



HCAT Literacy on a Page 2025/2026

Year 2



Below is the coverage for Literacy on a page for Year 2:

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: <i>The Emperor's Egg, The Great Fire of London, Wolves, A Book of Bears, Inside the Villains, Big book of bugs, Mad about Minibeasts, The Bug Collector, Bug Hotel.</i>	
Example Mini Apply: Labels Captions	Example Final Outcomes: Non chronological report Fact sheet/Leaflet Good wolf/bad wolf information Minibeast/Animal guide
HCAT Writing Curriculum Coverage	
Writing Composition	To plan sentences orally using appropriate vocabulary. To explore a range of writing to identify basic text features. To write down ideas and key words before writing. To write about real events, maintaining form and purpose. To choose and use appropriate vocabulary (dependant on genre). To use simple organisational devices (headings & subheadings). To make simple additions, revisions, and corrections to their own writing. To proofread to check for errors for spelling, grammar, and punctuation.
Grammar	To use simple subordinating (<i>when, if, that, or because</i>) and co-ordinating (<i>and, but, or so</i>) conjunctions to add information. To use expanded noun phrases to describe and specify information (the <i>blue</i> butterfly). To explore sentences with different purposes (statement, question, exclamation, and command).
Punctuation	To accurately use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
Spelling	To learn common exception words for Y2.
Handwriting	To use appropriate spacing in relation to the size of letters. To write legibly.
Discretely taught links to GPS: To identify common and proper nouns. To use capital letters with accuracy for proper nouns. To identify the verb and the subject within a clause. To identify the correct verb form for tenses. To use an appropriate pronoun. To identify nouns, verbs, and adjectives within sentences. To identify co-ordinating and subordinating conjunctions in sentences.	

Autumn 2	
Narratives – Setting/character description Narrative – Fairy Tales	
Example Key Texts and Hooks: <i>Little Red Riding Hood, Three Little Pigs, Jim and the Beanstalk, Goldilocks and the 3 Bears Project – (different versions of story by Lauren Child, Goldilocks and Just one Bear by Leigh Hodgkinson, You and Me Anthony Browne), The Bear Under the Stairs, Toys in Space.</i>	
Example Mini Apply: Wanted/missing poster. Letter/postcard	Example Final Outcomes: Character description Setting description Retell of story/part of story
HCAT Writing Curriculum Coverage	
Writing Composition	To plan sentences orally using appropriate vocabulary. To explore a range of writing to identify basic text features. To write down ideas and key words before writing. To write appropriate narratives about personal experiences or those of others (real and fictional). To choose and use appropriate vocabulary (dependant on genre). To make simple additions, revisions, and corrections to their own writing. To proofread to check for errors for spelling, grammar, and punctuation.
Grammar	To use expanded noun phrases to describe and specify information (the <i>blue</i> butterfly). To use simple subordinating (<i>when, if, that, or because</i>) and co-ordinating (<i>and, but, or so</i>) conjunctions to add information.
Punctuation	To accurately use capital letters, full stops, question marks and exclamation marks to demarcate sentences. To use commas to separate items in a list.
Spelling	To learn common exception words for Y2. To form nouns and adjectives using suffixes <i>-ing -ed -ly</i>
Handwriting	To use appropriate spacing in relation to the size of letters. To consistently form all letters and digits to the correct size, orientation, and relationship to one another. To write legibly.
Discretely taught links to GPS: To use capital letters with accuracy for proper nouns. To identify co-ordinating and subordinating conjunctions in sentences. To add prefixes and suffixes to the beginning or end of words. <i>-un</i>	

Spring 1	
Instruction Text	Recount
Example Key Texts and Hooks: <i>Hook/real life experience, Biscuit Bear, Fairytale – Gingerbread Man, Little Red Hen, Paddington Marmalade, Traction Man, Bear and The Piano, The Great Explorer, Katie visits London.</i>	
Example Mini Apply: Postcard Comic Strip Map of route with notes	Example Final Outcomes: Instructions Recipe Explorer guide Recount Diary
HCAT Writing Curriculum Coverage	
Writing Composition	To plan sentences orally using appropriate vocabulary. To explore a range of writing to identify basic text feature. To write down ideas and key words before writing. To write appropriate narratives about personal experiences or those of others (real and fictional). To choose and use appropriate vocabulary (dependant on genre). To draft and reread what they have written to check the meaning is clear. To use simple organisational devices (headings & subheadings). To proofread to check for errors for spelling, grammar, and punctuation.
Grammar	To use expanded noun phrases to describe and specify information (the <i>blue</i> butterfly). To use simple subordinating (<i>when, if, that, or because</i>) and co-ordinating (<i>and, but, or so</i>) conjunctions to add information. To use past and present tense consistently throughout writing.
Punctuation	To use capital letters with accuracy for proper nouns. To accurately use capital letters, full stops, question marks and exclamation marks to demarcate sentences. To use commas to separate items in a list. To use apostrophes to mark where letters are missing in spelling (contraction).
Spelling	To learn common exception words for Y2. To explore words with the contracted form. To form nouns and adjectives using suffixes. <i>-er -ly -est</i>
Handwriting	To consistently form all letters and digits to the correct size, orientation, and relationship to one another. To write legibly.
Discretely taught links to GPS: To use capital letters with accuracy for proper nouns. To identify the correct verb form for tenses. To identify statements, questions, exclamations and commands. To add prefixes and suffixes to the beginning or end of words.	

Year 2

Spring 2	
Narrative – (Stories from other cultures/Places around the world) Letter	
Example Key Texts and Hooks: <i>Lila and the Secret of Rain, Ocean Meets Sky, Amazing Grace, The Journey Home, Tiddalick the Frog.</i>	
Example Mini Apply: Letters from/to characters Character description Summary of events	Example Final Outcomes: Story retells Alternative ending Setting description Letter
HCAT Writing Curriculum Coverage	
Writing Composition	To plan sentences orally using appropriate vocabulary. To explore a range of writing to identify basic text features. To write down ideas and key words before writing. To write appropriate narratives about personal experiences or those of others (real and fictional). To choose and use appropriate vocabulary. To make simple additions, revisions, and corrections to their own writing. To proofread to check for errors for spelling, grammar, and punctuation. To draft and reread what they have written to check the meaning is clear.
Grammar	To use past and present tense consistently throughout writing. To use past and present progressive verb forms to show actions in progress (e.g., <i>she was drumming, he is shouting</i>). To use verbs to indicate time (<i>including verbs in the continuous form</i>). To use simple subordinating (<i>when, if, that, or because</i>) and co-ordinating (<i>and, but, or so</i>) conjunctions to add information. To use expanded noun phrases to describe and specify information (the <i>blue</i> butterfly).
Punctuation	To accurately use capital letters, full stops, question marks and exclamation marks to demarcate sentences. To use commas to separate items in a list. To use apostrophes to mark singular possession in nouns (e.g., <i>the girl's name</i>).
Spelling	To learn common exception words for Y2. To form nouns and adjectives using suffixes –est –er –ful
Handwriting	To consistently form all letters and digits to the correct size, orientation, and relationship to one another. To write legibly. To join some letters correctly.
Discretely taught links to GPS: To identify the correct verb form for tenses. To use capital letters with accuracy for proper nouns. To identify nouns, verbs, and adjectives within sentences.	

Summer 1	
Explanation	
Example Key Texts and Hooks: <i>Tadpoles Promise, Emperors Egg, The Dragon Machine, The Woolly Bear Caterpillar, We are water Protectors, House held up by trees, Rosie Reveer Engineer, How to help a Hedgehog and Protect a Polar Bear.</i>	
Example Mini Apply: Glossary Labelled Diagrams Sequencing Sentences	Example Final Outcome: Summary Email Explanation Text
HCAT Writing Curriculum Coverage	
Writing Composition	To plan sentences orally using appropriate vocabulary. To explore a range of writing to identify basic text features To write down ideas and key words before writing To write about real events, maintaining form and purpose To choose and use appropriate vocabulary. To use simple organisational devices (headings & subheadings) To make simple additions, revisions, and corrections to their own writing. To proofread to check for errors for spelling, grammar, and punctuation. To draft and reread what they have written to check the meaning is clear.
Grammar	To use simple subordinating (<i>when, if, that, or because</i>) and co-ordinating (<i>and, but, or so</i>) conjunctions to add information. To explore sentences with different purposes (statement, question, exclamation, and command). To use verbs to indicate time (<i>including verbs in the continuous form</i>).
Punctuation	To use commas to separate items in a list To use apostrophes to mark where letters are missing in spelling (contraction).
Spelling	To explore words with the contracted form. To learn common exception words for Y2 To form compound words e.g. <i>football, firefighter</i> . To know some common homophones and begin to distinguish between homophones and near homophones.
Handwriting	To join some letters correctly. To use appropriate spacing in relation to the size of letters To consistently form all letters and digits to the correct size, orientation, and relationship to one another. To write legibly.
Discretely taught links to GPS: To identify nouns, verbs, and adjectives within sentences. To add prefixes and suffixes to the beginning or end of words –less –ness -ing	

Summer 2	
Narratives-key themes	Poetry
Example Key Texts & Hooks: <i>Toys in Space, The Bear and the Piano, The Minpins, The Bear under the stairs, Hermelin. Cloudy with a chance of meatballs. Poems aloud, The Owl and the pussycat, Poems to perform.</i>	
Example Mini Apply: Blurb Setting Description Postcard/letter	Example Final outcome: Description Descriptive weather report Alternative ending Poem Performance poetry
HCAT Writing Curriculum Coverage	
Writing Composition	To plan sentences orally using appropriate vocabulary. To explore a range of writing to identify basic text features. To write down ideas and key words before writing. To write appropriate narratives about personal experiences or those of others (real and fictional). To choose and use appropriate vocabulary (dependant on genre). To make simple additions, revisions, and corrections to their own writing. To proofread to check for errors for spelling, grammar, and punctuation. To draft and reread what they have written to check the meaning is clear. To compose orally and write poetry in a variety of forms.
Grammar	To use simple subordinating (<i>when, if, that, or because</i>) and co-ordinating (<i>and, but, or so</i>) conjunctions to add information. To use past and present tense consistently throughout writing. To use verbs to indicate time (<i>including verbs in the continuous form</i>). To explore sentences with different purposes (statement, question, exclamation, and command). To use expanded noun phrases to describe and specify information (the <i>blue</i> butterfly).
Punctuation	To accurately use capital letters, full stops, question marks and exclamation marks to demarcate sentences. To use commas to separate items in a list. To use apostrophes to mark where letters are missing in spelling (contraction). To use apostrophes to mark singular possession in nouns (e.g. <i>the girl's name</i>).
Spelling	To form nouns and adjectives using suffixes –ing –ment To form compound words e.g. <i>football, firefighter</i> . To know some common homophones and begin to distinguish between homophones and near homophones. To learn common exception words for Y2. To explore words with the contracted form.
Handwriting	To join some letters correctly. To use appropriate spacing in relation to the size of letters. To consistently form all letters and digits to the correct size, orientation, and relationship to one another. To write legibly.
Discretely taught links to GPS: To identify nouns, verbs, and adjectives within sentences. To identify co-ordinating and subordinating conjunctions in sentences. To identify the correct verb form for tenses.	