Check and improve: answers and notes

What your child practised: reading writing back aloud to spot mistakes, then improving it with better words (Year 3: proofreading and evaluating writing).

Page 1 · Warm up

Mia ate her lunch in **the** hall.
I hung my coat on **my** (or **the**) peg.

Page 2 · Try it together

Answers will vary. Check the three sneaky mistakes were all found.

Page 2 · A. Missing words

…in **the** car (or **our**, **Dad's**)
Leo kicked **the** ball (or **his**, **a**)
My cat likes **to** sleep…

Page 3 · B. Spellings

because · **favourite** · **surprise** · **friend**

Page 3 · C. Dull words

nice → **delicious** · good → **brilliant**
big → **enormous** · said → **shouted**

Page 3 · D. Mia's writing

Last (capital letter) · a lion and **a** tall giraffe (missing word) · **because** (spelling) · *nice* → a better word, such as **funny** or **cheeky** (dull word).

Challenge: Any sensible answer, such as: our eyes see what we *meant* to write and skip over gaps. Reading aloud and pointing makes you say every word, so you **hear** when one is missing.

Watch out for

- **Missing words not spotted.** Ask your child to point under each word as they read, and to read what is written, not what they meant.
- **Spelling mistakes not spotted.** Ask, "Does that word look right?" *Because*, *friend* and *favourite* are worth learning.
- **Keeping dull words** like *nice*, *good* and *big*. Ask, "What sort of nice? Tasty? Kind? Sunny?"

Going further (5 minutes, no paper)

- **Read it to me:** your child reads a short piece of their writing aloud. Can they find one thing to fix and one dull word to swap?
- **Better word game:** say a dull word (nice, big, said) and take turns giving a better one.
- **All five steps:** this is the game's last chapter. Try every step on one short piece: ideas, reader, plan, write, check.