



Progression in Suspense

EYFS	KS1 – As in EYFS plus:	LKS2 – As in KS1 plus:	UKS2 – As in LKS2 plus:
<ul style="list-style-type: none"> Put the main character into a scary setting. Make the main character hear or see something scary or strange. Make up a threat for the main character e.g. a monster or a ghost. 	<ul style="list-style-type: none"> Isolate your character/s in darkness/cold OR in a derelict setting. Use scary sound effects from an unseen threat e.g. something hissed, growling noises came from behind the door. Show a glimpse of an unknown threat e.g. a strange claw appeared from nowhere. Use exclamations e.g. BANG! The door slammed shut. Use dramatic connectives/openers to introduce drama e.g. without warning, suddenly. 	<ul style="list-style-type: none"> Let the threat gradually get closer and closer. Show characters feelings by reactions e.g. she froze. He shivered. Include short punchy sentences for drama. Where did it come from? Nobody knows. Use rhetorical questions to make the reader worried e.g. Who had slammed the door shut and why did the window close so suddenly? Do not name the threat – only refer to it using non-specific terms e.g. something, somebody, it, a silhouette, a foreboding figure. Use dramatic connectives/fronted adverbials 	<ul style="list-style-type: none"> Use strategies to hide the threat (see previous) Use an abandoned setting or lull the reader with a cosy setting. 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. 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. Switch between threat and victim to create drama e.g. the

		<p>e.g. In the blink of an eye, Out of the blue, As fast as lightning...</p> <ul style="list-style-type: none">· Use speech to illustrate change of mood/growing tension e.g. "I don't like this anymore," cried Sarah clutching her mum's arm/" What was that?" shouted Sam looking round in dismay.	<p>children froze, hidden behind the tree.</p> <p>The creature stopped. It sensed something...something. The children had a terrifying feeling that it knew they were there....</p> <ul style="list-style-type: none">· Surprise the reader with the unexpected.· Suggest something is going to happen over a series of sentences 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.· 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.· 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
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			<p>be the end?</p> <ul style="list-style-type: none">· Use adverbs of possibility to create a sense of uncertainty e.g. This was potentially fatal, the end was possibly in sight.
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