



DESCRIPTION ROADMAP

NB: EYFS:

Name the object, setting or thing. Describe: what it looks like; what it sounds like; how it acts, moves or changes.

YEAR 1/2 Building on EYFS:

'Name it' to create a clear picture in the reader's mind.

Choose adjectives to help the reader picture the object, character or setting.

Pile up the description using sentences of three to describe.

Use verbs that add detail or feeling.

Describe how something does something.

Male it sound good for the reader.

YEAR 3 Building on Y2:

Show what you are describing to the reader - don't 'tell' them.

Make what you are describing sound interesting.

Bring a setting to life by giving it human qualities.

Show what the setting is like by creating a link between the setting and things in it.

Use your senses to describe sights. sounds, smells, tastes and feelings.

YEAR 4 **Building on Y3:**

Give the reader intriguing details about the scene and the characters or items in

Focus in on small details and pile up the description to give a clear picture.

Compare items or settings to something else that is familiar.

Introduce items in the scene in different ways.

Explain where things are happening and where objects are placed in the scene.

Add to the atmosphere by revealing what a character or object in the scene is thinking.

YEAR 5 **Building on Y4:**

Reveal the characters thoughts about a setting or item through what they say.

Include a change in temperature or the whether to change the atmosphere of a scene.

Add to the atmosphere by showing how settings and objects sound.

Use language precisely so the scene is easy to visualise.

YEAR 6 Building on Y5:

Show how characters react to the setting as they move through it.

Be precise about small details to help bring the scene to life.

Allow for a gradual change to the atmosphere of the scene with hints and clues that something is changing.

Choose words and phrases carefully so the description maintains the desired mood/atmosphere throughout.





CHARACTER ROADMAP

NB: EYFS/Y1 - refer to the DESCRIPTION TOOLKIT and select aspects that apply to character e.g. use adjectives (describing words) to talk about what a character is like

YEAR 2 Building on EY/Y1:

Name the character.

Describe:

- what a character looks like:
- what a character is wearing:
- what a character does:
- where a character lives.

YEAR 3 **Building on Y2:**

Give the character a name that tells the reader something about them.

Focus in on a specific feature and 'pile up' the description.

Describe how a character moves.

Match the character to their clothing.

Show what a character is like through their actions.

Link the character with a setting.

Show what a character is like by what they say.

YEAR 4 **Building on Y3:**

Give the character a name that hints at what they are like.

Reflect the character in their features.

Include something specific about the character.

Give your character an interesting/unusual item (e.g., clothing)

Show how a character is feeling through actions and reactions.

Match the weather to the character.

Show what a character is like by what they say and how they say it.

YEAR 5 Building on Y4:

Drop in specific details to suggest character.

Reveal the character through the reactions of others.

Show what a character is like by what others say about them.

Reveal a character's desire/wishes/fear.

Reveal a character's inner thoughts.

YEAR 6 Building on Y5:

Reveal a character's motivation through their actions.

Contrast a character's external actions with their internal thoughts.

Create contrast between two characters.

Show how a character is sustained or changed as a result of actions/events between the opening and ending.





DIALOGUE ROADMAP

NB: EYFS/Y1 - develop an awareness of how characters speak and interact through a variety of practical, oral learning activities.

YEAR 2 **Building on EY/Y1:**

Decide how a character feels, thinks or behaves and show this through what they say.

Begin to build knowledge of words other than 'said' that show something about a character.

Use 'said' + adverb to show how a character feels.

YEAR 3 **Building on Y2:**

Write what is said by a character and make clear who is speaking through punctuation and line breaks.

Use a range of different words, not just 'said', to show how a character feels/behaves.

Add to the spoken words by revealing how someone says something.

Use punctuation inside speech to show how the character communicates.

Use a mix of speech and action to balance the story.

YEAR 4 **Building on Y3:**

Create a speech sandwich using line breaks and punctuation to show two characters communicating.

Use dialogue to reveal a character's thoughts. feelings and personality.

Show what a character is doing/how they are moving while they speak using 'stage directions'.

Use a range of punctuation in speech to show how a character is acting.

Use informal expressions to reveal more about a character.

YEAR 5 **Building on Y4:**

Develop a speech sandwich with the listener reacting to the speech.

Have characters react to and reflect on events through their speech.

Balance speech and actions so that characters can respond to new events as they happen whilst speaking.

Vary the placement of the speaker in a sentence to generate pace and flow.

Show contrast between how different characters speak.

YEAR 6 **Building on Y5:**

Use speech which involves multiple characters and show how each acts and reacts differently to events through what they say.

Use formal and informal language to build character and show how characters contrast.

Use formal narration to contrast consistently with informal dialogue.





SETTING ROADMAP

NB: EYFS/Y1 - refer to the DESCRIPTION TOOLKIT and select aspects that apply to setting e.g. use adjectives (describing words) to talk about what images and objects in a setting look like

YEAR 2 **Building on EY/Y1:**

Name the setting.

Show the time of day.

Describe the setting.

Compare the setting to something else.

Describe what else is near the setting.

YEAR 3 **Building on Y2:**

Give the setting a name that tells you something about it.

Describe objects and sounds within the setting.

Focus in on a specific feature and 'pile up' the description.

Describe any movement within the setting.

Match the setting to the time of day.

Describe what can be seen, heard, touched etc within the setting.

Describe something near or around the setting.

YEAR 4 **Building on Y3:**

Give the setting a name that hints at what to expect.

Use the weather to create atmosphere in the setting.

Include something specific or unusual about the setting.

Compare the setting to a living thing.

Show how the setting effects how characters act and react.

Show how the setting interacts with the characters in it.

YEAR 5 **Building on Y4:**

Drop in something specific or unusual in the setting to move the story along.

Slowly reveal a change of lighting. time or weather to change the atmosphere.

Have specific parts of the setting come alive by giving them human qualities.

Create atmosphere by comparing parts of the setting to living things or objects.

Show how a setting has changed over time.

YEAR 6 **Building on Y5:**

Build tension by hinting at what might happen in the setting.

Reveal a setting's mood through actions in the setting.

Create contrast between multiple settings and how characters react to them.

Show how a setting is sustained or changed as a result of actions/events happening within it.

Have the setting mirror a character's actions/feelings.





ACTION ROADMAP

NB: EYFS/Y1 - refer to the DESCRIPTION TOOLKIT and select aspects that apply to action e.g. orally describe how something moves.

YEAR 2 **Building on EY/Y1:**

Describe the actions of the characters.

Say how the characters move.

Say how the characters feel to explain their actions.

YEAR 3 **Building on Y2:**

Describe how characters move.

Reveal how characters react to events/situations.

Describe the sounds in the scene.

Open sentences in a dramatic way to advance the action.

Reveal what is happening through what characters say.

YEAR 4 Building on Y3:

Describe how characters are feeling through their actions and reactions.

Inject action into the setting to give it life and to create atmosphere.

Open sentences with how a character acts and moves.

Open sentences in a range of different dramatic ways to advance the action.

Speed up the action through sentence length.

YEAR 5 **Building on Y4:**

Use a character's actions to show how they have changed throughout the scene.

Mirror the character's feelings through the setting.

Extend sentences to show how characters and settings react to events/situations.

Create atmosphere through a description of what can be seen and heard.

Use a character's speech to (move events along) advance the action.

YEAR 6 **Building on Y5:**

Have characters react to events/situations in different ways to show contrast.

Contrast a character's reaction with what is happening in the setting.

Increase the level of tension/danger by showing that the threat is growing nearer.

Show how a character is sustained or changed as a result of actions/events between the opening and ending.

Use speech to advance the action and to show a character's emotions.





SUSPENSE ROADMAP

NB: EYFS/Y1 - refer to the DESCRIPTION TOOLKIT and select aspects that apply to suspense e.g. use adjectives (describing words) to talk about what scary places and characters might look like.

YEAR 2 **Building on EY/Y1:**

Put the character in a scary setting.

Describe what the character can see.

Say how the characters feel.

YEAR 3 **Building on Y2:**

Place the character in a scary or derelict setting.

Show that the setting is dark or cold.

Have the character hear or see something.

Create atmosphere by describing what characters can see, hear, smell and feel.

Use dramatic sentence starts.

Say how a character feels and reacts.

Include short punchy sentences for dramatic effect.

YEAR 4 **Building on Y3:**

Describe the setting to show how it makes the characters feel uncomfortable.

Use a change in light or temperature to add atmosphere and isolate the characters.

Keep the threat hidden and mysterious.

Use scary sound effects and include short glimpses of the threat to build tension.

Use a range of dramatic sentence starts to add pace and drama.

Show that a character is scared through their actions.

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YEAR 6 **Building on Y5:**

Create a false sense of security for the reader by introducing a setting which sees an atmosphere change.

Have the setting mirror or contrast with the character's emotions.

Manipulate sentence length to build up tension effectively.

Hint at the threat returning to add tension to the conclusion.

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OPENINGS & ENDINGS ROADMAP

NB: EYFS/Y1 - Learn Once upon a time opening; Get the story going with One day, ...; Introduce the 'uh oh' moment with Unfortunately, ...; Sort it all put using Luckily, ...; End the story using Finally, ...;

YEAR 2 **Building on EY/Y1:**

Use a variety of traditional story starts (e.g. Once upon a time, there was a xxxx who live xxxx) and endings (e.g. ... happily ever after).

Describe a character and where they live.

Take your character home at the end of the story.

Show how a character feels at the end of a story.

YEAR 3 **Building on Y2:**

Use different ways to start a story linked to time and place.

Use different sentence starts to get a story going.

Show the time of day and what it is like.

Show the reader that the story is coming to an end.

Show how characters are feeling through what they do and say.

Show how a character has changed by opening and ending a story with character action/dialogue.

YEAR 4 **Building on Y3:**

Use time, weather or location starters to introduce the setting.

Open with the main character doing something to show their personality.

Use what a character says and how they say it to show their hopes and fears.

Start passages with speech to move on the action.

Reveal the moral of the story at the end and show how characters have changed.

YEAR 5 **Building on Y4:**

Introduce the idea that something unusual or unexpected is happening to the main characters or setting.

Use a contrast to show how settings differ.

Open with the suggestion that something dangerous has happened or is about to happen.

Use a 'trigger' to start the story with a character warned, threatened or left wanting something.

End the story with a cliff-hanger.

Use a jump forward or back in time.

YEAR 6 Building on Y5:

Introduce a dilemma. desire or unexpected event to start the story.

Suggest future danger by having a character dismiss rumours or scary stories early on.

Use the weather and temperature to create atmosphere and suggest future danger.

Use multiple flashbacks and forwards to show how events in the past are connected to the present.

Show how a character or setting has changed forever following events of the story.