



Progression in Description



EYFS	KS1 - as for EYFS plus:	LKS2 - as for KS1 plus	UKS2 - as for LKS2 plus
<ul style="list-style-type: none">• Look attentively and describe new experiences.• Use adjectives to say what images look like.• Use all the senses to discuss and describe - look, touch, taste, hear and smell.• Use powerful verbs to describe the quality of movement e.g. crept, tiptoed.	<ul style="list-style-type: none">• Use precise nouns to create a picture in the reader's mind e.g. terrier instead of dog.• Choose adjectives with care and also use a comma e.g. the tiny, delicate petals.• Use power of 3 sentences to describe e.g. the distant, glittering star.• Choose powerful verbs instead of got, came, went, said, look.• Use adverbs to describe how e.g. she whispered softly.• Use 'as' and 'like' similes.• Draw on all the senses when describing.	<ul style="list-style-type: none">• Show not tell - describe a character's emotions using senses e.g. Her spine tingled. Describe a setting by using language to suggest the atmosphere e.g. rather than the trees were dark and scary - shadows loomed from the dark, finger like branches.• Select powerful, precise and well-chosen nouns, adjectives and adverbs that really match the purpose. E.g. smeared, smothered.• Use personification e.g. even the sun seemed to beam with spring time excitement.• Use metaphors and similes to create atmosphere e.g. From the waterfall, droplets sparkled, danced and shone like diamonds.• Use alliteration to add effect e.g. Tim trembled, terrified that he would get something wrong.• Use expanded noun phrases to add intriguing detail e.g. On the table, was a tiny, golden cage containing a rare, exotic bird. <p>Developed descriptions through</p>	<ul style="list-style-type: none">• Use a character's reaction or the author's comments to show the effect of a description e.g. Paul beamed from ear to ear.• Use onomatopoeia to reflect meaning e.g. Peter heard the rapid rattle of the train.• Ensure that all word choices earn their place and add something new and necessary. E.g. not the old branches, but the gnarled, finger like branches.• Use precise detail when describing to bring a scene alive e.g. the diamonds encrusted in her golden necklace glinted and shone like stars.• Select detail and describe for a purpose e.g. to scare the reader, the lull the reader into a false sense of security.• Use parenthesis to add additional description to create mood e.g. the gulls, screeching ominously, glided down low over the dark, brooding waves.

		<p>the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition).</p> <ul style="list-style-type: none">• Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The haunted house. It, This terrifying place, In this creepy house....	<ul style="list-style-type: none">• Use personification, similes or metaphors to create mood and embellish descriptions. E.g. Outside, the roof was green with moss and caved in at one place. The empty, cracked, sad little windows stared like eyes begging to be lived in once more while the ivy clung to the wall, tapped the windows and reached up towards the chimney. It was as if the house had grown from the earth.• Use repetition or ellipsis for effect e.g. Everybody was talking about it... Round eyes, busy mouths, frightened voices...• Create cohesion within and across paragraphs using a wider range of cohesive devices such as pronouns, nouns and adverbials. E.g. One of the stars, This star, It had shone, That tiny star, Distant, in the constellation of Orion,• Use modals to improve descriptions by suggesting degrees of possibility, e.g. To some, this place might seem odd. It could seem strange, but to Sarah it was home.
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