



## 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"> <li>• Put a character in a scary setting during role play.</li> <li>• Make the main character hear or see something scary or strange.</li> <li>• Make up a threat for the main character eg. <i>A monster or a ghost.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Isolate your character(s) in darkness/cold OR in a derelict setting.</li> <li>• Use scary sound effects from an unseen threat eg. <i>something hissed, growling noises came from behind the door.</i></li> <li>• Show a glimpse of an unknown threat eg. <i>a strange claw appeared from nowhere.</i></li> <li>• Use exclamations eg. <i>BANG! The door slammed shut.</i></li> <li>• Use dramatic conjunctions/openers to introduce drama eg. <i>Without warning, suddenly.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Let the threat gradually get closer and closer.</li> <li>• Show characters feelings by reactions eg. <i>She froze. He shivered.</i></li> <li>• Include short punchy sentences for drama eg. <i>Where did it come from? Nobody knows.</i></li> <li>• Use rhetorical questions to make the reader worried eg. <i>Who had slammed the door shut and why did the window close so suddenly?</i></li> <li>• Do not name the threat – only refer to it using non-specific terms (empty words) eg. <i>something, somebody, it, silhouette, a foreboding figure, shadow.</i></li> <li>• Use dramatic conjunctions/fronted adverbials eg. <i>In the blink of an eye, Out of the blue, As fast as lightning...</i></li> <li>• Use speech to illustrate change of mood/ growing tension eg. <i>“I don’t like this anymore,” cried Sarah clutching her mum’s arm / “What was that?” shouted Sam looking round in dismay.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies to hide the threat (expanded from LKS2)</li> <li>• Use an abandoned setting or lull the reader with a cosy setting.</li> <li>• Personify the setting to make it sound dangerous eg. <i>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)</i></li> <li>• Make your character hear, see, touch, smell or sense something ominous eg. <i>Behind her, she could feel a strange presence. It was like something was watching her.</i></li> <li>• Switch between threat and victim to create drama eg. <i>The children froze, hidden behind the tree. The creature stopped. It sensed something ... someone. The children had a terrifying feeling that it knew they were there...</i></li> <li>• Surprise the reader with the unexpected.</li> <li>• Show the action by using sentences of three and drop in clauses eg. <i>The girl, terrified or making a noise, froze, held her breath and closed her eyes.</i></li> </ul>



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		<ul style="list-style-type: none"><li>• Select powerful verbs – crept, grabbed, smothered.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Use models to slow the action and to create mood/a sense of the unknown. Eg. <i>The girl, froze, terrified. Could it see her? Could it sense her presence? Might this be the end?</i></li><li>• Use adverbs of possibility to create a sense of uncertainty eg. <i>This was potentially fatal, the end was possibly in sight.</i></li></ul>