



EYFS

**Early Writing & Drawing
Club Policy**

2024-2025

Early Writing & Drawing Club Policy



Purpose

This policy sets out our strategy for nurturing early writing skills within the Early Years Foundation Stage (EYFS), emphasising a Drawing Club inspired by Greg Bottrill's approach. Our aim is to build a creative, supportive environment that fosters children's confidence, develops foundational writing skills, and encourages functional literacy.

Aims

1. To inspire children to express themselves through drawing, storytelling, and early writing.
2. To develop core transcription skills, including letter formation, handwriting, and spelling.
3. To encourage the use of dictated sentences to strengthen listening, memory, and writing skills.
4. To embed functional writing skills that enable effective communication and self-expression.

An Introduction to Drawing Club Inspire by Greg Bottrill

Greg Bottrill is an educator and author known for his innovative approach to early childhood education. He advocates for play-based learning and emphasises the importance of creativity, imagination, and child-led exploration in the classroom. His philosophy centres on making learning joyful, engaging, and meaningful for young children.

One of his well-known concepts is the "Drawing Club," which encourages children to use drawing as a way to tell stories, express their ideas, and engage in imaginative play. In this approach, drawing is not just an artistic activity but a form of communication that can help children develop language, narrative skills, and early writing abilities. The Drawing Club fosters a love for storytelling and helps build confidence in expressing thoughts, ultimately laying a foundation for writing.

Greg Bottrill's methods encourage teachers to be facilitators who provide a nurturing environment where children's creativity can flourish, with play seen as the primary vehicle for learning.

The School's Drawing Club will:

- Operate as a creative based session where children are invited to draw, imagine, and narrate their ideas, following principles from Greg Bottrill's approach.
- Use drawing as a tool for storytelling, helping children develop the skills to visually represent their thoughts before transitioning to written expression.
- Foster language development by encouraging children to share and explain their drawings, leading to the creation of shared stories.
- Support fine motor development, pencil grip, and control in a fun, engaging way.

Key Elements of Early Composition in Drawing Club:

1. **Storytelling Through Drawing:**
 - Encourage children to see their drawings as a way to create and share stories. They can draw scenes, characters, or events that they imagine, and then narrate what's happening in their drawings.
 - This practice helps them think about sequencing (beginning, middle, end) and the basic structure of a story, which are essential skills for writing composition.
2. **Use of Visual Prompts:**
 - Present visual prompts (e.g., pictures, objects, or scenarios) to inspire children's drawings. Prompts can be used to ignite their imagination, encouraging them to think about what could happen in the scene they're drawing.
 - Discussing these prompts before they start drawing allows children to practice organising their thoughts, a key aspect of early composition.
3. **Encouraging Verbal Composition:**
 - As children draw, teachers can ask open-ended questions like, "What's happening here?" or "Can you tell me more about this character?"
 - These conversations encourage children to compose narratives verbally, which can later translate into written sentences.
4. **Drawing as Pre-Writing:**
 - Children can use their drawings to plan what they might write.
 - This approach helps children understand that drawing and writing are interconnected forms of communication.

Benefits of Early Composition in Drawing Club:

- **Builds Vocabulary and Language Skills:** Children learn to articulate their thoughts, expanding their vocabulary and improving sentence structure.
- **Develops Story Sequencing:** By organising their drawings into stories, children begin to understand narrative structure, which is key for future writing tasks.
- **Encourages Confidence in Writing:** Starting with drawing helps children feel more comfortable and confident, easing the transition to writing words and sentences.

In summary, early composition in the Drawing Club is about creating an environment where children feel free to explore, express, and narrate their ideas through drawings, with gentle guidance to connect those drawings to early writing.

Early Transcription in Drawing Club

The early writing program will consist of the following components:

1. Transcription Skills:

- Teach correct letter formation, handwriting practices, and basic spelling.
- Encourage children to develop confidence in writing simple words and phrases, promoting a solid foundation for future writing development.

2. Dictated Sentences:

- Introduce the practice of writing dictated words, phrases & sentences to help children connect spoken language to written words.
- Encourage attentive listening, auditory memory, and sentence structure understanding.
- Provide structured opportunities for children to practice writing sentences, supporting grammar and punctuation use.

Implementation

- EYFS educators will be trained to implement Greg Bottrill's Drawing Club approach and integrate it with early writing development.
- Activities will be child-centered and differentiated to accommodate all children, including those with additional needs.
- Collaboration with families will be encouraged to extend the Drawing Club ethos and writing activities at home.

Monitoring and Assessment

- Regular observations and assessments will be conducted to gauge progress in motor skills, transcription, and sentence construction.
- Individual progress will be shared with parents through regular updates and termly reports.
- Feedback from staff and parents will guide ongoing refinement of the program to ensure it remains effective and responsive.

Review This policy will be reviewed annually to ensure its ongoing relevance and success in meeting the developmental needs of children.

Policy Approval and Review Date

- **Approved by:** N. Kitchen Head Teacher
- **Date of Approval:** 24.10.2024
- **Review Date:** 24.10.2025

