

HCAT approach to Writing



At HCAT, we follow the **Gather, Skills, Apply** approach to writing. In the **EYFS** and **Key Stage 1**, there is a strong emphasis on the basics (transcription, sentence composition and spelling) to ensure that children develop the fundamental skills necessary to be successful writers as they progress through school.

Gather Phase

Pupils are hooked into their learning through a high-quality text. They are given the opportunity to research the chosen text type and are exposed to a variety of texts within the selected genre.

They will deconstruct these texts by discussing key features and gathering evidence, while considering the purpose and effect of each one.

Vocabulary is explicitly explored and unpicked, enabling pupils to understand how it can be used for impact and effect in their own writing

Skills Phase

This phase serves as the carrier of the information gathered. For example, pupils may have identified a wide range of effective vocabulary but now need to be taught the appropriate sentence structures to use it effectively. Strong links are made with the writing curriculum and **YOAP** documents to ensure that objectives are being met and that specific writing skills are selected for pupils to practise.

Apply Phase

In the Apply Phase, pupils independently apply the knowledge and skills they have gathered and practised.

Writing is structured around the **EEF's five key steps**:

- **Planning** – Pupils generate and organise ideas, considering the purpose, audience and key features of the text type.
- **Drafting** – Pupils begin their writing, drawing on modelled examples, rich vocabulary and taught sentence structures.
- **Editing** – Pupils check for technical accuracy, including punctuation, grammar, and spelling.
- **Revising** – Pupils refine their work, making changes to improve clarity, vocabulary, structure and overall impact.
- **Publishing** – Pupils create a final version of their work, presenting it with purpose and pride.

Teachers provide scaffolding and support as needed; however, the emphasis remains on pupil **independence and ownership** of the writing process.

Within Key Stage 2, the Apply Phase should also include opportunities for pupils to write from **different perspectives**, further promoting independence and creative thinking.

