

Progression of Editing Skills (Reception to Year 6)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How	With direct support and feedback from adults.	Discuss what they have written with adults. Discuss what they have written with other children.	Evaluating their writing with the teacher and other pupils.	Assessing the effectiveness of their own and other's writing and suggesting improvements with some teacher support.	Assessing the effectiveness of their own and other's writing and suggesting improvements.	Assessing the effectiveness of their own and others' writing.	Assessing the effectiveness of their own and others' writing.
Proof-reading	Make some simple corrections in their writing, including: use of phonics and letter formation.	Make some simple corrections in their writing, including: punctuation, spelling, letter formation in line with NC expectations.	Proof-read to check for errors in spelling, grammar and punctuation in line with NC expectations with an adult. Begin to do this using editing stations and with other pupils.	Proof-read for spelling and punctuation errors in line with NC expectations. Develop independence and begin to use peer assessment more regularly.	Proof-read for spelling and punctuation errors in line with NC expectations with further independence and peer support.	Proof-read for spelling and punctuation errors in line with NC expectations with independence and peer support.	Proof-read for spelling and punctuation errors in line with NC expectations with independence.
Editing		Re-read what they have written to check it makes sense.	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, and correct use of past and present tense.	Proposing changes to grammar and vocabulary to improve consistency, including the use of adverbs, prepositions and conjunctions to express time, place and cause.	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.	Proposing changes to vocabulary and grammar, to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout the piece. Ensuring correct subject and verb agreement when using singular and plural,	Proposing changes to vocabulary and grammar, to enhance effects and clarify meaning. 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 beginning to choose appropriate register.	distinguishing between language of speech and writing and choosing appropriate register.
Redrafting				Children begin to redraft sections of their writing with guidance and feedback from class teacher.	Children to redraft sections of their writing with further independence and peer support.	Children to redraft sections of their writing. Children begin to redraft whole pieces of writing with teacher guidance.	Children to redraft sections and whole pieces of writing with independence.

Further information

- From year 1 upwards: Children will use purple pens for proof-reading and editing.
- From year 2 upwards: Children will write on every other line to allow room for editing, putting a cross in the margin of every other line to support them to remember.