



Drawing Club is an initiative that integrates drawing activities into the learning curriculum, particularly aimed at young children in Early Years and Key Stage 1 (KS1). It leverages the natural inclination of children to express themselves through art, using this as a bridge to develop their writing skills. Here's how a Drawing Club at has been adapted at Fairmeadows from EYFS and KS1.

Structure of a Drawing Club

Regular Sessions: Scheduled weekly sessions where children come together to draw.

Thematic Focus: Each session can have a theme, such as a story, an event, or a topic they are learning about.

Guided Drawing: Provide guidance through prompts or instructions, but allow creativity and freedom.

Discussion Time: After drawing, have a session where children talk about their drawings.

Drawing to Writing Transition: Encourage children to write a few sentences about their drawings.

How Drawing Club Helps Develop Writing Skills

- Enhances Creativity and Imagination:
- Drawing stimulates creativity, which is essential for imaginative writing.
- Children can translate the scenes and stories from their drawings into words.

Improves Fine Motor Skills:

The physical act of drawing helps develop fine motor skills, crucial for handwriting.

Builds Narrative Skills:

- Children often create stories with their drawings, which helps them understand narrative structure.
- Discussing their drawings encourages them to articulate their thoughts and ideas coherently.

Increases Vocabulary:

- As children describe their drawings, they learn new words and phrases.
- Teachers can introduce relevant vocabulary during the sessions.

Encourages Expression and Confidence:

- Drawing provides a non-verbal way to express ideas, which can then be translated into writing.
- Sharing their drawings and stories builds confidence in expressing themselves.

Develops Sequencing Skills:

- Creating a sequence of drawings (a comic strip, for example) helps children understand the flow of a story.
- They can then practice writing about the sequence, improving their ability to organize thoughts logically.

Provides Context for Writing:

- Drawing gives a visual context that makes writing tasks more concrete and less abstract.
- Children are more likely to write enthusiastically about something they have created visually.

Implementation at Fairmeadows

Integration with Curriculum:

- Align the Drawing Club themes with the current curriculum topics.
- Use drawings to supplement lessons in literacy, history, science, etc.

Teacher Involvement:

- Teachers can participate by providing prompts and guidance.
- They can help children make the connection between their drawings and writing.

Parental Engagement:

- Involve parents by encouraging drawing and writing at home.
- Share children's progress and creations with parents to foster a supportive environment.

Resources and Materials:

- Provide ample drawing materials like paper, crayons, markers, etc.
- Have a dedicated space for the Drawing Club sessions.
- Bank of word mats, number mats and sound mats to support independence.

Assessment and Feedback:

- Regularly assess children's progress in both drawing and writing.
- Provide positive feedback and constructive suggestions to encourage improvement.

By integrating a Drawing Club into the EYFS and KS1 curriculum at Fairmeadows, children can develop their writing skills in an engaging, supportive, and creative environment. This approach not only makes writing more enjoyable but also reinforces the connection between visual and verbal expression.

EYFS The Principles:

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

THE TWO SIMPLE STEPS...

STEP 1

10 MINUTE WHOLE CLASS INPUT:

- GET-UP-STAND-UP VOCABULARY WITH ACTIONS
- SHARING THE STORY (MONDAY + TUESDAY)
- MODELLING DRAWING + 3MING

STEP 2

DRAWING CLUB:

- GROUPS OF 6
- EXPLORING STORY THROUGH DRAWING
- 3M'ING
- TAKING STORIES ON AN ADVENTURE

THE 4 MINI MOMENTS

MOMENT 1

VOCABULARY

MOMENT 2

STORY
SHARING

MOMENT 3

MODELLED
DRAWING

MOMENT 4

DRAWING
CLUB

WHOLE CLASS

CLUB



'Codes'

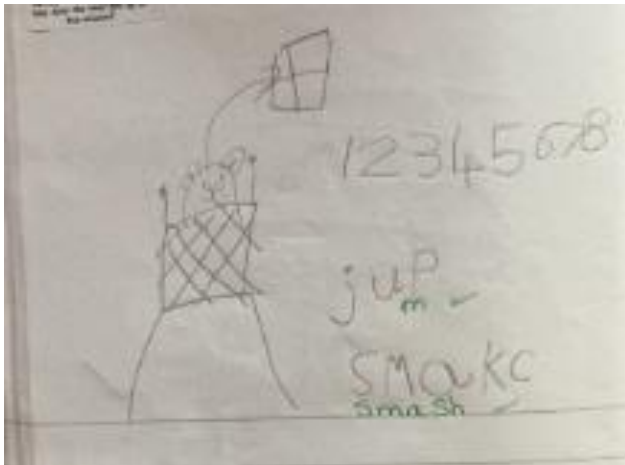
Alongside drawings, the children are encouraged to write a 'code word'. These codes make 'magical' things happen to their drawings.

As the children draw, they chat about what their ideas are and what they want to happen to their drawing. This makes it joyful and motivating for the children.

Codes can be anything the children want it to be: single letters or phonemes, words, phrases or sentences. They give meaning to these codes and the magic happens. Magical things may include: 'it grows wheels and then drives around', 'they change size', 'transform into a rocket' etc...

Examples:

Here the child was asked: The bear from We're Going on a Bear Hunt is trying to get into the house through the upstairs window. How does he get up there? The child has written the code 'jump' and they verbally outlined that the bear 'jumps up and smashes the window.'



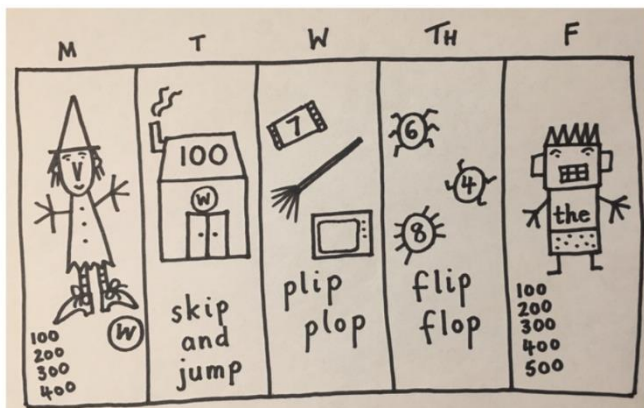
Here the child was asked: The wolf from Little Red Riding Hood has made a new disguise. What do they change into?

The child has wrote the initial sounds 'WO' for wolf. They verbally gave an explanation that their wolf turns into their teacher.



Here are some further examples of models that the teacher may demonstrate in their modelled drawing:

HANSEL AND GRETEL



Preschool Structure		
	Day 1	Day 2
Mini Moment 1	Vocabulary (2 mins) with actions	Vocabulary (2 mins) with actions
Mini Moment 2	Share the story (5 minutes)	Share the story (5 minutes)
Mini Moment 3	Adult models drawing (3 mins) THE CHARACTER	Adult models drawing (3 mins) ADVENTURE TIME 1
Mini Moment 4	Independent mark-making at Writing Table in Continuous Provision	Children's turn – adult led writing task in books (5-10 mins)

Reception Structure			
	Day 1	Day 2	Day 3
Mini Moment 1	Vocabulary (2 mins) with actions	Vocabulary (2 mins) with actions	
Mini Moment 2	Share the story (5 minutes)	Share the story (5 minutes)	No story
Mini Moment 3	Adult models drawing (3 mins) THE CHARACTER OR SETTING	Adult models drawing (3 mins) ADVENTURE TIME 1	Adult models drawing (3 mins) ADVENTURE TIME 2
Mini Moment 4	Independent mark-making at Writing Table in Continuous Provision	Children's turn – adult led writing task in books (5-10 mins)	Children's turn – adult led writing task in books (5-10 mins)

EYFS Drawing Club Texts:

In EYFS, we like to encourage a mastery approach to stories. We feel that by re-reading familiar books this helps to build up their confidence in vocabulary, word reading, fluency, comprehension and enjoyment. Our Pre-school will introduce a text at a basic level and produce 1 piece of adult-led mark-making each week based on this. Our Reception will reintroduce the same text at a deeper level, with more skills development and produce 2-3 pieces of writing per week.

Term <u>Text Types</u> <i>Story</i> <i>Traditional Tales</i> <i>Animation</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Transition	Trapdoor	Hungry Caterpillar	Jack and Beanstalk	Banana Man	Bear Hunt
Week 2	Owl Babies	NURSERY RHYME WEEK	Chicken Licken	Rosie’s Walk	Gingerbread Man	Billy Goats Gruff
Week 3	Goldilocks	3 little pigs	Tadpoles Promise	Mr Benn - Zookeeper	Tiger who came to tea	Wacky Races
Week 4	You Choose / Not Now Bernard!	Pink Panther	Roadrunner	Enormous Turnip	Six Dinner Sid	Whatever Next
Week 5	Hansel and Gretel	Gruffalo / Gruffalo Child	Chinese New Year – Great Race	Handa’s Surprise		Little Red Riding
Week 6	Colour Monster	Nativity Story	Dear Zoo	Easter Story		Train Ride
Week 7	Room on Broom	CHRISTMAS				Lost and Found

EYFS Planning:

 TALE – JACK AND THE BEANSTALK				
Drawing Club	2 mins Vocab + Actions	5 mins share story	3 mins modelled drawing	Children's turn – Drawing Club - groups of 6 (approx. 7 mins each). Use lanyards to swap
Session 1	1. Ginormous (wide arms) Extremely big 2. Chopping (chop hand) Cut into pieces 3. Fearful (Scared shake) Makes people afraid 4. Booming (hands round mouth) Deep loud sound 5. Clambering (climb up ladder) A difficult climb upwards	Read Jack and Beanstalk	Character: Draw the Giant	
Session 2		Read Jack and Beanstalk	Adventure time: The giant has call the police to catch Jack. What will they need ot capture him?	
Session 3		No Story	Adventure time: Jack is spending all the treasure he stole. What does he buy?	

Resources: 100 square, letter mats, word mats, easel to model.

Year 1 Structure

Mini Moments	1	2	3	4	5	6	7	8
Foucs	Word Bathing	From the portal	The Gadabout	The Quest Codes	The Book Snuggle	The Modelled Drawing	Time Togther & Inventing	To the Portal
Aspect	Share Vocabulary	Share the lesson focus	Comprehension	Skills & SPAG	Share the text	Teacher modelling	Work child & adult led	Review
Rationale	Joy of words	Purpose	Story dreaming	The joy of the pen	Share the magic	The joy of language & writing	Time tother Direct teaching Creativity	Summing it all up
Time	2 minutes	2 minutes	2 minutes	5 minutes	5 minutes	4 minutes	30 minutes	5 minutes
What you will need	Word list	Portal (Tin)	The choosen ryhme	Code collection	Picture book Non-fitcion poetry	Whiteboard and pen	Playdough Construction Junk modelling Drawing/message centre	Portal (Tin)

Year 1 Timetable

Year 1 Timetable												
	8.30-8.40	8:45- 9:00	9:00-9:30	9:30- 10:20	10.20-10:35	10.35-11.25	11.25- 11.45	11.45-12.30	12.30-1.45	1.45-2.00	2.00-2.30	2.50-3.00
Monday	R e g i s t e r	Whole School CW	Phonics	Maths	B r e a k	Drawing Club	Phonics Wave / Reading	L u n c h	R_TimePSHE	B r e a k	Essentials	C l a s s R e a d
Tuesday		Guided reading	Phonics	Maths		Drawing Club	Phonics Wave / Reading		PE		Essentials	
Wednesday		Guided reading	Phonics	Maths		Drawing Club	Phonics Wave / Reading		RE		Music	
Thursday		Whole school Singing	Phonics	Maths		Drawing Club	Phonics Wave / Reading		PE		Handwriting	
Friday		Celebration CW	Phonics	Maths		Drawing Club	Phonics Wave / Reading		Essentials		Essentials	

Year 1 Drawing Club

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Drawing Club	Drawing Club	Drawing Club	Drawing Club	Drawing Club	Drawing Club
	THE BRIDGE FROM RECEPTION INTO YEAR. SESSIONS BASED AROUND DRAWING CLUB	Add mini moments, codes (SPAG, comprehension, handwriting).	Add mini moments, codes (SPAG, comprehension, handwriting).	Add mini moments, codes (SPAG, comprehension, handwriting).	Add mini moments, codes (SPAG, comprehension, handwriting).	Add mini moments, codes (SPAG, comprehension, handwriting).
Extra content.	Weekly spellings from Head start.	Weekly spellings from Head start.	Weekly spellings from Head start. SPAG vocabulary introduced.	Weekly spellings from Head start. Extra mini comprehension sessions. Focused on phonics stage.	Weekly spellings from Head start. Extra Mini SPAG sessions added based on the weeks code	Weekly spellings from Head start.
Text types.						
Week 1	Billy and the Beast	Chatterbox	The Bad-Tempered Ladybird	The Something	Princess Smartypants	Clean Up!
Week 2	The Ginger bread man	Cottage Cheese (poetry)	The Button (poetry)	Have you ever Wondered (Poetry)	We love doughnuts (poetry)	The Jump (poetry)
Week 3	Little Rabbit Foo Foo	Pets (non-fiction)	Battle of Hastings (Non-fiction)	England (Non-fiction)	Oceans and Seas (non- fiction)	Transport (Non-fiction)
Week 4	The Pink Panther.	Little Red Riding Hood.	Alan's big scary teeth	The crocodile who didn't like water	Open very Carefully	Angelica Spaoket's pockets
Week 5	The Bear and the Piano	The Pizza Tree (Poetry)	Goblins (poetry)	Once upon a time (poetry)	Cheese and ham (poetry)	Ride to Willow market (poetry)
Week 6	Hansel And Gretel	Weather (non-fiction)	Structures (Non-fiction)	History of toys		Five Minutes peace
Week 7	Road Runner	Jamela's Dress				The Seaside (Non-fiction)

Year 2 Drawing Club Structure

Mini Moments	1	2	3	5	6	7	8
Foucs	Word Bathing	From the Portal	The Hidden Treasures	The Book Snuggle	The Modelled Drawing & Shared Writing	Time Togther & Inventing	The Gadabout
The skills	Share Vocabulary	Share the lesson focus	Writing Skills/SPAG	Share the text	Teacher modelling	Writing and progression	Comprehension
Time	2 minutes	2 minutes	5 minutes	5 minutes	10 minutes	30 minutes	2 minutes
What you will need	Word list	Portal (Tin)	Code collection	Picture book Non-fiction poetry	Whiteboard and pen	Playdough Construction Junk modelling Drawing/message centre.	Portal(tin)

Year 2 Drawing club

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Bridge from Year 1 Drawing club model.	Year two Drawing Club model. (two-week block)	Year two Drawing Club model (two-week block)	Year two Drawing Club model (two-week block)	Year two Drawing Club model (two-week block)	Year two Drawing Club model (two-week block)
Extra content.	Weekly spellings from Head start.	Weekly spellings from Head start.	Weekly spellings from Head start.	Weekly spellings from Head start.	Weekly spellings from Head start.	Weekly spellings from Head start.
	Weekly comprehension sessions and SPAG.	Weekly comprehension sessions and SPAG.	Weekly comprehension sessions and SPAG.	Weekly comprehension sessions and SPAG.	Weekly comprehension sessions and SPAG.	Weekly comprehension sessions and SPAG.
Text Types	Narrative	Narrative/ non fiction/ poetry	Narrative/ non fiction/ poetry	Narrative/ non fiction/ poetry	Narrative/ non fiction/ poetry	Narrative/ non fiction/ poetry
Week 1	The Stinky Cheeseman	Who’s Afraid of the Big Bad Book-falling into a book – (Narrative)	The Dragon Machine (Narrative)	The Princess and the Pea (narrative)	Traction Man (narrative)	The Way back home (narrative-quest)
Week 2	Hairy Mclary					
Week 3	Oi Frog	Owl and the Pussy Cat (poetry)	Neil Gaiman (instructions)	Handa’s Hen (Poetry)	How to Become a Superhero (instructions)	Snow White in New York -Fiona French (narrative)
Week 4	Megs Castle	Dogs & Matilda’s Cat – Emily Gravett (information text)	Beyond the tunnel (description)	Bean Diary (Non-Fiction)	Aisha the Superhero Princess (poetry)	
Week 5	My Cat likes to hide in Boxes	Who’s Afraid of the Big Bad Book-falling into a book (Narrative)		Meerkat Mail (letter)	Library Lion (Narrative)	
Week 6	Mr P Londons Burning					
Week 7	Monsters- David Walliams	Jolly Christmas Postman (letter)	Dogs & Matilda’s Cat – Emily Gravett (information text)			

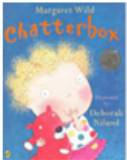
Example of planning for Year 1 and 2.

Term: Spring 1

Date:

Year group: 1

Week 1 - Short Term English Planning

Objectives	Vocabulary
Spoken language Give well-structured descriptions; Speak audibly and fluently. Comprehension Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Composition. saying out loud what they are going to write about. Composition. composing a sentence orally before writing it SPAG: leaving spaces between words	Enclosed Cajole Expedition Consume Continuous Dumbfounded 

Groups:	HA	MA	LA	IEP	Medical	Pupil Premium

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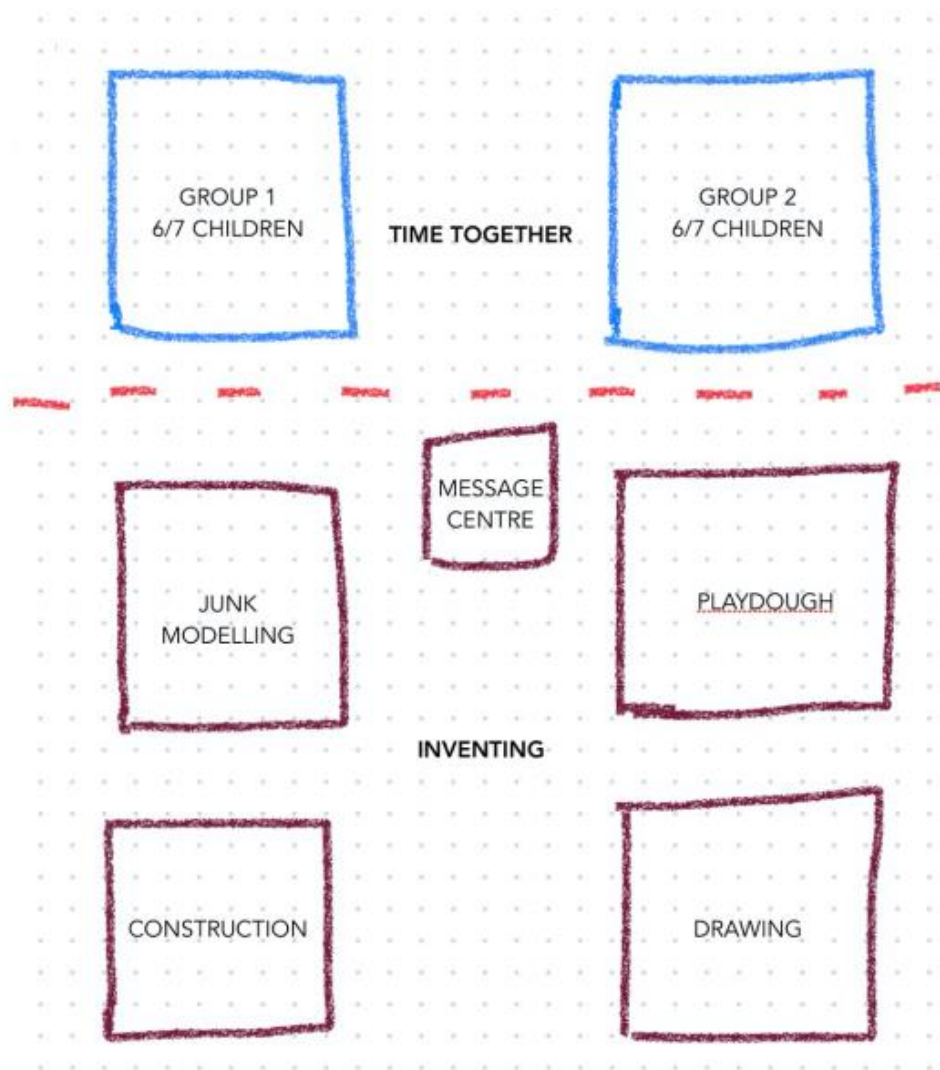
	Activity Focus	Introduction	Mini Moment 7 DAISY WANTS TO INVENT A CHATTERBOX FRIEND SO SHE CAN CHAT WITH HER.			To the portal
			HA	MA	LA	
Mon	character	Word Bathing- Introduce this week key vocabulary (with words and actions) form the portal. (see above). Mini moment 2- share the objective from the portal. Mini moment 3- parade around the classroom space or (hall) using selected chants and the text. Mini moment 4.- practice the handwriting, letter 'c', (children to copy on their white boards). SPAG focus 'What's a noun? Mini moment 5 – Share the book with the children. Mini moment 6 – Focus on the character in the story. Model your own response for the children.	CVVC sentence with capital letter and full stop.	CVC sentence with full stops.	Simple codes words based on the drawing created.	Share our inventions, drawings and codes from mini moment 7.

Tues	Location	Word Bathing- Introduce this week key vocabulary (with words and actions) form the portal. (see above). Mini moment 2- share the objective from the portal. Mini moment 3- parade around the classroom space or (hall) using selected chants and the text. Mini moment 4.- practice the handwriting, letter 'a', (children to copy on their white boards). SPAG focus 'What's a noun? Mini moment 5 – Share the book with the children. Mini moment 6 – Focus on the character in the story. Model your own response for the children.	DAISY AND HER FAMILY WENT TO THE ZOO – WHAT DOES IT LOOK LIKE? Time together tables 1 and 2. Continued provision table (inventing). Table 1: Playdough Table 2: Construction Table 3: Drawing Table 5: Handwriting	Share our inventions, drawings and codes from mini moment 7.
Wed	Adventure Time 1	Word Bathing- Introduce this week key vocabulary (with words and actions) form the portal. (see above). Mini moment 2- share the objective from the portal. Mini moment 3- parade around the classroom space or (hall) using selected chants and the text. Mini moment 4.- practice the handwriting, letter 'e', (children to copy on their white boards). SPAG focus 'What's a noun? Mini moment 5 – Share the book with the children. Mini moment 6 – Focus on the character in the story. Model your own response for the children.	DAISY DIDN'T KNOW THAT A MONSTER WAS IN HER PORRIDGE. WHAT DOES IT LOOK LIKE? Time together tables 1 and 2. Continued provision table (inventing). Table 1: Playdough Table 2: Construction Table 3: Drawing Table 5: Handwriting	Share our inventions, drawings and codes from mini moment 7.
Thurs	Adventure Time 2	Word Bathing- Introduce this week key vocabulary (with words and actions) form the portal. (see above). Mini moment 2- share the objective from the portal. Mini moment 3- parade around the classroom space or (hall) using selected chants and the text. Mini moment 4.- practice the handwriting, letter 'o', (children to copy on their white boards). SPAG focus 'What's a noun? Mini moment 5 – Share the book with the children. Mini moment 6 – Focus on the character in the story. Model your own response for the children.	DAD WANTS TO CHANGE DAISY'S NAPPY BUT DOESN'T WANT TO TOUCH IT. WHAT CAN WE INVENT TO HELP HIM Time together tables 1 and 2. Continued provision table (inventing). Table 1: Playdough Table 2: Construction Table 3: Drawing Table 5: Handwriting	Share our inventions, drawings and codes from mini moment 7.

Fri	Adventure Time 3	Word Bathing- Introduce this week key vocabulary (with words and actions) form the portal. (see above). Mini moment 2- share the objective from the portal. Mini moment 3- parade around the classroom space or (hall) using selected chants and the text. Mini moment 4.- practice the handwriting, letter 's', (children to copy on their white boards). SPAG focus 'What's a noun? Mini moment 5 – Share the book with the children. Mini moment 6 – Focus on the character in the story. Model your own response for the children.	THE FAMILY WANT TO GO SOMEWHERE TO GET SOME PEACE FROM DAISY'S TALKING Time together tables 1 and 2. Continued provision table (inventing). Table 1: Playdough Table 2: Construction Table 3: Drawing Table 5: Handwriting	Share our inventions, drawings and codes from mini moment 7.
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Classroom set up Year 1 and 2.



Marking and Feedback

- All marking will be completed with the children, initialled and marked with a V (verbal feedback) and stamped.
- Teacher to encourage discussion based on the mark making/writing.
- Teachers judge children's confidence and motivation levels whilst marking. If the child is able to accept a 'think pink' correction comment then this is given verbally and then written in the book. This shows children are able to edit their work and respond to feedback.
- Some children may find corrections difficult to accept, as Drawing Club is about motivating pupils to want to write. Teacher's focus most of their feedback on positive comments relating to the objective. These are highlighted in green.
- Handwriting formation to be corrected and modelled.
- First piece of writing to be shared on Seesaw at the start of the year.
- At the end of each main term one piece of writing to be shared with parents on Seesaw. This can be a child's favourite piece and it shows their progress over time.