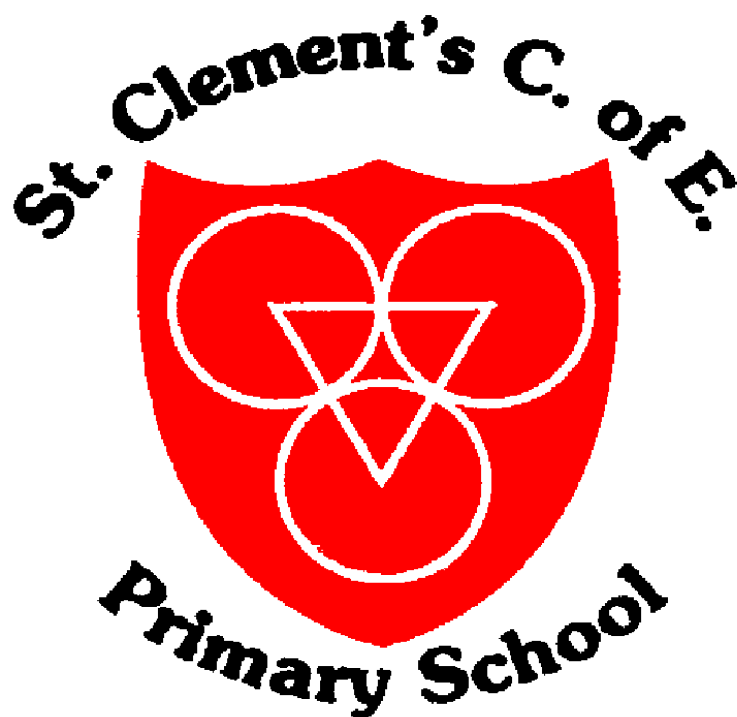


St Clement's C. of E. Primary School

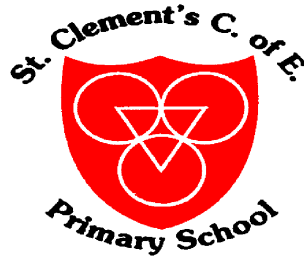


Editing and Improving Policy

Reviewed by JY & HSH (Literacy Leads): December 2025

Approved by JP (Head): December 2025

Due for review: December 2026



"With Faith, Hope and Love We Can Achieve Greater Things."

"Love is patient and kind. Love is not jealous or boastful or proud or rude. It does not demand its own way. It is not irritable, and it keeps no record of being wronged. It does not rejoice about injustice but rejoices whenever the truth wins out. Love never gives up, never loses faith, is always hopeful, and endures through every circumstance. Three things will last forever- faith, hope and love- and the greatest of these is love." 1 Corinthians 13:4-7 New Living Translation

Vision Statement:

At St Clements, we aim to ensure that everyone thrives within our caring Christian community. We will use our Christian Values and Bible verse to provide hope during difficult times, gain strength from our faith and ensure love guides us, as an inclusive school family, in all of our actions.

Our Christian Values: (Guiding our Thinking and Behaviour)

Love- (Core Value that all of our 6 Values Flow):

Faith

Hope

Respect

Compassion

Forgiveness

Thankfulness

DDA STATEMENT

At St. Clement's we will aim to:

- **Promote equality of opportunity between disabled people and others.**
- **Eliminate discrimination that is unlawful under the Act.**
- **Eliminate harassment of disabled pupils that is related to their disabilities.**
- **Promote positive attitudes towards disabled people.**
- **Encourage participation by disabled people in public life.**
- **Take account of a disabled person's disabilities, even when that involves treating a disabled person more favourably than another person.**

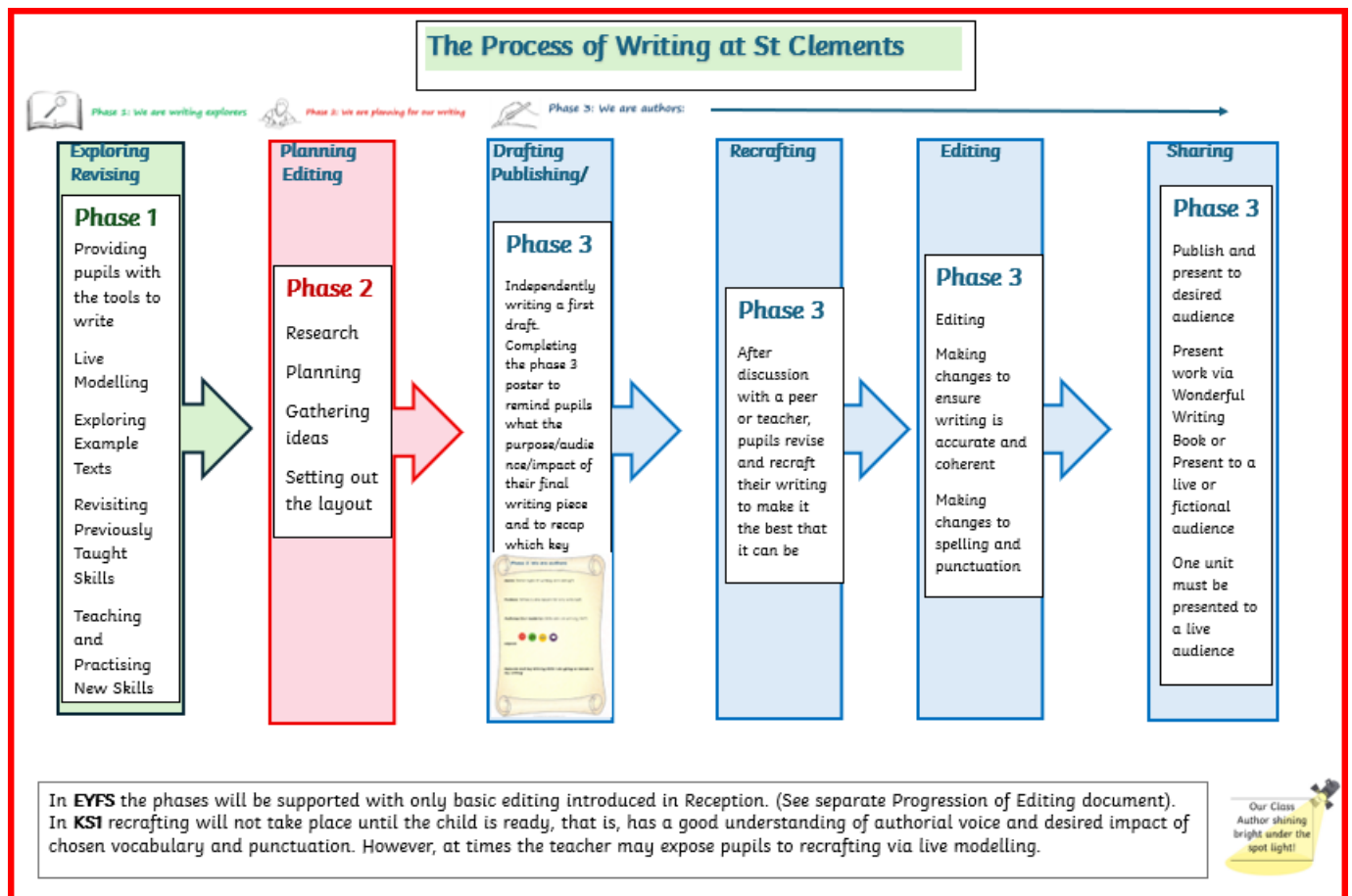
Rights Respecting School Link to Articles: 1, 2, 3, 4, 5, 12, 14, 16, 17, 18, 19, 28, 29 & 41.

Teaching Writing as a process, not an end product:

Our aim at St.Clement's C of E Primary School is to teach pupils editing, revising and recrafting are essential parts of the writing process. We want to children to see it as a creative, meaningful part of the writing journey, and value it rather than see it as a chore. We want to create a writing culture in which pupils are **resilient** and **reflective** writers, who see themselves as growing authors.

We ensure all our pupils are provided with regular feedback throughout the writing process. We believe pupils should be actively involved in the marking and feedback process, and we believe feedback at the point of learning (both verbally and written) is one of the things that has an impact on our pupil's learning and progress – e.g. praising and letting pupils know what they are doing well; ensuring misconceptions are dealt with at the point of learning. Through feedback at the point of learning, pupils can be given next steps to act upon/have their thinking challenged and progress in all sessions.

Through the Literacy Learning Journey, we want pupils to understand the importance of the stages of the writing journey that we promote in school: the exploring and practising of skills in **phase 1**, the planning stage in **phase 2** and then drafting, recrafting, editing, and publishing in **phase 3** - as *all authors* go through this writing process in order to produce their best final piece of writing.



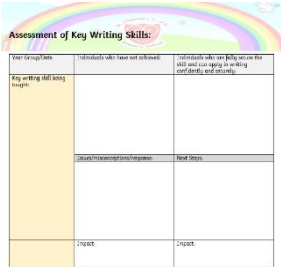
Evidence of the unit's Literacy Learning Journey will be found in pupils' English exercise books. In Key Stage 2, pupils have Talking Trio books, in which mixed groups work together to carry out oracy activities linked to the unit.

Throughout **Phase 1** of the Literacy Learning Journey, pupils will use their English exercise books to develop their writing skills in response to the teaching of explicit writing skills; pupils will apply these skills in short writes/short bursts of writing. We don't expect this to always be their best presented work (level 2 handwriting). Teacher's and Teacher Assistants should complete the Key Writing Skill assessment sheets, so

misconceptions and next steps can be identified, as this will also support with the editing and improving side of writing.

During **Phase 2** pupils will plan for their final writing outcome, this may include research sessions/using a planning format to map out ideas.

During **phase 3**, pupils will begin to prepare for their final piece of writing in their exercise books, applying skills they have been exposed to, explored and practised in phase 1 and using their plans derived in phase 2.



Assessment of Key Writing Skills		
Year Group/Class	Individuals who have not achieved	Individuals who are being written for
Key writing skill being taught		edit and re-writing or writing confidently and fluently

Throughout the writing phases of the Literacy Learning Journey. pupils will continually self-assess and edit, revise and recraft their work in response to self, peer, group evaluation or after discussion with the teacher and shared modelling. We are actively training our pupils to be reflective writers by encouraging them to be more proactive with proof reading and editing for errors with their basic skills, spellings (please see *Spelling Policy* for more guidance) and to make sure their writing makes sense etc.

Before completing final pieces pupils will complete the Phase 3 poster to recall writing skills they are going to apply/features of the genre they are writing and to make sure they have a clear understanding of the purpose/audience and desired impact for their piece of writing. In Key Stage 1, a poster will be created with the whole class – unless pupils are capable of creating their own.

Expectations for each year group:

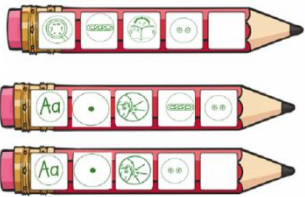
Nursery: Staff modelling back correct verbal language whilst developing vocabulary use

Reception: Teacher modelling basic edits such as letter formation, phonic application, capitalization and basic punctuation. Use of editing pencil.



Year 1: As above plus guided editing in small groups or 1-1. Use of progressive editing pencil.

Year 2: As above and pupils should be supported to **edit and revise** their work for sense, being helped identify and correct grammatical errors or spelling and punctuation error. Teachers may prompt pupils as needed. Pupils should also be provided with resources to help support them with this.



More Able
Middle
Lower

Pupils in KS1 will edit their work using **purple pen**, so edits are visual.

Key Stage 2: From Year 3 (or when pupils are ready), it is an expectation that pupils begin to **revise and recraft** their writing e.g. changing vocab for effect, explore changing sentences for desired impact and use of a range of punctuation for coherence and impact. At first pupils will focus on revising and recrafting sentences, then move on to revising and recrafting specific parts of writing/paragraphs in response to feedback or self-assessment. Y5 & Year 6 writers and more able writers should be encouraged/supported to be more independent with revising and recrafting their own work in response to feedback and self-assessment.

Pupils should **revise and recraft** their writing before they edit their work for precision. Pupils should be encouraged to proofread their work for spelling, grammar and punctuation continually as they write – not just at the end of a piece. An editing checklist can also be helpful in reminding pupils of what to check when editing their own or others writing. Pupils should also be provided with other resources/prompts to help support with editing e.g. word banks. Children should also be encouraged to look back at their work to support them with applying writing skills they have been taught in the unit securely.

Pupils in Key Stage 2 will use **pencil** to show their edits/revisions. However, if pupils are rewriting parts of their writing this should be done in pen.

Video to support with the Editing process:

Through quality modelling teachers will demonstrate that redrafting is not just writing up in best handwriting, but we refine, reshape and improve our writing to make it the best it can be before we publish it in our level 1 handwriting for our Wonderful Writing Books. (Expectations for WW books can be found in appendix 1). Teachers will **model** to pupils how to edit and proofread writing and recrafting **live** in the shared writes. We will teach pupils, at the appropriate level, of how to recraft and edit their writing effectively: using writing skills they are taught, exposed to through shared reading/writing, and from the three areas of the “Writing Rainbow”: The Grammaristics, The Fantasticisms and the Boomtastics, taken from the Write Stuff approach.

It is essential teaching staff are constantly modelling recrafting and editing strategies throughout the English curriculum and the rest of the curriculum and continue to provide pupils with the knowledge, support and resources needed to do this effectively and confidently. Final drafts (the best a pupil can do), which have been edited and improved in response to self, peer, or group evaluation will then be published by the pupil and put in to their Wonderful Writing Book, this will not be marked by the teacher as it is the final draft and the best the child is capable of doing, therefore an accurate representation where the pupil can be assessed at with their writing. We aim to support our pupils in becoming independent, motivated, confident writers throughout the writing process. We also want to celebrate our pupil's writing.

Teachers will also use Guided Writes as an opportunity to guide pupils about how to recraft and edit their writing to make it the best it can possibly be. In [phase 3](#), of the Literacy Learning Journey, teachers may provide 1 to 1 opportunities in order to discuss and together think of next steps to recraft their writing. Pupils may focus on specific aspects they need to, in order to improve their piece of writing e.g. word modification, sentence construction and punctuation and text cohesion or linked to The Grammaristics, The Fantasticisms and The Boomtastics.

Throughout the writing process, pupils should be given the opportunity/encouraged to share snippets of their writing, this can be done from their place (sitting or standing up) or when they feel confident enough they can use the spotlight. This is then an opportunity for teachers/peers to provide praise and feedback. Our aim to create classrooms where pupils feel confident in sharing their work, and appreciate feedback provided... but ultimately pupils' writing efforts are valued and celebrated.

Pupils will tick the lenses they feel they have securely used in their writing (this should hopefully include the writing lenses they have been explicitly taught within the unit). The teacher will also use this to mark the final piece and provide next steps to improve the piece/or for future writing.

Which lenses have I used in my final piece?

P	E	N	T	A	S	T	I	C
Feeling	Seeing	Noticing	Touching	Action	Smelling	Taste	Storag ng	Thinking

GRAMMARISTICS											
Adverbs & Adverbial Phrases	Basics	Complex Sentence s	Dialogue & Contrasts of Forms	Purpose	Pleasure	Passive Active Voice	Past and Present Tense	Punctuati n	Conjunctions	Helping verbs	Adjectives

RHYTHMISTICS							
Onomatopoeia	Alliteration	Rhyme	Repetition	Simile	Metaphor	Pathetic Fallacy	Personification

Appendix 1:

Expectations for Wonderful Writing Books 2025-26:

Please see below the expectations for what should be in pupils Wonderful Writing Books (WWB). We still want to keep the WWBs, as we have been praised for these and ultimately we want our children to see the process that an author goes through of exploring writing, planning for writing, drafting, recrafting, editing their writing, then finally, **publishing** their piece. We do not, however, want it to be an onerous task for pupils, as we want them to be motivated writers, proud of their final write and enjoy the writing up session.

Allowing pupils to be illustrators too motivates them, or to read/show their final writes to an audience gives them an incentive, or invite parents/carers in to see their final writes motivates some pupils and obviously acknowledgement/awards for producing quality work.

Again as the Editing policy states – the Wonderful Writing pieces should be the pupils ‘best for them’ piece of writing in response to adults’ feedback, self/peer assessment. There should be a noticeable difference between the draft and final draft as shown in our Presentation policy for Literacy. They should not be marked – as the marking will have been done in their Literacy books and the final draft is to show their response.

Please continue to write briefs to explain what the piece of writing is/the support given etc – please find the format for this if needed on the Literacy file.

Year groups:	Expectation:
Foundation Stage	To continue what is in already in place
KS1	At least 1 Literacy unit written up/published per term in pupils’ best handwriting (level 1) and presented creatively in their Wonderful Writing Books e.g. they may present it in a book/on special paper etc. Pupils should also publish sentences/paragraphs/short writes they are proud of/have been edited using their editing pens, so it is the best it can be. There should also be evidence of cross curricular writing pieces in their WWB’s, again presented creatively and applying their level handwriting skills. You may allow pupils to type up some pieces of writing so they can apply their ICT skills, for pupils with fine motor difficulties may be given more opportunities to type up pieces of writing in order to show their writing skills, but there must be evidence of support in place for these children and opportunities for children to practise and show their handwriting skills. When using ICT – the auto-correct must be taken off to show pupils capability. *If pupils have brought some quality writing in from home/for homework these can also be stuck in, but just need to be listed on the additional writing on the contents page. Taken from the Handwriting policy:  The Wonderful Writing books are an opportunity for pupils to show off their ‘best’ level 1 handwriting. When pupils are writing up either their favourite sentence/paragraph/extracts from their drafts – create a calm, positive atmosphere for them to do this, where the focus is <i>wholly</i> on handwriting. This will probably be when you see pupils applying their handwriting skills correctly, and producing their ‘best’ handwriting as this is their main focus. It’s also the perfect opportunity to celebrate pupils’ handwriting in these sessions - allow pupils to share their writing with each other/share pupils progress in handwriting e.g. pupils talk about which letters they have improved or mastered/display pupils best pieces around the class for all to see/share on class do jo for parents/carers to see.

	Reminders: Pupils should not be editing and improving in their WW books, unless they have accidentally made an error copying up – all editing and improving should be in their exercise book/draft pieces – as the above image shows the draft version compared to the published version for the WW book. There should be <i>no</i> marking in WW books, as this is the publish piece.
Ks2	At least 1 Literacy unit written up/published per term in pupils' best handwriting (level 1) and presented creatively in their Wonderful Writing Books e.g. they may present it in a book/on special paper etc. This piece of writing must have been edited and improved in their Literacy exercise books and the pupils must copy up the improved version/the best it can be version. Pupils should also publish sentences (SEN)/paragraphs/extracts/short writes they are proud of, and have been edited and improved to the best it can be in level 1 handwriting. There should also be evidence of cross curricular writing pieces in their WWB's, again presented creatively and applying their level 1 handwriting skills. You may allow pupils to type up some pieces of writing so they can apply their ICT skills, for pupils with fine motor difficulties may be given more opportunities to type up pieces of writing in order to show their writing skills, but there must be evidence of support in place for these children and opportunities for children to practise and show their handwriting skills. When using ICT – the auto-correct must be taken off to show pupils capability. KS2 writing projects may also be an opportunity for pupils to write something for their WWB. *If pupils have brought some quality writing in from home/for homework these can also be stuck in, but just need to be listed on the additional writing on the contents page. Wonderful writing books should not have pupils crossing out/teacher marking as this is the published piece.  The Wonderful Writing books are an opportunity for pupils to show off their 'best' level 1 handwriting. When pupils are writing up either their favourite sentence/paragraph/extracts from their drafts – create a calm, positive atmosphere for them to do this, where the focus is <i>wholly</i> on handwriting. This will probably be when you see pupils applying their handwriting skills correctly, and producing their 'best' handwriting as this is their main focus. It's also the perfect opportunity to celebrate pupils' handwriting in these sessions - allow pupils to share their writing with each other/share pupils progress in handwriting e.g. pupils talk about which letters they have improved or mastered/display pupils best pieces around the class for all to see/share on class do jo for parents/carers to see. Reminders: Pupils should not be editing and improving in their WW books, unless they have accidentally made an error copying up – all editing and improving should be in their exercise book/draft pieces – as the above image shows the draft version compared to the published version for the WW book. There should be <i>no</i> marking in WW books, as this is the publish piece.

Editing Writing Progression

St Clements Primary School Years R-6



Editing writing does not just mean making corrections to errors in written work e.g. changing a lower-case letter into a capital letter at the start of a sentence. Editing can also include revision of longer sections of work to further improve what has already been written and can also include additions to the original piece of work. It may help to use the following 3 terms in your editing and feedback sessions:

correct improve add

Please note that teacher modelling of the correct editing process must be taught and shared with the children in each year group before they should be expected, to edit their own writing. You may need to revisit/reteach a particular editing skill at the start of each editing session, so that children are aware of your high expectations for correcting their work.

	Editing Expectations	Editing & Responding to Feedback
Reception	From the start of the summer term, children should be shown how to edit their writing to check for errors and correct by referring to the checking pencil: - Knowledge of capital letters, full stops, (Summer Term) - Finger spaces - Re – reading for sense - Spellings (key words and phonetically decodable words from phases 2 and 3). Word mats / vocabulary vaults (word banks) / phonics mats should be provided in sessions.	Use of progressive pencils for editing writing as below: - Correct handwriting (especially correct letter formation; punctuation formation and spaces between words) - Correct punctuation CL . - Correct spellings (Phase 2/3 spelling and phonics rules taught)
Year 1	Building on editing skills previously taught in Reception class children should continue to edit writing with support as listed above. From the start of the spring term, children should be encouraged to begin to develop their independence and have a go at editing their writing to check for errors and correct by referring to the checking pencil.: - Capital letters, full stops, questionmarks and exclamation marks. - Spellings (key words, learnt rules and spellings from the Year 1 & 2 curriculum). Word mats / vocabulary vaults / spelling rule sheets and phonics mats should be provided in editing sessions. * <i>Sentence Sense</i> This then needs to be overseen by a teacher and feedback given. (Teachers need to be considerate of each child's individual developmental progress as some children may not be ready for this). Higher ability children can be introduced to peer assessment and proof read a friends work looking errors, then give verbal feedback to their friend.	Purple Pen for editing writing as below: - Correct handwriting (especially correct letter; punctuation formation and spaces between words) - Correct punctuation CL . ? ! - Correct spellings (Y1 common exception words, spelling and phonics rules taught) *<i>Children who are working confidently at the EXS standard for Year 1 in the summer term can begin to correct sentence sense by rewriting the whole sentence on a sentence flap</i>

Year 2	Building on the editing skills taught in year 1 children should be encouraged to edit more independently. Then have the support from teachers to give feedback. From the start of the spring term, children should be proof reading work from others and independently editing their own writing to check for errors and correct: by referring to the checking pencil: • Capital letters, full stops, questionmarks and exclamation marks. • Spellings (key words, learnt rules and spellings from the Year 1 & 2 curriculum). Word mats / vocabulary vaults / spelling rule sheets and phonics mats should be provided in editing sessions. • * <i>Sentence Sense</i> This then needs to be overseen by a teacher and feedback given.	Purple Pen for editing writing as below: • Correct handwriting (especially correct letter formation & joins; punctuation formation) • Correct punctuation CL . ? ! • Correct spellings (Y1/2 common exception words, spelling and phonics rules taught) • *<i>Children who are working confidently at the EXS standard for Year 2 in the summer term can begin to correct sentence sense by rewriting the whole sentence below (especially checking verb tenses to indicate time, including in the continuous form e.g. I am walking, I was walking, I will be walking).</i>
Year 3	From the Autumn term, children should begin to independently correct their writing using the Year 2 editing expectations above for punctuation, spelling, handwriting and sentence sense. From the Spring term, pupils will continually self-assess and improve their work in response to self, peer, or group evaluation, or after discussion with the teacher. Proof reading other children's work should be becoming common practise. Children should begin to include improvements to their writing in the form of vocabulary in-line with the Year 3 NC objectives.	Pencil for editing writing as below: • Correct handwriting errors (especially correct letter formation & joins; punctuation formation) • Correct spellings – common exception words, spelling rules taught and words from the Y3/4 word lists. Word mats / vocabulary vaults / spelling rule sheets and phonics mats should be provided in editing sessions. • Correct any punctuation taught so far • Correct sentence sense – verbs, plurals and missing words. • Improve vocabulary such as adjectives and adverbs. Writing flaps can be used to support this.

Year 4	From the Autumn term, children should begin to independently correct their writing using the Year 3 editing expectations above for punctuation, spelling, vocabulary and sentence sense. It is the expectation that by Year 4, joined legible handwriting is a given. Children who require further support should continue to practise handwriting and letter joins as part of their feedback and editing session but also have a discreet intervention in place.	Pencil for editing writing as below: • Correct spellings – words from the Y3/4 word lists. Word mats / vocabulary vaults / spelling rule sheets and phonics mats should be provided in editing sessions. Dictionaries should be provided for children to use the first two or three letters of a word to check its spelling (only once this skill has been taught as part of the Y4 curriculum). * Dictionaries are not useful for pupils who cannot yet spell, since these pupils do not have sufficient knowledge of spelling to use them efficiently. Other spelling resources should be provided. • To avoid pupils taking up valuable learning time to find a word in a dictionary, teachers should give the word and prompt pupils to explore a strategy to enable the pupil to spell the word in the future • Correct any punctuation taught so far • Correct sentence sense – verbs, plurals and missing words • Improve vocabulary such as adjectives, verbs, adverbs and adverbial phrases • Improve independently a sentence/part of writing , to demonstrate an aspect of writingfrom the task’s success criteria that may not have been met / has been met but further examples would improve the writing (this could be teacher led). A writing flap could be used.
Year 5 and 6	From the Autumn term, children should be independently correcting their writing using the editing expectations from Year 4 with additional expectations to be modelled and taught throughout the year. It is the expectation that by Year 5, joined legible handwriting is a given. Children who require further support should continue to practise handwriting and letter joins as part of their feedback and editing session but also have a discreet intervention in place.	Pencil for editing writing as below: • Correct spellings – words from the Y3/4 and 5/6 word lists. Word mats / vocabulary vaults / spelling rule sheets and phonics mats should be provided in editing sessions. Dictionaries should also be provided for children to use the first three or four letters of a word to check its spelling • To avoid pupils taking up valuable learning time to find a word in a dictionary, teachers should give the word and prompt pupils to explore a strategy to enable the pupil to spell the word in the future • Correct any punctuation taught so far • Correct sentence sense – verbs, plurals, missing words, comma splicing and complex sentence errors. • Improve vocabulary, using a thesaurus or other vocabulary resources provided in the session • Improve independently a sentence or sentences, to demonstrate an aspect of writing from the task’s success criteria (this could be teacher led) – use a writing flap • Add in words, phrases or sentences to a specific section or paragraph identified by the teacher as needing improvements. Feedback in books or as part of a whole class feedback session should clearly identify what aspect of writing is needed to improve the section of the child’s work. • More able writers will begin to independently revise and recraft sentences/parts of their writing or whole paragraphs in response to feedback given or self-assessment.