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Make It ~~K~~ite Write **RIGHT!** ✓ Level One

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Make It Rite, Write, RIGHT!

Introduction

Proof reading is an essential part of written English – it requires visual scrutiny of the message as well as comprehension, no spot mistakes. Some learners will hopefully develop pupils' reading and spelling skills through guided and individual examination of the activities.

The content written into the text are modelled, but not exclusively. First of all the spelling patterns that you'll be covered in are advised. Spelling Made Easy, Teacher's Textbooks and the accompanying 'Fun With Patterns and Spelling Made Easy Activities' are used. The aim is further engagement and acquisition of the spelling patterns covered in the programme, as well as correct high frequency words in the first two levels, aspects of punctuation are explained in context at the beginning of a sentence and punctuation just after (quotation), and the odd red marker, more than after a period, because it completely changes the sense but are both in the first two levels, as a first to the reading is done.

Outcomes

- If required use the first few sentences are modelled and state the task with the pupils. Proof reading is used to ensure practice and follow on.
- Read through the passage for meaning and discuss any arising points.
- Do an oral to follow the text with a special punctuation so that it is not reading it.
- Take out punctuation marks and model how sentences sound without (or stop correctly).
- Repeat and re-read carefully again. Apply model and then the next, especially with relevant marks and words.

As the pupils progress through the activities, task particular areas for pupils to further research and consultation work should be one approach through analysis of their answers and responses during lessons.

By: Gillian

Hey you! Yes you!
Can you help Make It Right?

wrong spellings

There are lots of rong spellins in these bits of
writing. spot

ricing. Can you spot them and Make It Right?

some

There are also some capitals and full stops
missing. can

missin. See if you can find them all!

Good luck!

A Lump In The Sand

Sam met his pal Gus and shook his head. His ball is a
trap and slips in a crack now in a dent on the back by
the pond.

"I have just lost the rat my mum gave me," said the tramp.

"He was on this strong bit of string. I put it across the
dusty sand when I tripped as I had a trap in my leg."

Sam held his pal close in the dusty sand. A bee nearly
gave him a sting as he looked in the sand. He felt a lump

under his hand. The string. "A human it looks pal!" said the tramp.

A Smeary Picnic Spot

Sam was taking a nap at his desk. He had fallen asleep
after his bath, he woke up with a bump and sprang
up. There was a hazing on the door. It was the West twins.
"Hect about the picnic you said about Sam," said the
twins. Sam was crus he had forgot.

"We still have time to slat in a picnic in a nice spot at
sunset and it won't cost a lot. We can take krisas, mint
cak and a drink," he said.

There was a red smel at the picnic spot. "Mux"
he do face, scoops spoon out and leaft. Wick" jellid the
twins.

Level 1 – Activity 2 – short vowels 'u', 'o', 'i', 'e', 'a'

A Smelly Picnic Spot

Sam was taking a nap at his desk. He had fallen asleep
after he had a bump and sprang
up. There hung in the air.
What a mess! It was the West twins.
"What about the picnic you said about Sam?" said the
twins. Sam was cross he had forgot
to clean his desk. "We still have time to sit in a picnic in a nice spot at
sunset and eat crisps, mint
cake and drink." he said.
There was a red smell at the picnic spot. "Mum
he did a mess, spat out and left. With jelly the
twins.
twins.