

## Introduction

For many people, proof reading is not an easy task. It cannot be assumed therefore, that when a particular word family or spelling rule has been taught, the student will automatically recognise an error and be able to correct it.

Just as the aim in Remedial Spelling has been to give the hand practice in writing words correctly, the eyes must be given structured practice in recognising errors and the brain must be programmed to know what to do about them. Put It Right will provide that practice.

The mistakes are numerous, so that some, at least, will be obvious to most students who have covered the parallel work in Remedial Spelling. The mistakes are the fault of someone else, *not* the student. Therefore no pain and shame are attached to them. These are the feelings that many adults with spelling problems have, when confronted with their own written work. It is the author and printer who stand to be corrected and with every wrong word discovered and put right, the confidence of the student slowly increases.

Proof reading passages should not be used until the Reinforcement section of a group of words has been reached, unless a student has moved through the early Test Passages without difficulty. Then, the first stages of Put It Right can be used for homework. This will gradually improve proof reading skills and confidence, and also provide evidence that the student can not only record words correctly, but recognise errors.

### Proof Reading Skills

A variety of techniques are suggested for proof reading, but I believe that those who have spelling difficulties, need to be given guidelines that make sense to them. As the skills of the student improve, different strategies may be adopted, but to start with safe, secure methods need to be used.

The following guidelines may be helpful:

- (a) Read passage through aloud for meaning. Do not let the eyes just glide over it.
- (b) Read with a pencil/ biro in the hand following each word as it is read. This will help the student to spot words that have been omitted, because the voice alone may put these in and the eyes will be deceived.
- (c) The voice and pencil will falter if the punctuation is wrong. Punctuation is a vital part of meaning.
- (d) Re-read for spelling errors. Hopefully, warning bells will ring over wrong spellings and misuse of words. Even if corrections cannot be made, the spotting of errors is a good sign and should be encouraged.

### Teaching Points

These have been mainly gathered together in word family and spelling rule groups. It would be wise if the tutor could become familiar with the relevant points before each session, in order that work can be flexible to meet the student's needs and random recognition of errors.

Re-read with the student, tracking the passage through and either approving corrections made, or discussing remaining mistakes. Link words to groups to provide triggers for the student's memory and if a second word in a particular family is wrong in the passage, use the first word as a trigger, eg, Proof Reading 2a — if 'Queen' is wrong, followed by 'beef' further down in the passage, remind student that 'beef' is in the same family as 'Queen' and encourage until 'ee' is remembered.

If 'sweets' is not corrected, use both 'Queen' and 'beef' as triggers.

### Proof Reading Own Work

From section 10 the student will be asked to provide written work. The integration of proof reading skills into correcting own work, is vital.

It would be of positive value if an appropriate dictionary and pocket thesaurus could be available at these sessions to improve the student's skills in using aids.

15 west road,  
sandwich  
Kent CT5 S26  
4-8-1988

The Manager,  
S.E. Electricity.  
Maidstone, Kent.

Dear Sir,

Thank you for the electrick bill. it is so prompt  
that I have no cach

I will sall my trompit and sed you the money,  
but I am ill in bad with mups at the moment. when  
the lums and bups have gone and I have get the  
cach in the bak, I will sent it to you.

Yours truly  
nick smith.

**Before** proof reading:

- (a) Draw attention to —
  - i) position and content of address;
  - ii) date — discuss which is the 8th month, if necessary;
  - iii) form of letter — Dear Sir . . . Yours truly.
- (b) Discuss the fact that all of us have to proof read our letters and other material we write. It is therefore a useful skill to learn.
- (c) Look at the word Sandwich in the address. Find it on a map. Discuss the 'd' and the ending, pointing out that it is the same spelling for the sandwich we eat!
- (d) Suggest that the student finds as many mistakes as possible unaided and that the rest will be discussed following proof reading.

**After** proof reading:

- (a) If all mistakes have been spotted, fine!
- (b) Capital letters and punctuation (West Road, Sandwich, It, When). Discuss the use of capital letters and the place of full stops.
- (c) Missing/wrong consonants (prompt, send, mumps, bumps, lumps, bank — cash, send).  
**Say** the correct word and ask the student to **listen**.  
Invite the student to say the word whilst looking at what was written. See if he/she can spot the mis-match.  
This habit needs to be encouraged — saying words aloud and matching what is said to the written symbols.
- (d) Wrong vowels (sell, trumpet, bed got).  
**Say** the correct word and ask the student to **listen**, whilst he/she looks at the word.  
Invite him/her to say the word and spot the mis-match.  
This is very important with short vowels, as they have often been the cause of past confusions. The ears really need to be alerted to the sounds, which then need to be matched with the correct symbols.
- (e) Discuss the ending of electric if this is still wrong. Link it to electricity in the address.
- (f) If there are no errors, or if it is felt that the student can encompass it without overloading, draw attention to the 'e' in 'money' and at the end of 'gone'.

On February 30th, there was a serious discussion on television about the carnivorous animal roaming through the countryside. No-one has seen the mysterious creature, but everyone knows its around because of the sheep, rabbits, dogs and cats that are being attacked, killed and eaten.

Volunteers have been organised to watch the public footpaths near the woods, particularly during the school holidays. Small children could as easily be attacked as a lamb, or a rabbit and they would be quite unconscious of how dangerous the woods had become.

A number of teenagers wanted to join the volunteers and there was quite an argument when they were told that they were too young. It was the excitement they were after and the police were afraid they would be too much excitement!

Television and newspaper reporters are anxious not to miss anything and are sitting around in their vans and cars hoping to catch a glimpse of the carnivorous creature.



- (a) Missing sounds (February, television, animal, countryside, everyone, around, eaten, particularly, holidays, easily, children, dangerous, newspaper, glimpse, police).
- (b) Days in February!
- (c) Basic words (was, because, could, would, they, wanted, were, anything, become).
- (d) ious (serious, mysterious, unconscious, anxious).
- (e) sion (discussion).
- (f) or (carnivorous).
- (g) oa (roaming).
- (h) Wrong word (through/threw, have/has, to/too, there/their, wood/would, quite/quiet, too/to, their/there).
- (i) Punctuation — full stops (countryside, eaten, become).
- (j) ure (creature).
- (k) Apostrophe (it is/it's).
- (l) Double consonant/short vowel (rabbits, killed, sitting, hoping).
- (m) ck (attacked).
- (n) eer (volunteers).
- (o) ed (organised).
- (p) a (ð) (watch, wanted, was).
- (q) ic (public).
- (r) a (ar) (footpaths, after).
- (s) ear (near).
- (t) é ending (during, argument).
- (u) Capital letters (Small, A, It, Television).
- (v) Silent letters (lamb).
- (w) ou (ū) (young).
- (x) Silent e (excitement).
- (y) ai (afraid).
- (z) tch (catch).