

**Creative Writing**

First meeting: 19-05-2016

Concluding meeting: 17-11-2016

Year group: **Year 1**

People present: Assistant Head (Literacy), Literacy HOD, Literacy Support Teachers, Complementary teacher working with Year 1 classes, Year 1 teachers, LSAs present in Year 1

**Frequency**

English creative writing lessons should be carried out once every fortnight.

Maltese creative writing lessons should be carried out once every fortnight.

Teachers are to alternate between Maltese and English creative writing each week.

Each lesson will take around 45 minutes; it's hard for little ones to concentrate for longer periods of time.

Creative writing will be presented on a copybook, both for Maltese and English writing. The Maltese creative writing copybook will be red and the English Creative Writing copybook will be blue.

**Prewriting**

Shared reading will be used as an introduction to creative writing

Video clip - continue the story and find an adapted title for it

Draw - label - caption

List

Word bank (to be elicited from pupils during the oracy stage and after brainstorming)

**Checklist**

By the end of Term 1	Pupils are to draw a picture depending on the prompt. They are to write the first letter of the object drawn or label it, depending on the ability of pupils. Some pupils might be able to write phrases or sentences.
By the end of Term 2	Pupils are to draw a picture depending on the prompt. They are to write more words or phrases about the picture depending on their ability. Pupils are allotted 5 or more minutes for drawing and 5 or more minutes for writing. Emphasis is put on the writing of words, phrases or sentences. All pupils must participate in writing except for pupils whose ability to write or spell is extremely low.
By the end of Term 3	Pupils are to write sentences and check their work before presenting it to the teacher. The pupils should check for: capital letters full stops spaces between words

If work is still presented with mistakes, the teacher is to correct it together with the pupil concerned. Spelling of tricky words should be checked too.

Other spelling mistakes; the teacher should only correct **one** spelling mistake from each pupil's creative writing so as not to discourage her/him. The teacher will call each pupil next to her/him and praise the latter for the good work. Then s/he will correct the work together with the child. As regards to struggling pupils, the teacher is to call the pupil and praise her/him. No words are to be corrected in this case, otherwise the pupil will get highly discouraged. This correcting procedure is to be explained to parents during the literacy meeting for Year 1 parents held in January. They need to understand why we are not correcting all spelling mistakes.

No numbers are to be used at the beginning of sentences.

**Creative Writing**

First meeting: 24-05-2016

Concluding meeting: 17-11-2016

Year group: **Year 2**

People present: Assistant Head (Literacy), Literacy HOD, Literacy Support Teachers, Complementary teacher, Year 2 teachers, LSAs present in Year 2

**Frequency**

English creative writing lessons should be carried out once every fortnight.

Maltese creative writing lessons should be carried out once every fortnight.

Teachers are to alternate between Maltese and English creative writing each week.

Prewriting takes around 45 minutes. Subsequently drafting, peer response and editing will take place.

Creative writing will be presented on a copybook, both for Maltese and English writing. Maltese creative writing copybook will be red, English Creative Writing copybook will be blue.

**Prewriting**

Continue the story and find an adapted title for it

Video clip – continue the story

Flow chart

List (to be used during the first term only)

Shared reading

Web, the 5 senses and “wh” questions (to be used during third term)

Word bank (to be elicited from pupils during the oracy stage and after brainstorming)

Picture sequence (3 pictures)

**Checklist**

By the end of Year 2 pupils will be able to write 6 sentences or more and learn to check their work before presenting it to the teacher.

The pupils should check for: capital letters

writing on the line

full stops

writing **b** and **d** correctly

spelling of tricky words

spaces between words

use of adjectives

If work is still presented with mistakes, the teacher is to correct it together with the pupil concerned.

No numbers are to be written at the beginning of sentences.

**Creative Writing**

First meeting: 24-05-2016

Concluding meeting: 17-11-2016

Year group: **Year 3**

People present: Assistant Head (Literacy), Literacy HOD, Literacy Support Teachers, Complementary teacher, Year 3 teachers, LSAs present in Year 3

**Frequency**

English creative writing lessons should be carried out once every fortnight.

Maltese creative writing lessons should be carried out once every fortnight.

Teachers are to alternate between Maltese and English creative writing each week.

Each session lasts around 1:30 hours, and is divided as follows:

1. pre-writing and drafting,
2. peer response, student and teacher editing and publishing.

When pupils do not finish publishing due to time constraints, they can finish it any other time of the day or at home.

Peer response is to be worked out in pairs, groups or as a whole class. The two stars and a wish model can be used here.

Sometimes there isn't enough time for peer response or editing; it all depends on the lesson. However throughout the year pupils should experience the skills of editing and peer response several times.

Creative writing will be presented on a copybook, both for Maltese and English writing. The Maltese copybook will be red and the English copybook will be blue. Publishing will be presented in a display file.

**Prewriting**

Continue the story and find an adapted title for it

Video clip – continue the story

Flow chart

List

Wh questions

Shared reading

Web

The five senses

The 6 senses graphic organiser (see, hear, taste, smell, touch, emotions)

Journal

Word bank(to be elicited from pupils during oracy stage and after brainstorming)

Picture sequence (once a term only)

**Checklist**

By the end of Year 3 pupils will be able to write 10 sentences. They are expected to write a paragraph during the third term. They will also learn to check their work before presenting it to the teacher.

The pupils should check for:

capital letters

punctuation

spelling

spacing between words (only with pupils who need it)

sequencing

explode the sentence using adjectives or Wow! words\* (these can be highlighted on the copybook)

If work is still presented with mistakes, the teacher is to correct it together with the pupil concerned.

No numbers are to be written at the beginning of sentences.

**Creative Writing**

First meeting: 19-05-2016

Concluding meeting: 9-11-2016

Year group: **Year 4**

People present: Assistant Head (Literacy), Literacy HOD, Literacy Support Teachers, Complementary teacher, Year 4 teachers, LSAs present in Year 4

**Frequency**

English creative writing lessons should be carried out once every fortnight.

Maltese creative writing lessons should be carried out once every fortnight.

Teachers are to alternate between Maltese and English creative writing each week.

Each lesson will take around 90 minutes (pre-writing, drafting, peer response, student and teacher editing, publishing).

When pupils do not finish publishing due to time constraints, they can finish it any other time of the day or at home.

Peer response is to be worked out in pairs. In some cases there can be three pupils in a group. The whole class approach can also be used as peer response. The two stars and a wish model can be used here.

Sometimes there isn't enough time for peer response or editing; it all depends on the lesson. However throughout the year pupils should experience the skills of editing and peer response several times.

The plan, draft, edited work and publishing will all be presented on a project book, both for Maltese and English writing. The Maltese project book will be red and the English project book will be blue.

**Prewriting**

Continue the story and find an adapted title for it

Video clip – continue the story

Flow chart

List

Wh questions

Shared reading

Web

The five senses

The 6 senses graphic organiser (see, hear, taste, smell, touch, emotions)

Journal

Word bank

Time line

Grid (this is dyslexia friendly)

When pupils get used to different strategies, more than one strategy can be used in one session, eg. the web, wh questions and the senses used together.

**Checklist**

By the end of Year 4 pupils will be able to write 10 sentences. They are expected to write a paragraph, not detached sentences, by the end of the first term. They will also learn to check their work before presenting it to the teacher.

The pupils should check for:

- capital letters
- punctuation
- spelling
- sequencing
- adjectives/Wow words (highlighting can be used)
- explode the sentence using similes and adverbs (highlighting can be used)

In one session pupils can check their work for adverbs and during another session they can check their work for similes. The same goes for adjectives/Wow words.

If work is still presented with mistakes, the teacher is to correct it together with the pupil concerned.

No numbers are to be written at the beginning of sentences.

\* A **Wow! Words** chart, which is to be hung in a prominent place, is to be built by the pupils during brainstorming and oracy gradually. It should not be presented to the pupils as a finished product.

**Creative Writing**

First meeting: 19-05-2016

Concluding meeting: 11-11-2016

Year group: **Year 5**

People present: Assistant Head (Literacy), Literacy HOD, Literacy Support Teachers, Complementary teacher, Year 5 teachers, LSAs present in Year 5

**Frequency**

English creative writing lessons should be carried out once every fortnight.

Maltese creative writing lessons should be carried out once every fortnight.

Teachers are to alternate between Maltese and English creative writing each week.

Each lesson will take around 90 minutes (pre-writing, drafting, peer response, student and teacher editing, publishing). When time runs out, publishing is done at home. Sometimes there isn't enough time for peer response or editing; it all depends on the lesson. However throughout the year pupils should experience the skills of editing and peer response several times.

Peer response is to be worked out in pairs, groups or as a whole class. The two stars and a wish model can be used (questioning can be used as positive feedback when correcting).

The plan, draft, edited work and publishing will all be presented on a project book, both for Maltese and English writing. The Maltese project book will be red and the English project book will be blue.

**Prewriting**

Video clip

Web

The five senses

The 6 senses graphic organiser (see, hear, taste, smell, touch, emotions)

List

Wh questions

Timeline

Journal

Word bank (once a term only)

**Checklist**

Before presenting their work pupils should check for:

capital letters

punctuation

spelling

sequencing

dividing work into three paragraphs, namely **introduction**, **body** and **conclusion**

adjectives/Wow words

explode the sentence using **adverbs**

explode the sentence using **expressions**

**Creative Writing**

First meeting: 24-05-2016

Concluding meeting: 31-10-2016

Year group: **Year 6**

People present: Assistant Head (Literacy), Literacy HOD, Literacy Support Teachers, Year 6 teachers, LSAs present in Year 6

**Frequency**

English creative writing lessons should be carried out once every fortnight.

Maltese creative writing lessons should be carried out once every fortnight.

Teachers are to alternate between Maltese and English creative writing each week.

Each lesson will take around 90 minutes (pre-writing/plan, drafting, peer response, student and teacher editing, publishing). When time runs out in class, publishing is to be done at home. Sometimes there isn't enough time for peer response or student editing; it all depends on the lesson. However throughout the year pupils should experience the skills of editing and peer response several times.

Peer response is to be worked out in pairs, groups or as a whole class. The two stars and a wish model will be used here.

Similes and expressions, both in Maltese and English, are to be printed and displayed in class for pupils to get acquainted with. They are expected to use them when writing.

Creative writing (plan, draft and publishing) will be presented on a Project book or in a file. If presented in a file, the plan, draft and publishing should be stapled together. This will help children understand the process of writing.

**Prewriting**

Video clip

Flow chart

Web

The five senses

The 6 senses graphic organiser (see, hear, taste, smell, touch, emotions)

Story map

List

Wh questions

Timeline

Word bank (to be elicited from pupils during the oracy stage and after brainstorming)

**Checklist (need to be exposed)**

Before presenting their work pupils should check for:

capital letters

punctuation

spelling

sequencing

dividing work into three paragraphs; **introduction, body and conclusion.**

adjectives/Wow words. Pupils are to highlight adjectives in order to determine frequency. A thesaurus for adjectives is to be created by Year 6 pupils. They are to substitute adjectives such as *big* with other more age appropriate adjectives such as *massive*.

explode the sentence using **similes**. Pupils are to highlight similes in order to determine frequency.

explode the sentence using **expressions**. Pupils are to highlight expressions in order to determine frequency. a good introduction and conclusion. Pupils should be aware of the importance of a good introduction and conclusion when writing.