




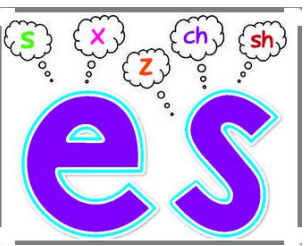
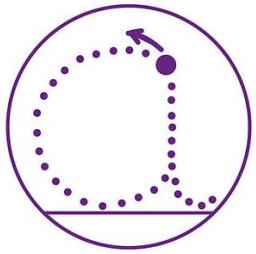



# Child Friendly ITAF Posters

Classroom Environments

February, 2022

# Year 1 Writing

<p>finger spaces</p> 	<p>capital letters for proper nouns</p> <div data-bbox="675 242 1223 378"> <p><b>Names of People</b> Katie James</p> <p><b>Names of Places</b> Sydney Opera House Australia</p> </div> <div data-bbox="802 392 1108 542"> <p><b>Names of Pets</b> Barney Toby</p> </div>	<p>capital letters at the start of sentences and full stop at the end of sentences</p> 	<p>conjunctions to join ideas</p> 										
<p>question marks and explanation marks</p> 	<p>adjectives to describe</p> <p>green clever long helpful beautiful</p> <p><b>Adjectives</b></p>	<p>spell Y1 common exception words and the days of the week</p> 	<p>use "s" and "es" regular plurals</p> 										
<p>"un" prefix</p> <table border="1" data-bbox="343 999 598 1356"> <tr><td>un</td><td>happy</td></tr> <tr><td>un</td><td>lucky</td></tr> <tr><td>un</td><td>kind</td></tr> <tr><td>un</td><td>tie</td></tr> <tr><td>un</td><td>true</td></tr> </table>	un	happy	un	lucky	un	kind	un	tie	un	true	<p>add suffixes – ing, ed, er and est to root words</p> <p>-ing -ed -est -er</p>	<p>write letters in the correct directions</p> 	<p>Personal pronoun "I"</p> 
un	happy												
un	lucky												
un	kind												
un	tie												
un	true												

# Year 2 Writing

finger spaces between words



form letters and numbers the correct size



capital letters and full stops in most sentences



represent spoken words as graphemes, spelling most correctly or making phonetically-plausible attempts

fair                      stair  
 hair                     air  
 chair                    lair

spell most common exception words

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
thing	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

write about real events so ideas are clear

Explain what happened.

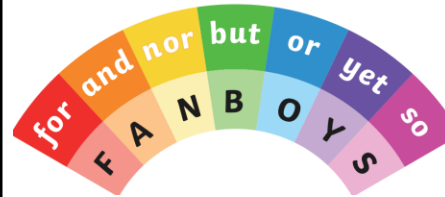
Who?    What?    Where?    When?

Tell the events in order.

write simple and clear stories (real and fictional)



use co-ordinating conjunctions to join clauses



use some subordinating conjunctions to join clauses



present and perfect tense used correctly and consistently

Present Tense	Past Tense
am	was
become	became
begin	began
bite	bit
break	broke
bring	brought
come	came
choose	chose
do	did
drive	drove
eat	ate

# Year 3 Writing

understand purpose and audience when writing

### Purpose

The reason or goal that you have for writing about your topic



### Audience

The specific people that you are writing for



begin to spell homophones correctly

<b>Their</b> Shows possession  That is their car	<b>There</b> Refers to a location or place  My house is over there	<b>They're</b> Is a contraction of they are  They're swimming in the ocean
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proof-read own and others' work to correct mistakes and make improvements



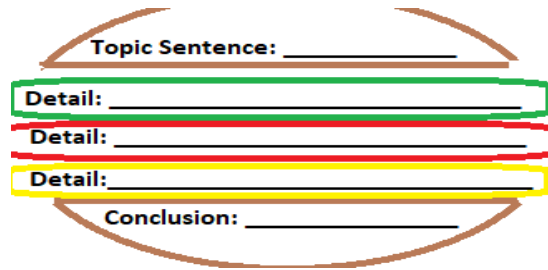
make ambitious word choices and add detail

fun  
entertaining

use neat, joined up handwriting



organise writing into paragraphs



maintain the correct tense (including present perfect)

**PRESENT PERFECT**

I have walked,  
you have walked,  
he/she/it has walked,  
we have walked,  
you have walked,  
they have walked

inverted commas for speech



subordinate clauses

Subordinating conjunction    comma    Noun    Verb

While she slept, Lucy snored.

Subordinate clause    Main clause

I need you main clause!  
You can't write a sentence without me!

use conjunctions, adverbs and prepositions to show time, place and cause

conjunctions	adverbs	prepositions
so, when, since, before, because, if, where, later, get, that, while, unless, until, once	always, yesterday, next, then, now, eventually, here, there, soon, therefore, later, inside, outside, frequently, everywhere	after, during, because of, above, before, under, below, through, in, on, beside, due to, with

use 'a' and 'an' correctly

Use an when there's a vowel sound after!

an alligator

Use a when there's a consonant sound after!

a bear

Spell words with prefixes and suffixes correctly

dis (opposite of)    re (again)    un (not)    ful (full of)    less (without)



# Year 4 Writing

write narratives with a clear, beginning and end

proofread own and others' work, avoiding repetition and recognising where verbs and subjects do not agree

"agrees"

One dog **is** sitting on the grass. ✓  
subject verb

Two dogs **are** sitting on the grass. ✓  
"agrees"

create detailed settings, characters and plots in narratives

organise writing into paragraphs

Topic Sentence: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Conclusion: \_\_\_\_\_

maintain an accurate tense throughout writing

During the movie, Sam **stood** up and then **dropped** his popcorn.  
↑ past tense ↑ past tense

During the movie, Sam **stands** up and then **drops** his popcorn.  
↑ present tense ↑ present tense

use standard English verb inflections

'was' or 'were' ?

full range of punctuation from previous year groups

use necessary punctuation for direct speech

reporting clause      Inverted commas

He said, "Let's go to the cinema."

comma      capital letter      full stop

apostrophes for singular and plural possession

This is Amy's car.      Robert's shoes are dirty.      The cats' whiskers are long.      The children's toys are in the box.

expand noun phrases with mortifying adjectives and prepositional phrases e.g. the strict teacher with curly hair

<b>noun phrase</b> your sister the town the castle a man my bag some cats a bunch of flowers	<b>adjectives</b> colour - red, green, turquoise, silver, gold, blue, purple, white, black size - gigantic, minuscule, huge, miniature, tiny, vast, colossal, massive, enormous condition - pristine, shabby, neat, tidy, dirty, tatty, dilapidated, spotless age - ancient, young, ten-year-old.	<b>prepositional phrase</b> beside the river near the town with the ..... hair in the water down the road during the night through the winter
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Choose nouns and pronouns appropriately to aid cohesion and avoid repetition

fronted adverbials

Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously,	Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with
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spell words with prefixes and suffixes correctly

dis (opposite)      re (again)      un (not)      ful (full of)      less (without)

spell homophones correctly

be      bee	here      hear
to      too	blew      blue
which      witch	board      board
night      night	

spell all year 3 and 4 statutory words correctly

consistently use neat, joined handwriting style.

Neat!

# Year 5 Writing



<p>write for a range of purposes and audiences, selecting structure and organisation of a text confidently depending on this</p>	<p>use dialogue to convey a character and advance the action</p>	<p>select and use organisational/presentational devices that are relevant to text</p>	<p>proofread work to precise longer passages by removing unnecessary repetition and irrelevant details</p>
<p>create paragraphs that are suitably linked</p>	<p>proofread work and assess effectiveness of own and others/ writing to make necessary corrections and improvements</p>	<p>use full range of punctuation from previous year groups</p>	<p>use commas to clarify meaning and to avoid ambiguity</p>
<p>wider range of linking words/phrases between sentences and paragraphs to build cohesion e.g. time adverbials</p>	<p>Use relative clauses beginning with a relative pronoun</p>	<p>use brackets, dashes or commas to indicate parenthesis</p>	<p>use adverbs and modal verbs to indicate degrees of possibility</p>
<p>spell verb prefixes correctly</p>	<p>spell many complex homophones correctly</p> <p>Practice and Practise  Affect and Effect</p>	<p>spell many of words from year 5/6 statutory spelling list</p>	<p>write legibly, fluently and with increasing speed.</p>

# Year 6 Writing

write effectively for range of purposes, selecting languages that shows good awareness of the reader

### Purpose

The reason or goal that you have for writing about your topic

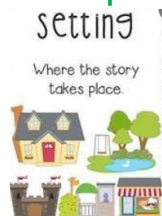


### Audience

The specific people that you are writing for



in narratives, describe settings, characters and atmosphere



integrate dialogue in narratives to convey character and advance the actions



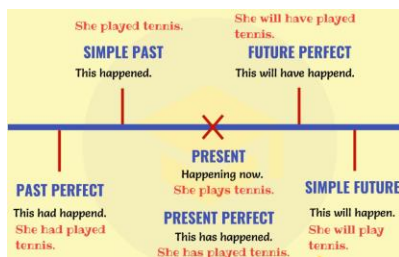
select vocabulary and grammatical structures that reflect what the writing requires

Assertive sentence	Imperative sentence	Interrogative sentence	Exclamatory sentence
An Assertive sentence is a sentence that states a fact. <b>Example:</b> The train is late today.	An Imperative sentence is a sentence that gives a command. <b>Example:</b> Vivek, go to your room, at once. (an order)	An Interrogative sentence asks a question. <b>Example:</b> Where is my pen?	Sentence that expresses sudden and strong feelings. <b>Example:</b> What a shame!

use range of devices to build cohesion (conjunctions, adverbials of time/place, pronouns, synonyms) within and across paragraphs

meanwhile first last next then finally eventually this evenin last week after a while soon afterward meanwhile

use verb tenses consistently and correctly throughout writing



use range of punctuation taught at KS2 mostly correctly



spell correctly most words from year 5/6 spelling list

<b>Aa</b> accommodate accompany according achieve aggressive amateur ancient appreciate attached available awkward	<b>Cc</b> category committee communicate community competition conscious	<b>Ee</b> embarrass environment equip equipment excellent existence explanation	<b>Oo</b> occupy occur opportunity	<b>Pp</b> parliament persuade physical prejudice	<b>Pp</b> privilege profession programme pronunciation
<b>Dd</b> define desperate determined develop dictionary diastrous	<b>Ff</b> familiar foreign forty frequently	<b>Ii</b> identify immediate immediately individual interfere interrupt	<b>Mm</b> marvellous mischievous muscle	<b>Rr</b> recognise recommend relevant	<b>Rr</b> restaurant rhyme rhythm
<b>Bb</b> bargain bruise	<b>Gg</b> government guarantee	<b>Ll</b> language leisure lightning	<b>Nn</b> necessary neighbor nuisance	<b>Ss</b> sacrifice secretary shoulder signature sincere sincerely	<b>Tt</b> temperature through twelfth
	<b>Hh</b> harass hinderance	<b>Qq</b> queue	<b>Vv</b> variety vegetable vehicle	<b>Ww</b> warranty vehicle	<b>Yy</b> yacht

maintain legibility in joined handwriting when writing at speed



use a dictionary to check spellings of uncommon or more ambitious vocabulary

