

ASSIGNMENT REVISION PROMPT CARDS

Check your work in order, one card at a time.



NAME _____ CLASS _____

LEARNING GOAL

Check and improve my own written work, one step at a time.

SUCCESS CRITERIA

- ☐ I can check in order: Edit, then Format, then Proofread.
- ☐ I can tick a box only after I have really looked.
- ☐ I can fix a problem as soon as I find it.

1 Check in this order

Edit, Format, Proofread

E **Edit**
Big things first.

E1 to E6: Purpose, Opening and ending, Order, Evidence, Clear sentences, Word choice



F **Format**
Then the layout.

F1 to F4: Layout, Text style, Handwritten work, Extras



P **Proofread**
Last of all.

P1 to P6: Capital letters, Sentence ends, Commas, Apostrophes and speech, Spelling, Last look

2 How to use the cards

METHOD

Five moves for every card

- 1 **Cut.** Cut out the cards along the dashed lines.
- 2 **Pick.** Pick one card.
- 3 **Read.** Read your work with the card beside it.
- 4 **Tick.** Tick each box with a pencil.
- 5 **Return.** Put the card back, then pick the next.

3 Ground rules

RULES

- Read it aloud.
- One card at a time.
- Fix as you go.
- Ask a partner if you are stuck.

4 My plan

Before you start

The work I am checking: _____

The three cards I will use first: _____

5 My card tracker

Tick a card when you have used it

☐ E1	☐ E2	☐ E3	☐ E4	☐ E5	☐ E6	☐ F1	☐ F2
☐ F3	☐ F4	☐ P1	☐ P2	☐ P3	☐ P4	☐ P5	☐ P6

CARDS: EDIT AND FORMAT

Cut out, pick one, tick each box.

✂ Cut along the dashed lines. The letter and shape show the set: **E** square, **F** circle, **P** scalloped.**E1 Purpose**

- ☐ I re-read the task or brief.
- ☐ Every part of the task is covered.
- ☐ I can say my main point in one sentence.
- ☐ I cut anything that does not help.

E2 Opening and ending

- ☐ My opening sets out my point or draws the reader in.
- ☐ My ending links back to the task.
- ☐ My ending is not just my opening repeated.
- ☐ No new, unexplained idea appears at the end.

E3 Order

- ☐ Each paragraph has one main idea.
- ☐ Ideas are in a sensible order.
- ☐ Linking words show how ideas connect (so, because, however, for example).
- ☐ I moved or removed anything out of place.

E4 Evidence

- ☐ Each point is backed by an example, fact or quotation.
- ☐ I explained how the evidence supports the point.
- ☐ I checked facts against my notes or source.
- ☐ I named my sources where needed.

E5 Clear sentences

- ☐ I read it aloud and marked places where I ran out of breath.
- ☐ I split any sentence that tries to do too much.
- ☐ I cut words that say the same thing twice.
- ☐ Every sentence says what I mean.

E6 Word choice

- ☐ I replaced vague words (thing, nice, good, got) with exact ones.
- ☐ I used subject words from the unit correctly.
- ☐ My tone suits my reader.
- ☐ I do not repeat the same word again and again.

F1 Layout

- ☐ The title is clear.
- ☐ My name and the date are in place, if asked.
- ☐ Paragraphs are separated by a gap or a new line.
- ☐ Margins and spacing are tidy.

F2 Text style

- ☐ Body text is one font and one size.
- ☐ All headings look the same.
- ☐ Bold or underline is used only for a reason.
- ☐ Lists follow one style.

CARDS: FORMAT AND PROOFREAD

Cut out, pick one, tick each box.

✂ Cut along the dashed lines. The letter and shape show the set: **E** square, **F** circle, **P** scalloped.

F3

Handwritten work

- ☐ My writing is clear to read.
- ☐ I wrote on every line and left space for comments, if asked.
- ☐ I crossed out mistakes neatly with one line.
- ☐ I drew diagrams in pencil first and labelled them with a ruler.

F4

Extras

- ☐ Pictures, tables and graphs have a title or caption.
- ☐ Sources are listed the way my teacher asked.
- ☐ Pages are numbered if there is more than one.
- ☐ I checked any word limit my teacher set.

P1

Capital letters

- ☐ Every sentence starts with a capital letter.
- ☐ Names of people and places have capitals.
- ☐ The word I is always a capital.
- ☐ No capitals appear by mistake in the middle of sentences.

P2

Sentence ends

- ☐ Every sentence ends with . or ? or !
- ☐ I checked for two sentences joined by only a comma.
- ☐ Every sentence has a verb.
- ☐ I checked for sentences that stop too soon.

P3

Commas

- ☐ Commas separate items in a list.
- ☐ There is a comma after an opening phrase (After lunch, we left).
- ☐ Commas go round extra information.
- ☐ There is no comma between a subject and its verb.

P4

Apostrophes and speech

- ☐ Apostrophes show missing letters (don't, it's for it is).
- ☐ Apostrophes show belonging (the girl's coat).
- ☐ There is no apostrophe in a plain plural (apples) or in its meaning belonging to it.
- ☐ Speech marks surround spoken words, with a new line for a new speaker.

P5

Spelling

- ☐ I underlined words I am unsure of and checked them.
- ☐ I checked words that sound alike (their, there, they're; your, you're).
- ☐ I checked subject words against my notes.
- ☐ I checked endings such as -ed and -ing.

P6

Last look

- ☐ I read it aloud one last time.
- ☐ I read the last sentence first, then the one before, to spot spelling slips.
- ☐ I looked for missing words.
- ☐ A partner read one paragraph for me.