



## Flowery Principle 2

### Writing

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 & lovers 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. Children are encouraged to become authors, developing all associated skills. All classes follow the FFPS Writing Journey, beginning with immersion into the themes and content of the genre, utilising a high-quality text as a vehicle to do this. All writing should be based on interrogation of high quality texts that provides a great author's voice which the children can then strive to develop themselves. Children interrogate a model of excellence, pulling out the salient features, linking to the grammar focus and allowing opportunities to practice these skills prior to entering the drafting and editing phase.

#### **Text Stimulus --- Gathering**

Each writing journey should start with something that will immediately capture and excite the learners, providing experience and context in which to put their writing. We believe that all writing should have a purpose and audience. This motivates the children to become better writers. 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 gathering books. The working walls are fluid, interactive and most importantly, have current learning on display.

#### **Drafting --- Editing --- Publishing**

Opportunities will be provided for children to draft and edit their work against a clear WIN that reflects current skills (SPaG and new vocabulary). Peer critique and self-assessment techniques are valuable during this independent stage of working. Beautifully presented and published work results from drafting and editing and is achieved when children take pride in their work. Handwriting is modelled daily by the class teacher, with frequent opportunity for children to practise.

#### **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 tricky/key, high frequency and common exception 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.

Building upon these phonetic skills, pupils are taught spelling rules (which link to each years' specific spelling list) and subject specific vocabulary, creating opportunities for children to use these in context.

#### **Cooperative Learning**

The children are sat in mixed ability groups and encouraged to work together to 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



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*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.*