



HCAT Literacy on a Page 2025/2026

Year 4



Below is the coverage for Literacy on a page for Year 4:

The order of the genres below has been sequenced to support children in developing skills across a range of writing outcomes and text types, these genres of writing should be taught in the cycle outlined below. Pieces are developed independently over a period of time following our Gather, Skills, Apply approach, once completed, a sample of pieces are published and added to pupils' portfolios at the end of every half term (Mini applies can also be added to portfolios to provide further evidence of writing).

Autumn 1	
Back to Basics (link to description) Non-Chronological Report	
Example Key Texts and Hooks: PRIDE (The story of Harvey Milk and the Rainbow Flag), Story of Tutankhamun, The Lion and the Unicorn, The Story of Flight, Last, Leo and the Gorgon's Curse, Curriculum/science links.	
Example Mini Apply: Summary of information Leaflet Dictionary of terms Explanatory Poster	Example Final Outcomes: Non-Chronological report Fact-file Extended blog post
HCAT Writing Curriculum Coverage	
Writing Composition	To discuss and develop initial ideas to plan and draft before writing. To use model texts to identify genre specific features. To appropriately use a range of presentational devices including a title and headings/ subheading. To organise writing into paragraphs including fiction and non-fiction. To use a range of ambitious vocabulary to add detail. To select appropriate nouns or pronouns within and across sentences to aid cohesion and avoid repetition. To edit and pose changes to improve consistency. To proof-read for spelling, punctuation, and grammar errors.
Grammar	To use age-appropriate, well-chosen adjectives to further develop expanded noun phrases To use adverbial phrases to add detail (varying the location of these within a sentence). To use a wide range of subordinating conjunctions accurately (e.g. however, although) To identify determiners within sentences and use in writing To use prepositional phrases to add detail. To use adverbial phrases to add detail (varying the location of these within a sentence)
Punctuation	To use apostrophes accurately to mark plural possession (e.g. The girls' names).
Spelling	To use a dictionary to check a word using the first 3 letters of a word. To spell all Y3/4 words accurately To add the suffix ous
Handwriting	To consistently form all letters and digits in the correct size, orientation, and relationship to one another. To ensure writing is legible and is becoming increasingly fluent
Discretely taught links to GPS: To identify a range of word classes To identify pairs of verbs. To convert nouns from singular to plural. To identify the different types of determiners. To build clause structures with a subject and a verb.	

Autumn 2	
Narrative – descriptive focus Explanation	
Example Key Texts and Hooks: Tarr Beach, Winter's Child, Weslandia, Odd and the Frost Giants, The Undeafed, Greta and the Giants, The adventures of Robin Hood, The Land of Roar, Why the Whale's Came, The ever-changing earth, Varmints, Until I met Dudley, Kay's Anatomy, Amy gets eaten, how does a lighthouse work? Y4 curriculum links	
Example Mini Apply: Logbook entry Summary of events Diary from characters viewpoint Character profile Instructions	Example Final Outcomes: Character/setting descriptions Alternative beginning/ending Extra chapter Retelling from different perspective How to Guide Explanation Text
HCAT Writing Curriculum Coverage	
Writing Composition	To discuss and develop initial ideas to plan and draft before writing. To use model texts to identify genre specific features. To appropriately use a range of presentational devices including a title and headings/ subheading. To describe characters, settings, and/or plot with audience and purpose in mind. To use a range of ambitious vocabulary to add detail. To organise writing into paragraphs including fiction and non-fiction. To begin to use literary features such as figurative language, metaphors and similes. To edit and pose changes to improve consistency. To proof-read for spelling, punctuation, and grammar errors.
Grammar	To use age-appropriate, well-chosen adjectives to further develop expanded noun phrases. To use a wide range of subordinating conjunctions accurately (e.g. however, although). To use adverbial phrases to add detail (varying the location of these within a sentence). To identify determiners within sentences and use within writing. To use prepositional phrases to add detail (next to the door). (e.g., he has gone out to play instead of he went out to play).
Punctuation	To use apostrophes accurately to mark plural possession (e.g. The girls' names). To use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The teacher shouted, "Sit down!")
Spelling	To use a dictionary to check a word using the first 3 letters of a word. To spell all Y3/4 words accurately To add ly to make adverbs To add ly to turn an adjective into an adverb
Handwriting	To consistently form all letters and digits in the correct size, orientation, and relationship to one another. To ensure writing is legible and is becoming increasingly fluent
Discretely taught links to GPS: To identify pairs of verbs. To convert nouns from singular to plural. To identify the different types of determiners. To identify and use tenses accurately (past, past progressive). To identify a range of word classes To build clause structures with a subject and a verb.	

Spring 1	
Diary/Recount Blog Post	
Example Key Texts and Hooks: Real life hook/experience/Curriculum link, Queen of darkness, Granny came here on the Empire Windrush, The Whale, Shackleton's Journey, The match-box diary.	
Example Mini Apply: Future aspirations Quotes from speeches Voting slip Interview Letter	Example Final Outcomes: Diary entry Blog Post Autobiography / Biography Recount/ Journal Social media post
HCAT Writing Curriculum Coverage	
Writing Composition	To discuss and develop initial ideas to plan and draft before writing. To use model texts to identify genre specific features. To organise writing into paragraphs including fiction and non-fiction. To select appropriate nouns or pronouns within and across sentences to aid cohesion and avoid repetition. To use a range of ambitious vocabulary to add detail. To evaluate own and others' writing; with direction, proofread, edit, and revise. To edit and pose changes to improve consistency. To proof-read for spelling, punctuation, and grammar errors.
Grammar	To use a wide range of subordinating conjunctions accurately. To use grammatically complex structures to add detail or develop cohesion To use adverbial phrases to add detail To use prepositional phrases to add detail To accurately use present perfect form instead of simple past
Punctuation	To use apostrophes accurately to mark plural possession (e.g. The girls' names).
Spelling	To use a dictionary to check a word using the first 3 letters of a word. To spell all Y3/4 words accurately
Handwriting	To consistently join appropriate letters. To ensure writing is spaced sufficiently so that ascenders and descenders do not meet. To consistently form all letters and digits in the correct size, orientation, and relationship to one another. To ensure writing is legible and is becoming increasingly fluent
Discretely taught links to GPS: To identify and use tenses accurately (past, past progressive). To identify a range of word classes To build clause structures with a subject and a verb.	

Year 4

Spring 2	
Narrative with an element of choice	
Example Key Texts and Hooks: The Tiny Crusader, Crow Moon, The saga of Biom, King Midas, Arachne, The mermaid of Zennor, The lion and the Unicorn	
Example Mini Apply: Travel review Birds eye view description Film pitch Figurative descriptions Creature description	Example Final Outcomes: Powerful description Create own Myth and Legend
HCAT Writing Curriculum Coverage	
Writing Composition	To discuss and develop initial ideas to plan and draft before writing. To use model texts to identify genre specific features. To begin to use literary features such as figurative language, metaphors, and similes. To describe characters, settings, and/or plot with audience and purpose in mind. To use dialogue ensuring new speaker, new line. To use a range of ambitious vocabulary to add detail. To select appropriate nouns or pronouns within and across sentences to aid cohesion and avoid repetition. To organise writing into paragraphs including fiction and non-fiction. To evaluate own and others' writing; with direction, proofread, edit, and revise. To edit and pose changes to improve consistency. To proof-read for spelling, punctuation, and grammar errors.
Grammar	To use age-appropriate, well-chosen adjectives to further develop expanded noun phrases. To use grammatically complex structures to add detail or develop cohesion (e.g. expansion before and after the noun, subordinate clauses). To use adverbial phrases to add detail (varying the location of these within a sentence). To use prepositional phrases to add detail (next to the door).
Punctuation	To use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The teacher shouted, "Sit down!"). To use apostrophes accurately to mark plural possession (e.g. The girls' names).
Spelling	To use a dictionary to check a word using the first 3 letters of a word. To spell all Y3/4 words accurately
Handwriting	To consistently join appropriate letters. To ensure writing is spaced sufficiently so that ascenders and descenders do not meet. To consistently form all letters and digits in the correct size, orientation, and relationship to one another. To ensure writing is legible and is becoming increasingly fluent
Discretely taught links to GPS: To identify the different types of determiners. To identify and use tenses accurately (past, past progressive). To identify a range of word classes To build clause structures with a subject and a verb.	

Summer 1	
Informal / Formal Persuasive Letter Non-Chronological Report	
Example Key Texts and Hooks: The Day the Crayons Quit, Y4 curriculum links, Y4 experience, Charlie and the Chocolate factory, Links to real life/ topic work, Rivers,	
Example Mini Apply: Biography/Autobiography Social media post Diary Letter/Postcard	Example Final Outcome: Persuasive advert Letter
HCAT Writing Curriculum Coverage	
Writing Composition	To discuss and develop initial ideas to plan and draft before writing. To use model texts to identify genre specific features. To use a range of ambitious vocabulary to add detail. To select appropriate nouns or pronouns within and across sentences to aid cohesion and avoid repetition. To organise writing into paragraphs including fiction and non-fiction. To evaluate own and others' writing; with direction, proofread, edit, and revise. To edit and pose changes to improve consistency. To proof-read for spelling, punctuation, and grammar errors.
Grammar	To use a wide range of subordinating conjunctions accurately (e.g. however, although). To use grammatically complex structures to add detail or develop cohesion (e.g. expansion before and after the noun, subordinate clauses). To use adverbial phrases to add detail (varying the location of these within a sentence). To accurately use of present perfect verb form instead of simple past
Punctuation	To use apostrophes accurately to mark plural possession (e.g. The girls' names).
Spelling	To use a dictionary to check a word using the first 3 letters of a word. To spell all Y3/4 words accurately To add the suffix ous
Handwriting	To consistently join appropriate letters. To ensure writing is spaced sufficiently so that ascenders and descenders do not meet. To consistently form all letters and digits in the correct size, orientation, and relationship to one another. To ensure writing is legible and is becoming increasingly fluent
Discretely taught links to GPS: To convert nouns from singular to plural. To identify the different types of determiners. To identify a range of word classes To build clause structures with a subject and a verb.	

Summer 2	
Narrative	Poetry
Example Key Texts & Hooks: Cinnamon, Varmints, The Lion the Witch and the Wardrobe, Overheard in a Tower Block, Michael Rosen Rap – No Breathing, Revolting Rhymes	
Example Mini Apply: Character interview Limerick Letter Description Annotated script Cinquain	Example Final outcome: Narrative sequel Own version fable Poem
HCAT Writing Curriculum Coverage	
Writing Composition	To discuss and develop initial ideas to plan and draft before writing. To use model texts to identify genre specific features. To begin to use literary features such as figurative language, metaphors, and similes. To use a range of ambitious vocabulary to add detail. To select appropriate nouns or pronouns within and across sentences to aid cohesion and avoid repetition. To describe characters, settings, and/or plot with audience and purpose in mind. To use dialogue ensuring new speaker, new line. To organise writing into paragraphs including fiction and non-fiction. To evaluate own and others' writing; with direction, proofread, edit, and revise. To edit and pose changes to improve consistency. To proof-read for spelling, punctuation, and grammar errors
Grammar	To use age-appropriate, well-chosen adjectives to further develop expanded noun phrases. To use adverbial phrases to add detail (varying the location of these within a sentence). Use prepositional phrases to add detail (next to the door) To use grammatically complex structures to add detail or develop cohesion (e.g. expansion before and after the noun, subordinate clauses). To use adverbial phrases to add detail (varying the location of these within a sentence).
Punctuation	To use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The teacher shouted, "Sit down!"). To use apostrophes accurately to mark plural possession (e.g. The girls' names).
Spelling	To use a dictionary to check a word using the first 3 letters of a word. To spell all Y3/4 words accurately
Handwriting	To consistently join appropriate letters. To ensure writing is spaced sufficiently so that ascenders and descenders do not meet. To consistently form all letters and digits in the correct size, orientation, and relationship to one another. To ensure writing is legible and is becoming increasingly fluent
Discretely taught links to GPS: To identify the different types of determiners. To identify and use tenses accurately (past, past progressive). To identify a range of word classes To build clause structures with a subject and a verb.	