

Year 3 Writing Policy

Frequency and Scheduling

- Writing lessons in English and Maltese shall be conducted on an alternating, fortnightly basis.
- Each session shall have a duration of approximately 1 hour and 30 minutes, divided into:
 - Pre-writing and drafting
 - Student and teacher editing
- The publishing stage is to be completed at home on a later date.
- Writing activities are to be presented in A4-sized copybooks:
 - The English writing copybook shall be blue.
 - The Maltese writing copybook shall be red.
- Sequence of work presentation:
 1. Prewriting sheet is affixed to the copybook.
 2. Draft is written.
 3. Final publication is added after corrections.

Prewriting Strategies

Teachers may choose from a range of strategies to support the prewriting process, including:

- Video prompts (e.g., "Continue the story")
- Lists
- WH questions
- Shared reading
- Web diagrams

- The five senses
- Six senses graphic organiser (see, hear, taste, smell, touch, emotions)
- Journals
- Word banks (elicited during brainstorming and oracy)
- Picture sequences (to be used **once per term**)

Writing Expectations and Self-Editing

- Pupils are expected to write a paragraph of 8-10 sentences.
- Numbering of sentences is not permitted.
- Pupils will be taught to revise and self-edit their work prior to teacher review, checking for:
 - Use of capital letters
 - Punctuation
 - Spelling
 - Word spacing (as needed)
 - Sentence sequencing
 - Sentence expansion using adjectives or "Wow!" words

Note: A "Wow! Words" chart is to be co-constructed by the class during brainstorming/oracy sessions and should be displayed prominently. This chart is not to be provided as a ready-made resource.

Teacher Feedback and Corrections

- Teachers will provide individualised correction when time allows.
- Feedback will include:
 - Two stars (positive aspects)
 - One wish (area for improvement)

- This feedback is to be considered during the home publishing stage.
- An annual parent meeting is held to explain the home publishing process. This session is led by Year 3 teachers in collaboration with the literacy support teacher.

Additionally, up to three misspelled words will be highlighted. Pupils will practise these words in the spelling section located at the back of the copybook using the Look, Say, Cover, Write, Check method. This applies to both Maltese and English.

Genres of Writing

English Writing

1. Narrative

- Recount
- Short story

2. Descriptive

- Identity kit (describing a person)
- Postcard (describing a place)
- Advertisement (describing an object or animal)

3. Informative / Instructive

- List
- Message
- Invitation
- Directions
- Instructions
- Informal letter/email

Maltese Writing (Kitba bil-Malti)

1. Dettalji personali
2. Kepxin

3. Messaġġi qosra ta' 30 kelma
4. Taqbiliet / poeziji
5. Mistoqsijiet ħfief (intervista)

Journaling

- Journaling is a weekly component of the writing programme.
- Sessions last approximately 45 minutes.
- Prompts may include:
 - Video clips
 - Stories
 - Music
 - Pictures
- Teachers are expected to participate by writing their own journal entries, thus modelling writing behaviour for students.
- Journals are meant to encourage expression and fluency and are therefore not subject to teacher correction.
- Pupils are encouraged to share their journal entries with the class during dedicated sharing time. The Author's Chair may be used.
- Journals are presented in a fancy decorated copybook.
- The journal is not corrected by the teacher.