

## Year 2 Writing Policy

### Frequency and Organisation

- Writing lessons in English and Maltese shall be conducted on an alternating, fortnightly basis.
- Each writing session will have an approximate duration of 1 hour.
- Written work is to be presented in display files:
  - English writing is to be stored in a blue display file.
  - Maltese writing is to be stored in a red display file.

### Prewriting Stage

Prewriting activities are carried out at the beginning of each writing session and are essential for vocabulary elicitation and idea generation. The following prewriting strategies may be used throughout the scholastic year:

- **Term 1**
  - List-making (to be used only during Term 1)
  - Shared teacher-student writing (e.g., How do you think we can write a sentence about the dog? Listen to responses and choose)
  - Modelled writing (for students who require additional support)
  - Drawing and captioning
  - Picture sequencing (3 pictures)
- **Throughout the Year**
  - Watching topic-related videos
  - Shared reading of theme-related texts
  - Word banks (created through brainstorming and oracy)
  - Writing captions or labelling images
  - Writing cards for special occasions (e.g., Mother's Day, Christmas) as a prewriting task

- Use of sentence starters or other scaffolds (adaptations made according to pupil needs)
- **Term 3**
  - "Five senses" and "WH" question prompts
  - Flowcharts (used selectively)

Vocabulary elicitation is a key component of the prewriting stage and should involve active pupil participation.

### **Writing and Self-Editing**

By the end of Year 2, pupils are expected to write a minimum of three sentences, depending on their individual ability. From Term 2 onwards, pupils will be introduced to self-checking strategies using tailored checklists for both English and Maltese.

### **Checklist Criteria**

Pupils should check for the following:

- Use of capital letters
- Writing on the line
- Proper use of full stops
- Correct formation of letters 'b' and 'd'
- Accurate spelling of tricky words
- Appropriate spacing between words
- Use of adjectives where appropriate

**Note:** Numbers are not to be used at the beginning of sentences.

In Term 3, the concept of a paragraph is introduced. Pupils are guided to understand that starting a new sentence does not require starting a new line.

## Teacher Feedback and Corrections

- If a pupil submits work containing errors, the teacher will correct the work in collaboration with the pupil, depending on class size and individual student needs.
- Teachers will select three errors from each student's work for targeted correction.
- Pupils are to revise these errors using the Look, Say, Cover, Write, Check method.
- Where necessary, teachers may provide adaptations such as mini-whiteboards for spelling support or sentence starters.

## Journaling

- Journal writing is to be conducted at least once a week.
- Each session should last approximately 15 minutes.
- Prompts for journaling may include:
  - Video clips
  - Stories
  - Picture sequences
- The teacher is expected to participate by writing their own journal entry, thus modelling writing for students.
- Journals are not subject to correction.
- Following journal writing, an "Author's Chair" session is held, where pupils share their work. Feedback structures may include statements such as:
  - *"I really liked..."*
  - *"I have a question..."*
- Journal entries are to be recorded in a specially decorated copybook, which serves as a personal and creative writing space for the child.