



Toolkit Focus: Settings

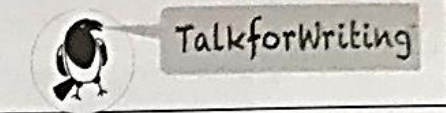
To create a setting that the reader can imagine, which sounds real and has atmosphere, you might want to:

EYFS	Year 1 & Year 2	Year 3 & Year 4	Year 5 & Year 6
<ul style="list-style-type: none"> • Draw maps showing different settings • Create a simple story that starts and ends in the same place • Create a simple story in which a main character does from setting to setting on a journey • Write a story with a local or invented setting • Select from a bank of photos or images of settings to help you • Choose a scary setting where something might happen, e.g. <i>bridge, forest, old house</i> • Use adjectives (<i>dark, gloomy, sunny</i>) and similes to describe settings (<i>it was dark as coal</i>) 	<ul style="list-style-type: none"> • Choose a name for and vary setting – real, fantasy etc. • Take your characters home to end the story • Try to ‘see’ it in your mind and use all senses to describe <i>i.e sight, sound, smell, taste and touch</i> • Use sentences of 3 to describe <i>e.g. blue curtains, red carpet and a blazing fire.</i> • Choose adjectives with care to suit the mood <i>e.g. Tall trees, bright flowers, wooden bench.</i> • Use ‘like’ and ‘as’ similes <i>e.g. like an icicle</i> • Include time of day and weather, e.g. <i>it was a hot night</i> 	<ul style="list-style-type: none"> • Choose an interesting name for the setting (<i>Hangman’s Wood; Sandy Cove; Crystal Castle</i>) and vary the setting: e.g. fantasy, sci-fi • - Use an interesting detail as a ‘hook’. <i>e.g. Only one window was broken. His window</i> • Select the time of day and weather to create an effect, e.g. <i>thunder rumbled through the darkness</i> • Show how a character reacts to the setting: <i>Jo shivered.</i> • Show the setting through the character’s eyes, e.g. <i>Jo looked round the room.</i> • Use prepositions to extend descriptions – <i>below the hill; on top of the tower</i> • Use change of setting, weather or time to create a new atmosphere 	<ul style="list-style-type: none"> • Choose a name that suggests something about the setting, e.g. <i>Hangman’s Wood</i> • Show the scene through the character’s eyes – <i>Jill peered round the shop.</i> • Use detailed sentence of 3 to describe what can be seen, heard or touched, e.g. <i>Old carpets, dusty sheets and broken chairs littered the floor.</i> • Pick out unusual details to bring different settings alive, e.g. <i>On the piano, stood a large cage containing a tiny dragon.</i> • Introduce something unusual to hook the reader and lead the story forwards, e.g. <i>There was a letter on the doormat.</i> • Change atmosphere by altering weather, place or time and use metaphor and personification e.g. <i>the wind moaned</i> • Reflect a character’s feelings in the setting, e.g. <i>The rain poured and Gary sniffed.</i>



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Useful teaching ideas:



Useful ideas for teaching settings – always co-construct the toolkit with the class

Model all aspects of the toolkit and display word banks, sentences and ideas on prompt cards, washing lines or learning walls

N/R	Y1/2 As in N/R plus:	Y3/4 As in Y1/2 plus:	Y5/6 As in Y3/4 plus:
<ul style="list-style-type: none"> • Collect, display and use images of settings, e.g. <i>castle, forest, lake</i>; • raid picture books & fairy tales • Collect scary settings where something might happen, e.g. <i>bridge, forest, old house</i> • Use images of places and describe these, imagining a story happening. Compose simple captions • Provide maps with different settings drawn or blank spaces for children to draw in settings • Provide story floor mats and settings to choose from during story play, e.g. <i>toy trees, a garage</i> • Dramatise to help children imagine being in different settings and describing them • Re-enact a story with children becoming the scene, e.g. <i>a bridge</i> 	<ul style="list-style-type: none"> • Collect banks of settings, weather & time of the day words for use • Collect banks of adjectives, powerful verbs and similes to build descriptions • Use artwork and real places for drawing and collecting descriptions • Use short-burst writing/ spine poems to teach description • Use drama to enter imagined worlds; move through different settings and describe • Use drama/ images to list words or invent sentences – what can you see, touch, smell and hear in the setting? 	<ul style="list-style-type: none"> • Collect language banks for settings, weather and time – sort by mood • Raid novels for images, descriptive passages and write ‘in the style of’ • Compare descriptions and analyse effect created • Use drama to enter settings and mime how a character reacts • Use film, fantasy and real locations for short-burst writing to develop description • Use ‘tell me’ to develop settings through an imagined character’s eyes • Use ‘in a dark, dark house’ to build settings 	<ul style="list-style-type: none"> • Use images to train observation, brainstorm language and ideas. Shape these into descriptive passages • From novels, collect and compare different settings that create different moods; write similar descriptions, shifting mood • Use film clips to discuss how settings manipulate the reader; write short descriptions of scenes • Use drama to create and describe settings; show an image/film clip and interview ‘eyewitnesses’; use guided visualisation to imagine scenes, e.g. <i>The Highwayman</i> • Use physical theatre to build settings or retell tales; create still images and use ‘talking objects’ to describe • Use sound effects, music and voices to create and dramatise settings • Experiment with historical, real and imagined settings.