

MODULE 6**EDITING****KEY OBJECTIVES**

1. To be able to self-edit and support others with their editing.
2. To implement different ways of editing.
3. To recognise the importance of editing.

KEY FEATURES

1. To use the skills and processes learned and apply to personal stories.
2. To be able to identify text which requires editing.
3. To make improvements to own work and suggestions to others.

Editing is a great skill to develop with your team of writers, once the content starts coming. It is always better to start the editing process when there is something for the young writers to edit.

It seems obvious to do it this way, but when we started delivering our workshops, we felt editing should be in the introduction to the programme. However, without a piece of work to edit, we opted to focus on this as we made headway and factor it in as we went, allowing the young writers to put into practice the methods we suggested.

SELF-EDITING

Like we all know, you can begin the editing process of your work yourself using a number of processes. These are as follows:

- Reading through your work yourself and making corrections. Use a different coloured pen to do this. Red or green is always popular if young writers start out using workbooks to write their stories. It is actually quite amazing what writers can pick up on when they use a marking pen. It might even be worth having the young writers edit each other's work as well in this way. If it becomes competitive and counterproductive, you could put a time limit on the exercise.
- One way of encouraging self-editing is to have the young writers read/ mumble their work aloud. This enables the writer to recognise a number of things in their work. These include a) repetition of words b) grammar c) punctuation d) over-running sentences and e) does the story make sense. This method has proved extremely successful and has been used in other subjects when it comes to checking work through to ensure it is as consistent and cohesive as possible. You may find some young writers are reluctant to read their work aloud in front of the rest of the team, if that is

TOP TIP

Never underestimate the power of marking with a red pen, no matter what age of writers you are dealing with.

the case, encourage them to mumble it to themselves. Ensure you ask the team if using this method allowed them to pick up on things they could do differently.

- Stepping away from a story can just be as productive as other methods. If a young writer has come to the end of their story, it is advised to edit at a later date. This will allow them to look at the work with a fresh pair of eyes and from an editing perspective as opposed to a writer's perspective.

EXPANDING VOCABULARY

Encouraging your team of young writers to expand their vocabulary during the editing process is always going to be beneficial. With the average young person knowing anywhere between 20,000 and 35,000 words, you would like to encourage them to make the most of their already extensive library of words while carrying out the editing process. This can be done by:

- Duplication – As mentioned before, reading aloud will encourage your young writers to identify duplicated words. This is an opportunity for them to put their words to the test. For example, a story about students going on a school trip may see the overuse of the word 'students'. Challenging the writer to consider replacement words for students may see 'Year 7 students' or 'young people' or 'scholars' or 'pupils' in its place. Opening this up to a group discussion is always an option as it really makes other writers consider their word usage.
- Word Banks – Creating word banks, where your young writers can trade a word for one they feel enhances their story more, will see positive results. This is when it is advisable to have a Thesaurus on hand. It is a great way to work with younger writers, particularly primary school age. Offer them a couple of credits for each piece of work, if they find themselves duplicating words and can't come up with alternatives, they can trade in a credit for a new word if they get stuck.

TOP TIP

Use our Editing worksheets as a competition to see who can spot all the mistakes in the stories.

PEER TO PEER SUPPORT

As mentioned earlier in these guidelines, peer editing is a great way of building on the skills of each individual, as it is somewhat normal for us to identify mistakes made by others before we identify them in our own work. Here are some suggestions to encourage peer support amongst your team.

PEER PITCHING

Have your team talk through their ideas for a story with another writer. This may give you the opportunity to link a writer who is not so confident yet with someone who is and this connection may help encourage the overall content of your publication.

PEER EDITING

Allow your writers the opportunity to make suggestions to each other as to what may need changing in their story, whether it be grammar, spelling or punctuation. Again, this is a great skill to use across the curriculum when it comes to their own work.

READING TO EACH OTHER

Something we have already mentioned, particularly when we get to secondary age, is the lack of confidence in reading aloud. Putting two writers together to allow them to read their work to each other is another form of peer support. This will give them a chance to spot any grammatical and punctuation errors, while hopefully building personal confidence in public speaking.

EDITORIAL TEAM

Depending on the size of your group there is nothing to stop you from appointing Editors and Sub Editors for your publication. This, again, allows your writers to really take ownership of the end result while enabling some to take a more active role in decision making and the direction of the end result.

The benefits of doing this, if it is possible, will see:

- Confidence building.
- increased team work.
- Workplace structure replicated.
- You become more of a facilitator.
- Development of transferable key- life skills for writers.

The types of roles you could potentially appoint could range from the following:

- Editor/Sub Editor - for those involved who are confident at editing the work of others and supporting with their story ideas.

- Photographic Editor - for those involved who are happy to organise the images you publication might need.
- Design team - for those who are keen to ensure the layout is correct and all stories are formatted as they should be.
- Social Media Team - for those who are good at promoting and want to raise awareness around the publication.

There are a number of ways you can involve people in your publication beyond just those who are creating the actual content. It is always worth talking to your group to see what their thoughts are about setting up an Editorial Team and see if they too can identify the impact this could have.

SUCCESS CRITERIA

- Identify and use processes suggested to edit own work
- Submit edited work
- Support others in editing their work through peer-to-peer support**
- Take on an editorial role if available **

***advanced learning*