

Reception Drawing Club writing approach



Why Drawing Club?

To excite children with the magical world of tales and stories, whilst enriching their language skills, developing fine motor and their love of writing. It immerses children into a world of imagination where anything can happen! It develops a wide range of skills across the whole curriculum, particularly focusing on marking making, communication and mathematics. It provides an age-appropriate approach that is high engaging! Children write at the cusp of their own confidence. Children are asked to write 'codes' to bring their drawings to life. The children are directed to the type of codes they are to write as their knowledge and confidence grows. Children progress through lines and scribbles, pre writing shapes, letters, word building, phrases/captions, sentences and multiple sentences.



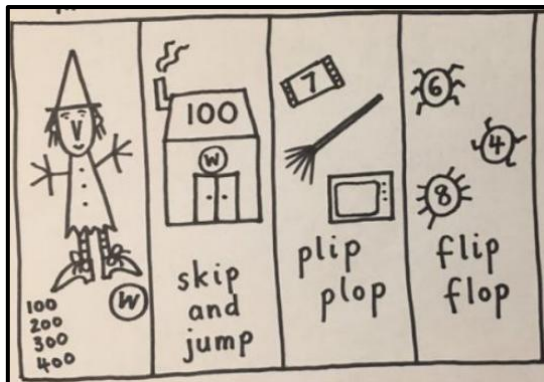
How we teach Drawing Club

		Day One	Day Two	Day Three	Day Four
Whole Class	Mini Moment 1	Get Up, Stand Up Vocab (2 mins)			
	Mini Moment 2	Story Sharing (5 mins)	Story Sharing (5 mins)		
	Mini Moment 3	Model drawing & code writing - character (3 mins)	Model drawing & code writing - setting (3 mins)	Model drawing & code writing - adventure time - I wonder...? (5-8 mins)	Model drawing & code writing - adventure time - I wonder...? (5-8 mins)
Group	Mini Moment 4	Children's turn (at table in books)	Children's turn (at table in books)	Children's turn (at table in books)	Children's turn (at table in books)

Week 1	Story book
Week 2	Fairy Tale or Poetry
Week 3	Animation

The codes children write act like a magic spell and will make something in their picture happen, for example a character will speak, grow in size, turn into a frog, the house will grow wheels and drive away. Teacher's will use current learning in phonics and maths as well as any errors/misconceptions seen during continuous provision when modelling.

Teacher model examples (spring term):



GET UP, STAND UP, VOCABULARY

Vocabulary is chosen when looking at the words and pictures in the book/animation. Synonyms or associations are used to extend children's vocabulary when exploring the book. They are not usually words that appear in the book. Vocabulary is taught at the start of the session using movement/actions.

Vocabulary for Hansel & Gretel

CONFECTIONARY, WICKED, DOUBLE, SCARY, CAULDRON, SWISH, PIERCING, INNOCENT

THE 3M's

MAKING CONVERSATION:

- talking confidently.
- using new vocabulary.
- listening.
- sharing ideas.
- having back and forth conversations.
- 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:

- counting.
- comparing.
- adding.
- taking away.
- dividing.
- numeral writing and recognition

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Nursery Autumn	<p>Explore mark making giving meaning to the different marks made</p> <p>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.</p>	<p>Recognise writing</p> <p>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.</p>	<p>Beginning to write letters to resemble name.</p> <p>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, cross)</p>
Reception Autumn	<p>Writes the letters in their name correctly</p> <p>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 (code)</p>	<p>Beginning to write labels</p> <p>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.</p>	<p>Beginning to write lists</p> <p>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</p>
Reception writing through Drawing Club codes / 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.			
Nursery Spring	<p>Engage in mark making activities with support from an adult. Enjoy drawing freely.</p> <p>I can join in with mark making experiences with support. I can have a go at exploring using mark making equipment with support.</p>	<p>Beginning to write letters in their name</p> <p>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.</p>	<p>Pretend write in role play / Talk about the marks they have made with confidence</p> <p>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.</p>
Reception Spring	<p>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 'I/a/and/is' from memory.</p>	<p>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.</p>	<p>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</p>

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Nursery Summer	<p>Explore different mark making materials. Give meaning to some marks made.</p> <p>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.</p>	<p>Know we write for a purpose</p> <p>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.</p>	<p>Write some or all of their name</p> <p>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.</p>
Reception Summer	<p>Sentence writing Revisit previous small steps towards writing a sentence. Then extend by:</p> <p>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. 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.</p>		<p>Extended writing</p> <p>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.</p>
<p>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.</p>			