



Progression in Characters



EYFS	KS1 - as for EYFS plus:	LKS2 - as for KS1 plus	UKS2 - as for LKS2 plus
<ul style="list-style-type: none">• Write about a character from a story you know or make up a new character.• Give your character a name.• Use familiar adjectives to describe your character e.g. friendly, scary.• Have a 'goodie' or a 'baddie'• Give your character a problem.• End with 'happily ever after'	<ul style="list-style-type: none">• Use simple similes to describe e.g. He was as fierce as a lion.• Use power of 3 sentences to describe e.g. he was friendly, helpful and kind.• Use adverbs e.g. she always laughed happily.• Use simple noun phrases e.g. she had long, blonde hair.• Use some alliteration e.g. she always had a gorgeous grin.	<ul style="list-style-type: none">• Show not tell - describe a character's emotions by showing the effect on their body e.g. a shiver shot up her spine.• Use speech to reveal a character's emotions. Can be effective when this contrasts with internal thoughts/feelings. E.g. "I'm not scared," boasted Jim to his classmates, but inside he had a strange sinking feeling.• Give your main character a hobby, interest or special talent e.g. nobody knew that Mildred actually understood how to speak four languages.• Something they love, fear or hate e.g. Tim had always hated dogs ever since one bit him when he was a toddler.• A distinctive feature e.g. he always wore sunglasses even if it wasn't sunny.• Know your character's desire/wish or fear e.g. Gareth had always wanted a dragon even though they could be dangerous.	<ul style="list-style-type: none">• Use a name to suggest character traits e.g. Mr Durable / Mrs Meek.• Use clauses to drop in details about the character e.g. The girl, crossing her fingers and breathing deeply, cautiously approached the two boys.• Show not tell how characters' feel by what they do, say or think e.g. "NO!!! He yelled, snatching the telephone receiver.• Use parenthesis to reveal (show not tell) a character's true feelings. Can be effective when outward appearances contrast with what's going on inside. Jack, quivering and shaking, reached for the dagger.• Use other character's comments or reactions to reveal character traits e.g. 'She's angry again', whispered Kevin.• Use a character who is hiding their feelings and discuss the contrast between outward words/actions and internal thoughts e.g. Outwardly, he could seem unsure

		<ul style="list-style-type: none">• Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Sammy and John... they... the boys...	<p>of himself, but inside he thought deeply and only ever acted if he was confident.</p> <ul style="list-style-type: none">• Use past progressive forms to reveal additional information about a character's feelings/thoughts/wishes. E.g. James had been frightened of spiders ever since he found one in his bed when he was young.• Use the subjunctive form to hypothesize about a character's situation/thoughts/feelings. E.g. If James was ever going to overcome his fear of spiders..., If Sarah was ever going to win the trophy, then....• When discussing characters, use adverbials to create cohesion within paragraphs e.g. James had been frightened of spiders ever since he was young. Despite this...
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