FSKWTG006
Write simple workplace information

Release 1

Learner guide

Aspire
Learning Resources

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Learner guide

Aspire Version 1.1

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Learner to complete:

Your details	
Name:	
Contact number:	
Email:	
Start date:	

If you are working, write the following information:

Place of work	
Company name:	
Address:	
Postal address (if different):	
Workplace supervisor name:	
Phone number:	
Email:	

Trainer to complete:

Registered Training Organisation (RTO)
Name:
Address:
Postal address (if different):
Phone:
RTO contact name:
Mobile:
Email:

Contents

Before you begin

This learner guide is based on the unit of competency *FSKWTG006 Write simple workplace information,* Release 1.

How to work through this learner guide

Your trainer or assessor will tell you which parts of the learner guide you need to read, and which activities you need to finish. The learner guide has the following parts.

Part	How you use it
Learning content	Read each topic. If you do not understand something, talk to your trainer.
Examples	This learner guide has examples of completed documents that may be used in a workplace.
Video clips	Where you see a QR code, you can use a smartphone or tablet to access video clips about the content. For information about how to download an app that will read the QR code or for more help, please visit our website: www.aspirelr.com.au/help.
Learning checkpoints	Complete learning checkpoints to make sure you understand what you have read. Your trainer will tell you which activities to do.
What you have learnt	At the end of the learner guide, there is a list of what you have learned. You can use this to check if you are ready for the final assessment.

Words to remember

As you read the learner guide, use this section to write down words you need to remember.

There is a space for you to write the word and a space for you to write down what the word means.

This will help you to learn the words.

Word	What it means

Word	What it means

Your story

Today is your first day working as an early childhood educator at Hillsberry Day Care. When you arrive, Sarah greets you at the door. Sarah is your supervisor. If you have any questions about your job, you should ask Sarah.

Sarah introduces you to Matt and Ari. Matt and Ari are other educators who you will work with. She shows you the reading, play and eating areas of the day care centre. Sarah takes you to the meeting room and explains that this is where staff meetings are held.

Sarah explains the tasks you will do at Hillsberry Day Care. Tasks are things you do as part of your job.

Watch this video about your role at Hillsberry Day Care.

Your tasks

Learn about your tasks below.

Read stories to the children

Choose and read age appropriate stories to the children.

Plan activities for the children

Help plan the activities the children will do each week.

Write down information about children or incidents that may happen

Help record information using the workplace forms.

Contribute to team meetings and staff meetings

Share information with other team members and staff.

Day 1

Sarah talks to you about the information that is produced at Hillsberry Day Care. She explains that you will need to write documents if:

- A child is hurt

- A parent needs information

- You need to complete a workplace form

- You need to explain something or send a message to Sarah

She explains the importance of using the right text for the right purpose. A text is a document that holds information.

A workplace text is a document with information about the workplace or that you use at your workplace. You will write workplace documents at Hillsberry Day Care for different reasons.

It is important to choose the correct document and understand what different documents are used for.

Workplace texts, their structure and features

Workplace texts used at Hillsberry Day Care include:

- Incident reports
- Forms
- Emails
- Notes and messages
- Lists
- Statements

Each of these texts has a different structure and different features. Features are parts of the text that make it different to other texts.

Structure is how the information is organised in the text.

Some of the texts need to be set out in a certain way. These are called formatted texts. When a text doesn't have to be formatted in a particular way, it is called a free-form text. Free form means you can use any formatting you want.

You need to know how your workplace wants the different texts formatted.

Text features

Text features make a word look different from the words around it. Text features can add extra meaning to a word or show that the word is important. Text features can help the person who is reading the message understand it better. If a word is in **bold**, you know that it is an important word.

You will use text features when you write workplace documents.

Examples of text features are:

- CAPITAL LETTERS (sometimes called 'all caps')
- <mark>Highlight</mark>
- <u>Underline</u>
- **Bold**
- *Italics*

Incident reports

Reports record information about something that has happened. An example of a report is an incident report. You need to write down the details of what happened after an incident has occurred.

Structure
• A title explaining what type of report it is
• Information such as the date, time and location of the incident
• Details about what happened in the incident
• Fields (boxes with space to write information)
Features
• Bold words to show headings and what you need to complete
• Numbers to show dates and times

Here is an example of a completed incident report.

Incident report form		
Name of person injured: Kieran Jeffrey		
Date: 5/2/20	**Time:** 9:45am	**Location:** Sandpit
Reported to: Sarah		
Details of what happened: Kieran tripped over the side of the sandpit and grazed his knee. We cleaned the wound and placed a bandaid on his knee.		

Petty cash forms

Petty cash forms are used to request a small amount of money to buy a workplace item.

For example, on her way to work, Sarah bought some paint for the centre. The paint cost $20, so Sarah fills out a petty cash form.

Hillsberry Day Care will repay Sarah $20 that she spent on the paint.

Petty cash forms are an example of a formatted text. A formatted text has the structure already organised using tables, lines and boxes.

Structure

- A title explaining what type of report it is
- Text fields
- A table where you need to write information
- Office use only section: Section to be left blank and completed later by administration staff

Features

- Bold words to show headings and what you need to complete
- Italics to emphasise words

Here is an example of a petty cash form that has been left blank.

Petty Cash voucher			
Name:			
Date	**Details of purchase**	**Amount**	**Supervisor**
Total			
Name:			
Signature:			
Date:			
Office use only			
Authorisation no:			
Date:			
Signature:			

Emails

An email is an electronic way to communicate information.

Structure
• A field to show who the email is from
• A field to show who the email is sent to
• Subject line field
• Message field with a greeting, main message and closing.

Features
• Underlining a word to emphasise it
• Using bold letters or words
• Using bullet points to list items

Parts of an email

Here are explanations about the parts of an email.

From field
This is where you find the name or email address of the person who sent the email. If the email is from you, it will have your name or email address here.
To field
This is where you write the email address of the person you want to send the email to.
If you are writing to Sarah, you will write her email address here.
Subject line
The subject line is where you write what the email is about.
You are writing to thank Sarah for changing your work hours. The email is about work hours, so this is the subject of the email.
Message
The message field has space where you write a message. The message has three different parts: • Greeting, such as 'Dear Sarah' • Main message • Closing, such as 'Kind regards' followed by your name

Example of an email

Here is an example of an email with organised information.
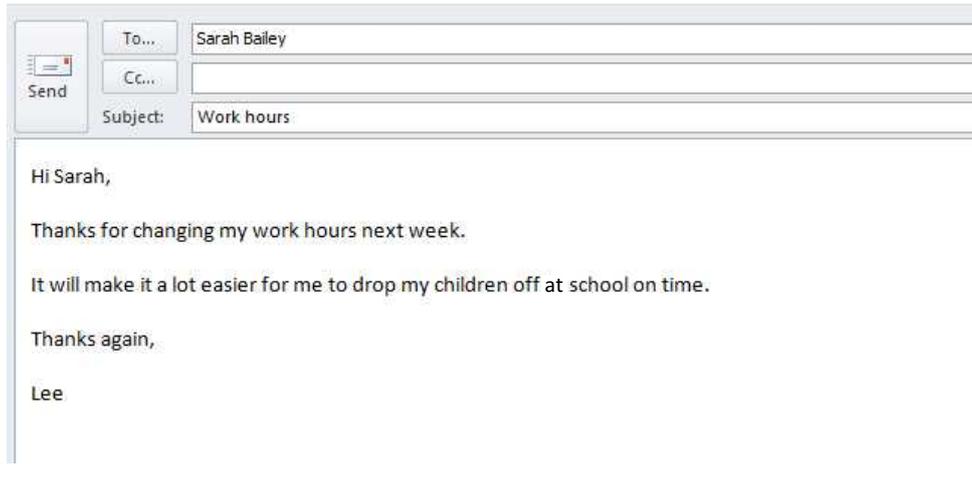
To...	Sarah Bailey
Cc...	
Subject:	Work hours

Hi Sarah,

Thanks for changing my work hours next week.

It will make it a lot easier for me to drop my children off at school on time.

Thanks again,

Lee

Notes and messages

Notes and messages are used to share simple information with another person. They are usually short and do not include much detail.

Messages may be from one person to another in a workplace. For example, you may take a message from a parent who calls the Hillsberry Day Care and wants to leave a message for Sarah.
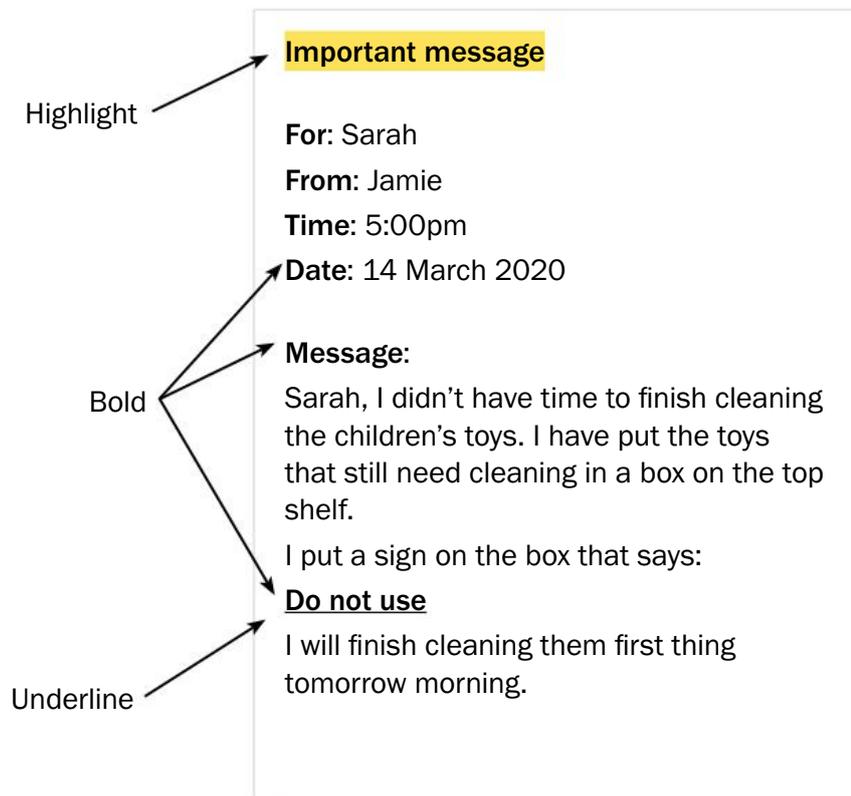
Structure
• The date and time of the message
• Who the message is for
• The message
• Name of the person who took the message
• Name of the person who left the message
• Where the person who left the message is from
• Contact details of the person who left the message
Features
• Capital letters
• Highlighting key words
• Underlining important information
• Using bold letters and numbers

This example shows how some of these features are used in a message.

Highlight

Bold

Underline

Important message

For: Sarah

From: Jamie

Time: 5:00pm

Date: 14 March 2020

Message:

Sarah, I didn't have time to finish cleaning the children's toys. I have put the toys that still need cleaning in a box on the top shelf.

I put a sign on the box that says:

Do not use

I will finish cleaning them first thing tomorrow morning.

This is a free form text. You can use any formatting you want in the message.

Here is an example of a form that is used for taking messages.

For:			
Date:			
Time:			

While you were out

Name:

From:

Phone:

Email:

Message:

Telephoned	☐	Please contact	☐
Came to see you	☐	Will call again	☐
Wants to see you	☐	Urgent	☐
Returned your call	☐	Special attention	☐

Signed:

Telegraphic language

Sometimes when you write messages or notes you use telegraphic language. Telegraphic language is when a sentence is shortened to key words.

For example, you may leave a note for Sarah using telegraphic language that says:

- Getting milk
- Be back
- Email sent
- Report finished

Telegraphic language can also be used on signs.

Watch this video to learn about telegraphic language.

Lists

A list is made up of short pieces of information. The information is recorded down the page to make it easier to read.

Structure
• Title • One piece of information recorded on each line
Features
• Heading • Bullet points • Numbering (if the information is in order) • Underlining

Here is an example of a list.

Pre-kinder room Toy box – item list
• 1 box wooden pattern blocks • 4 chalkboards • 1 fine motor tool set • 4 puppets • 1 cash register • 1 box plastic money

Audience

The audience is who the document is written for. For example, if you write a message to your supervisor, Sarah, she is the audience. If you write a message to Matt or Ari, they are the audience.

When you write a document, it is important to understand who the audience is.

Different types of audiences for a document are outlined below.

Colleagues or team members
A colleague or co-worker is someone you work with. You work with Sarah, Matt and Ari. They are your colleagues. You may write an email to your colleagues to ask for information. Your colleagues are the audience of the email. You might have colleagues who work in the same team as you. At Hillsberry Day Care, you are part of the childcare team with Matt and Ari. If there is information that you need to share with the rest of the team, you may write an action plan for something that needs to be done. When you write information for your team members, they are the audience.
Clients
Clients are people who use the service. If you work in a retail store, the customers are the clients as they buy products from you. At Hillsberry Day Care, families that bring their children to the centre are the clients. You may need to send an email to the clients about something that is happening at the centre. This means the clients are the audience.

A manager or supervisor

A line manager is the person you report to. A manager may have more responsibility than a supervisor and often manages teams in the workplace. Depending on where you work, you may be required to write reports for your manager.

A supervisor is a person who oversees the work you do. If you are unsure about what to do or how to do a task, you should ask your supervisor. At Hillsberry Day Care, Sarah is your supervisor. If you have questions about a task and leave Sarah a message, Sarah is the audience of the message.

Purpose

The purpose is the reason you are writing the document.
For example, if you write a message to Sarah that asks for information about a child at the day care centre, the purpose of the message is to request information.

If you write a roster so staff can take turns cleaning the staffroom dishes, the purpose is to provide information to staff.

You may need to write a document to:

- Record information
- Comply with rules
- Provide information
- Provide advice
- Request something
- Provide an update

Recording information

Recording means to write something down and keep it so it can be referred to again. This means the information is not forgotten.

Depending on where you work, you may need to record information in a diary or a logbook. A logbook keeps track of information, such as how long a task took to complete.

Here is an example of a logbook. Jack Smith has come to talk to Sarah. Jack records the following information. The purpose of the log sheet is to record when Jack Smith came into Hillsberry Day Care and when he left.

Visitors Logbook					
Date	Visitor name	Person visiting	Time in	Time out	Signature
24/09/20	Jack Smith	Sarah Jameson	10.00 am	10.30 am	*Jack Smith*

Complying with rules

You may need to write information in a text to comply with something. To comply means to follow the rules.

For example, if a child is hurt badly at Hillsberry Day Care, you need to complete an incident report form to comply with the rules about work health and safety.

The purpose of the form is to comply with rules about reporting an injury. You may need to give the form to your supervisor or other person in charge.

Providing information

Some workplace documents are used to provide information that others will read.

For example, you notice that some children find it hard to put their belongings on the shelves as the shelves are too high. Sometimes the belongings are left on the floor and other children trip over them.

You write down your concerns in a report and give the document to Sarah. The purpose of the document is to inform Sarah about what you have noticed.

Providing advice

You may need to write information in a message, note or email to provide advice. For example, Ari asks you how best to separate children into groups. You write down the way that works best for you using a note, so Ari can refer to the information later. The purpose of the note is to advise Ari of the way you do this task.

When writing the information for Ari, you use dot points, so the information is easy to read.

Requesting something

The purpose of some documents is to make a request or ask for something. Here are types of documents that are used to request something.

Purchase order
To request items from a company
Example:
At Hillsberry Day Care, Sarah sends a purchase order to Happy Kids Toy Company to order toys for the children.

Invoice
To request payment for something
Example:
Hillsberry Day Care sends an invoice to a child's family. The invoice states the amount of money the family needs to pay for the day care service.

Providing an update

You may need to write a document to provide an update. This means to add or change information so it is current. Depending on where you work, information may be updated by using a form and filling in the new information.

For example, a child's information has changed and you need to write the new information into a workplace form. The purpose of the form is to update the child's records.

Formal and informal writing

Writing can be formal or informal based on the types of words you use.

Informal writing is more casual and is used for writing to friends or colleagues that you know well.

Formal writing is more official and is used when you are writing to a manager or a client. Formal writing is used for reports, official documents, emails and job applications.

You should think about your audience and the type of writing you are doing to decide whether your writing should be formal or informal.

Formal writing	Informal writing
Dear Mrs Reed, I hope you are well.	Hey, how's everything?
I look forward to meeting you.	Catch up soon.
Yes, that time suits me.	Sure, sounds good!

Abbreviations

Abbreviations are words that have been shortened. They contain the first letter of a word and some other letters of the word. For example, 'Aus' for Australia.

Different workplaces use different abbreviations. Abbreviations may be used in messages. Here are examples of abbreviations you may use at Hillsberry Day Care.

Abbreviation	What it stands for
Mon	Monday
Ph	Phone
Apr	April
mins	Minutes
o/s	Outside
msg	Message

You can use abbreviations in some workplace documents.

Before you use an abbreviation, think about the audience for the document and if they will understand the abbreviation.

For example, if you were writing an email to a family, it would be better not to use abbreviations that you use when writing to colleagues, as the family may not understand what the abbreviation means.

What has happened on Day 1

On Day 1 of work at Hillsberry Day Care you have learned about:

- Types of workplace documents
- The structure and features of workplace documents
- Identifying the audience of a document
- Identifying the purpose of a document
- Formal and informal writing
- Using abbreviations

Learning checkpoint: Day 1

1. Which of the following are features used in a list? There are **three (3)** correct answers. Tick all the correct answers.

   ❑ A heading

   ❑ Fields

   ❑ Bullet points

   ❑ Lines for signature and date

   ❑ Numbering

2. If you want the reader to pay attention to particular words, which text feature would you use? Tick the correct answer.

   ❑ Use bold words

   ❑ Use numbers instead of words

   ❑ Start the words with a capital letter

3. Which of the following describes the structure of an incident report? There are **three (3)** correct answers. Tick all the correct answers.

   ❑ Title

   ❑ Information table

   ❑ Date, time and location

   ❑ Incident details

   ❑ Subject line

4. Which of the following describes a text field? Tick the correct answer.

   ❑ It has telegraphic language

   ❑ It is a space to write information

5. Which term is used to describe the reason a document is written? Tick the correct answer.

- ❑ Audience
- ❑ Purpose
- ❑ Message

6. What is the purpose of writing information in a visitor logbook? Tick the correct answer.

- ❑ To request something
- ❑ To record information
- ❑ To provide advice

7. Which of the following is the audience of an email? Tick the correct answer.

- ❑ The person who sent you the email
- ❑ The person who you are sending the email to

8. What style of writing should be used in an email to a client?

- ❑ Formal
- ❑ Informal
- ❑ Telegraphic

Day 2

On your second day, Sarah talks to you about how to write documents.

Sarah tells you what you can use to help you write documents. She also tells you about the rules you need to follow so that your writing is clear and easy to understand.

Writing conventions

Writing conventions make information understandable and readable. When writing a workplace document or text, you need to follow writing conventions. Writing conventions include correct:

- Use of capital letters
- Spelling
- Punctuation
- Grammar
- Sentence structure

Vocabulary

The words you use are part of your vocabulary. If you know a lot of different words, you have a big vocabulary.

When you are writing workplace documents it is important to use words that the audience will understand. Sometimes these will be everyday words. Sometimes you will need to use vocabulary that relates to your work.

Some words and phrases (groups of words) you will find in many workplaces are:

- Health and safety
- Evacuation
- Incident
- Workload
- Supervisor
- Manager
- Client
- Customer
- Supplier

When to use capital letters

Capital letters are generally used at the start of a word. They are used at the start of every sentence and for proper nouns (names of people, companies, places, etc.).

Acronyms are capital letters that each represent a word. For example, WHS stands for work health and safety.

Occasionally a whole word will be written in capital letters. This draws attention to the word.

Here are some examples of when to use capital letters.

At the start of a sentence	Today's milk delivery will come at 9 o'clock.
A person's name	Sarah, Ari
The name of a business	Hillsberry Day Care
When you are talking about yourself	I will pack up the toys, then I will serve lunch.
Days of the week	Monday
Months of the year	January
Acronyms	WHS
To bring attention to a word	Do NOT leave the door unlocked.

Spelling

Not many people can spell every word perfectly. A lot of people have trouble with spelling. Here are a few things to try if you come to a word you have trouble spelling:

- Ask someone for help

- Find the word in another document and copy it

- Look the work up in a dictionary

- Type the word into an online search

- Sound the word out

- Write the word in different ways to see which one looks right

- Think about how similar words are spelled

- Break the word into syllables

- Think of any rules you know about spelling

- Use spell check on the computer

Punctuation

Punctuation is very important when you are writing. Punctuation helps the person who is reading the information to understand what it means. Here are some examples of commonly used punctuation.

Punctuation	How it is used	Example
Full stop (.)	Used at the end of a sentence	I am working late today.
Question mark (?)	Used at the end of a question	Is there enough paint for the children?
Comma (,)	Used to separate parts of a sentence or to list items	I need to order more milk, fruit and bread.
Apostrophe (')	Used to show ownership and for contractions	That is the child's toy

Contractions

A contraction is a word made by shortening and combining two words.

All contractions include an apostrophe ('').

Generally a contraction involves removing one or more letters and replacing them with an apostrophe, then putting the word together, like in the example below.

$$\textbf{do + no}\cancel{\textbf{t}}\textbf{ = don't}$$

Here are examples of contractions.

Full word or words	Contraction
Cannot	Can't
Do not	Don't
We will	We'll
Let us	Let's
It is	It's
I have	I've
Will not	Won't

Grammar

Grammar is a set of rules about how to use words in a sentence.

A sentence is a group of words that make up a complete idea.

A sentence always starts with a capital letter (sometimes called an uppercase letter).

Verbs and tenses

Every sentence has a verb. A verb is a 'doing' word. For example:

- A physical action: swim, write, jump
- A mental action: think, guess, imagine
- A state of being: I am, it is, there are

Here are some examples:

- I am an early childhood educator.
- Sarah plays with the children.
- Matt gives the children a drink.
- Ari thinks of activities for the children.

The tense used in a sentence shows the time you are talking about.

Here are some examples.

Verb	Past tense (means you have already done it)	Present tense (means you are doing it now)	Future tense (means you are going to do it)
Write	I wrote a message.	I am writing a message.	I will write a message.
Speak	I spoke to Sarah.	I am speaking to Sarah.	I will speak to Sarah.
Email	I emailed Ari.	I am emailing Ari.	I will email Ari.

Simple and compound sentences

Simple sentences contain a verb (action) and object (person or thing the action is done to).

Compound sentences are made up of two or more simple sentences joined together with a conjunction. A conjunction is a joining word.

Here are examples of conjunctions. It is important to use the right conjunction. Conjunctions can change the meaning of the sentence.

Conjunction	Example
and	I am going to speak to Ari and Sarah
then	I am going to speak to Ari, then Sarah
or	I am going to speak to Ari or Sarah

In the example below, two simple sentences are joined together with the conjunction 'and'. The simple sentences are:

- Please close the door.
- Wash your hands.

Sentence type	Example
Simple sentences	Please close the door. Wash your hands.
Compound sentence	Please close the door and wash your hands.

Talk to your trainer if you are having trouble understanding different types of sentences.

How to write workplace texts

When you are writing texts, there is a set of steps that you need to follow.

You need to:

- Identify the purpose and audience
- Plan what you are going to write
- Write a draft
- Check the draft
- Ask for feedback and make changes
- Finalise the document

Planning to write

Before you start to write a text, you need to plan what you are going to write.

To do this, ask yourself the following questions:

- What type of document do I need to write?
- Who is the audience of the document?
- What is the purpose of the document?
- What information needs to go in the document?
- Do I have all the information I need?
- What structure should the document have?
- What text features should I use?

Example: Planning to write an email

A child (Lin Huang) has just started at Hillsberry Day Care. Her mother (Jun Huang) has asked you to email to tell her how her daughter is settling in. Jun is particularly worried that her daughter may not eat her lunch.

Here is an example of a plan.

What type of document do I need to write?	An email
Who is the audience?	Jun Huang (Lin's mother)
What is the purpose?	To inform Jun about her daughter
What information do I need?	Details about Lin: • She was a little shy at first • She played nicely with the other children • She ate her lunch • She enjoyed playing outside with a ball • She drew a family picture
Do I have all the information I need?	I need to check with Sarah to see if she has anything to add
What structure should the document have?	Fields Message with a beginning, main message and a closing
What text features could I include?	Bullet points

Planning strategies

Here are some examples of planning strategies and how to use them.

Brainstorm
Brainstorming involves writing down information and ideas as you think of them. Then you can think about how to organise them. Brainstorming may be done on your own or in a group. If you are brainstorming to help you plan a text or what information should go in a text, you may find it useful to brainstorm with Sarah.
Use what you know
Think about what you already know about writing and use that knowledge to help you write a document. For example, you know about the different text features used in documents and how to organise the information. This will help you write your document well.
Discuss
Ensure that the document is appropriate for the audience and purpose. You may need to discuss the document with your supervisor to make sure you are writing it appropriately. This means you talk about what you are writing with someone else.
Identify key information
To help you write a document, think about the key information that needs to be included. Once you identify the important information, it will help you work out how to organise the information and what type of features should be used.

Organising information

When you are organising the information in your text, you should:

- Put the most important information first

- Structure the text logically

- Use a new paragraph for each new idea or point (a paragraph has a blank line before and after it)
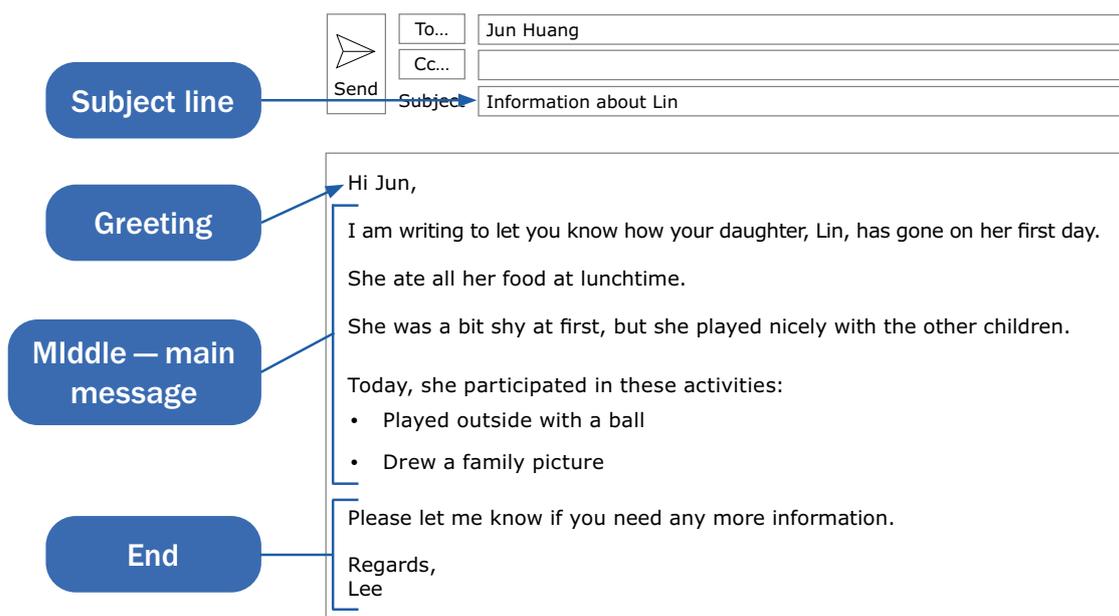
Writing a draft

After you have planned what you are going to write, you should write a draft.

A draft is the first copy that you make when you are writing. It is also called a rough copy, because you make changes to it. When you have finished making changes, it is called a final draft or final copy.

You should use your plan and the structure that you have chosen to write your draft.

Here is an example draft using the plan and structure.

Subject line →

Send
To… Jun Huang
Cc…
Subject: Information about Lin

Greeting →

Hi Jun,

I am writing to let you know how your daughter, Lin, has gone on her first day.

She ate all her food at lunchtime.

Middle — main message →

She was a bit shy at first, but she played nicely with the other children.

Today, she participated in these activities:
- Played outside with a ball
- Drew a family picture

End →

Please let me know if you need any more information.

Regards,
Lee

Presenting and formatting workplace texts

After you have finished writing a draft of your text, think about how you will present your text. How a text is presented is called the layout. You will need to use the format that your workplace uses for that type of text.

The layout includes:

- Headings
- Font type and size
- Pictures or diagrams and where they are placed on a page
- The amount of blank space

If you use a form or template, the format is already laid out and you can't change how it is presented.

You may need to use certain fonts when writing workplace documents. A font gives the information a certain look.

When you write a note or fill out a form by hand, make sure your handwriting is legible (readable). It should be easy for a reader to follow and understand.

It is also important that you use the appropriate style when writing workplace documents. For example, a form may ask you to 'print' your name. This means to write your name in capital letters.

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What has happened on Day 2

On Day 2 of work at Hillsberry Day Care, you have learned about:

- Writing conventions – grammar, spelling and punctuation
- How to plan workplace texts
- How to draft workplace texts
- Formatting and presenting workplace texts

Learning checkpoint: Day 2

1. Before you write your text, what do you need to do? Tick the correct answer.

   ❏ Find the information you need

   ❏ Check the spelling

   ❏ Check the grammar

2. In a plan, which of the following do you need to identify? There are **three (3)** correct answers. Tick all the correct answers.

   ❏ The audience

   ❏ Compound sentences

   ❏ The purpose

   ❏ Verbs

   ❏ Information that needs to be included

3. What is the structure of an email? Tick the correct answer.

   ❏ Greeting, main message, closing

   ❏ Title, table, office use only section

   ❏ Date and time of message, who the message is for, the message

4. In a compound sentence, what are the two parts joined by? Tick the correct answer.

   ❏ A verb

   ❏ A conjunction

   ❏ A pronoun

5. What tense is the following sentence written in? Tick the correct answer.

<div align="center">'I wrote the email.'</div>

❑ Present tense

❑ Past tense

❑ Future tense

6. What does a full stop do? Tick the correct answer.

❑ Shows the end of a sentence

❑ Separates parts of a sentence

❑ Shows that the sentence is a question

7. What should you do when you organise information in your text? There are **three (3)** correct answers. Tick all the correct answers.

❑ Structure the text logically

❑ Use telegraphic language

❑ Put the most important information first

❑ Use paragraphs

❑ Use lots of abbreviations

8. How can you change the layout and presentation of your text? There are **three (3)** correct answers. Tick all the correct answers.

❑ Use headings

❑ Change the font type and size

❑ Use the right tense

❑ Use punctuation

❑ Include pictures and diagrams
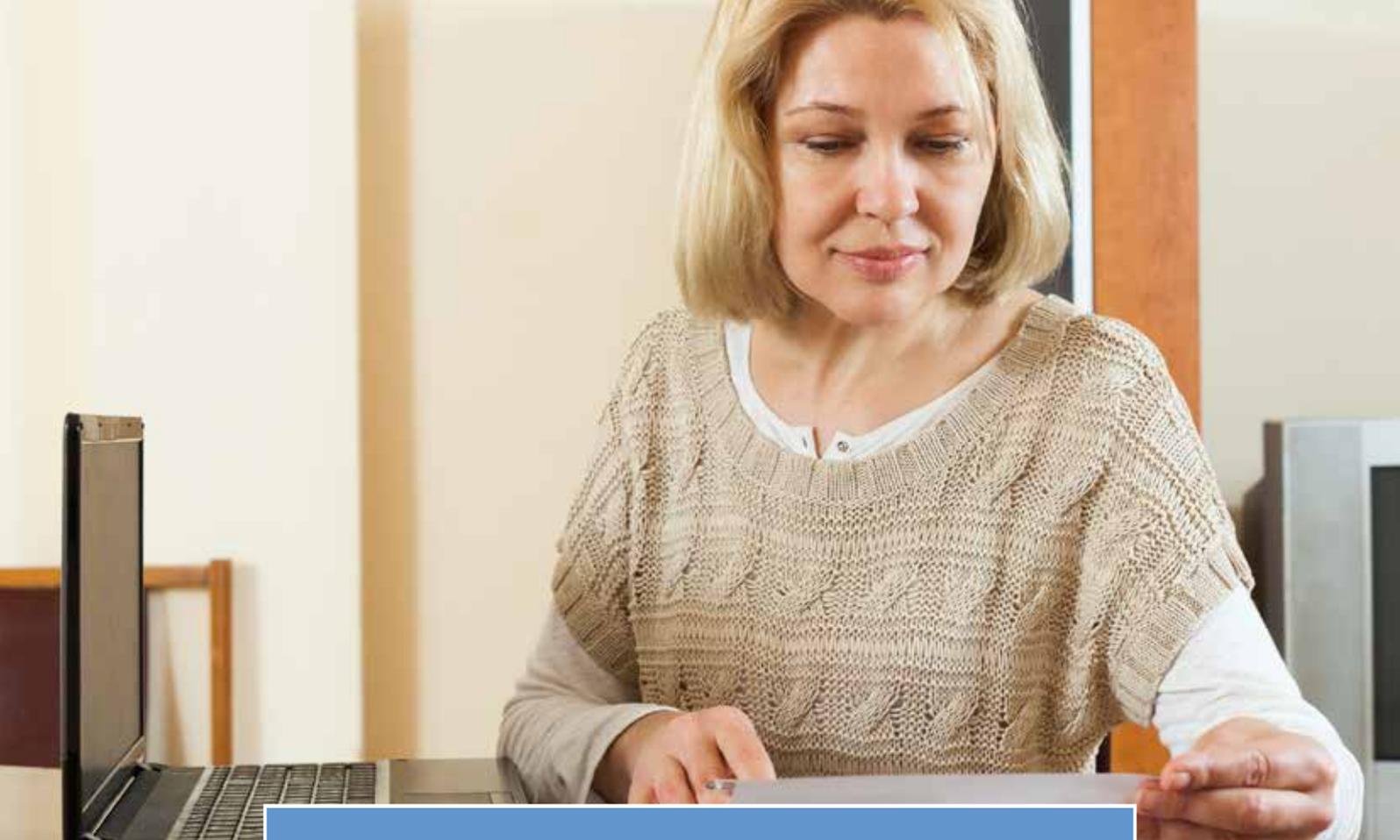
Day 3

Today Sarah talks to you about checking the documents you have written. She discusses how to review your documents. After you write the document, you need to check it, which is called reviewing. Sometimes the rough draft of a document is called a proof. When you look at what you have written in a rough draft to find mistakes, it is called proofreading.

Checking your document

When you review your draft, you need to make sure:

- The information is correct

- You haven't left out any information

- The meaning is clear and easy to understand

- You have used the right language (formal or informal)

- Your spelling, grammar and punctuation is correct

- The document is appropriate for the audience and suits the purpose

Using a checklist

A checklist will help you assess your draft document. This is also called self-assessing, which means to check your own work.

Here is a sample checklist that you can use to check your document.

Document checklist
❏ Has all relevant information been included?
❏ Is the information in the right order?
❏ Is the text set out correctly?
❏ Are the words spelled correctly?
❏ Have I used the right punctuation?
❏ Have I used capital letters correctly?
❏ Is the document readable?
❏ Is the document appropriate for the audience?
❏ Does the document meet its purpose?

Ways to check your document

You may use one of the following techniques to check your draft.

Read your draft out loud or use a screen reader to read the text on your screen
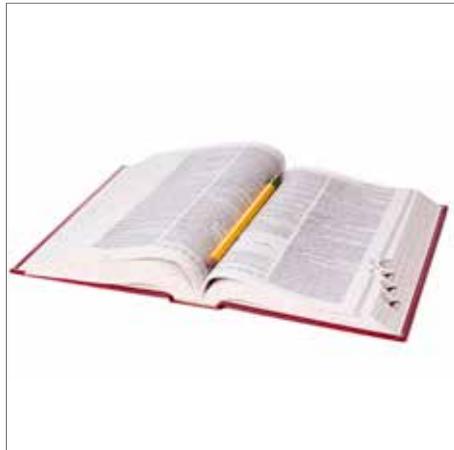
If you hear words that don't sound right, they may be spelled incorrectly. You might also hear some sentences that don't make sense and need fixing. Most word processors have a tool that will read what is on screen. For example, Microsoft Word has a button that will 'speak selected text'. There are also lots of screen readers on the internet.

Check the spelling of words using a dictionary

A dictionary lists words in alphabetical order, so you can use it to check your spelling. It also tells you the meaning of the words.

Use spell check on a computer

A spell checker searches the document for words that are not spelled correctly and provides suggestions for what the word should be.

Using a spell checker

A spell check is a tool available in some computer programs that finds words that are spelled incorrectly.

If you are writing on a computer or digital device, you should use a spell checker to revise your text.

When a word is wrong it will be underlined in red.

The spell checker will give you suggestions about the correct spelling.

You might need to use your own spelling knowledge or a dictionary to make sure you choose the right word.

Spell checkers may not pick up every mistake. A word might be spelled correctly, but have the wrong meaning like in the example below.

I <mark>right</mark> the note.

'Right' has a different meaning.

The correct sentence should be:

I <mark>write</mark> the note.

Making changes

Once you have checked your work, you may need to make changes. This is called revising your document.

When you have revised your document, ask your trainer or supervisor for feedback. Feedback means that you ask for comments on something you have done. For example, at Hillsberry Day Care, you may ask Sarah for feedback on a document you have written. Sarah's feedback can be used to make changes to the document.

Once you have gotten feedback, you may need to make some more changes.

Finalising the document

When you finalise a document, it means that the document is finished.

All the changes have been made and the document is ready. Your checklist should look like this:

Document checklist
✓ Has all relevant information been included?
✓ Is the information in the right order?
✓ Is the text set out correctly?
✓ Are the words spelled correctly?
✓ Have I used the right punctuation?
✓ Have I used capital letters correctly?
✓ Is the document readable?
✓ Is the document appropriate for the audience?
✓ Does the document meet its purpose?

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What has happened on Day 3

On Day 3 of work at Hillsberry Day Care, you have learned about:

- Checking the draft document
- Using a spell checker
- Making changes
- Getting feedback
- Finalising the document

Learning checkpoint: Day 3

1. What do you need to do to check your draft document? There are **three (3)** correct answers. Tick all the correct answers.

   ❏ Make sure the spelling and punctuation are correct

   ❏ Ask your work colleagues to check the document for you

   ❏ Make sure you have written a plan

   ❏ Ensure the document is appropriate for the audience and purpose

   ❏ Make sure the meaning is clear

2. What is one way you can check your draft? Tick the correct answer.

   ❏ Read it out loud

   ❏ Develop a plan

   ❏ Ask your colleague to make changes to it

3. What does a spell checker help you to do? Tick the correct answer.

   ❏ Check your spelling

   ❏ Ensure all the relevant information has been included

   ❏ Check the structure of the document

4. How does a spell checker show a word is spelled wrong? Tick the correct answer.

   ❏ A red line appears under the word

   ❏ A circle appears around the word

   ❏ An arrow points to the word

5. When you get feedback about your document, what should you do? Tick the correct answer.

    ❑ Ignore the feedback

    ❑ Make changes based on the feedback

6. What do you need to do to finalise a document? Tick the correct answer.

    ❑ Re-read your work and make final changes

    ❑ Make a checklist

    ❑ Develop a plan

What you have learned

Well done. While working at Hillsberry Day Care, you have learned about:

- Different types of workplace texts
- The structure of different types of texts
- Identifying the audience of a document
- Identifying the purpose of a document
- Formal and informal writing
- Using different text features
- How to plan, draft, check and revise workplace documents
- Using the right grammar, spelling and punctuation
- Formatting and presenting workplace documents
- Finalising the document

You are now ready for the final assessment.