

**Curriculum objectives**

- To assess the effectiveness of their own and other's writing and suggest improvements.
- To propose changes to grammar and vocabulary to improve consistency.

**Resources**

Interactive activity  
'Correcting work' on the CD-ROM

## Grammar and punctuation: Proposing changes to grammar and vocabulary

**Revise**

- Sometimes it is better to separate improving the content and intent of a text from checking and correcting the grammar and vocabulary (although the two are often interconnected). As such, try to develop short, specific grammar and punctuation checklists to support children as they check specific work. For example:

Grammar	Punctuation
Have I used pronouns correctly?	Have I used full stops and capital letters?
Have I started paragraphs in the right places?	Are my inverted commas in the right places?
Have I used clauses to improve sentences?	Do all of my commas need to be there?

- Rotate children through the interactive activity 'Correcting work' on the CD-ROM.
- Use model texts from Summer 1 and consider them only in terms of specific aspects of punctuation and grammar.
- Rewrite some of the Summer 1 texts, or create your own, with a range of errors in them, and have children annotate and correct them.

**Assess**

- In addition, provide a sample text similar to the one in the interactive activity and ask children to annotate and correct it.
- Also make assessments by reviewing children's own editing and improvement of their texts.

**Further practice**

- Develop good classroom routines for children to develop their skills in reviewing, annotating and improving texts, using their own and peers' work.

## Spelling: Words ending with '-sure' and '-ture'

**Revise**

- Distribute dictionaries and ask children to find the meanings of a range of '-sure' and '-ture' words.
- Create a display with each word written in unjoined and cursive writing.
- Create sets of cue cards with individual '-sure' and '-ture' words written on strips of card. Use these to play 'Endings snap', 'Kim's game', and so on.
- Have children trace words with a pen or finger while pronouncing them.
- Break down words into syllables and focus on the endings.

**Assess**

- Dictate a range of sentences including words covered and new ones with the '-sure' and '-ture' endings, allowing children to write them in context.
- Also look out for use of these words in children's independent writing.

**Further practice**

- If children are still having difficulties with these spellings, it is important that they encounter the words as much as possible in a range of contexts. Ask children to identify them in passages of text, invent and read specific passages using the target words.
- Use starter activity 12 'Word displays'.

**Curriculum objectives**

- To spell words that are often misspelled (Appendix 1).
- To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

**Resources**

Dictionaries