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| <b>Purpose</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Editing requires pupils and their peers to propose changes to vocabulary and grammar in order to make their writing more effective.                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Nature</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Editing is an essential part of the writing process. It requires the author to reflect on their writing and consider how to improve it, not just make alterations without purpose. Re-reading a draft to check for more significant issues, including organisation, paragraph structure and content is a skill which needs to be systematically taught through modelling, guidance and expectation. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Audience</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Editing makes writing more effective for the reader. It seeks to improve description, phrasing, tone and vocabulary and often involves re-writing sections of a piece of work to improve the quality or tone used to achieve this.                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Progression                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                     | Language Features                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Text Features                                                                                                                                                                                                                                                                                                                                                                                           | Knowledge for the Writer                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Year R</b><br>In reception, children are only asked to write dictated sentences so that they contain only taught letter/sound correspondences. Therefore, sentences that they write do not need to be edited.<br><br>However, an important part of editing is in ensuring that children consider what they are going to write before beginning by encapsulating what they want to say sentence by sentence. When children are asked to write a sentence, they are supported to form the complete sentence orally before writing. Children say the sentence aloud several times to help them memorise it.<br><br>Developmentally, children are not ready to engage in editing because their assumption is that what they write is clear and that any reader will understand their intended meaning. As part of our Helicopter Story approach, children regularly tell their stories to an adult who scribe exactly what a child says. They take what they have learned from telling each story and apply it to the next one.<br><br>When children write independently within their own play, adults will model and encourage the children to read their writing back and discuss what they have written. |                                                                                                                                                                                                                                                                                                                                                                                                     | Supported by the teacher: <ul style="list-style-type: none"><li>say sentences aloud several times before writing them down.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Year 1</b> <ul style="list-style-type: none"><li>once secure in step 3 phonics, saying out loud what they are going to write about and composing each sentence orally before writing it</li><li>discuss what they have written with the teacher or other pupils</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                     | With guidance from the teacher: <ul style="list-style-type: none"><li>once secure step 3 phonics, refine sentences orally before writing them down</li><li>use ‘and’ to link sentences.</li><li>write an additional sentence to add more detail to a short narrative.</li></ul>                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Year 2</b><br>make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"><li>evaluating their writing with the teacher and other pupils</li><li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li><li>some features of written Standard English</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                     | As above, and: <ul style="list-style-type: none"><li>Consider word choices and whether they help the reader to imagine a person or place, e.g. The girl was on her bike might become The little girl was riding on her blue bike.</li><li>Add expanded noun phrases for description or specification, e.g. the blue butterfly, the stripy jumper</li><li>Extend a sentence using subordination, e.g. I like ‘Dave Pigeon’ because...</li><li>Use some features of Standard English, e.g. I’m going to have a party instead of I’m gonna have a party</li></ul>                                      | <ul style="list-style-type: none"><li>Consider using the progressive verb form instead of the simple past, e.g. <i>They were running along the beach</i> instead of <i>They ran along the beach</i>.</li></ul>                                                                                                                                                                                          | Work needs to be shared with others in the class.<br><br>Children need to learn to listen carefully to others and tell them what they like about their work.<br><br>Prompts will be needed and feedback should be simple and modelled by the teacher.<br><br>Links to Speaking and listening.                                                                                                      |
| <b>Year 3</b><br>Evaluate and edit by: <ul style="list-style-type: none"><li>Assessing the effectiveness of their own and other’s writing and suggesting improvements</li><li>Proposing changes to grammar and vocabulary to improve consistency</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                     | As above, and: <ul style="list-style-type: none"><li>Make alternative vocabulary choices to be more precise or creative, e.g. <i>the lavender dress...He considered the idea (instead of ‘thought about’), the Dalmatian wagged its tail</i> instead of <i>the dog wagged its tail</i></li><li>Use words from the Y3/4 spelling list in their writing, e.g. <i>Occasionally, we go to Bristol. This work is very important.</i></li><li>Continue to develop their use of Standard English, e.g. <i>They would’ve seen the accident</i> instead of <i>They would of seen the accident</i>.</li></ul> | As above, and: <ul style="list-style-type: none"><li>Consider grouping of information, adding sub-headings if needed.</li><li>Consider using the present perfect form of the verb instead of the simple past to improve tense consistency</li><li>Consider using conjunctions, adverbs or prepositions to express time, place or cause, e.g. <i>Although he was tired, Atif did his best.</i></li></ul> | Work needs to be read aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.<br><br>Peer discussions need to focus on constructively developing the partner’s writing which needs to be consistently modelled by adults.<br><br>Feedback should be guided towards targeted areas/ sections of the children’s writing. |

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| <p><b>Year 4</b></p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>Assessing the effectiveness of their own and other’s writing and suggesting improvements</li><li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li></ul>                                                                                                                                                                                                                        | <p>As above, and:</p> <ul style="list-style-type: none"><li>Consider appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li><li>Use noun phrases formed in a variety of ways, e.g. <i>The brown eyed, tall boy, The tall boy with brown eyes</i></li><li>Use of adverbials, including fronted, to add interest and information for the reader, e.g. <i>Quickly, he seized his bag and ran.</i></li><li>Use words from the Y3/4 spelling list in their writing, e.g. <i>Occasionally, we go to Bristol. This work is very important.</i></li><li>Continue to develop their use of Standard English, e.g. <i>We did the right thing</i> instead of <i>We done the right thing.</i></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>As above, and:</p> <ul style="list-style-type: none"><li>Addition of adverbials, including fronted, to aid cohesion</li><li>Consider how best to organise writing into paragraphs around a theme</li></ul>                                                                                                                                                                           | <p>Work needs to be read aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Peer discussions need to focus on constructively developing the partner’s writing which needs to be consistently modelled by adults.</p> <p>Feedback should be guided towards targeted areas/ sections of the children’s writing.</p>                                                                                                                                                                                                                                                             |
| <p><b>Year 5</b></p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>assessing the effectiveness of their own and others’ writing</li><li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>ensuring the consistent and correct use of tense throughout a piece of writing</li><li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li></ul> | <p>As above, and:</p> <ul style="list-style-type: none"><li>Use of modality to convey degrees of possibility, e.g. <i>We might get into trouble for this.</i></li><li>Developing sentences by using relative clauses</li><li>Use parenthesis to add additional detail or clarification, e.g. <i>Em Norry (author of ‘Amber Undercover’)...</i></li><li>Use technical/ subject specific vocabulary accurately</li><li>Use words from the Y5/6 spelling list in their writing, e.g. <i>We must care for the environment... You must appreciate the time and effort this has taken...</i></li><li>Continue to develop their use of Standard English, including subject verb agreement, e.g. <i>We were caught running in the corridor</i> instead of <i>We got caught running in the corridor.</i></li></ul>                                                                                                                                                                                                                                                                                                                                                                     | <p>As above, and:</p> <ul style="list-style-type: none"><li>Add devices to build and improve cohesion in paragraphs</li><li>Choose whether to use the simple, past or perfect verb forms to aid consistent use of tense throughout text</li><li>Build links across paragraphs using adverbials of time place and number</li><li>Develop the use of punctuation to aid clarity</li></ul> | <p>Opportunities need to be made for children to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Peer discussions need to focus on constructively developing the partner’s writing using carefully considered prompts, e.g.</p> <p>Is there anything which is not clear to the reader?</p> <p>Is there anything which sounds ‘wrong’?</p> <p>Does anything need to be in a different order?</p> <p>Are there any ‘better’ words which could be used?</p> <p>Is there any unnecessary repetition?</p> <p>Feedback should be guided towards targeted areas/ sections of the children’s writing.</p> |
| <p><b>Year 6</b></p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>assessing the effectiveness of their own and others’ writing</li><li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>ensuring the consistent and correct use of tense throughout a piece of writing</li><li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li></ul> | <p>As above, and:</p> <p>Using features to indicate formality when required:</p> <ul style="list-style-type: none"><li>Replacing contractions, e.g. <i>I have seen the painting</i> instead of <i>I’ve seen the painting</i></li><li>Replacing passives using ‘get’/ ‘got’, e.g. <i>My favourite cup was broken</i> instead of <i>My favourite cup got broken</i></li><li>Replacing use of the vernacular, e.g. <i>Where are you going?</i> instead of <i>Where’s youse going?</i></li><li>Use of the subjunctive form if appropriate, e.g. <i>If I were to guess...</i></li></ul> <p>Develop the use of modality to convey degrees of possibility, e.g. <i>He must be punctual.</i></p> <p>Use technical/ subject specific vocabulary accurately</p> <p>Make precise vocabulary choices</p> <p>Use words from the Y5/6 spelling list in their writing, e.g. <i>We must care for the environment... You must appreciate the time and effort this has taken...</i></p> <p>Continue to develop their use of Standard English, including subject verb agreement, e.g. <i>We were caught running in the corridor</i> instead of <i>We got caught running in the corridor.</i></p> | <p>As above, and:</p> <p>Improve cohesion through:</p> <ul style="list-style-type: none"><li>organisation of material</li><li>pronoun references</li><li>choice of noun/pronoun for clarity</li><li>use of adverbials</li></ul>                                                                                                                                                         | <p>Opportunities need to be made for children to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Peer discussions need to focus on constructively developing the partner’s writing using carefully considered prompts, e.g.</p> <p>Is there anything which is not clear to the reader?</p> <p>Is there anything which sounds ‘wrong’?</p> <p>Does anything need to be in a different order?</p> <p>Are there any ‘better’ words which could be used?</p> <p>Is there any unnecessary repetition?</p> <p>Feedback should be guided towards targeted areas/ sections of the children’s writing.</p> |