

## **Year 4 Writing Policy**

### **Frequency of Writing Lessons**

- Writing lessons in English and Maltese shall be conducted on an alternating, fortnightly basis.
- Each writing lesson should last approximately 90 minutes, encompassing the stages of:  
*Pre-writing, drafting, peer response, student and teacher editing, and publishing.*

### **Peer Response and Editing**

- Peer response activities may be organised in pairs, in groups, or as a whole-class activity.
- While time constraints may not always allow for peer response or editing during every lesson, pupils should engage in these processes on multiple occasions throughout the year.

### **Presentation of Work**

- All stages of the writing process (plan, draft, edited work, and published piece) are to be compiled in a display folder for both Maltese and English.
- The Maltese display folder is to be red, and the English display folder is to be blue.

### **Year 4 Writing Expectations**

- By the end of Year 4, pupils should be able to write a paragraph of at least 10 sentences.
- By the end of the first term, pupils are expected to produce a coherent paragraph, rather than detached sentences.
- Numbers are not to be used at the beginning of sentences.

## **Pre-Writing Strategies**

Teachers are encouraged to use a variety of pre-writing strategies, including:

- Story continuation and adapted titles
- Video clips (story continuation)
- Flow charts
- Lists
- WH-questions
- Shared reading
- Word webs
- The five senses
- The six senses graphic organiser (see, hear, taste, smell, touch, emotions)
- Journals
- Word banks
- Timelines
- Grids (dyslexia-friendly)

Once pupils are familiar with these strategies, teachers may combine more than one strategy within a single session (e.g. word web, WH-questions, and senses together).

## **Checklists and Self-Assessment**

Pupils are to check their work before submission, focusing on:

- Capital letters
- Punctuation
- Spelling
- Sequencing
- Adjectives / "Wow" words (highlighted if needed)
- Sentence expansion (using similes and adverbs; highlighted if needed)

A **Wow Words** Chart should be developed gradually through classroom brainstorming and displayed prominently. It should not be pre-prepared by the teacher.

Teachers may focus on specific elements (e.g. adverbs, similes, adjectives) in different sessions, at their discretion.

### **Teacher Corrections**

- Pupils must leave a blank line between each sentence to allow space for teacher corrections.
- When correcting, teachers will provide:
  - Two stars: Positive feedback points
  - One wish: An area for improvement
- Corrections should inform the pupil's final published version.
- Teachers will also highlight 3-4 misspelt words for pupils to practise in their purple spelling copybook, using the Look, Say, Cover, Write, Check approach (both in Maltese and English).

### **Genres of Writing**

#### ***English - Long Writing***

1. Narrative
2. Letter

#### ***English - Short Writing***

1. Invitation
2. Instructions
3. Directions
4. Advertisement
5. Message
6. Identity kit
7. Email

8. Postcard
9. Caption
10. Information text

### **Ġeneri tal-Kitba**

#### ***Malti - Kitba Twila***

1. Djalogu
2. Djarju
3. Rakkonti fittizji
4. Kitba ta' testi fattwali
5. Stampa storja

#### ***Malti - Kitba Qasira***

1. Listi

### **Journaling**

- Journaling is to take place at least once per week (approximately 15 minutes).
- Prompts may include video clips, stories, music, images, or picture sequences.
- During journaling, the teacher should also write in their own journal, serving as a model for pupils.
- Pupils are encouraged to share their journal entries with the class during dedicated sharing time. Peer response/The Author's Chair may be used.
- Journals are presented in a fancy decorated copybook.
- The journal is not corrected by the teacher.