



Monkleigh Primary School and Foundation Stage Unit

Progression in Proof Reading

- Everyone happy? Shall we specify red words in R and KS1? full word - spelling mistake, missing words.

	National Curriculum expectations	Non-Statutory Guidance	End of year expectations	Teaching/Application
YR		<p>From Development Matters</p> <p>Re-read what they have written to check that it makes sense.</p> <p><i>Examples of how to support this:</i></p> <p>Model how you read and re-read your own writing to check it makes sense.</p>	<p>At the Point of Writing:</p> <ul style="list-style-type: none"> -Applying phonic knowledge in writing - Uses Finger Spaces - Uses Capital Letters for beginning of sentence and for names -Uses full stops at the end of a sentence <p>Immediately after writing or at the point:</p>	<p>PEN COLOUR -</p> <p>Purple - Proof Read</p> <p>Green - Teacher</p> <p>In Green and Purple Groups in RWI, children use purple pen to check for their capital letter, full stop and finger spaces - ticking off each aspect in the check list. Children carry out a proof read activity once per book where they learn to</p>

			<p>-Proof reads and correct capital letters and full stops.</p> <p>-Adds words that are missing from their sentences when identified by the teacher.</p> <p>-Corrects the spelling of red words (using resources) when identified by the teacher. .</p>	<p>correct spelling errors, capital letter errors and full stop errors.</p> <p>Children write the whole word above or below the word that is spelt incorrectly.</p> <p>During Independent Writing and RWI in the Summer Term, teach pupils how to proof read and correct the following red words:I, the, you, your, said, was, are, of, want, what, they, to, he, me, we, she, be, no using Red word Resource Cards and Blue RWI Card Charts.</p> <p>During Independent Writing and RWI in the Summer Term, teach pupils how to proof read their sentences and check for any missing words and add these words in. Teachers can support this.</p>
Y1	<p>From National Curriculum</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about</p>	<p><u>Immediately after writing or at the point:</u></p>	<p>PEN COLOUR -</p> <p>Purple - Proof Read</p> <p>Green - Teacher</p>

	<p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <ul style="list-style-type: none"> • Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others. • Spell many Year 1 common exception words. • Spell many words with simple suffixes and prefixes correctly <p>Separate words with spaces.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p>alternative ways of representing those sounds.</p> <p>Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p>	<p>-check they have used capital letters at the start of sentences and end punctuation.</p> <p>- have another go at identified words, correcting choices of graphemes.</p> <p>-Adds words that are missing from their sentences when identified by the teacher.</p> <p>-Corrects the spelling of red words (using resources) when identified by the teacher.</p>	<p>In Pink and Orange, Groups in RWI, children use purple pen to check for capital letters, full stops, correct use of identified Special Friends and finger spaces - ticking off each aspect in the check list.</p> <p>Children carry out a proof read activity once per book where they learn to correct spelling errors, capital letter errors, and full stop errors. They also learn to correct Special Friends used in their writing.</p> <p>With the teacher, pupils proof read and add in missing words using their purple pen..</p> <p>Pupils Proof Read for and correct the following Red Words: are, of, want, what, they, to, he, me, we, she, be, no, so, go, old, her, do, does, all, call, tall, small, and Year 1 Common Exception Words.</p>
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Y2	<p>From National Curriculum</p> <ul style="list-style-type: none"> • Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> o evaluating their writing with the teacher and other pupils o re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently o proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • Read aloud what they have written with appropriate intonation to make the meaning clear • use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>From End of KS1 TAF (2018...)</p>	<p>Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.</p> <p>Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p>	<p>Immediately after writing or soon after (the next day):</p> <ul style="list-style-type: none"> - independently check red words using resources (FS/Y1 words) - Correct spellings in sentences identified by the teacher. 	<p>PEN COLOUR -</p> <p>Purple - Proof Read Green - Teacher Blue - Edit - Word Choice</p> <p>-Uses resources to correct all RWI red words.</p> <p>In Yellow, Blue and Grey Groups in RWI, children use purple pen to check for capital letters, full stops, correct use of identified Special Friends, punctuation and finger spaces - ticking off each aspect in the check list.</p> <p>Children carry out a proof read activity once per book where they learn to independently correct errors. The number of errors are identified - e.g. Correct 2 errors. Errors to correct include: spelling, punctuation, capital letters and use of Special Friends.</p>
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	<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others (End of KS1 EXS) Spell many common exception words (End of KS1 EXS) 			
Y3/4	<p>From National Curriculum</p> <ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>From DES Y3 and Y4 Evidence Gathering Grids</p> <ul style="list-style-type: none"> Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> common exception words from KS1; previously taught homophones; those with known prefixes and suffixes. 	<p>From National Curriculum</p> <p>Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.</p> <p>Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels</p>	<p>Independently check the simple common exception words using resources (all KS1 words)</p> <p>Independently check selected Y3/4 statutory words</p> <p>Teach dictionary skills to be able to check and correct any 'have a go' words with support.</p> <p>Use a Wiggly line under the word that they wanted to use and have attempted to spell even though they know it isn't correct.</p> <p>Proof Read a partner's work - and make corrections for the following:</p>	<p>PEN COLOUR -</p> <p>Purple - Proof Read</p> <p>Light blue - Edit for better word choices.</p> <p>Start to teach Pink - Peer (proof reading) - for capital letters, full stops, exclamation and question marks - basic punctuation and Y3/4 spellings and focus words from Decision Spelling from the week.</p> <p>Green - Teacher.</p> <p>Teach pupils how to use a wiggly line to show a word they have attempted to spell.</p> <p>Teach pupils how to use a thesaurus accurately</p>

	<ul style="list-style-type: none"> • Use and spell correctly many words from the Year 3 / Year 4 spelling list. • Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly. 		<p>capital letters, full stops, question marks apostrophes for contraction, commas for lists, inverted commas for speech, exclamation marks</p> <p>Extending to for Year 2: commas for fronted adverbials, inverted commas and direct speech,</p>	
Y5/6	<p>From National Curriculum</p> <ul style="list-style-type: none"> • evaluate and edit by: <ul style="list-style-type: none"> o ensuring the consistent and correct use of tense throughout a piece of writing o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register o ensuring the consistent and correct use of tense throughout a piece of writing o ensuring correct subject and verb agreement when using singular and plural 	<p>From National Curriculum</p> <p>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</p>	<p>Proof Read a partner's work - and make corrections for the following: capital letters, full stops, question marks apostrophes for contraction, commas for lists, commas for subordinate clauses, adverbs and sentence openers, inverted commas for speech, parenthesis, correct tense,</p> <p>Identify age related spelling errors in their writing and correct these - including Year 5/6 Statutory spellings.</p>	<p>PEN COLOUR -</p> <p>Purple - Proof Read</p> <p>Light blue - Edit</p> <p>Pink - Peer (proof reading)</p> <p>Green - Teacher - this includes teaching the pupils to identify words that the teacher would expect them to be able to spell accurately. Green circle used to indicate to pupils that there is something missing (punctuation/word)</p> <p>Teach pupils to spot age related spelling errors (statutory words Year 5/6) in their own writing and correct these. Spot Decision Spelling words worked on during the week.</p>

	<ul style="list-style-type: none"> • proof-read for spelling and punctuation errors • Use dictionaries to check the spelling and meaning of words <p>From DES Y5 Evidence Gathering Grids</p> <ul style="list-style-type: none"> • Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> o common exception words from KS1; o Year 3/4 statutory words; o previously taught homophones. • Use and spell correctly many words from the year 5 / year 6 spelling list. • Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary. <p>From End of KS2 TAF (2018...)</p> <ul style="list-style-type: none"> • Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. 			<p>Ensure that pupils are spelling the words from Statutory Year 3/4 words and Key Stage 1 words accurately. Pupils to correct these errors independently.</p> <p>Teach pupils how to proof read a partner's work - and make corrections for the following: capital letters, full stops, question marks apostrophes for contraction, commas for lists, commas for subordinate clauses, adverbs and sentence openers, inverted commas for speech, parenthesis, correct tense.</p> <p>Teach pupils how to use a thesaurus accurately to improve word choice and edit using blue pen.</p>
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