

Proofing: Spell-Check and Grammar Tools

60 minutes

ICT1: Introduction to the computer and word processing

Outcome M1.U2.3

WHAT THIS LESSON DOES

Use built-in spell-check and grammar tools to review your Something Real proposal. Decide which suggestions to accept, add local words to the dictionary, and complete a human read-aloud pass to catch remaining issues such as wrong real words and context errors.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M1.U2.3	Proof and edit a document before printing.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Run spell-check and grammar check and decide which suggestions to accept
- Add words to the dictionary when appropriate
- Explain tool limits including homophones, proper nouns and context
- Proof the proposal with tools plus a human read-aloud pass and record changes

BEFORE THE BELL

- Nothing to pre-load: anyone missing 03_proposal_draft makes a new one and copies in the What, Why and Who sections from their 01_project_brief, which takes under a minute.
- Check who already has 03_proposal_draft; complete missing files in the first 2 minutes of the introduction.
- Have an anonymised short proposal paragraph ready for the 60-second model before independent practice.
- Confirm cloud access. Nothing to pre-load: anyone missing 03_proposal_draft copies the What, Why and Who sections from their 01_project_brief into a new one, which takes under a minute. Check who already has the file in 03_documents. Have the paste-ready sample paragraph ready to project for the scratch practice.
- No prep needed beyond projecting the Aoife sample
- Word for the web or Google Docs available; students signed into school cloud accounts; paste-ready sample printed on the step (project it as well if useful)
- Confirm each student can open 03_proposal_draft before the 20-minute window; anyone still missing it copies the What, Why and Who sections from their 01_project_brief into a new one

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	Step-by-step task
3 min	content	Common issues
20 min	activity	Independent practice
5 min	content	Reflection
6 min	summary	Lesson summary

TEACHING MOVES

- Lead Key concepts orally on Aoife, then one sentence per concept name; students should not be left to read the table on their own.
- Model the spell-check process on a shared screen, emphasising accept or reject for each suggestion.
- Before independent practice, spend about 60 seconds on one accept, one ignore, one dictionary add, and one read-aloud fix.
- Before students open their real proposal, check visibly that `_scratch_proofing_practice` has been deleted, by hands up or a look at the folder view, so practice files are not left among the portfolio work.
- Leave Common issues on screen as a reference; reading the whole table aloud would use up practice time.
- Reflection: take two student examples at most, then walk the room quietly with a tick list (log, Tool line, Read-aloud line, filename).

WHAT TO WATCH FOR

- Auto-accepting every suggestion without reading. Solution: Prompt students to read the full sentence before deciding.
- Missing wrong-real-word errors such as stationary/stationery. Solution: Require the human pass and the log line.
- Leaving `_scratch_proofing_practice` in `03_documents`. Solution: Check that every scratch file is deleted before independent practice begins.

DIFFERENTIATION

- Support: brief sections copied into a missing draft, and the paste-ready sample on the step, so typing speed is not the barrier; prioritise log completeness for late starters.
- Extension: Proof a second portfolio document and log one proper-noun or wrong-real-word decision.
- Support: Allow paired work during the read-aloud pass to discuss potential changes; whisper or mouthing is enough.