

A teacher working with a Year 1 class encourages the editing process by using “have-a-go” sheets.

STORY MAP THE THREE BILLY GOATS GRUFF Name Ainsley

1 One a upne a time but ther lnd through the graf fuge the under the brig the lnd a men
 2 the trol trol we egre a fow min off the Sere billy goat
 3 the Billy goat was a frad. the How that trol said
 4 and that brig bigst gruff I got the My goat to eye
 5 the bigst I'm going go and they got to hal hal and On the lid on
 6 the trol trol we egre a fow min off the Sere billy goat
 7 the Billy goat was a frad. the How that trol said
 8 and that brig bigst gruff I got the My goat to eye



HAVE-A-GO		Name <u>Ainsley</u>
1st attempt	2nd attempt	Correct spelling (state the source) EP=Environmental Print D=Dictionary T=Text O=Other
balls	halls	house (D)
eya	eyu	eye (D)
graff	graf	gruff (self)
toll	tll	troll (self)
cd	cod	could (D)
hal	hall	hardly

After completing this story map, Ainsley edited the text for spelling by circling words she thought might be spelt incorrectly.

She then used a “have-a-go” sheet to make a second attempt at the words before locating correct spellings from an authoritative source. By having a second attempt, students are encouraged to draw on their spelling knowledge in a more focussed way.