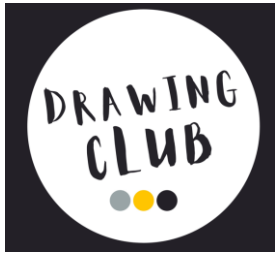
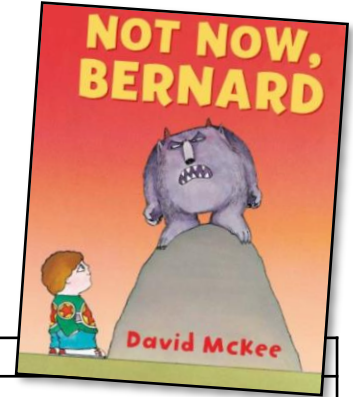


Reception – Drawing Club Writing Approach



Why Drawing Club?

To excite children with the magic world of tales and story, whilst enriching their language skills, developing their fine motor skills and into a love of writing. It immerses children into a world full of imagination where anything can happen and it often does. It develops a wide range of skills across the whole curriculum, particularly focusing on making conversations, mark making and mathematics. Children’s creative streaks are enhanced as well as their ability to share ideas and skills. It provides an age-appropriate approach that is highly engaging.



How do we deliver Drawing Club?

Mini moment 1	10 minutes	Vocabulary – ‘Get Up, Stand Up’ sharing rich vocabulary everyday introduced in a contextual way
Mini moment 2	altogether	Story Sharing – a blend of books, tales and animation
Mini moment 3	on Carpet kingdom	Modelling drawing of the character, setting and adventure time ideas through the 3M’s. Modelling writing through a ‘password’. See progression below. Reading developed by adding keywords. A ‘passcode’ is added linked to Maths. <i>What number will you do?</i> Show examples – Write 8 and draw two windows with a total of eight - ‘Ohhh look, double four’.
Mini moment 4	Groups rotation	Drawing Club groups of up to six children exploring story through drawing and writing using the 3M’s and taking stories on an adventure. The role of the teacher is building confidence in pace with each child so that they are emotionally connected to what they’re doing.

THE 3MS...

MAKING CONVERSATION:
TALKING CONFIDENTLY, USING NEW VOCABULARY, LISTENING, SHARING IDEAS, HAVING CONVERSATION BACK AND FORTH, COLLABORATING, RESPECTING AND HELPING ONE ANOTHER

MARK MAKING:
WRITING AT THE CUSP OF CONFIDENCE, READING WITH INTEREST, DEVELOPING PHONIC KNOWLEDGE, DISCOVERING THE ART OF MESSAGING, INCREASING FINE MOTOR CONTROL WITH PURPOSE

MATHEMATICS:
DRAWING IS FULL OF MATHEMATICAL OPPORTUNITIES - COUNTING, COMPARING, ADDING, TAKING AWAY, DIVIDING, NUMERAL WRITING AND RECOGNITION - ALL THE TIME BUILDING CONFIDENCE THROUGH PURPOSE

Writing passwords are modelled and across the year build on progressive steps toward the end outcome of writing sentences.

Autumn	Mark making symbols
	Identified letters from phonics
	Cvc words
Spring	CEW’s / Captions
Summer	Sentences

DRAWING CLUB CHARACTER SPELLS

GROW 100 TIMES ITS SIZE
TURN INTO SOMETHING DISGUSTING
SHRINK
TURN INTO A CHICKEN
MAKE THEIR TUMMY RUMBLE
FLOAT AWAY

Get-Up-Stand-Up Vocabulary

GOBBLE	CHOMP
DESTROY	LEAKING
IGNORE	SPLATTER
FIERCESOME	ASTONISHED

M	T	W	TH	F
11 12 13 cheese	8 red sheep	 igh 2 4 6 8 10	 cheese shop	 they

EYFS Writing Curriculum Map

AUTUMN TERM	Baseline Assessments <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p style="text-align: center; background-color: #fff9c4;">Pre-Nursery</p> <p style="text-align: center; background-color: #e1f5fe;">Nursery</p> <p style="text-align: center; background-color: #e8f5e9;">Reception</p> <p style="font-size: small; text-align: center;">End of term outcomes in bold and linked to the Quest Key Checkpoints document</p> </div>	Explore mark making giving meaning to different marks made I know that different tools can make marks. I can have a go at exploring using mark making equipment. I can have a go at writing individual marks.	Recognise writing I know that drawing and writing are different. I can point out writing in books and the environment. I can talk about the writing I can see. I can recognise my written name.	Beginning to write letters to resemble name. I know my name is written with letters. I know letters are written using different lines. I can make line and circle marks (straight, circles, zig zag, curves). I can have a go at writing letters to resemble my name.
	Writes the letters in their name correctly I know my name is written with letters. I know letters are written using different lines. I can recognise my written name. I can begin to form letters using the mental checklist to help me. I can say how to write the letters in my name. I can form letters to communicate meaning (**Password*).	Beginning to write labels I know that a label is a word that tells us what something is. I know how letters are formed – ongoing. I can confidently write the initial sound in words. I can orally segment sounds in simple cvc words. I can read back my label.	Beginning to write lists I know that a list is words written one after the other to help us remember something. I know how letters are formed – ongoing. I can give my ideas for words in a list. I can confidently write the initial sound in words. I can orally segment sounds in simple cvc words. I can say, write and read back the words in my list.	
	<i>Reception writing through Drawing Club** / Begin 'Captions' (see below) / Introduce sentences throughout and model that we are building up to writing a sentence to write our feelings, thoughts, messages etc.</i>			
SPRING TERM	Engage in mark making activities with support from an adult. Enjoy drawing freely. I can join in with mark making experiences with support. I can have a go at exploring using mark making equipment with support.	Beginning to write letters in their name I know that letters are used to make my name. I know we write our name to show who a picture or models belongs to. I know my name begins with a capital letter. I can hear and say the initial sound in my name. I can write the lower-case letters in my name.	Pretend write in role play / Talk about the marks they have made with confidence I know that we write to help us remember things, e.g. a list for shopping. I can give my ideas for writing. I can have a go at writing using some letter like shapes. I can pretend write in the role play area. I can share writing with others and tell them about it.	
	Forms all letters, with some formed correctly Confidently write initial sounds and other dominant sounds in words. Segments cvc words and write the corresponding sounds. I know writing goes from top to bottom and from left to right on a page. I can write the words 'l/a/and/is' from memory.	Beginning to write captions I know that a caption tells us about something such as a picture. I know that I need to leave spaces between words in my caption. I can say a caption to describe the picture e.g. 'cat is jumping'. I can use more describing words in my caption. I can read back my caption to make sure it makes sense.	Beginning to write simple sentences I know that a sentence is a group of words that are put together to mean something. I know a good sentence begins with a capital letter and ends with a full stop. I know a good sentence has spaces between each word. I can say and have a go at writing a simple sentence. I can read back my sentence to make sure it makes sense.	
SUMMER TERM	Explore different mark making materials Give meaning to some marks made. I can join in with mark making experiences by myself. I can have a go at exploring using mark making equipment. I can begin to talk about the marks I have made.	Know we write for a purpose I know what writing is. I know that people write for different reasons. I know that people can write labels to tell us what something is. I know that people can write a list to remember things. I know that people can write letters and messages to other people. I know that people can write a story.	Write some or all of their name I can have a go at writing letters in my name correctly. Begin to have a go at labelling a picture I can give my ideas for writing about my picture. I can have a go at writing on my picture. This is called a label. I can say what it says on my picture. I can have a go at writing letters correctly.	
	Sentence writing Revisit previous small steps towards writing a sentence. Then extend by; I understand that a sentence can go over two lines. I can begin a sentence with a capital letter and end with a full stop. I can leave spaces between each word. I can write words from memory, such as the, my, go, he, she, they, we. I can write sentences to give information (non-fiction). I can write sentences in message/letter. I can write sentences to retell part of an event. I can write sentences to start to tell a story.	Extended writing Revisit previous small steps towards writing a sentence. Then extend by; I can sit my writing on the correct place on the line. I can form my letters correctly. I can write a range of words from memory. I can use joining words, such as 'and' to make my sentences longer. I can add more describing words to make my writing more exciting.		
ELG - Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.				