



## Progression in Characterisation

EYFS	KS1 – As in EYFS plus:	LKS2 – As in KS1 plus:	UKS2 – As in LKS2 plus:
<ul style="list-style-type: none"> <li>· Write about a character from a story you know or make up a new character.</li> <li>· Give your character a name.</li> <li>· Use familiar adjectives to describe your character e.g. friendly, scary.</li> <li>· Have a 'goodie' or a 'baddie'</li> <li>· Give your character a problem.</li> <li>· End with 'happily ever after'</li> </ul>	<ul style="list-style-type: none"> <li>· Use simple similes to describe e.g. He was as fierce as a lion.</li> <li>· Use power of 3 sentences to describe e.g. he was friendly, helpful and kind.</li> <li>· Use adverbs e.g. she always laughed happily.</li> <li>· Use simple noun phrases e.g. she had long, blonde hair.</li> <li>· Use some alliteration e.g. she always had a gorgeous grin.</li> </ul>	<ul style="list-style-type: none"> <li>· Show not tell – describe a character's emotions by showing the effect on their body e.g. a shiver shot up her spine.</li> <li>· 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.</li> <li>· Give your main character a hobby, interest or special talent e.g. nobody knew that Mildred actually understood how to speak four languages.</li> <li>· Something they love, fear or hate e.g. Tim had always hated dogs ever since one bit him when he was a toddler.</li> <li>· A distinctive feature e.g. he</li> </ul>	<ul style="list-style-type: none"> <li>· Use a name to suggest character traits e.g. Mr Durable / Mrs Meek.</li> <li>· Use clauses to drop in details about the character e.g. The girl, crossing her fingers and breathing deeply, cautiously approached the two boys.</li> <li>· Show (not tell) how characters' feel by what they do, say or think e.g. "NO!!! He yelled, snatching the telephone receiver.</li> <li>· 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.</li> </ul>

		<p>always wore sunglasses even if it wasn't sunny.</p> <ul style="list-style-type: none"> <li>· Know your character's desire/wish or fear e.g. Gareth had always wanted a dragon even though they could be dangerous.</li> <li>· Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Sammy and John... they... the boys...</li> </ul>	<ul style="list-style-type: none"> <li>· Use other character's comments or reactions to reveal character traits e.g. 'She's angry again', whispered Kevin.</li> <li>· 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 of himself, but inside he thought deeply and only ever acted if he was confident.</li> <li>· 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.</li> <li>· 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</li> </ul>
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