

Manual Proofing Techniques

60 minutes

ICT Specialism 1: Word processing

Outcome M1.U2.3

WHAT THIS LESSON DOES

Use manual proofing techniques such as reading aloud, reverse reading and marking up printed pages or PDFs to find errors missed by software. Apply at least three human fixes to improve your newsletter.

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

- Apply manual proofing methods: read aloud, reverse reading, paper or zoomed PDF markup
- Find errors software missed
- Apply at least three human-caught fixes to the project newsletter

BEFORE THE BELL

- Day before: spot-check Project_Portfolio/09_specialism/sm1 for sm1_doc2_newsletter.docx and pre-stage missing-file fallbacks for known gaps.
- Prepare the sample paragraph for pasting or dictating to students.
- Decide if students work alone then pair for fresh-eyes review, which only happens if you start it.
- Check that the projector shows small text clearly and that you can find the export control in your own application, since you will export the practice paragraph to PDF live on screen during the step-by-step task and zoom it to 150%.
- Plan the fallback for missing newsletters: new sm1_doc2_newsletter_v7 from corrected practice text plus planted slips.
- Day before: spot-check Project_Portfolio/09_specialism/sm1 for sm1_doc2_newsletter.docx and pre-stage fallbacks for known missing files. Scrap paper and pens; optional printer; sample practice text ready to project; students need their existing newsletter in Project_Portfolio (or fallback plan ready)
- Project the practice paragraph; optional: one pre-exported PDF of the same text zoomed on screen for a single teacher demo
- Students need word processor access and cloud portfolio; sample paragraph available to paste; optional printer; pre-exported PDF ready for one teacher zoom demo
- No prep needed beyond circulating during the practice pass
- Day before: folder check for sm1_doc2_newsletter.docx and pre-stage fallbacks. In class: confirm each student can open the file in the first two minutes; scrap paper on desks; circulate for leftover planted seeds before banking v7

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HOW THE LESSON RUNS

5 min	introduction	Introduction
7 min	content	Key concepts
12 min	activity	Step-by-step task
4 min	content	Common issues
22 min	activity	Independent practice
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- NEW 15 Sep: the standard correction marks (np, run on, #, delete, bold, replace) are now taught here, about 8 minutes. Work the six through once on the board, then go straight to the partner swap, because reading someone else's marks is the half that sticks. If a partner cannot make the change from the mark alone, that is the lesson rather than a failure.
- Project the practice paragraph and catch errors as a class before revealing the full answer key.
- Model one sentence aloud; students then whisper-read or partner-read as directed.
- In the step-by-step task every student creates and renames the file, pastes the paragraph, whisper-reads, reverse-reads, applies the fixes and finishes with a quiet read. The software pass and the pair pass happen only if you start them, and the PDF export on the practice file is your demo rather than theirs.
- On the real newsletter, require whisper-read and reverse reading as the two methods; paper or zoomed PDF is optional.
- Circulate during independent practice to check for fix lists on sm1_manual_proofing_practice, matching edits, and no leftover planted seeds in v7.
- In the first two minutes of independent practice, verify each student can open sm1_doc2_newsletter.docx or start the fallback.
- Seed only yourself, after a student has done a full hunt; when the real file exists, require at least one genuine live catch.
- Run a quick class share of error types at the end.
- Homework only for the extension checklist on a second Module 1 document after the in-class newsletter pass is complete.
- Keep sm1_manual_proofing_practice separate from the software-proofing practice file made in the previous lesson, as the two are easily mixed up when you collect evidence.

WHAT TO WATCH FOR

- Students claim no errors remain after software check; run a 60-second class hunt on a volunteer's paragraph to demonstrate catches.
- Overlooking homophones or missing words; remind them to focus on these during reverse reading.
- Forgetting to apply fixes to the real newsletter; check that edits match the proofing list.
- Leaving deliberate seeds in sm1_doc2_newsletter_v7; check seeds are deleted before you collect the file.
- Saving under mixed filenames; collect only sm1_doc2_newsletter_v7 plus sm1_manual_proofing_practice.

DIFFERENTIATION

- Support: Provide a printed checklist of common issues for students to tick off.
- Extension: Challenge students to create their own five-line personal proofing checklist on a second Module 1 document.
- Support: Allow pair work for the independent practice if struggling alone.
- Support: Use the missing-file fallback so every student still produces evidence you can collect.