

Year 5 Writing Policy

Frequency of Writing Lessons

- Each week, pupils will participate in two writing lessons: one long writing session and one short writing session.
- The pattern will alternate as follows:
 - Week 1: Long writing in Maltese and short writing in English
 - Week 2: Long writing in English and short writing in Maltese
- Long writing lessons will be approximately 90 minutes in duration.
- Short writing lessons will be approximately 45 minutes in duration.

Writing Process

The writing process will include the following stages:

- Pre-writing, drafting, peer response, student and teacher editing, and publishing.
- Once teacher editing has been completed, publishing is to be carried out at home.
- Peer response is to be conducted where time permits; however, pupils should engage in peer response and editing activities several times throughout the year.
- Peer response activities may be organised in pairs, groups, or as a whole class.
- The "Two Stars and a Wish" model will be used to provide constructive feedback.
- Teachers will highlight or circle three misspelt words, which pupils are to correct in their purple spelling copybook using the *Look, Say, Cover, Write, Check* method.
- Writing is to be structured into three paragraphs: introduction, body, and conclusion.
- Numbers are not to be used at the beginning of sentences.

- The plan, draft, edited work, and published piece will be presented in a project book (red for Maltese, blue for English).
- Short writing exercises will be completed in copybooks (red for Maltese, blue for English).

Pre-Writing Strategies

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

- Brainstorming of ideas
- Visual prompts
- Video clips
- Word webs
- The five senses
- The six senses graphic organiser (*see, hear, taste, smell, touch, emotions*)
- Lists
- WH-questions
- Timelines
- Word banks

Checklists and Self-Assessment

Before presenting their work, pupils are expected to check for:

- Capital letters
- Punctuation
- Spelling
- Sequencing
- Division of writing into three paragraphs (introduction, body, conclusion)
- Adjectives / *WOW* words
- Sentence enhancement using adverbs

- Enrichment of writing through expressions

A **WOW Words** Chart should be developed gradually through teacher and pupil brainstorming and displayed prominently in the classroom. It is not to be presented as a pre-prepared product.

Genres of Writing

English - Long Writing (100-140 words)

- Informal letter
- Informal email
- Story
- Non-chronological report
- Opinion article

English - Short Writing (40-50 words)

- Message
- Recipe
- Directions
- Instructions
- Poster

Malti - Kitba Twila (100-150 kelma)

- Rakkont (inkluż relatat ma' stampa/stampi, cartoons, eċċ.)
- Ittri stampati u elettroniki (stedina jew ringrazzjament)
- Testi riċerkati (inkluż lingwaġġ matematiku, xjentifiku jew teknoloġiku)

Malti - Kitba Qasira (40 kelma)

- Kexxins (ritratti, stampi, komiks, cartoons)
- Avviż
- Riklam

- Messagg

Journaling

- Journal writing should take place at least once per week and should last approximately 15 minutes.
- Prompts may include video clips, stories, picture sequences, or other stimuli.
- Pupils are encouraged to express themselves freely during journaling.
- During journal writing, the teacher should also write in their own journal, serving as a model to encourage pupils.
- Pupils are encouraged to share their journal entries with the class during dedicated sharing sessions, where the *Author's Chair* may be used.
- Journals are not to be corrected by the teacher.
- Journals should be presented in a decorated copybook, allowing for individual creativity and personal expression.