have written with a teacher or peer Read writing aloud clearly, to be heard by others, using clear expression, intonation and appropriate pauses.	Confidently read aloud and rehearse their written sentences, to consider vocabulary and sentence structure choices and amend these as appropriate Consider cohesion between paragraphs and amend work using a range of devices to ensure their writing flows Consider used sentence types and the effect they have on the reader. Make adjustments which show consideration of audience and purpose Consider others' writing by identifying strengths and suggesting improvements that can be used to improve their own writing	Confidently read aloud and rehearse their written sentences, to consider vocabulary and sentence structure choices and amend these as appropriate Consider others' writing by identifying strengths and suggesting improvements that can be used to improve their own writing Reflect on their own drafting, considering audience and purpose and make independent choices concerning redrafting. Rewrite or omit parts of their work which do not aid cohesion, clarity or add description Redraft to ensure speech in narrative writing advances the action or conveys character

		Read writing aloud clearly, to be heard by others Independently edit work for stage 1-3 punctuation - see punctuation progression grid Identify and correct (edit) spellings of the homophones their/there/they're, hear/here, to/too/two and your/you're. Identify and correct (edit) the spelling of high frequency and common exception words from KS1 and begin to correct (edit) words in the $\frac{3}{4}$ statutory spelling lists.	Independently edit work for stage 1-4 punctuation - see punctuation progression grid Identify and correct (edit) spellings of the homophones their/there/they're, hear/here, to/too/two and your/you're. Identify and correct (edit) the spelling of high frequency and common exception words from KS1 and the year $\frac{3}{4}$ statutory spelling lists.	Reflect on their own drafting, re-drafting or omitting parts of their work which do not aid cohesion, clarity or add description Independently edit work for stage 1-5 punctuation - see punctuation progression grid. Identify and correct (edit) spellings from stage 3 and 4 and also unknown words using word banks and dictionaries and the year % spelling lists. Discuss what they have written with a peer, and suggest improvements to theirs and others' writing Read writing aloud clearly, to be heard by others, using clear expression, intonation and pauses for effect	Independently edit work for stage 1-6 punctuation - see punctuation progression grid Identify and correct (edit) spellings independently Discuss what they have written with a teacher or peer Read writing aloud clearly, to be heard by others, using clear expression, intonation, pauses for effect, appropriate volume and pacing.
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