



Progression Document: Setting description/development

Progression by Key Stage

EYFS

- 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.

KS1

- 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. (When genre appropriate)

LKS2

- 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

UKS2

- 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. 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.