

# Editing Station CARDS



These cards can be used on their own at stations or as whole class activities.



# DICTIONARY

A dictionary is a book, or a source of information found on a computer, that lists the words of a language in alphabetical order, along with information about their meaning, spelling, and pronunciation.



At this station you are checking to see if you can use a dictionary to **bump up** your writing.

Have you **proof read** your spelling?  
Did you need to **change anything**?

I can use a **Dictionary** to improve my spelling.

**Proof read** your work.  
Do all of your words look accurate?

Check and correct your spelling by using a **dictionary**.

Ask a partner to see if they can identify any words that have been misspelt in your writing.



# Thesaurus

I can use a **Thesaurus** to improve my writing.

A thesaurus is a book that lists words in groups of synonyms and related concepts.



At this station you are checking to see if you can use a thesaurus to **bump up** your writing.

strong

Synonyms for strong  Common  Informal

adj healthy, powerful

able	heavy	vigorous	heavy-duty	stark
active	robust	able-bodied	in fine feather	staunch
athletic	secure	enduring	mighty	stout
big	solid	fixed	muscular	strapping
capable	stable	forcible	reinforced	sturdy
durable	steady	hale	rugged	unyielding
energetic	substantial	hard as nails	sinewy	well-built
firm	tenacious	hardy	sound	well-founded
forceful	tough	hearty	stalwart	well-made

Can you **bump up** any of your vocabulary by using a **thesaurus**?



# COLONS

The colon can be used to introduce a list of items or be used to explain something.



At this station you are checking to see if you can add a colon to your work.

Can you add a sentence that includes a **colon** in your writing?

I can use **colons** in my writing.

The colon can be used to introduce a list of items  
e.g. *Thomas had two passions: soccer and running.*

A colon can also be used to explain something.

e.g. *I know how I'm going to handle this: I'm going to hide!*





# Semi-Colons

I can use semi-colons in my writing.

Semi colons are used when two sentences are closely related or between two closely related independent clauses



At this station you are checking to see if you can add a semi-colon to your work.

The computer had a virus; unfortunately all of the files were lost.



Can you add a semi-colon in your writing?

# TEACHER Time!



At this station you are conferencing with your teacher.

I can **edit my work** with my teacher and understand constructive advice.

**Share** your writing with your teacher and take their advice about how to improve your writing.

Do you have your editing checklist with you?

Show your edited piece to your teacher when complete.



# HANDWRITING

Effective handwriting and presentation of work is required in order to communicate effectively for a range of audiences



At this station you are checking that your handwriting is legible.

Re-write one paragraph of your writing using **joined handwriting**

I can develop a **handwriting style** that is legible, fluent, automatic and varied.

Re read your work. Can you read your writing?

Are there any parts that you need to look twice at?

Check that your writing is fluent with appropriate size, slope and spacing, neat and legible.



# finishing time



At this station you are working to finish your writing.

Have you finished your writing?

I can concentrate on my work to have it completed.

Use this time to finish your piece of writing.





read it  
★ out ★ loud



At this station you are checking to see if you can help your partner to improve their writing.

Have you checked with your partner?

I can check my work with my partner.

Read your work to a partner.

Can they suggest how your work could be improved?



# Capital letters

Use a capital letter to begin a sentence or to begin speech  
Use a capital letter for the personal pronoun 'I'  
Use a capital letter for days of the week, months of the year, holidays, for many abbreviations and acronyms



At this station you are checking to see if your capital letters are in the correct place.

Have you checked your writing for capital letters?

I can use capital letters correctly in my writing.

Have all of the proper nouns in your writing got a capital letter?

'I' on its own should have a capital letter

Have you started every sentence with a capital letter?

Are there any names of people places or things that need capital letters?



# ADVERBS

Adverbs give us more information about a verb, explaining how, when, where or why an action is taking place



At this station you are checking to see if you can add an adverb to your work.

Shade each **adverb** in your writing.

I can use **adverbs** in my writing to make it interesting..

Here are some examples:

Cautiously, nervously,  
tediously, intensely,  
honestly, speedily,  
frightfully, anxiously



# Simile

A simile compares two different things and uses 'like' or 'as'.



At this station you are checking to see if you can add a simile to your work.

Write your **simile** in a different colour.

I can use **similes** in my writing to make it interesting..

Here are some examples:

His eyes were **as blue as the ocean**  
He was **as blind as a bat**.  
He was **slow like a snail**





# MetaphOR

A metaphor is a phrase that describes something by comparing it to something else. They suggest that the two things are the same.



At this station you are checking to see if you can add a metaphor to your work.

Highlight the **metaphor** in your writing.

I can use **metaphors** in my writing to make it interesting.

A metaphor usually uses the words **is, are, was, or were**.

Here are some examples:

The snow **is** a white blanket.  
The hospital **was** a refrigerator.  
He **is** a shining star.



# alliteration

Alliteration is the repetition of the same sound at the beginning of words in a phrase or sentence.



At this station you are checking to see if you can add alliteration to your work.

Write the **alliteration** in a different colour.

I can use **alliteration** in my writing to make it interesting.

The sound is usually a consonant and the words don't have to always be right next to one another

Here are some examples:

Even **e**lephants **e**njoy **e**ating **e**ggs **e**very day.  
Lions **l**ove **l**icking **l**izards.



# HYPERbole

An hyperbole is an exaggerated sentence



At this station you are checking to see if you can add hyperbole to your work.

Underline the **hyperbole** that you added to your writing.

I can use a **hyperbole** in my writing to make it interesting.

Here are some examples:

He had a million excuses.  
It was so cold I saw polar bears wearing jackets.  
She is as thin as a toothpick.



# idioms

An idiom is an expression that doesn't exactly mean what the words say.



At this station you are checking to see if you can add an idiom to your writing.

Highlight where you added an **idiom** to your writing.

I can use **idioms** in my writing to make it interesting.

Here are some examples:

It's raining cats and dogs. - pouring  
A piece of cake - Very easy.  
Slipped my mind - I forgot.





# PERSONIFICATION

I can use **Personification** in my writing to make it interesting.

Personification is when you give human qualities to animals or objects.



At this station you are checking to see if you can include personification in your writing.

Highlight the **personification** in your writing.

Here are some examples:

Lightning danced across the sky.  
The wind howled in the night.  
The car's headlights winked at me.  
The thunder grumbled angrily.



# ADVERBIALS

Adverbials are used to explain how, where or when something happened; they are like adverbs made up of more than one word.



At this station you are checking to see if you can include adverbials in your writing.

Can you vary sentence beginnings within your writing.

I can use **Adverbials** in my writing to make it interesting.

Here are some examples:

In the distance,  
Sadly, Slowly, Unexpectedly,  
As quick as a flash,  
Cautiously,



# PARAGRAPHS

A paragraph is a group of sentences about one main idea or one topic. A paragraph usually contains sentences about that one main idea or topic.



At this station you are checking to see if you have added paragraphs correctly in your writing.

Are your paragraphs about the one idea?

I can use **paragraphs** in my writing to make it interesting.

Here is an example:

Ben's favourite thing was to spend time with his dog. When he came home from school they would play and then they would go for a walk together. He fed his dog two times a day. Ben liked his dog a lot!

## Parts of a Paragraph



# BUMP it UP



At this station you are self evaluating your work.



What will I improve next?

- Thesaurus
- Adverbials
- Simile
- Teacher Time!
- finishing time
- read it out loud

- Semi-colons
- dictionary
- Metaphor
- idioms
- Hyperbole
- Handwriting

I can Bump up my writing and see where to go next.

Date: \_\_\_\_\_

- Imaginative
- Informative
- Persuasive

What is an important change that I have made?



---

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How has it improved my work?



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What will I improve next?

- |                                           |                                      |                                          |
|-------------------------------------------|--------------------------------------|------------------------------------------|
| <input type="checkbox"/> THESAURUS        | <input type="checkbox"/> SEMI-COLONS | <input type="checkbox"/> COLONS          |
| <input type="checkbox"/> ADVERBIALS       | <input type="checkbox"/> DICTIONARY  | <input type="checkbox"/> PERSONIFICATION |
| <input type="checkbox"/> SIMILE           | <input type="checkbox"/> METAPHOR    | <input type="checkbox"/> ALLITERATION    |
| <input type="checkbox"/> TEACHER TIME!    | <input type="checkbox"/> IDIOMS      | <input type="checkbox"/> ADVERBS         |
| <input type="checkbox"/> FINISHING TIME   | <input type="checkbox"/> HYPERBOLE   | <input type="checkbox"/> CAPITAL LETTERS |
| <input type="checkbox"/> READ IT OUT LOUD | <input type="checkbox"/> HANDWRITING | <input type="checkbox"/> PARAGRAPHS      |



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What will I improve next?

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What will I improve next?

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