



Progression in Settings

EYFS	KS1 – As in EYFS plus:	LKS2 – As in KS1 plus:	UKS2 – As in LKS2 plus:
<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. · Write a story set in the locality. · Select from a range of photo settings. · Choose a scary setting where something might happen e.g. haunted house, dark woods, old house. · 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. 	<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

		<p>“Wow,” exclaimed Sam staring at the mountain that lay ahead.</p> <p>“I’ve never seen anything that wonderful before.”</p> <ul style="list-style-type: none"> · Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The mountain, this wonderful place, it 	<p>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.</p> <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
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			<p>cracked, swung on their hinges in the breeze.</p> <ul style="list-style-type: none">· 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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