



We all demonstrate in our actions how to be ‘the best that we can be’, and try to make Flowery Field ‘a happy place to learn’.

We believe that if learners are to be successful they need to embrace challenge, take risks and persevere as they strive for beautiful work.

Children as authors /Love of writing

At Flowery field the love for reading and writing is in the heart of our teaching. Our own enthusiasm should spread with exciting and purposeful lessons. With our Flowery Field approach children are encouraged to become authors, developing all associated skills. All writing should be based on interrogation of high quality text that provides a great author’s voice which the children can then strive to develop themselves.

Text stimulus – embedded grammar and text interrogation

Each Lesson should start with something that will immediately capture and excite them. This will lead them into reading and text interrogation that will have embedded grammar skills. This should lead to quality writing that should be assisted by exemplar grammar features and skills burst shown on the working wall and in the purple books. The working walls are fluid, interactive and most importantly, have current learning on display.

Purpose and audience / Pride and beautifully presented

At Flowery Field School we believe that all writing should have a purpose and audience. This motivates the children to become better writers. Beautifully presented work results from drafting and editing and is achieved when children take pride in their work. Handwriting must be practised daily.

Drafting and editing- Against Clear WIN

Most work should provide opportunities for drafting and editing against the WIN to improve their writing. These can be pointed out by clear feedback by the teacher or from a peer.

Phonics and spelling.

We believe in high quality first teaching of phonics and spelling are vital if children are to become confident writers. This is done through whole class daily teaching of phonics and spelling, which are fast paced, interactive and fun. Within these sessions the phonics and spelling wall should be referred to for identification of letter sounds and spelling patterns being taught and both tricky/key words and high frequency words included. These sessions should follow a precise routine – revisit – teach – practise – apply. Regular check-ins are essential to show progress, identify gaps to inform future teaching.

Within Reception and Year 1 there are challenges and opportunities to practise, consolidate and extend their phonics and spelling independently.

Cooperative Learning

The children are sat in mixed ability groups and encouraged to work together produce a quality outcome. We believe that co-operative learning exposes all children to high expectations and doesn’t put a ceiling on anyone’s outcomes. Co-operative working in pairs and groups facilitates learning. Children receive support from their peers, from support staff during lessons and in ‘Leaps to Success’ time to help ensure that all are working towards the same learning objective in every lesson.