

Marston Thorold's Writing Overview 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
(EYFS)	Owl Babies Elmer The colour monster Uncle Bobby's wedding Okapi loves his zebra pants	Goldilocks and the Three Bears Little Red Riding Hood The story of Rama and Sita	Handa's Surprise Tiger who came to tea The too tall giraffe	The Gruffalo Jack and the beanstalk The pig in the pond Trees, seasons come, seasons go. Little rabbit Foo Foo	Rainbow fish Commotion in the ocean Julian is a mermaid The sand horse	Whatever next! How to catch a star No longer alone The big book of planets
Hedgehogs (Y1/2)	Traditional Tale – Little Red Riding Hood - Character description - Setting Poetry: Senses (Y1) Free verse (Y2) Y1 – Storyboard captions Y2 – What did the Big Bad Wolf do next? <i>To entertain</i>	The Great Fire of London - Instructions – baking bread - Setting description Recount – diary style <i>To inform</i>	Pirates Adventures with Scientists – film/book - Character description - Letter to family about pirate rules/life Adventure story <i>To entertain</i>	Nurses - Setting description – hospitals today - Setting description – hospitals in the Crimean war Non-chronological report – Florence Nightingale <i>To inform</i>	Spring Poetry Shape Poem (Y1) Haiku (Y2) <i>To entertain</i>	Dragons How to Train Your Dragon George and the Dragon - Non-chron report - Setting description Legend Story <i>To entertain</i>
Foxes (Y3/4)	Explanation Text – Rivers - Setting description - Limerick - Explanation Text	The Water Horse- Legen Narrative - Diary - Non-Chronological report - Character descriptions - Legend Narrative	I know What You Did Last Wednesday – Mystery narrative - Setting description - Non-chronological report - Free Verse Poetry - Mystery Narrative	Secrets of a Sun King - Diary - Instructions - Biography - Diary	True Story of The Three Little Pigs -Persuasive Letter - Character Description - Persuasive Speech - Persuasive Letter	Extended Adventure Narrative - Diary Entries - Instructions - Setting Description - Adventure Narrative
Otters (Y5/6)	The Journey – Adventure Story - Setting Description - Retelling using different setting - Character Description - Adventure Story	Machine Gunners – Balanced argument - Persuasive propaganda - Balanced Argument The Circulatory System – Explanation Text - Explanation Text	Letters From the Lighthouse – Historical Recount - Non-chronological Report - Formal Letter - Historical Recount	Film – Indian Jones and Raiders of the Lost Ark and Alma Suspense Narrative - Setting Description - Character Description - Suspense Narrative	Skellig – Discussion Text - Biography - Setting Description - Discussion Text	The Highwayman – Narrative Poem - Blog – Chronological report (shift in formality) - Narrative poem - Free Verse

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When choosing our texts for our writing curriculum, we carefully considered the quality, range and diversity of what our children are exposed to.

We wanted to explore a range of genres and themes all the way from EYFS and Year 6. We felt it was important to include a range of traditional tales as they are a great way to get children excited and engaged with reading and writing: **Goldilocks and the Three Bears** (EYFS); **The True Story of the Three Little Pigs** (Y1/2); **After the Fall: How Humpty Dumpty Got Back Up Again** (Y5/6). We felt it key to have a range of classic literature (**Moondial** – Y5/6; **The Lion, the With and the Wardrobe** – Y3/4; **The Raven** – Y5/6) and more recent releases such as **Dream Snatcher** – Y5/6; **Stone Age Boy** – Y3/4; **The Too Tall Giraffe**– EYFS.

We thought carefully about incorporating books that link to our wider curriculum to enable children to make links and encourage joined together thinking. For example, **Who Let the Gods Out?** (Y5/6) and **Stone Age Boy** (Y3/4) link to History and **The Explorer** (Y5/6) link to Geography. This also ensures we cover a range of historical fiction. We have also made a conscious decision to base some units on real life experiences, especially in KSI. For example, in Y3/4 the children write instructions based on their DT unit where they make cushions and in Y1/2, children write an information leaflet based on their trip to the seaside.

For example, we considered the links to SMSC as we aim to foster well-rounded individuals who are prepared for life beyond school. Some examples across our writing curriculum:

- **The Explorer** (Y5/6) and **Snow Leopard: Grey Ghost of the Mountain** (Y3/4) helps children develop morally with a strong message about caring for our planet and environment.
- **Same, Same but Different** (Y3/4), **Handa's Surprise** (EYFS) and **Cinnamon** (Y3/4) among others, give our children the opportunity to explore different places and cultures, developing their cultural capital.
- **The Dream Snatcher** (Y5/6) explores the themes of courage, the power of dreams, and overcoming adversity, helping children to develop their spirituality
- **Meesha Makes Friends** (Y1/2) explores the themes of making and keeping friends, relating to others, and finding your place in the world, helping children to develop socially.

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Protected Characteristics Links:

When choosing the texts for our English curriculum, we considered the protected characteristics and how to interweave these through our curriculum at an age-appropriate level.

- For example: *Meesha Makes Friends* – Y1/2 – race; *Julian is a Mermaid* – EYFS (gender reassignment); *Uncle Bobby's Wedding* (marriage and civil partnership, sexual orientation), *Cinnamon* – Y4 (disability).