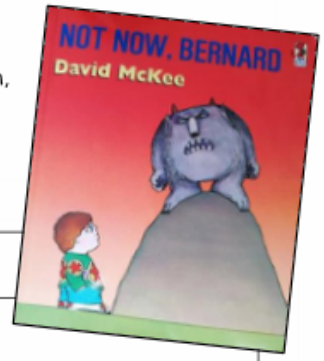
Elveden Reception – Drawing Club Writing Approach

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 love of writing.
It immerses children into a world full of imagination where anything can happen and often does. It develops a wide range of skills across the whole curriculum, particularly focusing on marking making and mathematics. Children's creative streaks are enhanced as well as their ability to share ideas and skills.
It provides an age-appropriate approach that is highly engaging.



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 3 M's. Modelling writing through a 'code.' See progression below. Reading developed by adding keywords. A 'code' is added linked to Maths. *What number will you do?* Show examples – write 8 and draw two windows with a total of eight – *"ohh look, double four."*
Mini moment 4	Groups rotation	Drawing Club groups of up to six children exploring story through drawing and writing using the 3 M'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 3 M's

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.

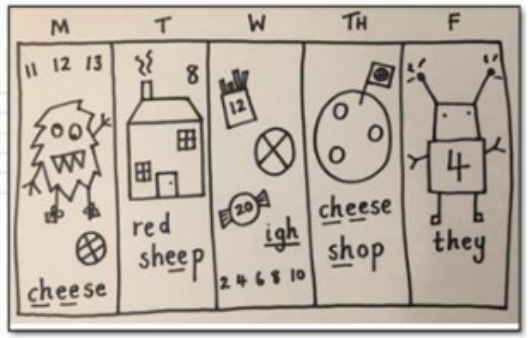
Mathematics:
Drawing is full of mathematical opportunities – counting, comparing, adding, taking away, dividing, numeral writing and recognition – all the time building confidence through purpose.

Writing codes are modelled and across the year build on progressive steps towards the end outcome of writing sentences.

Autumn	Marking making symbols
	Identified letters from phonics
	CvC words
Spring	Short phrases/captions
Summer	Sentences







Elveden Years 2, 3 & 4 - Curious Quests Writing Approach

Building on Drawing Club through story, vocabulary, imagination and purposeful writing

Why Curious Quests?

Curious Quests builds on the Drawing Club journey begun in Reception. Children remain immersed in story, creativity, imagination and rich vocabulary, while writing becomes increasingly purposeful. Quests linked to fiction, non-fiction and poetry give children meaningful reasons to talk, read, draw, rehearse and write. Each part of the approach is taught through short, energetic "Mini Moments".

THE 3-DAY CYCLE

Day 1 - Character
Day 2 - Location
Day 3 - Adventure Time!

How Curious Quests flows

1
WORD BATHING

A short burst of rich vocabulary. Children hear child-friendly meanings, say the words and attach actions so language is memorable and ready to use.

2
FROM THE PORTAL

A message, object or problem introduces the quest and reveals the skill children need to learn in order to help Professor Klunk.

3
THE GADABOUT

Movement, chant, questions and oral story dreaming help children rehearse ideas, wonder what might happen and build confidence with language.

4
THE QUEST CODES

SPaG and handwriting are explored as useful "codes" - knowledge children can use to make their writing work and bring the Story Dream Machine to life.

5
THE BOOK SNUGGLE

A book, poem or other text provides a shared stimulus. Children listen, read, notice language and story dream together before composing.

6
MODELLED DRAWING & WRITING

The teacher makes the thinking of a writer visible: modelling ideas, drawing and writing "codes" that make something happen rather than simply describing.

7
TIME TOGETHER & INVENTING

Children share ideas, draw, rehearse and write with support, then invent and apply their learning with increasing independence.

8
TO THE PORTAL

Children gather and share their inventions, drawings, codes and writing. The quest ends by celebrating what has been discovered, practised and created.

Across Years 2-4, the familiar Curious Quests structure remains consistent while the writing knowledge, challenge and independence increase in line with Elveden's progression document.

Elveden Writing - Our Whole-School Journey

From imaginative early mark-making to increasingly independent, purposeful writing

Our starting point is Drawing Club in Reception. Children are immersed in story, rich vocabulary and conversation while they develop mark-making, phonics and fine-motor control. This creative, language-rich foundation is then built on as children move through the school, including Curious Quests in Years 2-4.

Reception Drawing Club	Year 1 Drawing Club	Years 2-4 Curious Quests	Years 5-6 Increasing independence
Talk, vocabulary, imagination, mark-making, phonics, "codes", captions and sentences.	Build secure sentence construction and transcription; rehearse ideas and develop confidence in purposeful writing.	Use the Curious Quests mini-moments to explore vocabulary, texts, SPaG, modelling and purposeful composition across fiction, non-fiction and poetry.	Make increasingly deliberate choices about language, structure and impact; revise, edit and improve with greater independence.

What stays consistent as children move through the school?

Language first Talk, oral rehearsal and ambitious vocabulary support composition.	**Purposeful writing** Children understand why they are writing and who will read it.	**Explicit modelling** Teachers make the thinking of a writer visible, then gradually hand over responsibility.	**Reading as a writer** High-quality texts and examples help children notice effective choices.
Skills into application Grammar, punctuation, spelling and vocabulary are taught so children can apply them in meaningful writing.	**Reread and improve** Children learn to revise content and proofread for accuracy.	**Transcription matters** Handwriting and spelling are taught explicitly so they support, rather than hinder, composition.	**Celebrate writing** Children are given opportunities to share, display or publish completed work when appropriate.

The Elveden Writing Cycle

A flexible teaching sequence that makes the writing process explicit

The exact length and order of a unit can flex according to the age of the children, the text type and the needs of the cohort. The key principle is that children are prepared for writing, taught the skills they need, supported to compose, and given time to improve their work.

1	2	3	4	5
PREPARE	**TEACH & EXPLORE**	**PLAN & REHEARSE**	**DRAFT & COMPOSE**	**REVISE, EDIT & SHARE**
Encounter high-quality texts and examples. Build background knowledge, vocabulary and ideas. Establish the context, audience and purpose, using an engaging hook where appropriate.	Teach and practise the grammar, punctuation and vocabulary that will help children succeed. Notice how writers use these features in context.	Organise ideas and structure. Rehearse orally. Discussion, drama, hot-seating or shared planning may be used to strengthen ideas before writing.	Teachers model through an "I do, we do, you do" approach. Children practise sentence construction and then move into increasingly independent composition.	Reread as a writer and as a reader. Improve content and impact, proofread for accuracy, then publish or share finished writing when appropriate.

Teacher modelling and gradual release

I DO	WE DO	YOU DO
The teacher models decisions, language choices, sentence construction and the process of rereading.	Teacher and pupils compose together, rehearse alternatives and practise the target skill with support.	Children apply what they have learned with increasing independence, while scaffolds remain available where needed.

What Writing Teaching Looks Like at Elveden

The routines beneath the cycle

Before children write

- Children encounter high-quality texts, extracts and examples so they can read as writers and notice effective choices.
- The context, audience and purpose are made clear so children know what they are trying to achieve.
- Vocabulary and relevant grammar/punctuation are taught and practised, both in context and, where useful, through focused stand-alone teaching.
- Children build a bank of ideas, language and resources they can draw on when they plan and write.
- Planning is supported by oral rehearsal and may include discussion, drama or hot-seating.

While children write

- Teachers model the writing process, including the decisions a writer makes, rather than only showing a finished example.
- Shared and guided practice helps children construct sentences and try out new techniques before working independently.
- Children refer back to audience, purpose, context and genre while composing.
- Scaffolds are used responsively and reduced as confidence and independence grow.

After a first draft

- Children reread their writing as a reader, considering clarity, cohesion and impact.
- Revising focuses on improving the content: ideas, vocabulary, sentence choices, organisation and effect.
- Editing and proofreading focus on accuracy: spelling, punctuation, grammar and transcription.
- Children are taught that improving writing is a normal part of being a writer, not simply correcting mistakes.

A meaningful endpoint

- Where appropriate, children produce a polished final version in their best presentation.
- Finished writing may be shared with classmates, families or a wider audience, or displayed and celebrated in school.
- Published pieces are the outcome of a process; not every writing opportunity needs to end in publication.

The aim is increasing independence: children move from supported talk and modelling towards making, explaining and refining their own choices as writers.

Progression Through the School

What develops as children become more confident writers

	Reception	Year 1	Years 2-4	Years 5-6
Composition	Drawing Club: talk, imagination and "codes" develop from mark-making to captions and sentences.	Write increasingly complete and purposeful sentences; sequence ideas and build short pieces.	Curious Quests provides a familiar, story-driven structure for composing across fiction, non-fiction and poetry, with growing control over organisation and cohesion.	Sustain writing and make deliberate structural and language choices for audience, purpose and effect.
Vocabulary & sentence craft	Rich vocabulary is introduced in context through "Get Up, Stand Up" and story sharing.	Expand vocabulary and sentence choices while securing core punctuation and grammar.	Word Bathing, Book Snuggle and Quest Codes help children apply increasingly ambitious vocabulary, grammar and sentence structures in context.	Refine authorial voice by selecting precise vocabulary, sentence patterns and punctuation for intended impact.
Transcription	Fine-motor control, phonics, letter formation and early spelling support writing development.	Build fluency in handwriting and spelling so children can focus more attention on composition.	Quest Codes reinforce spelling, grammar, punctuation and handwriting so transcription increasingly supports fluent composition.	Transcription is sufficiently fluent to support sustained composition; proofreading becomes more independent and precise.
Independence	Adults build confidence at each child's "cusp of confidence" through modelling and small-group work.	Use modelling, shared writing and scaffolds before moving towards independent pieces.	Time Together and Inventing move children from supported rehearsal and modelling towards increasingly independent writing, revising and editing.	Make independent choices, evaluate writing as a reader, and revise/edit to improve impact and accuracy.

Note for final version: This overview should sit alongside Elveden's statutory writing progression document, which sets out the precise knowledge and expectations for each year group.

Transcription, Inclusion and Consistency

The foundations that allow children to concentrate on composition

HANDWRITING

Handwriting is taught explicitly and revisited regularly. Modelling focuses on secure formation, appropriate size and positioning, and increasing fluency. Expectations are adapted where pupils have additional needs so that legibility and control remain the priority.

SPELLING

Spelling is taught explicitly and revisited in meaningful contexts. Children practise words and patterns, apply them in sentences and writing, and are taught to proofread. Where pupils have gaps, teaching can be adjusted to the stage they are working at.

ADAPTATION

All pupils work towards becoming independent writers, but the route may look different. Teachers use modelling, oral rehearsal, vocabulary support, sentence scaffolds, guided groups and appropriate transcription expectations so pupils can participate successfully.

A shared language for staff and pupils

Audience Who will read or hear this writing?	**Purpose** What is the writing intended to do?	**Context** What situation, text or experience is the writing rooted in?
Draft The first version - something a writer expects to improve.	**Revise** Improve the content and effect of the writing.	**Edit / proofread** Check and correct accuracy, including spelling, punctuation and grammar.

For staff review before publication

Check the wording above against Elveden's Writing 3Is, progression document, agreed handwriting/spelling routines and phase-specific practice. The Reception Drawing Club page is reproduced from the existing Elveden document; the Curious Quests page summarises the approach shown in the provided school example and should be checked against Elveden's exact delivery.