



Progression in Description

EYFS	KS1 – as in EYFS plus:	LKS2 - as in KS1 plus:	UKS2 – as in LKS2 plus:
<ul style="list-style-type: none"> • Look at and describe new experiences. • Use adjectives to say what images look like. • Use all the senses to discuss and describe – look, touch, taste, hear and smell. • Use powerful verbs to describe the quality of movement eg. <i>crept, tiptoed</i>. 	<ul style="list-style-type: none"> • Use precise nouns to create a picture in the reader’s mind eg. <i>terrier instead of dog</i>. • Choose adjectives with care and begin to use a comma, eg. <i>the tiny, delicate petals</i>. • Use power of 3 sentences to describe eg. <i>The distant, glittering star</i>. • Choose powerful verbs instead of got, came, went, said, look. • Use adverbs to describe how eg. <i>she whispered softly</i>. • Use ‘as’ and ‘like’ similes • Draw on all the senses when describing. 	<ul style="list-style-type: none"> • Show not tell – describe a character’s emotions using senses eg. <i>Her spine tingled</i>. • Describe a setting by using language to suggest the atmosphere eg. <i>rather than trees were dark and scary – shadows loomed from the dark, finger-like branches</i>. • Select powerful, precise and well-chosen nouns, adjectives and adverbs that really match the purpose eg. <i>smearred, smothered</i>. • Use personification eg. <i>even the sun seemed to beam with spring time excitement</i>. • Use metaphors and similes to create atmosphere eg. <i>From the waterfall, droplets sparkled, danced and shone like diamonds</i>. • Use alliteration to add effect eg. <i>Tim trembled, terrified that he would get something wrong/ The damp, dark, dangerous wood...</i> 	<ul style="list-style-type: none"> • Use the character’s reaction or the author’s comments to show the effect of a description eg. <i>Paul beamed from ear to ear</i>. • Use onomatopoeia to reflect meaning eg. <i>Peter heard the rapid rattle of the train</i>. • Ensure that all word choices earn their place and add something new and necessary eg. <i>not old branches, but the gnarled, finger-like branches</i>. • Use precise detail when describing to bring a scene alive eg. <i>the diamonds encrusted in her golden necklace glinted and shone like stars</i>. • Select detail and describe for a purpose eg. <i>to scare the reader, to lull the reader into a false sense of security</i>. • Use parenthesis to add additional description to create mood eg. <i>the gulls, screeching ominously, glided down low over the dark, brooding waves</i>.



Progression in Description

EYFS	KS1 – as in EYFS plus:	LKS2 - as in KS1 plus:	UKS2 - as in LKS2 plus:
		<ul style="list-style-type: none"> • Use expanded noun phrases to add intriguing detail eg. <i>On the table, was a tiny, golden cage containing a rare, exotic bird.</i> • Develop descriptions through the effective use of expanded noun phrases eg. <i>The big blue bird (expanded with adjectives) ; oak tree (modified with a noun) ; the teacher with curly hair (modified with prepositions).</i> • Create cohesion and avoid repetition through the use of nouns and pronouns eg. <i>The haunted house...it...This terrifying place... In this creepy house...</i> 	<ul style="list-style-type: none"> • Use personification, similes or metaphors to create mood and embellish descriptions eg. <i>Outside, the roof was green with moss and caved in at one place. The empty, cracked, sad little windows started like eyes begging to be lived in once more while the ivy clung to the wall, tapped the windows and reached up towards the chimney. It was as if the house had grown from the earth.</i> • Use repetition or ellipsis for effect eg. <i>Everybody was talking about it... round eyes, busy mouths, frightened voices... Everybody was talking about it.</i> • Create cohesion within and across paragraphs using a wider range of cohesive devices such as pronouns, nouns and adverbials eg. <i>One of the stars... This star... It has shone... That tiny star. Distant, in the constellation of Orion...</i> • Use modals to improve descriptions by suggesting degrees of possibility eg. <i>To some, this place <u>might</u> seem odd. It <u>could</u> seem strange, but to Sarah it was home.</i>