



## Progression in Settings



EYFS	KS1 - as for EYFS plus:	LKS2 - as for KS1 plus	UKS2 - as for LKS2 plus
<ul style="list-style-type: none"><li>• Draw maps showing different settings.</li><li>• Create simple stories that start and end in the same place.</li><li>• Create stories where a main character goes from setting to setting on a journey.</li><li>• Create a story set in the locality.</li><li>• Select from a range of photo settings.</li><li>• Use adjectives to describe settings.</li></ul>	<ul style="list-style-type: none"><li>• Choose a name for the setting.</li><li>• Use all the senses to describe the setting.</li><li>• Use 'power of 3' sentences to describe e.g. it was a glorious, sparkling, amazing castle.</li><li>• Include some extra detail to bring the setting to life e.g. In the enchanted forest, where it was always summer.</li><li>• Choose adjectives with care and use 'like' and 'as' to make similes.</li><li>• Include time of day and weather e.g. It was just before lunch on a beautiful sunny day.</li><li>• Select scary settings and create dilemmas.</li></ul>	<ul style="list-style-type: none"><li>• Choose an interesting name for the setting.</li><li>• Select the time of day and weather to create effect e.g. At close to midnight, thunder rumbled through the darkness.</li><li>• Show how a character reacts to the setting: Jane shivered; Evie beamed joyfully.</li><li>• Show the setting through the character's eyes. E.g. Frankie scanned the room searching for the golden key.</li><li>• Use prepositions/fronted adverbials to direct the reader to different areas of the setting e.g. on the shelf/near the window etc.</li><li>• Use speech to describe a setting through a character's reaction. "Wow," exclaimed Sam staring at the mountain that lay ahead. "I've never seen anything that wonderful before."</li><li>• Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The mountain, this wonderful place, it</li></ul>	<ul style="list-style-type: none"><li>• Choose a name that suggests something about the setting e.g. Dead Man's Hollow.</li><li>• Show the scene through the character's eyes adding details to show character's reactions to new surroundings e.g. Jill peered around the gloomy cave, her eyes fighting against the darkness.</li><li>• Use detailed 'power of 3' sentences to describe what can be seen, heard or touched e.g. The room was adorned with shabby furniture, tatty curtains and strange paintings.</li><li>• Pick out unusual details to hook the reader and lead the story forwards e.g. On the shelf, was a small golden statue of a man clutching a key.</li><li>• Introduce something unusual to hook the reader and lead the story forwards e.g. On the table, was a strange footprint left by a creature that Holly, who was an animal expert, was unfamiliar with.</li></ul>

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|  |  | <ul style="list-style-type: none"><li>• Change atmosphere by altering weather, place or time and use a metaphor or personification. E.g. the wind howled, the fog descended over the houses like a thick cloak.</li><li>• Reflect a character's feelings in the setting e.g. As the rain lashed against the window pane, tears streamed down Harry's face.</li><li>• Use parenthesis to add additional information e.g. the house, old and decrepit, stood at the bottom of Haunted Hill.</li><li>• Use relative clauses to add further information, adding commas when required e.g. The windows, which were dirty and cracked, swung on their hinges in the breeze.</li><li>• Use the subjunctive form to hypothesize for impact. If the devil himself had created a house, it would probably have looked like this.</li></ul> |
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