



HCAT Literacy on a Page 2025/2026

Year 6

AT LEAST ONE MINI APPLY MUST EXPLICITLY DEMONSTRATE INFORMALITY
e.g. diary entry, social media post, informal letter



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: Curriculum link – be an expert, Can we save the tiger, The Unforgotten Coat, Boy in the tower, The Arrival, Suffragette, Fantastic Beasts and Where to Find Them, Hunger Games, Human body Theater,	
Example Mini Apply: Summary of information List of rules. Speech to practise spelling rules	Example Final Outcomes: Non-Chronological Report Detailed Fact File Information leaflet GPS: Consider independent structure when publishing (tables/ glossary/ labelled diagram)
HCAT Writing Curriculum Coverage	
Writing Composition	To identify and explain how specific features in a range of text types affect the reader. To discuss and develop ideas; routinely use the drafting process before and during writing. To use a range of presentational devices, including bullet points, tables, and columns to guide the reader. To use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even. To use adverbials to demonstrate cohesion (on the other hand, in contrast, as a consequence) and ellipsis. To adapt form and style to suit purpose and audience, drawing appropriate features from models of similar writing. To evaluate my own and others' writing; proof reading, edit, and upleveling.
Grammar	To use different clause structures for a purpose (main, subordinating, relative). To use modal verbs to indicate formality, possibility, or certainty. To accurately select and use conjunctions (subordinating or coordinating) within multi-clause sentences. To identify the subject and object within a sentence (referring to active and passive). To use verb tenses consistently and accurately (simple, progressive, and perfect). To use a range of devices to add detail or develop description (adverbial phrases, prepositions).
Punctuation	To use parenthesis accurately using a range of punctuation (e.g. to add information or indicate informality). To use commas for a list to separate clauses, clarify meaning or avoid ambiguity. To use semi-colons to mark the boundary between clauses. To use colons to introduce a list and semi colons within lists. To use colons to mark the boundary between clauses. To use bullet points to list information. To use hyphens to avoid ambiguity.
Spelling	To distinguish between homophones and other words which are often confused. To use dictionaries to check the spelling and meaning of words. To use a thesaurus. To know and identify examples of synonyms and antonyms.
Handwriting	To make accurate choices about whether to join handwriting or print letters (e.g. to label a diagram). To produce consistently legible and fluent writing, with a personal style. To maintain quality in handwriting when writing for a sustained period and at speed.
Discretely taught links to GPS: To identify main sentence types: statement, command, exclamation & question. To identify and name different phrases (adverbial, noun, prepositional). To identify different types of nouns (common, proper, abstract, collective, partitive). To identify different types of verbs (being, action, regular, irregular, phrasal) To identify where verbs can also act as nouns by combining a root word and -ing (gerunds) To identify and punctuate direct and reported speech. To use apostrophes for possession and contraction/omission. To identify and correct the use of standard English.	

Autumn 2	
Narrative – description focus Narrative – advance the action focus	
Example Key Texts and Hooks: Otto, Boy in the tower, Titanic, Jumanji, Grimms' Fairy Tales, The Arrival, Unforgotten Coat, The wind in the wall, The Last Bear, The Promise, The Piano, The Island, Alma, Beyond the lines, Skellig, Coraline, Harry Potter and The Philosophers Stone, Macbeth, Rose Blanche, The House with Chicken Legs, Holes, Leila and the Blue Fox, The Wind in the Wall, Rain Player,	
Example Mini Apply: Character/setting descriptions Summary of events/recount Diary from characters viewpoint Figurative descriptions Film poster Character biography/autobiography	Example Final Outcomes: Alternative beginning/ending Missing scene/Extra chapter Powerful description Monologue Extended blog entry
HCAT Writing Curriculum Coverage	
Writing Composition	To identify and explain how specific features in a range of text types affect the reader. To discuss and develop ideas; routinely use the drafting process before and during writing. To describe characters, settings, and atmosphere, with precision. To make conscious vocabulary choices to develop atmosphere or for effect. To use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even. To use adverbials to demonstrate cohesion (on the other hand, in contrast, as a consequence) and ellipsis. To adapt form and style to suit purpose and audience, drawing appropriate features from models of similar writing. To integrate dialogue to convey character and advance the action. To evaluate my own and others' writing; proof reading, edit, and upleveling.
Grammar	To use different clause structures for a purpose (main, subordinating, relative). To accurately select and use conjunctions (subordinating or coordinating) within multi-clause sentences. To use informal structures for speech. To use verb tenses consistently and accurately (simple, progressive, and perfect). To use a range of devices to add detail or develop description (characterisation, adverbial phrases, prepositions).
Punctuation	To use parenthesis accurately using a range of punctuation (e.g. to add information or indicate informality). To use commas for a list to separate clauses, clarify meaning or avoid ambiguity. To use semi-colons to mark the boundary between clauses. To use colons to mark the boundary between clauses. To use inverted commas accurately and consistently (new speaker new line for dialogue)
Spelling	To distinguish between homophones and other words which are often confused. To use dictionaries to check the spelling and meaning of words. To use a thesaurus. To know and identify examples of synonyms and antonyms.
Handwriting	To make accurate choices about whether to join handwriting or print letters (e.g. to label a diagram). To produce consistently legible and fluent writing, with a personal style. To maintain quality in handwriting when writing for a sustained period and at speed.
Discretely taught links to GPS: To identify main sentence types: statement, command, exclamation & question. To identify and name different phrases (adverbial, noun, prepositional). To identify different types of pronouns (possessive, personal, demonstrative, and relative). To identify different types of nouns (common, proper, and abstract). Identify a range of word classes. To use apostrophes for possession and contraction/omission. To identify and punctuate direct and reported speech.	

Spring 1	
Journalistic	Diary/Recount
Example Key Texts and Hooks: The three little pigs project, A beautiful lie, Some places more than others, Rain Player, King Kong, Tuesday, Holes, Rose Blanche, The invention of Hugo Cabret, Stonewall, The Giant's Necklace, Letters from the lighthouse, Zootropolis, Alma	
Example Mini Apply: Letters Diaries from different points of view Information leaflets Wanted/Missing poster Debate Job advertisement Protest banner	Example Final Outcomes: Newspaper Report Diary Recount Extended blog post
HCAT Writing Curriculum Coverage	
Writing Composition	To identify and explain how specific features in a range of text types affect the reader. To discuss and develop ideas; routinely use the drafting process before and during writing. To describe characters, settings, and atmosphere, with precision. To make conscious vocabulary choices to develop atmosphere or for effect. To use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even. To use adverbials to demonstrate cohesion (on the other hand, in contrast, as a consequence) and ellipsis. To adapt form and style to suit purpose and audience, drawing appropriate features from models of similar writing. To evaluate own and others' writing; proof reading, edit, and upleveling.
Grammar	To use different clause structures for a purpose (main, subordinating, relative). To use passive voice to control how the role of the subject is presented in a sentence (e.g. the cake was eaten by the boy). To use informal structures for speech (use question tags: He's your friend, isn't he?) To use grammar and vocabulary to suggest formality or informality. To use modal verbs to indicate formality, possibility, or certainty. To accurately select and use conjunctions (subordinating or coordinating) within multi-clause sentences. To identify the subject and object within a sentence (referring to active and passive). To use verb tenses consistently and accurately (simple, progressive, and perfect).
Punctuation	To use parenthesis accurately using a range of punctuation (e.g. to add information or indicate informality). To use commas for a list to separate clauses, clarify meaning or avoid ambiguity. To use semi-colons to mark the boundary between clauses. To use colons to introduce a list and semi colons within lists. To use colons to mark the boundary between clauses. To use hyphens to avoid ambiguity.
Spelling	To distinguish between homophones and other words which are often confused. To use dictionaries to check the spelling and meaning of words. To use a thesaurus. To know and identify examples of synonyms and antonyms.
Handwriting	To make accurate choices about whether to join handwriting or print letters (e.g. to label a diagram). To produce consistently legible and fluent writing, with a personal style. To maintain quality in handwriting when writing for a sustained period and at speed.
Discretely taught links to GPS: To identify different types of pronouns (possessive, personal, demonstrative, and relative). To identify different types of nouns (common, proper, and abstract). To identify and punctuate direct and reported speech. To use apostrophes for possession and contraction/omission. To identify a range of word classes with accuracy. To identify and correct the use of standard English.	

Year 6

Spring 2	
Narrative with element of choice Formal Persuasive Letter	
Example Key Texts and Hooks: Otto, Boy in the tower, Titanic, Jumanji, Grimms’ Fairy Tales, The Arrival, Unforgotten Coat, The wind in the wall, The Last Bear, The Promise, The Piano, The Island, Alma, Beyond the lines, Skellig, Coraline, Harry Potter and The Philosophers Stone, Macbeth, Rose Blanche, The House with Chicken Legs	
Example Mini Apply: Character/setting descriptions Dialogue Summary of events Diary from characters viewpoint Character biography/autobiography Figurative descriptions Social media post	Example Final Outcomes: Alternative beginning/ending Missing Scene Character/setting description Letter Balanced argument Formal persuasive letter
HCAT Writing Curriculum Coverage	
Writing Composition	To identify and explain how specific features in a range of text types affect the reader. To discuss and develop ideas; routinely use the drafting process before and during writing. To describe characters, settings, and atmosphere, with precision. To integrate dialogue to convey character and advance the action. To make conscious vocabulary choices to develop atmosphere or for effect. To use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even. To use adverbials to demonstrate cohesion (on the other hand, in contrast, as a consequence) and ellipsis. To summarise longer passages when required. To use a range of presentational devices, including bullet points, tables, and columns to guide the reader. To adapt form and style to suit purpose and audience, drawing appropriate features from models of similar writing. To use a range of literary features for effect. To evaluate my own and others’ writing; proof reading, edit, and upleveling.
Grammar	To use different clause structures for a purpose (main, subordinating, relative) To use passive voice to control how the role of the subject is presented in a sentence (e.g. the cake was eaten by the boy) To use informal structures for speech (use question tags: He’s your friend, isn’t he?) To use modal verbs to indicate formality, possibility, or certainty. To accurately select and use conjunctions (subordinating or coordinating) within multi-clause sentences. To use subjunctive forms such as ‘if I were’ or ‘were they to come’ as part of formal writing or speech. To use grammar and vocabulary to suggest formality or informality. To identify the subject and object within a sentence (referring to active and passive) To use verb tenses consistently and accurately (simple, progressive, and perfect) To use a range of devices to add detail or develop description (characterisation, adverbial phrases, prepositions)
Punctuation	To use parenthesis accurately using a range of punctuation (e.g. to add information or indicate informality) To use commas for a list to separate clauses, clarify meaning or avoid ambiguity. To use semi-colons to mark the boundary between clauses. To use colons to mark the boundary between clauses. To use inverted commas accurately and consistently (new speaker new line for dialogue).
Spelling	To distinguish between homophones and other words which are often confused. To use dictionaries to check the spelling and meaning of words. To use a thesaurus. To know and identify examples of synonyms and antonyms.
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Summer 1	
Explanation Non-Chronological Report	
Example Key Texts and Hooks: Links with wider curriculum/science (e.g. how does the circulatory system work?) Titanic – How did some passengers survive the sinking of the Titanic? Fantastic Beasts – How should you care for a mythical creature?	
Example Mini Apply: Description of process Biography/autobiography of significant individual YouTube Script for Vlog	Example Final Outcome: Explanation text How to guide
HCAT Writing Curriculum Coverage	
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Grammar	To use different clause structures for a purpose (main, subordinating, relative). To use modal verbs to indicate formality, possibility, or certainty. To accurately select and use conjunctions (subordinating or coordinating) within multi-clause sentences. To use grammar and vocabulary to suggest formality or informality. To identify the subject and object within a sentence (referring to active and passive). To use verb tenses consistently and accurately (simple, progressive, and perfect). To use a range of devices to add detail or develop description (adverbial phrases, prepositions).
Punctuation	To use parenthesis accurately using a range of punctuation (e.g. to add information or indicate informality). To use commas for a list to separate clauses, clarify meaning or avoid ambiguity. To use semi-colons to mark the boundary between clauses. To use colons to introduce a list and semi colons within lists. To use colons to mark the boundary between clauses. To use bullet points to list information. To use hyphens to avoid ambiguity.
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Summer 2	
Narrative Poetry	
Example Key Texts & Hooks: Otto, Boy in the tower, Titanic, Jumanji, Grimms’ Fairy Tales, The Arrival, Unforgotten Coat, The wind in the wall, The Last Bear, The Promise, The Piano, The Island, Alma, Beyond the lines, Skellig, Coraline, Harry Potter and The Philosophers Stone, Macbeth, Rose Blanche, The House with Chicken Legs, Illegal, The Raven	
Example Mini Apply: Character/setting descriptions Dialogue Summary of events Diary from characters viewpoint Character biography/autobiography Figurative descriptions Social media post	Example Final outcome: Alternative beginning/ending Missing Scene Narrative Character/setting description Poem
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