YELARBON STATE SCHOOL

PROOFREADING AND EDITING
What Is Proofreading and Editing?

Proofreading is an aspect of editing. It involves reading the text to find and mark any mistakes.

Editing is the process of critically viewing the drafts of developing texts to locate errors in meaning, coherence, grammar, spelling and punctuation. These errors are then corrected and the text reworked to produce the next draft.

Teachers need to teach proofreading and editing skills explicitly, using modelled, shared and guided strategies, and to encourage students to engage in the editing process in their writing. The teaching of both skills needs to be planned to match the needs of the students and should occur in all classes from Prep to Year Seven. Having sound proofreading and editing skills will assist students to produce texts with correct spellings.

Proofreading is generally carried out more effectively if at least a day is allowed to elapse between the writing and editing processes. If students attempt to proofread immediately after writing, they are less likely to detect errors, as they will still be focusing on what they thought they wrote, rather than what they have actually written.

Consistency of editing symbols across all year levels is crucial in helping children develop these skills

Where is Proofreading and Editing found in the Australian Curriculum?

Proofreading and editing is found in the Literacy Strand of English in Creating Text:

<table>
<thead>
<tr>
<th>LITERACY Creating Texts</th>
<th>PREP</th>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
<th>YEAR THREE</th>
<th>YEAR FOUR</th>
<th>YEAR FIVE</th>
<th>YEAR SIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editing</td>
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<tr>
<td>Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops</td>
<td>Reread student’s own texts and discuss possible changes to improve meaning, spelling and punctuation</td>
<td>Reread and edit text for spelling, sentence-boundary punctuation and text structure</td>
<td>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation</td>
<td>Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure</td>
<td>Reread and edit students’ own and others’ work using agreed criteria for text structures and language features</td>
<td>Reread and edit students’ own and others’ work using agreed criteria and explaining editing choices</td>
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## YSS Whole School Approach to Proofreading and Editing

### Proofreading

Proofreading skills need to be explicitly taught (modelled, shared and guided) to students on a regular basis.

Proofreading may involve reading the text several times to find and mark misspellings, grammatical errors, omissions and insertions and punctuation errors. Proofreading for spelling errors requires a focus on individual words. It is important, therefore, to develop strategies that ask students to proofread in this way. We rarely read word for word.

Proofreading your own work is difficult if the text has just been written because it is very predictable. Writers are less likely to ‘see’ mistakes if they attempt to proofread immediately after writing something. Proofreading is likely to be more effective is at least a day is allowed between writing and proofreading.

**PHONETIC PROOFREADING:**
- Circle words they are unsure of
- Have a friend circle or correct misspellings
- Enter different versions of the word on a ‘Have-A-Go’ pad
- Check authoritative sources around the room

**TRANSITIONAL PROOFREADING:**
- Reread their work three times:
  - To check for meaning, punctuation and grammar
  - To circle words that are misspelled or that they are unsure of
- Enter different versions of the word on a ‘Have-A-Go’ sheet
- Check those authoritative sources that have been introduced, for example, wall dictionaries, word charts, dictionaries, environmental print
- Proofread with a partner

**INDEPENDENT PHASE**
- Proofread independently or with a partner
- Use a variety of authoritative sources, for example, dictionaries, thesauruses, spell checkers, atlases, topic books

**HOW TO PROOFREAD:**
- Use a ruler and a small piece of blank paper. Uncover the text line-by-line with the ruler, and word-by-word with the blank paper.
- Check if you have the right spelling. Think about the word. Try to visualize the same word. Does it look right? Think about other words that may be spelled the same.
- If you are still unsure of the spelling of a word, circle the word
- Say the word in your head and try to write the word as it sounds on your ‘Have-A-Go’ pad
- Break the words into syllables and check that you have represented all the sounds
- Try several different versions of the word on you ‘Have-A-Go’ pad and choose the one that looks right.
- Use a dictionary, spell checker, chart or book to check your spelling
## Editing

### How to Edit:

1. Read your writing
2. Does your writing make sense?
3. Have you put in capital letters?
4. Are all the full stops in the correct place?
5. Do you need to use question marks, commas, exclamation marks or quotation marks?
6. Circle the words you think you have misspelt?
7. Use your dictionary or word bank to find the correct spelling?
8. Fix all that you can

### Editing Symbols:

- When teachers conference and mark student work the YSS Editing Symbols are to be utilised (refer below)
- Symbols must be explicitly taught and modelled to ensure students understand their meaning
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>∧</td>
<td>Add a letter, word or phrase</td>
<td>Check spelling</td>
</tr>
<tr>
<td>□</td>
<td>Add a full stop, a comma etc</td>
<td>New paragraph</td>
</tr>
<tr>
<td>Cat</td>
<td>Delete</td>
<td>Move this section to here</td>
</tr>
<tr>
<td>()</td>
<td>Reword this section</td>
<td>More information needed</td>
</tr>
<tr>
<td>U</td>
<td>Word link – join words</td>
<td>Check the need for capital letter</td>
</tr>
<tr>
<td>WC</td>
<td>Word choice could be improved</td>
<td></td>
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</table>