

Proof Reading and Editing Guidelines for Students

Dyslexics have great difficulties in seeing the whole piece and identifying any missing pieces or errors. Their ability to proof-read their own work, therefore, is impaired. This difficulty would be further exacerbated by cognitive weaknesses such as visual memory.

When a student is engaged in proof reading and editing it is important to leave a good time break between the first draft and coming back to edit the work. If the student is required to proof read and edit immediately after finishing the first draft there will be a tendency to read what they think they have written rather than what they actually wrote.

Editing needs to be conducted at least twice; once for structure of their written work and once for expression. Make the focus different each time and add to what was written, rather than allowing the student to start again.

Again this is a skill that needs to be taught to a class, small group or individually.

Proof Reading and Editing

Proof Reading

1. When you are proof reading an assignment or email read it forwards to check for content, grammar and punctuation and then read it backwards to check each word for spelling.

2. To improve your grammar; read the piece aloud to make sure it makes sense, for example, when you take a short pause is there a comma?

3. **Editing:** The following suggestions will help.

a) A well constructed paragraph consists of a topic sentence, supporting sentence and a concluding sentence.

b) Every sentence must be clearly related to the main idea and must support the main idea. The concluding sentence summarises the important points briefly and signals the end of the paragraph.

c) When editing check that each paragraph fulfils the following criteria:

❖ Does the paragraph have one main idea?

❖ Is the main idea properly explained and substantiated with supporting details and examples?

❖ Are all the sentences in the paragraph relevant to the main idea?

❖ Are all the points within the paragraph made in a logical order, to develop the main idea?

❖ Do the paragraphs flow in logically?

4. Editing for Expression

a) Are the sentences complete, do they make sense?

b) Is there variety in sentence construction?

c) Is the composition well paced, with the argument moving at the right speed?

d) Check punctuation

e) Check spelling

f) Avoid using too many long sentences

g) Cut out all unnecessary words

h) Check vocabulary choices for accuracy and appropriateness