



Progression in Settings



| EYFS | KS1 - as for EYFS plus: | LKS2 - as for KS1 plus | UKS2 - as for LKS2 plus |
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| <ul style="list-style-type: none">• Draw maps showing different settings.• Create simple stories that start and end in the same place.• Create stories where a main character goes from setting to setting on a journey.• Create a story set in the locality.• Select from a range of photo settings.• Use adjectives to describe settings. | <ul style="list-style-type: none">• Choose a name for the setting.• Use all the senses to describe the setting.• Use 'power of 3' sentences to describe e.g. it was a glorious, sparkling, amazing castle.• Include some extra detail to bring the setting to life e.g. In the enchanted forest, where it was always summer.• Choose adjectives with care and use 'like' and 'as' to make similes.• Include time of day and weather e.g. It was just before lunch on a beautiful sunny day.• Select scary settings and create dilemmas. | <ul style="list-style-type: none">• Choose an interesting name for the setting.• Select the time of day and weather to create effect e.g. At close to midnight, thunder rumbled through the darkness.• Show how a character reacts to the setting: Jane shivered; Evie beamed joyfully.• Show the setting through the character's eyes. E.g. Frankie scanned the room searching for the golden key.• Use prepositions/fronted adverbials to direct the reader to different areas of the setting e.g. on the shelf/near the window etc.• 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."• Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The mountain, this wonderful place, it | <ul style="list-style-type: none">• Choose a name that suggests something about the setting e.g. Dead Man's Hollow.• 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.• 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.• 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.• 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. |

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| | | <ul style="list-style-type: none">• 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.• Reflect a character's feelings in the setting e.g. As the rain lashed against the window pane, tears streamed down Harry's face.• Use parenthesis to add additional information e.g. the house, old and decrepit, stood at the bottom of Haunted Hill.• 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.• Use the subjunctive form to hypothesize for impact. If the devil himself had created a house, it would probably have looked like this. |
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