

	Progression of Skills in English: Proof-reading Skills		Developed with reference to the national curriculum, Development Matters (2021) and Phonics into Early Spelling Programme	
	Our Vision: Our English curriculum promotes language development which enables pupils to communicate effectively and to appreciate the richness, magic and power of the written word. It enables children to see language as a source of pleasure and enjoyment and use it to develop powers of imagination, creativity and inventiveness.			
Purpose	The purpose of proof reading is to correct careless spelling, punctuation and grammar errors which detract from the quality of writing.			
Nature	Proof reading involves checking work for ‘silly’ or careless errors which the child should be able to identify for themselves, e.g. spelling of words which they have learned/ using phonemes which they should be able to use. As they progress, these should decrease as their fluency improves. It should be seen as a separate skill and will require discrete teaching initially so that pupils understand the differences between it and editing. This can be difficult to teach as individuals often are not able to identify their own mistakes; however, with prompts and guidance, the skills needed for this process will develop.			
Audience	Initially, this will be for the reader, but as they mature, this should become for their personal satisfaction as well.			
General note	It is not intended that this should be used as check list for pupils, but as a tool for teachers to track and set expectations based on the children’s prior and current learning. Different techniques will need to be taught to support children with identifying and correcting errors in their own work, e.g. how to use a word mat of common spellings, the writer’s mumble to locate punctuation mistakes, reading from the end of a piece to focus on picking up spelling errors. Teacher modelling- class, small group and individual conferencing- is essential. Modelling at class level is best done using carefully pre-prepared work which allows for both specific new teaching and a few ‘quick fix’ reminders. Peer editing can also be powerful, but how to be a supportive, effective partner also needs direct teaching.			
Progression		Language Features, including spelling Check for...	Punctuation Check for...	Notes for teachers
Year R Children in Reception will be learning to re-read what they have written to check that it makes sense (Development Matters 2021)		Children will need to see this process modelled before attempting it for themselves. - Correct spelling of own name - With support, correct spelling of words containing taught letter/sound correspondences - With support, check spelling of sight words	Children will need to see this process modelled before attempting it for themselves. - Capital letter for own name - Capital letters and full stops to demarcate sentences	
Year 1 Re-read what they have written to check it makes sense Non-statutory Guidance: At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.		- Children need to verbalise their thoughts first and see the writing process modelled by adults before writing independently. - Check spelling of sight words - Check spelling of days of the week - Add –s or –es as the plural marker for nouns and the third person singular marker for verbs - Use –ing, –ed, –er and –est where no change is needed in the spelling of root words - Check spelling of words containing taught letter/sound correspondences	- Capital letters for names and for the personal pronoun I - Capital letters, full stops, question marks and exclamation marks to demarcate sentences	Understanding that a sentence is a unit of meaning is essential. Children should see sentences that are not on one line, but carry on to another line so that they do not confuse line and sentence. Understand the need for a capital for names and I. (Adults need to model the process regularly)
Year 2 make simple corrections to their own writing by: - 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 (progressive) form - Proof-read to check for errors in spelling, grammar and punctuation		As above and: - Spell correctly many of the words covered in year 1 that contain taught letter/sound correspondences - Check spelling of words containing taught letter/sound correspondences - Make phonically plausible attempts to spell words they have not yet learnt. - Use the present and past tenses correctly and consistently, including the progressive form, e.g. She was walking... he ran (not he runned)... we are eating... - Check spelling of sight words - Check spelling of taught contractions	As above and: - Use both familiar and new punctuation correctly: - full stops - capital letters - exclamation marks - question marks - commas for lists - apostrophes for contracted forms and the possessive (singular) - its instead of it’s - Comma splicing: Thanks for your help, can you come back on Monday? (should be two correctly punctuated sentences)	Understand the progressive verb form Know why a comma splice is incorrect. Its = possessive/ it’s = it is Ensure children use clearly placed/sized and orientated punctuation marks. Know that a clearly placed/sized and orientated apostrophe for contraction is essential. The letters around the apostrophe should not be joined, e.g. don’t, wouldn’t, it’s (Adults need to model the process regularly)
Year 3 Proof-read for spelling and punctuation errors		As above and: - Use the present and past tenses correctly and consistently, including the progressive form - Check spelling of common homophones, e.g. there/their/they’re, here/hear - Check spelling of taught prefixes - Check spelling of the suffix –ly - Check spelling of Y3/4 words	As above and: Correctly placed inverted commas to punctuate direct speech, e.g. “I want to buy an ice cream” said Sally	Ensure clearly placed/sized and orientated speech marks. Understanding of ‘tense’ needs to be secured. Formation and use of the progressive form needs to be secured. (Adults need to model the process regularly)
Year 4 Proof-read for spelling and punctuation errors		As above and: - Standard English forms for verb inflections instead of local spoken forms, e.g. we were, not we was - Check pronoun references are consistent - Organising paragraphs around a theme- check paragraph breaks are clear. Demarcate to indicate break where needed.	As above and: - Commas after fronted adverbials, e.g. Suddenly, the sun came out. - Use of the possessive apostrophe with plural nouns - Inverted commas and other punctuation to indicate direct speech-. a comma after the reporting clause and end punctuation within	Develop understanding of Standard English and the importance of its usage in written English whilst valuing dialects and spoken forms. Correct placement, orientation and size of comma for fronted adverbial, e.g. In the future, we will...

		inverted commas, e.g. The conductor shouted, “Sit down!” • Apostrophes to mark plural possession, e.g. the girl’s name, the girls’ names	Correct placement, orientation and size of speech marks and other speech punctuation essential, e.g. “Look at this,” exclaimed Steven. The conductor shouted, “Sit down!” Secure understanding of singular and plural. Understanding of possession. Correct placement, orientation and size of apostrophe, e.g. the girls’ names (Adults need to model the process regularly)
Year 5 • Ensuring the consistent and correct use of tense throughout the piece • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing appropriate register • Proof-read for spelling and punctuation errors	As above and: • Consistent use of tense, e.g. maintaining the past tense when writing. • Checking verb agreement, e.g. I was eating, not I were eating • Check the spelling of words with silent letters • Check spelling of Y5/6 words	As above and: • Correct use of brackets, dashes or commas to indicate parenthesis • Correct use of commas to clarify meaning or avoid ambiguity	Be aware that more complex speech punctuation might also need checking. Ensure correct placement, orientation and size of brackets, dashes and commas. Understanding of parenthesis. Ensure correct placement, orientation and size of commas for clauses etc. (Adults need to model the process regularly)
Year 6 • Ensuring the consistent and correct use of tense throughout the piece • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing appropriate register • Proof-read for spelling and punctuation errors	As above and: • Check for cohesion throughout writing	As above and: • Correct use of the semi-colon, colon and dash to mark the boundary between independent clauses • Correct use of the colon to introduce a list • Correct use of semi-colons within lists • Correct punctuation of bullet points in a list • Use of hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Ensure correct placement, orientation and size of semi-colons, colons and dashes, e.g. It’s raining; I’m fed up. (Adults need to model the process regularly)