



Toolkit Focus: Settings

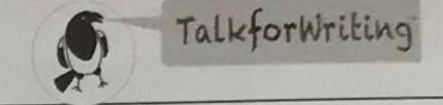
To create a setting that the reader can imagine, which sounds real and has atmosphere, you might want to:

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.