



**Special Needs Tip:** Things to try at home based on strategies we use in school to help support your child's learning. We hope that these ideas might be helpful, but there is no obligation or expectation for you to use them.

### **Ideas to support children to edit their writing**

In school after children have completed their writing, we ask them to edit it- extending and improving their ideas and correcting errors in spelling, grammar and punctuation. This is an activity that many children struggle with. Some feel that once they finish, writing it is finished and struggled to see why or how they can go back and improve it. Others find the task overwhelming and are not sure how to approach it. In school, we use a number of strategies to support editing which you might want to try at home. It is worth remembering that children can often find it easier to check their work after a break.

#### **Reading with a friend.**

We all know that when we read our work, we tend to read what we hope that we have written rather than what we have in fact written. This makes it hard to identify our errors. This means that it is easier to spot these errors when you hear your writing in another voice. You can support your child by reading their work aloud to them. If you have more than one child, they can read their work to each other. If your child has completed their work on a computer, you may have access to a programme that will re-read their work to them. This is included include as a feature in the more recent versions of Word.

As they hear their work read, encourage your child to follow along and make corrections or add information as they hear it

#### **Focus on one thing at a time**

You can reduce the task of editing by asking your child to focus on one thing at a time. For example, if they have difficulties remembering to use a capital I for the word, regularly misspell a particular word or reverse b and d, you can ask them to read their work and look for that particular thing. Don't ask them to do this too many times for any one piece of work or they will become bore and disengage. Equally, you can ask your child to focus on one way of extending their writing in the piece of writing e.g. adding adjectives or changing the word 'said' for a more interesting word choice. Alternatively, ask your child to make a set number of edits and once they have completed that challenge regard the editing as complete.

#### **'Focused' editing**

In school, we use what we call 'focused editing' to support children who regularly misspell particular words. We choose no more than 3 words for each piece of writing. Working with one word at time, we write the word clearly using lower case letters on a piece of paper. We then ask the child to go through their writing and identify each time they have used the word and circle it. Then matching it

against the piece of paper, ask your child to either tick it if it is correct or correct it if it is misspelt. As they become more confident with the word, the it can be changed.

### **Rainbow writing**

If you child has difficult with identifying when sentences begin and end or difficulties remembering to use full stops and capital letters, rainbow writing can help. For this we ask children to write each sentence in a different colour or alternate colours. This highlights where sentences begin and end.