



HCAT Literacy on a Page 2025/2026

Year 1



Below is the coverage for Literacy on a page for Year 1:

The order of the taught units below has been sequenced to support children in developing skills across a range of writing outcomes, these units 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 (3 weeks) Writing Stimulus: Factual captions to a picture	
Example Key Texts and Hooks: Science link e.g. seasons, The Odd egg, Astro girl, Sydney Stella and the moon, Man on the Moon, Monkey Puzzle, Here we Are, Deep Sea Voyage	
Example Mini Apply: Labels Captions Speech Bubbles	Example Final Outcome Pupils will create two to three sentences describing a picture/s. E.g: Bees have wings.
*Ensure words are phonetically decodable inline with current phonics phase including red/ tricky words.	*Ensure words are phonetically decodable inline with current phonics phase including red/ tricky words.
HCAT Writing Curriculum Coverage	
Writing Composition	<u>Dictation: (phonetically decodable)</u> To explore appropriate vocabulary To rehearse sentences orally To write appropriately for the task supported by dictation. To re-read writing to check it makes sense <u>Composition:</u> To compose sentences orally To compose written sentences To write appropriately for the task independently. To re-read writing to check for punctuation and that it makes sense.
Grammar	To identify the subject and verb in a simple clause. To identify nouns, verbs and adjectives in sentences. To understand that a sentence requires punctuation and a sequence of words that make sense. To check sentences to make sure it makes sense and is punctuated. To use 'and' to join ideas. To use adjectives to add detail.
Punctuation	To use capital letters and full stops to punctuate sentences.
Spelling	Spell Y1 common exception words & the days of the week To name the letters of the alphabet in order.
Handwriting	To accurately use a tripod grip. To be correctly seated with an appropriate posture for writing. To sit all letters sit on the line correctly. To separate words with appropriately sized spaces.

Autumn 2	
Writing Stimulus: Fairy Tales / Stories with familiar settings	
Example Key Texts and Hooks: Hansel & Gretel, Little Red Riding Hood/Little Red by David Roberts, Princess and the Pea, Gingerbread Man, Little Red Hen, The Magic Bed, I want my hat back, Stanley's Stick. The Adventures of the Dish and the Spoon, Supertato,	
Example Mini Apply: Wanted/missing poster. Postcard/note from character Advice slip	Example Final Outcomes: Character description Setting description Oral retell of a fairytale E.g. 2 sentences on appearance, 2 sentences on character traits *There is no expectation for pupils to write their own stories.
*Ensure words are phonetically decodable inline with current phonics phase including red/ tricky words.	
HCAT Writing Curriculum Coverage	
Writing Composition	<u>Dictation: (phonetically decodable)</u> To explore appropriate vocabulary. To rehearse sentences orally To sequence words to form sentences. To separate words with appropriately sized spaces. To re-read writing/listen to oral recordings to check it makes sense. <u>Composition:</u> To compose sentences orally To compose written sentences To sequence simple sentences and phrases to form narratives. To refine ideas orally to enhance effect and improve vocabulary choices.
Grammar	To use grammar and word order to compose an accurate sentence. To use adjectives to add detail. To use standard verb forms (e.g. go/went). To use 'and, but, or' to join ideas.
Punctuation	To use capital letters and full stops to punctuate sentences. To use capital letters for names of people, places, days of the week and the personal pronoun: I
Spelling	Spell Y1 common exception words & the days of the week Use regular plural noun suffixes -s or -es to add to a singular noun (e.g. cats, rocks, catches)
Handwriting	To accurately use a tripod grip. To sit all letters sit on the line correctly. To correctly form lower case letters in the correct direction (there may be an inconsistency in sizing). To separate words with appropriately sized spaces.

Spring 1

Writing Stimulus: Instruction Text		Writing Stimulus: Recount	
Example Key Texts and Hooks: Hook or experience, Weirdo, The odd egg, Pig the pug, How to be a dog, Little Red Hen, The Gigantic Turnip, The Extraordinary Gardener, Gingerbread Man, Bloom,			
Example Mini Apply: Labels/Captions List Annotations	Example Final Outcomes: Instructions Recipe E.g. 4 – 5 step simple instructions	Example Mini Apply: Postcard Comic Strip Map of route with notes <i>*Ensure words are phonetically decodable inline with current phonics phase including red/ tricky words.</i>	Example Final Outcomes: Recount Diary E.g. a 4 sentence recount on a walk to the shop.
<i>*Ensure words are phonetically decodable inline with current phonics phase including red/ tricky words.</i>			
HCAT Writing Curriculum Coverage			
Writing Composition	<u>Dictation:</u> To explore appropriate vocabulary. To rehearse sentences orally. To re-read writing to check it makes sense. <u>Composition:</u> To compose written sentences. To write appropriately for the task independently. To discuss own writing with others, making simple changes where suggested. To re-read writing to check for punctuation and that it makes sense.		
Grammar	To use grammar and word order to compose an accurate sentence. To check sentences to make sure it makes sense and is punctuated. To use 'and, but, or' to join ideas. To identify nouns, verbs, and adjectives in sentences. To use verbs to add detail and describe what nouns are doing. To use standard verb forms (e.g. go/went)		
Punctuation	To use capital letters and full stops to punctuate sentences. To use capital letters for names of people, places, days of the week and the personal pronoun: I		
Spelling	Spell Y1 common exception words & the days of the week. Use regular plural noun suffixes -s or -es to add to a singular noun (e.g. cats, rocks, catches).		
Handwriting	To sit all letters sit on the line correctly. To use ascenders and descenders appropriately. To correctly form lower case letters in the correct direction (there may be an inconsistency in sizing). Capital letters formed correctly for some names of people, places, and days of the week.		

Year 1

Spring 2	
Writing Stimulus: Stories from other cultures/Places around the world	
Example Key Texts and Hooks: The Magic Paintbrush, Lost & Found, Bringing the rain to Kapiti Plain, Leo and the Octopus, Anna Hibiscus Songs, Handa's surprise, We're going on a lion hunt, The Lonely Beast, Grandad's Island	
Example Mini Apply: Note from/to characters Character description Summary of events *Ensure words are phonetically decodable inline with current phonics phase including red/ tricky words.	Example Final Outcomes: Story retells Alternative ending/change event Setting description E.g. 2 sentences on appearance, 2 sentences on character traits *There is no expectation for pupils to write their own stories.
HCAT Writing Curriculum Coverage	
Writing Composition	<u>Dictation:</u> To explore appropriate vocabulary To rehearse sentences orally To sequence words to form sentences. To write appropriately for the task supported by dictation. To re-read writing to check it makes sense <u>Composition:</u> To refine ideas orally to enhance effect and improve vocabulary choices. To sequence simple sentences and phrases to form narratives. To compose written sentences To discuss own writing with others, making simple changes where suggested. To write appropriately for the task independently. To re-read writing to check for punctuation and that it makes sense.
Grammar	To use question words and punctuation to compose a question. To use 'and, but, or' to join ideas. To use adjectives to add detail. To use verbs to add detail and describe what nouns are doing. To check sentences to make sure it makes sense and is punctuated. To identify nouns, verbs and adjectives in sentences.
Punctuation	To use capital letters for names of people, places, days of the week and the personal pronoun: I.
Spelling	Spell Y1 common exception words & the days of the week To use regular plural noun suffixes -s or -es to add to a singular noun (e.g. cats, rocks, catches) To use suffixes that can be added to verbs where no change is needed to the spelling of root words (e.g. helping, helped, helper)
Handwriting	To sit all letters on the line correctly. To use ascenders and descenders appropriately. To correctly form lower case letters in the correct direction (there may be an inconsistency in sizing). To correctly form capital letters for some names of people, places, and days of the week.

Summer 1	
Writing Stimulus: Setting Description	Writing Stimulus: A letter to inform
Example Key Texts and Hooks: The castle the King built, Hansel and Gretel, Snow White, Room on the Broom, The Lighthouse Keeper's Lunch, Lost and Found, Do not open this book, The storm whale, The secret sky garden	
Example Mini Apply: Labelled diagram with captions Postcard Annotations *Ensure words are phonetically decodable inline with current phonics phase including red/ tricky words.	Example Final Outcome: Email/ letter Setting Description E.g. 6 sentence letter and setting description
HCAT Writing Curriculum Coverage	
Writing Composition	<u>Dictation:</u> To explore appropriate vocabulary To rehearse sentences orally To sequence words to form sentences. To write appropriately for the task supported by dictation. To re-read writing to check it makes sense <u>Composition:</u> To compose sentences orally To refine ideas orally to enhance effect and improve vocabulary choices. To compose written sentences To discuss own writing with others, making simple changes where suggested. To write appropriately for the task independently. To re-read writing to check for punctuation and that it makes sense.
Grammar	To understand that a sentence requires punctuation and a sequence of words that make sense. To use question words and punctuation to compose a question. To use appropriate vocabulary and punctuation to compose an exclamation. To use 'and, but, or' to join ideas. To use adjectives to add detail. To use verbs to add detail and describe what nouns are doing. To check sentences to make sure it makes sense and is punctuated.
Punctuation	To use capital letters for names of people, places, days of the week and the personal pronoun: I. To begin to use question marks to punctuate questions. To begin to use exclamation marks (for shock, surprise, anger)
Spelling	To spell Y1 common exception words & the days of the week To use regular plural noun suffixes -s or -es to add to a singular noun (e.g. cats, rocks, catches) To use suffixes that can be added to verbs where no change is needed to the spelling of root words (e.g. helping, helped, helper)
Handwriting	To use ascenders and descenders appropriately. To correctly form lower case letters in the correct direction (there may be an inconsistency in sizing). To correctly form capital letters for some names of people, places, and days of the week. To ensure most letters are correctly formed and orientated.

Summer 2		
Writing Stimulus: Narrative: Key Themes (friendship, kindness)		Writing Stimulus: Poetry
Example Key Texts & Hooks: Pig the Pug, The lonely beast, Yeti & the bird, Beegu, The see saw, Look Up, Julian is a Mermaid, Billy & the beast, Leo and the octopus, Storm Whale, The Little Red Hen, Julia Donaldson Poems to perform, A sick day for Amos McGee, The rainbow fish, Smeds and the Smoos, All the places you'll go		
Example Mini Apply: Blurb Summary *Ensure words are phonetically decodable inline with current phonics phase including red/ tricky words.	Example Final outcome: Story retell E.g. 6 sentence narrative	Example Final outcome: Perform a poem Orally retell a poem *Ensure words are phonetically decodable inline with current phonics phase including red/ tricky words.
HCAT Writing Curriculum Coverage		
Writing Composition	<u>Dictation:</u> To explore appropriate vocabulary To rehearse sentences orally (including poetry) To sequence words to form sentences. To write appropriately for the task supported by dictation.	
	<u>Composition:</u> To compose sentences orally (including poetry) To refine ideas orally to enhance effect and improve vocabulary choices. To compose written sentences (including poetry) To discuss own writing with others, making simple changes where suggested. To write appropriately for the task independently. To re-read writing to check for punctuation and that it makes sense.	
Grammar	To use grammar and word order to compose an accurate sentence. To understand that a sentence requires punctuation and a sequence of words that make sense. To use question words and punctuation to compose a question. To use appropriate vocabulary and punctuation To use 'and, but, or' to join ideas. To use adjectives to add detail. To use verbs to add detail and describe what nouns are doing. To check sentences to make sure it makes sense and is punctuated.	
Punctuation	To use capital letters and full stops to punctuate sentences. To use capital letters for names of people, places, days of the week and the personal pronoun. To begin to use question marks to punctuate questions. To begin to use exclamation marks (for shock, surprise, anger)	
Spelling	To use capital letters and full stops to punctuate sentences. To use capital letters for names of people, places, days of the week and the personal pronoun. To use suffixes that can be added to verbs where no change is needed to the spelling of root words (e.g. helping, helped, helper).	
Handwriting	To use ascenders and descenders appropriately. To correctly form lower case letters in the correct direction (there may be an inconsistency in sizing). To correctly form capital letters for some names of people, places, and days of the week. To ensure most letters are correctly formed and orientated.	