

Proofing Tools: Spell, Grammar, Readability

60 minutes

ICT Specialism 1: Word processing

Outcome M1.U2.3

WHAT THIS LESSON DOES

Use spell and grammar check tools on your newsletter document. Add custom words to the dictionary and view readability statistics. Learn why automated checks still need human review for context and wrong words.

CURRICULUM OUTCOMES

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

WHAT STUDENTS SHOULD BE ABLE TO DO

- Run a full spell-check and grammar-check on a real newsletter draft
- Add words to the dictionary and note readability information where available
- Explain limits of automated proofing, including wrong words and context

BEFORE THE BELL

- Pre-place sm1_proofing_practice in each student's sm1/ folder with the sample paragraph already typed (or share one copy they open from sm1/).
- Have recap notes from earlier newsletter track-changes and comments work ready.
- Have a short demo paragraph ready with a typo, a correct Irish name the tool flags, and a wrong-word-in-context error the tool may miss. Pre-place sm1_proofing_practice (sample paragraph already typed) in each student's Project_Portfolio/09_specialism/sm1/ or provide a shared copy they open from there. Prepare a short newsletter stub as sm1_doc2_newsletter_v5 for anyone without a draft. Students need their latest newsletter version in sm1/ where they have one.
- No prep needed beyond the demo paragraph from the introduction.
- Pre-place sm1_proofing_practice in each student's sm1/ with the sample paragraph already typed, or share one copy they open from sm1/. Students need word-processor access (Word Online or Google Docs) and a browser signed into school cloud storage.
- Confirm each student can open their latest newsletter version in the first 2 minutes. Have a teacher-supplied sm1_doc2_newsletter_v5 stub ready for anyone without a draft. Have a quick visual check list for exact v6 naming (sm1_doc2_newsletter_v6) and the readability note. Write the exact filename on the board.
- No prep needed beyond the 1-minute tab-title filename check.

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HOW THE LESSON RUNS

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

TEACHING MOVES

- Model the Editor path on the classroom screen first; narrate the worked example live rather than leaving students to read it solo.
- Say up front: one look for readability or Editor totals, then Not shown if nothing appears.
- Demo title-bar rename before independent practice so v6 rename is not first contact.
- Circulate to support dictionary additions and meaning fixes.
- Use whole-class discussion for common issues section.
- Ensure students work on their real newsletter and bank exactly sm1_doc2_newsletter_v6 (or stem_v6).
- Keep this lesson's practice file as sm1_proofing_practice; the next lesson must use sm1_manual_proofing_practice.

WHAT TO WATCH FOR

- Overlooking wrong words that pass checks; advise reading aloud.
- Flagged correct names; show add to dictionary or ignore all.
- Assuming tool catches all errors; stress manual review.
- Inconsistent v6 filenames with spaces; insist on sm1_doc2_newsletter_v6 via title-bar rename, not File Save As.
- Proofing the practice file as if it were the newsletter v6; stop this in the first 2 minutes of independent practice.

DIFFERENTIATION

- Support: Provide a printed copy of the on-screen proofing checklist.
- Support: Teacher-supplied newsletter stub or paired peer file for students without a draft.
- Extension: Early finishers proof an older portfolio document.
- Support: Allow pair discussion during reflection if needed.