



Airedale Writing Curriculum Plan

EYFS/Year 1

(Drawing Club Approach)



Our Drawing Club Curriculum Principles

- Play-based, story-rich approach that combines drawing and writing so children experience joy, purpose and a sense of "magic" in mark-making.
- Daily modelling of drawing and phonics-linked "writing codes" to build confidence from secret symbols to words and sentences.
- Strong focus on making conversation (oracy & vocabulary), mark making (early writing), and mathematics connections within story play.
- Freedom with guidance: independent exploration with targeted next steps so every child sees themselves as a writer.
- Fortnightly structure (three writing lessons per week).
- For example:
 - **Play-based, story-rich approach** supports the ELGs for *Listening, Attention and Understanding* through collaborative dialogue, drama and prediction.
 - **Daily modelling of drawing and writing codes** supports the ELG in *Fine Motor Skills* through repeated mark-making, drawing control and early handwriting movements.
 - **Strong focus on oracy** directly aligns with the Speaking ELG, encouraging vocabulary growth and sentence-level oral expression.

Day 1 – Vocabulary, Story Introduction and Drama

- Mini Moment 1: Teach 3–4 rich, story-linked vocabulary words using actions/sound/gesture.
- Mini Moment 2: Share the story with prediction and discussion prompts.
- Mini Moment 3: Use drama to enact the story.

Day 2 – Character

- Revisit vocabulary with movement and retrieval.
- Re-share story; invite oral retelling and sequencing.
- Model drawing the character and extend "code writing."
- Independent drawing and writing. The characters can come to life with codes.

Day 3 – Setting

- Revisit vocabulary with movement and retrieval.
- Discuss the setting of the story with rich vocabulary to describe.
- Model drawing the setting and extend "code writing".
- Year 1 – independent drawing/writing. EYFS build the setting in a practical way with a focus on vocabulary and can write labels/captions as appropriate to the task or roleplay.

Day 4 – 6 Adventure / Innovation

- Revisit vocabulary and story language.
- Model "Adventure Time": an imaginative story extension using drawing + writing codes.
- Children draw/write their own innovations.

EYFS Writing Goals

- Give meaning to marks they make as they draw, write and paint.
- Begin to break the flow of speech into words.
- Continue a rhyming string.
- Hear and say the initial sound in words.
- Segment sounds in simple words and blend them together.
- Link sounds to letters, naming and sounding out the letters of the alphabet.
- Use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Write own name and other things such as labels and captions.
- Attempts to write short sentences in meaningful contexts.

Communication & Language (ELG):

Our Drawing Club approach enables children to meet the ELGs for Listening, Attention and Understanding, and Speaking. Children develop the ability to listen actively, respond appropriately, ask questions, articulate ideas in full sentences, and use new vocabulary confidently through daily story-based conversation and drama.

Physical Development – Fine Motor Skills (ELG):

Children develop the fine-motor control needed to become confident writers. Daily drawing, code-writing, and mark-making activities strengthen grip, coordination, letter formation and use of small tools, supporting progress towards the ELGs for pencil control and accurate letter formation.

Continuous Provision Links

- Message Centre: Notepads, envelopes, tickets, clipboards; children "message" freely to give purpose to writing.
- Creative Area: Drawing prompts, mark-making media, fine-motor tools, pattern trays.
- Investigation/Construction: Story provocations; labels, plans, maps; number/shape "codes".
- Reading Corner: Rotating core texts linked to weekly Drawing Club focus.

The 3 M's focuses across the provision: Making Conversation, Mark Making, Mathematics.

Year 1 Writing

Writing using the Drawing Club is extended and mapped progressively using the Year 1 Expected Standards for Writing with vocabulary, spelling, grammar and handwriting objectives clearly planned for across the year and in each weekly unit. This is distinctly different from the EYFS programme of study, ensuring all our Year 1 children are given an ambitious curriculum to enable them to thrive as writers.

Our Year 1 Spelling, Grammar and Punctuation Objectives

Autumn	Spring	Summer
Spell yellow CEW. Read blue CEW Use consonant blends and read/write polysyllabic words. Develop finger spacing, use a capital letter at the start of a sentence and a full stop at the end. Sentences may still be dictated.	Spell blue CEW. Read green CEW Consistent use of CL, FS, FS in more than one sentence. Use 'and' to join. Use adjectives to describe. Use capital letters for proper nouns. Use ? and ! appropriately. Compose their own sentences.	Spell green CEW. Spell the days of the week. -er -ed -est -ing un- -s -es

Example Planning of Weekly Units

Book: 3 Billy Goats Gruff

End goal: Y1: Use spacing between words, Use CL + FS when writing more than one sentence. Ing + ed.

EYFS: Use spacing between words. Spell ph2+3 CEW. Write phonetically plausible sentences.

Introduce	Character	Setting	I wonder		
Drama and Vocab	Who are they?	Where do they go?	Who else might come over the bridge?	What if the troll turned kind?	What if snow fell on the bridge?
<p>Introduce vocabulary: <i>fearless, gruesome, creaky</i></p> <p>Read the story – Three Billy Goats Gruff.</p> <p>All children – Act out the story – use different -ing words for going over the bridge e.g. tip toe-ing, stomping creeping.</p> <p>Create a word bank of -ing words together and notice how these verbs all end in the suffix -ing.</p>	<p>Character Focus: What is the troll like?</p> <p>Drawing Prompt: The troll.</p> <p>Modelled sentences: The troll has a gruesome face. He is scary and loud. He lives under a creaky bridge.</p> <p>Focus: Capital letter, finger spacing + full stop.</p> <p>Code: Speech bubble – ing word.</p> <p>*Who is that _____ over my bridge?*</p> <p>Children can fill in the blank with an -ing word.</p>	<p>Setting Focus: Look at the troll's bridge. Where is it?</p> <p>Drawing Prompt: The bridge.</p> <p>Modelled sentences: The sun is shining in the sky. The stream is rushing by. The bridge is made of old wood and it is creaky,</p> <p>Focus: Capital letter, finger spacing + full stop</p> <p>*Ing word – code.</p>	<p>Think, pair, share ideas.</p> <p>Drawing Prompt: Someone else crossing the bridge.</p> <p>*How might they move? -ed words*</p> <p>Modelled Sentences: The rabbits hopped over the bridge. Then a unicorn trotted over the bridge. Finally an elephant stomped over the bridge.</p> <p>-ed suffix - code.</p>	<p>Think, pair, share ideas.</p> <p>Drawing Prompt: Draw the troll helping.</p> <p>Recap -ed words.</p> <p>Modelled Sentences: The troll helped the first goat across. He smiled at the second goat. He lifted the last goat across the water.</p> <p>-ed suffix - code.</p>	<p>Recap -ed -ing endings.</p> <p>Think pair share ideas.</p> <p>Drawing Prompt: Draw the snowy bridge.</p> <p>Modelled Sentences: The shimmering snow was falling. The bridge was slippy. The gruesome troll laughed because the goats slipped on the snow.</p> <p>*Capital letter, finger spacing + full stop. -ed -ing*</p>
	<p>EYFS: Draw troll. Dictated sentence: The troll is mad.</p> <p>Word bank: troll.</p>	<p>EYFS: Build a bridge – outside. Use a tarp on the floor as the river to cross. PD: balance, coordination, strength, spatial awareness C&L: problem-solving talk, positional language PSED: teamwork, resilience, risk-taking safely</p>	<p>EYFS: Draw someone else coming over the bridge.</p> <p>Dictated sentence: A___ went on the bridge.</p> <p>Word bank: bridge.</p>	<p>EYFS: Make a poster showing what being kind looks like.</p> <p>PSED: recognising feelings and behaviours, identifying appropriate, kind behaviours, knowing how to be a good friend</p>	<p>EYFS: Draw the snowy scene.</p> <p>Dictated sentence: The bridge was slippy.</p>

Progression of Writing Skills

Typical pathway (fluid and non-linear; children move at their cusp of confidence):

1. Lines & scribbles
2. Pre-writing shapes and patterns
3. Letter-like forms and letter formation
4. Sound-symbol links (phoneme–grapheme) and CVC words
5. Phrases/captions
6. Sentences and simple sequences

Transcriptional development is supported through daily phonics, fine- and gross-motor provision, and regular handwriting practice integrated into play.

This progression develops both Communication & Language ELGs (through spoken rehearsal, storytelling and explanation) and Fine Motor ELGs (through drawing practice, letter formation and pencil control).

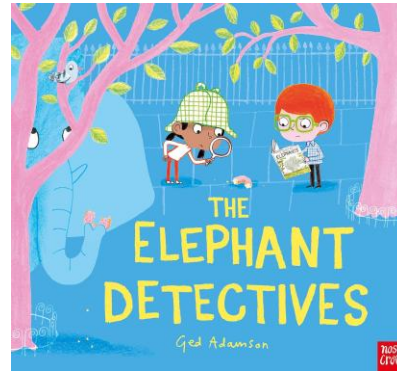
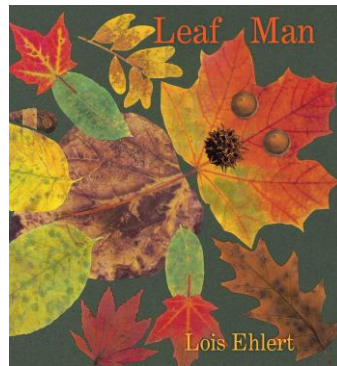
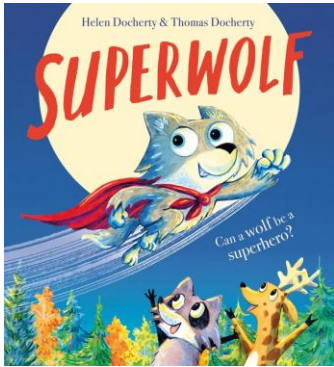
Weekly Text Cycle

A repeating 3-week pattern helps sustain variety and depth:

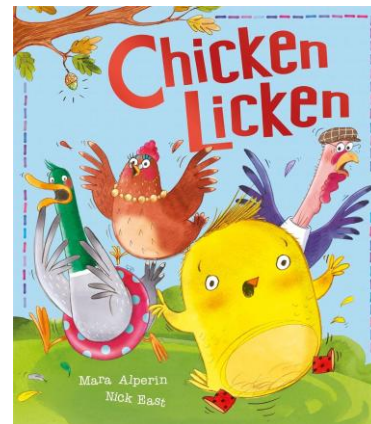
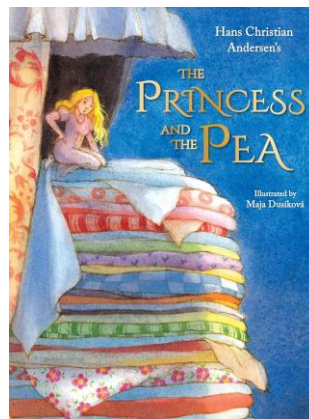
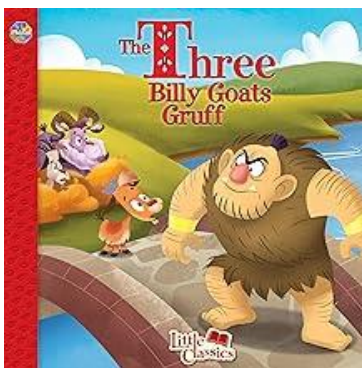
- Week 1: Contemporary storybook
- Week 2: Traditional tales or poetry
- Week 3: Classic animation or short film

Example Texts

Contemporary Storybooks



Traditional Tales



Animations

The Breakfast Machine from Chitty Chitty Bang Bang

Pink Panther

Alice in Wonderland's Tea Party