



## Progression in Suspense



EYFS	KS1 - as for EYFS plus:	LKS2 - as for KS1 plus	UKS2 - as for LKS2 plus
<ul style="list-style-type: none"><li>• Put the main character into a scary setting.</li><li>• Make the main character hear or see something scary or strange.</li><li>• Make up a threat for the main character e.g. a monster or a ghost</li></ul>	<ul style="list-style-type: none"><li>• Isolate your character/s in darkness/cold OR in a derelict setting.</li><li>• Use scary sound effects from an unseen threat e.g. something hissed, growling noises came from behind the door.</li><li>• Show a glimpse of an unknown threat e.g. a strange claw appeared from nowhere.</li><li>• Use exclamations e.g. BANG! The door slammed shut.</li><li>• Use dramatic connectives/openers to introduce drama e.g. without warning, suddenly.</li></ul>	<ul style="list-style-type: none"><li>• Let the threat gradually get closer and closer.</li><li>• Show characters feelings by reactions e.g. she froze. He shivered.</li><li>• Include short punchy sentences for drama. Where did it come from? Nobody knows.</li><li>• Use rhetorical questions to make the reader worried e.g. Who had slammed the door shut and why did the window close so suddenly?</li><li>• Do not name the threat - only refer to it using non-specific terms e.g. something, somebody, it, a silhouette, a foreboding figure.</li><li>• Use dramatic connectives/fronted adverbials e.g. In the blink of an eye, Out of the blue, As fast as lightning...</li><li>• Use speech to illustrate change of mood/growing tension e.g. "I don't like this anymore," cried Sarah clutching her mum's</li></ul>	<ul style="list-style-type: none"><li>• Use strategies to hide the threat (see previous)</li><li>• Use an abandoned setting or lull the reader with a cosy setting.</li><li>• Personify the setting to make it sound dangerous e.g. The wind howled around her ears and branches tore at her coat as she fled the forest. - use the weather and/or time of day to create atmosphere.</li><li>• Make your character hear, see, touch, smell or sense something ominous e.g. behind her, she could feel a strange presence. It was like something was watching her.</li><li>• Switch between threat and victim to create drama e.g. the children froze, hidden behind the tree. The creature stopped. It sensed something...something. The children had a terrifying feeling that it knew they were there....</li><li>• Surprise the reader with the unexpected.</li><li>• Suggest something is going to happen over a series of sentences</li></ul>

		<p>arm/"What was that?" shouted Sam looking round in dismay.</p>	<p>or paragraphs and create cohesion across paragraphs using a wider range of cohesive devices such as pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.</p> <ul style="list-style-type: none"><li>• Slow the action by using sentences of three and drop in clauses e.g. The girl, terrified of making a noise, froze, held her breath and closed her eyes.</li><li>• Use modals to slow the action and to create mood/ a sense of the unknown. E.g. The girl, froze, terrified. Could it see her? Could it sense her presence? Might this be the end?</li><li>• Use adverbs of possibility to create a sense of uncertainty e.g. This was potentially fatal; the end was possibly in sight.</li></ul>
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