



HCAT Literacy on a Page 2025/2026

Year 5



Below is the coverage for Literacy on a page for Year 5:

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 a description) Non-Chronological Report	
Example Key Texts and Hooks: <i>Secrets of the Sea, Viking Boy, Curiosity, Links to curriculum, The Hidden Forest, Counting on Katherine, Cogheart</i>	
Example Mini Apply: Information leaflet / Fact file Summary of information Short Report List of rules	Example Final Outcomes: Travel log Non-chronological report Fact file Script for an educational video Information leaflet
HCAT Writing Curriculum Coverage	
Writing Composition	To discuss and develop ideas to plan, draft and redraft during writing. To analyse texts to identify text-specific features and the use of vocabulary, grammar, and punctuation. To organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs (joins between sections may need development; coverage within sections may vary) To use a range of devices to support the reader. To select appropriate vocabulary to suit or enhance the purpose of writing. To write to suit the purpose and with a growing awareness of audience, using appropriate features (humour or suspense) To evaluate own and others' writing; proofread, edit, and revise
Grammar	To use relative clauses beginning with who, which, where, whose, that. To use expanded noun phrases to convey complicated information concisely. To accurately identify all types of determiners (articles, quantifiers, demonstratives & possessives) To use adverbial and prepositional phrases to add detail. To use verb form and tenses accurately (present, past, future, progressive, simple, perfect).
Punctuation	To use brackets, dashes, or commas to indicate parenthesis. To use commas to clarify meaning or avoid ambiguity.
Spelling	To use dictionaries to check the spelling and meaning of words. To use a thesaurus to find synonyms or alternative vocabulary. To use knowledge of morphology and etymology in spelling To use words with the ending 'ious' To use words with the ending 'cious' To use words with a hyphen to join a prefix
Handwriting	To make accurate choices about whether to join handwriting or print letters. To produce fluent, legible handwriting. (Quality may not be maintained when writing at speed).
Discretely taught links to GPS: To identify a range of word classes (nouns, adjectives, adverbs, verbs, conjunctions, prepositions, phrases, and clauses). To identify the verb and subject in various clause structures. To identify relative pronouns. To identify relative clauses beginning with who, which, where, when, whose or that.	

Autumn 2	
Narrative – description focus Narrative – advance the action focus	
Example Key Texts and Hooks: <i>Scavenger, Viking Boy, Boy at the Back of the Class, Unspoken, Northern Lights, Boy in the striped Pjs, The Tempest, The House with Chicken Legs, The Odyssey, The lost happy endings, Cosmic, Curriculum Links, The Hidden Forest, Links to Y6 experiences, Counting on Katherine</i>	
Example Mini Apply: Setting description Character description/profile Dialogue Summary of events YouTube Script for Vlog	Example Final Outcomes: Alternative beginning/ending Powerful description Extra chapter Recount Advancing the Action through non-verbal cues
HCAT Writing Curriculum Coverage	
Writing Composition	To discuss and develop ideas to plan, draft and redraft during writing. To analyse texts to identify text specific features and the use of vocabulary, grammar, and punctuation. To describe characters, settings, and plot, with growing precision. To use different techniques to conclude work (e.g. opinion, summary, clear resolution. To use a range of devices to support the reader. To select appropriate vocabulary to suit or enhance the purpose of writing. To link ideas across paragraphs using adverbials of time, place, number, or tense choice. To organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs (joins between sections may need development; coverage within sections may vary) To write to suit the purpose and with a growing awareness of audience, using appropriate features (humour or suspense) To evaluate own and others' writing; proofread, edit, and revise
Grammar	To use expanded noun phrases to convey complicated information concisely. To use more sophisticated conjunctions to extend sentences and/or indicate formality To use verb form and tenses accurately (present, past, future, progressive, simple, perfect). To use adverbial and prepositional phrases to add detail.
Punctuation	To use brackets, dashes, or commas to indicate parenthesis. To use commas to clarify meaning or avoid ambiguity. To begin to use semi colons to mark the boundary between clauses.
Spelling	To use knowledge of morphology and etymology in spelling. To spell words that do not follow any pattern and just need to be learnt. To use dictionaries to check the spelling and meaning of words. To use a thesaurus to find synonyms or alternative vocabulary. To use words with the ending cial To use words with the ending tial
Handwriting	To make accurate choices about whether to join handwriting or print letters. To produce fluent, legible handwriting. (Quality may not be maintained when writing at speed).
Discretely taught links to GPS: To identify a range of word classes (nouns, adjectives, adverbs, verbs, conjunctions, prepositions, phrases, and clauses). To identify types of determiners within sentences.	

Spring 1	
Journalistic	Diary/Recount
Example Key Texts and Hooks: <i>Otto, King Kong, The Explorer, The island (Armin Greder), Curiosity (The story of mars rover), Anne Frank, The Sleeper and the Spindle, The Lost Happy Endings, The Strange Case of Origami Yoda, Kaspar, Rumaysa, Links to Y5 curriculum, Links to Y5 experiences</i>	
Example Mini Apply: Letters Diaries from different points of view Information leaflets Wanted/Missing poster	Example Final Outcomes: Diary Recount Blog post Witness report Social media post
HCAT Writing Curriculum Coverage	
Writing Composition	To discuss and develop ideas to plan, draft and redraft during writing. To analyse texts to identify text-specific features and the use of vocabulary, grammar, and punctuation. To use different techniques to conclude work (e.g., opinion, summary, clear resolution To select appropriate vocabulary to suit or enhance the purpose of writing. To link ideas across paragraphs using adverbials of time (e.g., later) place (e.g. nearby) and number (e.g. secondly) or tense choice (e.g. he had seen her before). To organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs (joins between sections may need development; coverage within sections may vary). To write to suit the purpose and with a growing awareness of audience, using appropriate features (humour or suspense). To evaluate own and others' writing; proofread, edit, and revise.
Grammar	To indicate degrees of possibility by using adverbs To use expanded noun phrases to convey complicated information concisely To use verb form and tenses accurately To use adverbial and prepositional phrases to add detail
Punctuation	To use brackets, dashes, or commas to indicate parenthesis. To use commas to clarify meaning or avoid ambiguity. To begin to use semi-colons to mark the boundary between clauses. To use dashes to mark the boundaries between clauses.
Spelling	To use knowledge of morphology and etymology in spelling. To spell words that do not follow any pattern and just need to be learnt. To use dictionaries to check the spelling and meaning of words. To use a thesaurus to find synonyms or alternative vocabulary
Handwriting	To make accurate choices about whether to join handwriting or print letters. To produce fluent, legible handwriting. (Quality may not be maintained when writing at speed).
Discretely taught links to GPS: To identify a range of word classes (nouns, adjectives, adverbs, verbs, conjunctions, prepositions, phrases, and clauses). To identify relative clauses beginning with who, which, where, when, whose or that.	

Year 5

Spring 2	
Narrative with element of choice Formal Persuasive Letter	
Example Key Texts and Hooks: <i>Northern Lights, House with Chicken Legs, The Writer's Map, Firebird, Viking Sagas, The High Rise Mystery, Beowulf, The Sleeper and the Spindle, The lost thing, Cosmic</i>	
Example Mini Apply: Setting description Character description Dialogue Summary of events Character profile	Example Final Outcomes: Flashback narrative (Part of narrative showing flashback) Alternative ending/beginning 'Missing' chapter. Rewrite a chapter Formal Letter/Persuasive Speech
HCAT Writing Curriculum Coverage	
Writing Composition	To discuss and develop ideas to plan, draft and redraft during writing. To analyse texts to identify text-specific features and the use of vocabulary, grammar, and punctuation. To describe characters, settings, and plot, with growing precision. To use dialogue to indicate character and event. To organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs (joins between sections may need development; coverage within sections may vary) To link ideas across paragraphs using adverbials of time (e.g., later) place (e.g. nearby) and number (e.g. secondly) or tense choice (e.g. he had seen her before) To confidently use literary features such as alliterations, onomatopoeia, figurative language, metaphors, and similes for effect To write to suit the purpose and with a growing awareness of audience, using appropriate features (humour or suspense) To evaluate own and others' writing; proofread, edit, and revise.
Grammar	To use relative clauses beginning with who, which, where, whose, that To use expanded noun phrases to convey complicated information concisely. To use verb form and tenses accurately (present, past, future, progressive, simple, perfect) To use adverbial and prepositional phrases to add detail.
Punctuation	To use brackets, dashes, or commas to indicate parenthesis. To use commas to clarify meaning or avoid ambiguity. To begin to use semi-colons to mark the boundary between clauses. To use inverted commas accurately (new speaker new line for dialogue).
Spelling	To use knowledge of morphology and etymology in spelling. To spell words that do not follow any pattern and just need to be learnt. To use dictionaries to check the spelling and meaning of words. To use a thesaurus to find synonyms or alternative vocabulary
Handwriting	To make accurate choices about whether to join handwriting or print letters. To produce fluent, legible handwriting. (Quality may not be maintained when writing at speed).
Discretely taught links to GPS: To identify a range of word classes. To identify a range of word types and grammatical structures. To identify relative clauses beginning with who, which, where, when, whose or that	

Summer 1	
Explanation Non-Chronological Report	
Example Key Texts and Hooks: The Lost Thing, Cosmic, Curriculum links, Link to Y5 experiences, The Princess' Blankets, Create Own Planet (Place or Creature), Explanation linked to Natural Disasters (Volcano, Earthquake).	
Example Mini Apply: Character description Summary of information Introductions Detailed, labelled diagrams	Example Final Outcome: Explanation Instructions Non-Chronological Report Leaflet
HCAT Writing Curriculum Coverage	
Writing Composition	To discuss and develop ideas to plan, draft and redraft during writing. To analyse texts to identify text-specific features and the use of vocabulary, grammar, and punctuation. To use different techniques to conclude work (e.g. opinion, summary, clear resolution) To organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs (joins between sections may need development; coverage within sections may vary) To link ideas across paragraphs using adverbials To select appropriate vocabulary to suit or enhance the purpose of writing. To write to suit the purpose and with a growing awareness of audience, using appropriate features (humour or suspense) To evaluate own and others' writing; proofread, edit, and revise
Grammar	To use relative clauses beginning with who, which, where, whose, that. To use expanded noun phrases to convey complicated information concisely. To use more sophisticated conjunctions to extend sentences and/or indicate formality (although, however, nevertheless, despite, contrary to, even though) To indicate degrees of possibility by using adverbs (perhaps, surely) or modal verbs (might, should, will, must)
Punctuation	To use brackets, dashes, or commas to indicate parenthesis. To use commas to clarify meaning or avoid ambiguity. To begin to use semi-colons to mark the boundary between clauses.
Spelling	To use knowledge of morphology and etymology in spelling.. To use dictionaries to check the spelling and meaning of words. To use a thesaurus to find synonyms or alternative vocabulary. To use words ending 'able' and 'ible' To use words ending 'ably' and 'ibly' To use words with the 'ee' sound spelt 'ei' after c To use words with the letter string 'ough'
Handwriting	To make accurate choices about whether to join handwriting or print letters. To produce fluent, legible handwriting. (Quality may not be maintained when writing at speed).
Discretely taught links to GPS: To identify a range of word classes (nouns, adjectives, adverbs, verbs, conjunctions, prepositions, phrases, and clauses). To identify relative clauses beginning with who, which, where, when, whose or that To identify a range of word types and grammatical structures	

Summer 2	
Narrative Poetry	
Example Key Texts & Hooks: Freedom Bird, A Poem for every day of the year, Caribbean Dozen, Jabberwocky, Some places more than others, Nightmail, Oh Maya Gods, On the Move, Boy at the back of the class, Arthur and the golden rope, Beowulf, Cosmic,	
Example Mini Apply: Speech Characterising speech Social media post	Example Final outcome: Narrative Description Poem (acrostic, free verse, rhyming, haiku, limerick) Class poetry book Poetry competition
HCAT Writing Curriculum Coverage	
Writing Composition	To discuss and develop ideas to plan, draft and redraft during writing. To analyse texts to identify text-specific features and the use of vocabulary, grammar, and punctuation. To describe characters, settings, and plot, with growing precision To select appropriate vocabulary to suit or enhance the purpose of writing. To write to suit the purpose and with a growing awareness of audience, using appropriate features. To organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs (joins between sections may need development; coverage within sections may vary) To link ideas across paragraphs using adverbials of time (e.g., later) place (e.g. nearby) and number (e.g. secondly) or tense choice (e.g. he had seen her before) To confidently use literary features such as alliterations, onomatopoeia, figurative language, metaphors, and similes for effect To use dialogue to indicate character and event. To use a range of devices to support the reader. <u>To evaluate own and others' writing; proofread, edit, and revise</u>
Grammar	To use expanded noun phrases to convey complicated information concisely. To use adverbial and prepositional phrases to add detail. To use more sophisticated conjunctions to extend sentences and/or indicate formality (although, however, nevertheless, despite, contrary to, even though)
Punctuation	To use brackets, dashes, or commas to indicate parenthesis. To use commas to clarify meaning or avoid ambiguity. To begin to use semi-colons to mark the boundary between clauses. To use dashes to mark the boundaries between clauses. To use inverted commas accurately (new speaker new line for dialogue)
Spelling	To use knowledge of morphology and etymology in spelling. To spell words that do not follow any pattern and just need to be learnt. To use dictionaries to check the spelling and meaning of words. To use a thesaurus to find synonyms or alternative vocabulary.
Handwriting	To make accurate choices about whether to join handwriting or print letters. To produce fluent, legible handwriting. (Quality may not be maintained when writing at speed).
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