



Andrell Education
Raising Standards in Education

presents

Big Write[®] & VCOP[®]

Professional Development Conference

Express Editing

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Extra Notes:

Express Editing

presented by
Big Write & VCOP
A Method for Raising Standards in Writing

The Aim of this Series

To help improve student's editing skills to improve their writing. Improving editing skills will help students to;

- Ensure their writing is clear for the audience upon first reading.
- Focus on their personal strengths and weaknesses.
- Correct and embed basic skills.
- Begin to enhance their writing with up-levering skills.

Do you use personalised editing guides?

Editing is an area many children struggle with. The thought of going back over the writing after spending so much energy producing it in the first place, can be too much.

Even when we download an editing checklist from the internet designed to make the process easy, it just encourages them to tick the boxes, but not actually analyse the piece.

For editing to be effective, it needs to be personalised to the needs of the students. It needs to grow and change as they do. It needs to be followed up with focused teaching to help them improve.

So how do we do that?

Determine their Strengths and Weaknesses

The start of the year is the easiest time to set up personalised editing guides, so we'll start there and build out.

You should all be data tracking and passing on the writing samples to the following year's teacher. This allows us to analyse the writing for evidence of learning, and then to cross check it with the previous year's later pieces.

We need to cater for the 'Summer Dip'

Big Write & VCOP PowerPoint Notes

Mia:3A

4/02

On my school holidays Ash, Mich^{lilly, okey}, my Mum, and I went Camping. We went to sheep-yard-flat it was a beautiful plase. We camped witenext to the river. The river is wonderful and it was ^{very} a bushey arier. If you followed the tracks you ^{will} find a brige. If you look out of the left side of the brige you can see a much deeper part. We swam at that much deeper part and floted down on our turbes it was ^{we rode our bikes} fun and amasing. But in the river we

saw little school fish all swim in a group than I saw a scamen. Then on my second camping trip went to Merindtens. ~~and~~ There was a lot of pescey flys and all so march flys. We braing moder bikes and we brang our bikes and some the turbes of cars to flote in the river again. I got to ride on the seventey it was fun and we made a rock brige it was fun.

RED: POSITIVE COMMENT

GREEN: CONSTRUCTIVE COMMENT

Start by discussing and jotting down **WWW** in Mia's piece - Be as specific as possible. If you refer to punctuation, what piece/s and where. Teach the students to look deeper and find evidence.

Then discuss and jot down the **EBI** - What could Mia do to improve her piece? Again be specific and point out where these changes could go. The author can then consider the changes, if they also agree, they can then edit and up-level the piece.

What Works Well (WWW):

Even Better If (EBI):

Goal:

's Personal Editing Guide

	Date:						
	Genre:						
1.	I can read my work aloud to check that it makes sense and correct any omissions.						
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

My mini post-it note goal

My mini post-it note goal

My mini post-it note goal

My mini post-it note goal

My mini post-it note goal

My mini post-it note goal

's Personal Editing Guide

		Date:					
		Genre:					
1.	I can read my work aloud to check that it makes sense and correct any omissions.						
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3.							
4.							
5.							
6.							
7.							
8.							
9.							
10							

My writing targets (What I need to add next time):

1. _____

Editing With A Phonic Phone

Teaching students to edit with a phonic or whisper phone will be a game changer. Whilst they can't use them in government testing, like NAPLAN, it's a great teaching tool to practice and help embed understanding.

- Ask the students to stand up when editing. It changes the diaphragm and creates a clearer speaker's voice.
- The first read-through will be a decoding read-through. They should be checking for clarity and consistency. To ensure it makes sense, there are no omissions, and it is cohesive.
- Each time they make a change, they should go back a sentence or two and re-read that section.

You may like to individualise what students are looking for based on their previous work samples and regular feedback. But be specific.

Editing With A Phonic Phone

- The second read-through is then with 'voice'. As if they were presenting at an assembly.

This is where they will hear more definitive stops, pauses, and emphasis.

(Of course, this needs to be explicitly modelled to tune their ears in to the sounds and what that means punctuation-wise.)

- Each time they make a change, they should again go back a sentence or two to check if it still makes sense and if the change was for the best.

Listen and Punctuate

One activity I love to use to practice punctuation skills is **Listen and Punctuate**.

You can decide how easy or difficult you want to make it for your students by deciding how much support you'll provide.

Let's have a go at a higher level first.

I recommend that these activities are completed in pairs in the classroom.

I will provide you with an unpunctuated section of text.

I will provide you with an unpunctuated section of text.
I will read it aloud to you with expression, and your job is to
correctly punctuate it from what you hear.

Listen and Punctuate

once upon a time there were three children joe beth and frannie
they lived with their mother and father in a little cottage deep in
the country they had to help their parents both in the house and in
the garden as there was lots to do

now one day their mother had a letter she didnt very often have
letters so the children wondered what it was about

listen she said this is something quite exciting for you your cousin
rick is coming to stay with us

The Magic Faraway Tree- Enid Blyton

Listen and Punctuate

Differentiation ideas:

- the amount of punctuation missing.
- previous exposure to the text.
- support markers on the text – underline where the punctuation is missing.
- provide a counter of punctuation missing for them to mark off.
- limit/Add more text – start with one sentence and build up.
- only provide text with punctuation they have been exposed to.
- add some challenging pieces of punctuation.
- colour code required for punctuation with multiple uses, e.g. comma. Listing comma= orange, commas to mark clauses = purple.
- peer punctuation – a copy of a peer's text is given, and the owner must read with expression for their partner to edit and/or fix.

Big Write & VCOP PowerPoint Notes

What can you implement and link to immediately?	What might be a hurdle to plan for?	What's a solution? Or how do I support and extend my students?