

EYFS Writing Curriculum Map



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 a love of writing. Drawing Club immerses children into a world full of imagination where anything can happen. 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.

How do we deliver Drawing Club?

Mini moment 1	10 minutes altogether on 'Carpet Kingdom'	Vocabulary – 'Get Up, Stand Up' sharing rich vocabulary everyday introduced in a contextual way
Mini moment 2		Story Sharing – a blend of books, tales and animation
Mini moment 3		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. What number will you do? 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.

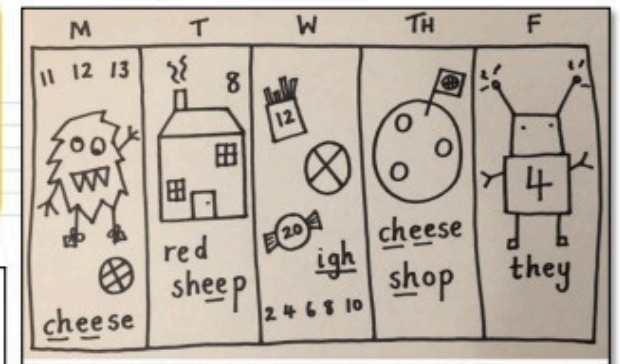
Autumn	Mark making symbols
	Identified letters from phonics
	Cvc words
Spring	CEW's / Captions
Summer	Sentences

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



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Autumn	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
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			
Spring	Forms all letters, with some formed correctly Confidently write initial sounds and other dominant sounds in words. Segments cvc words and writes the corresponding sounds. I know writing goes from top to bottom and from left to right on a page. I can write the words ‘I/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	Sentence writing Revisit previous small steps towards writing a sentence. Then extend by; 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 I can write sentences to give information (non-fiction). I can write sentences in message/letter. 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.		