Proofreading and Common Errors:

Assessment Objectives:

AO5 ***Communicate clearly*** and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organise information and ideas, using ***structural and grammatical features*** to support coherence and cohesion of texts.

AO6 Use a ***range of vocabulary*** and ***sentence structure*** for clarity, purpose and effect, with ***accurate spelling*** and ***punctuation***.

Before Starting:

1. Be aware of what is being assessed in Writing (see Assessment Objectives above).
2. The Assessment Objectives show that you are being assessed on the content and organisation of your work (AO5) and your vocabulary and technical accuracy (AO6). Make sure you address these.
3. Use revision to work out the most common errors you make. Learn how to put these right and make sure you look for them in every piece of written work.
4. Get used to checking your work. Whilst learning this skill, you can read your work aloud to make the errors easier to detect.

Proofreading your work in an exam:

Check as you write

- Don't leave all checks until the end. Reread each paragraph before you start the next one to make sure that your work follows logically.
- Make sure that your work is grammatically sound – are you using tenses consistently?
- Keep an eye on any words that you use which are in the question – there is no excuse for spelling these incorrectly.

Leave time for a final read through

- Look at the basics carefully – for example, have you started each sentence with a capital letter and ended it with a full stop?
- Keep an eye out for words that you know you find problematic. Double check these.
- Don't be afraid to cross things out but make sure any changes are clear.

Things to remember: Be consistent:

In all writing it is important to convince your reader. **Don't undermine** your writing by **contradicting** what you have previously written.

For example, in a story you might write about waking up to see snow but later on describe someone who is sitting outside wearing shorts and a t-shirt. In a letter you might begin by describing a situation as outrageous but then go on to say that you don't mind either way. Both of these seem like silly examples but students often trip themselves up by **contradicting** themselves. **Careful planning** can help you avoid this.

Punctuation: Don't forget the basics

For your work to make sense you must write in SENTENCES. Make sure you know when to use a FULL STOP and when to use a COMMA. Too many students throw away marks and undermine the accuracy of their work by comma splicing. (*Comma splicing means using a comma when the sentence should have ended with a full stop.*)

Grammar: Tenses

Grammatical accuracy is very important and students who lose control of tenses will lose marks.

If you start writing in a particular tense try to make sure you stick with it unless you have a reason for changing.

E.g. if you begin writing in the past tense "*That day was the worst day of my life*..." make sure that you continue in that tense.

Common Errors – Homophones:

Lots of words sound the same but are spelled differently. Some examples are below. Learn the difference between these (and make lists of any others that catch you out regularly):

to/too/two	**there/their/they're**	**hear/here**	**wear/where**
we're/were	**sight/site**	**pair/pear**	**through/threw**
you're/your	**which/witch**	**peace/piece**	**new/knew**

Checklist for proofreading:

- ☑ Is your writing consistent?
- ☑ Have you used basic punctuation (like full stops) at the end of each sentence?
- ☑ Have you used tenses consistently?
- ☑ Have you used capital letters for all names and proper nouns?
- ☑ Have you punctuated speech and questions accurately?
- ☑ Have you written in paragraphs?