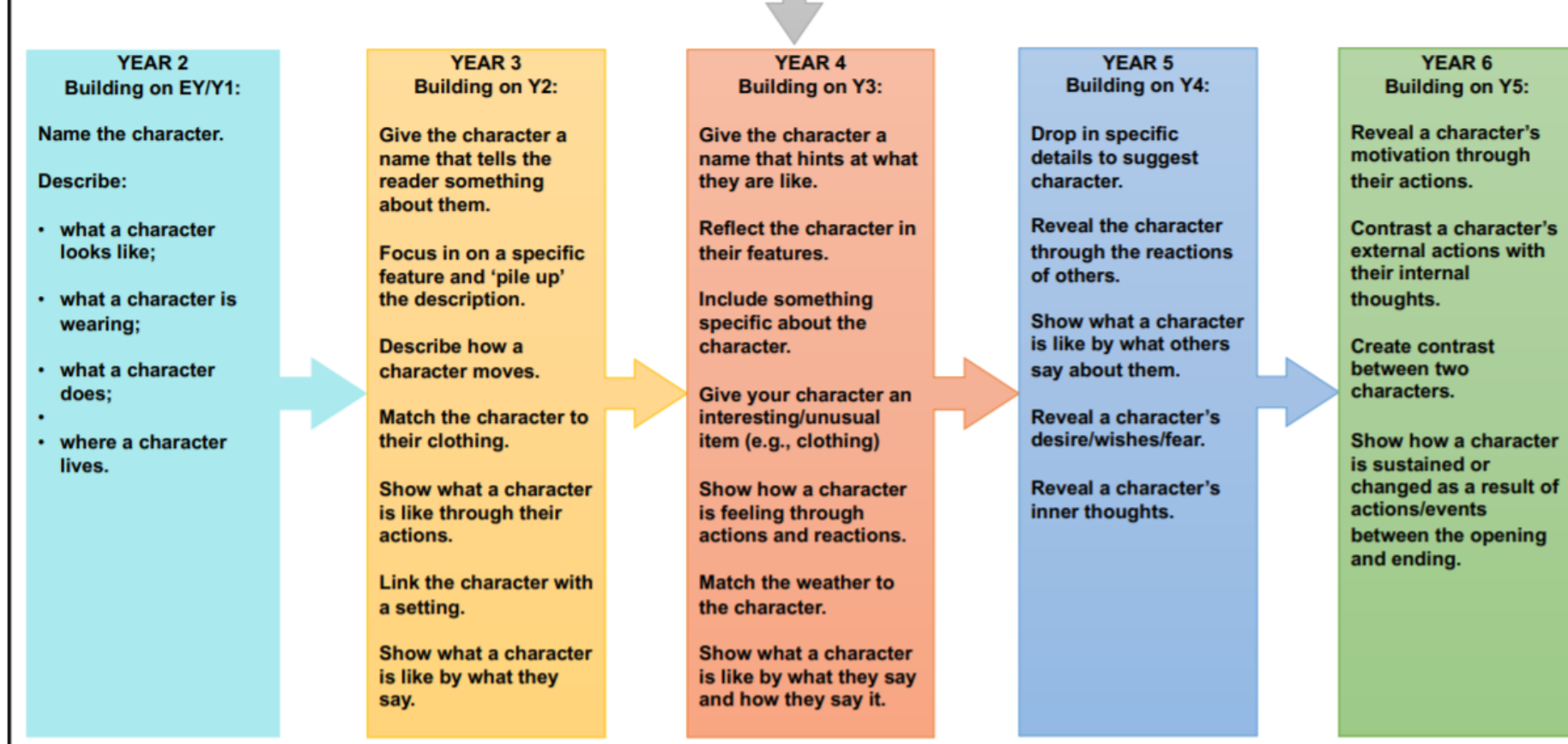


CHARACTER ROADMAP

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



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

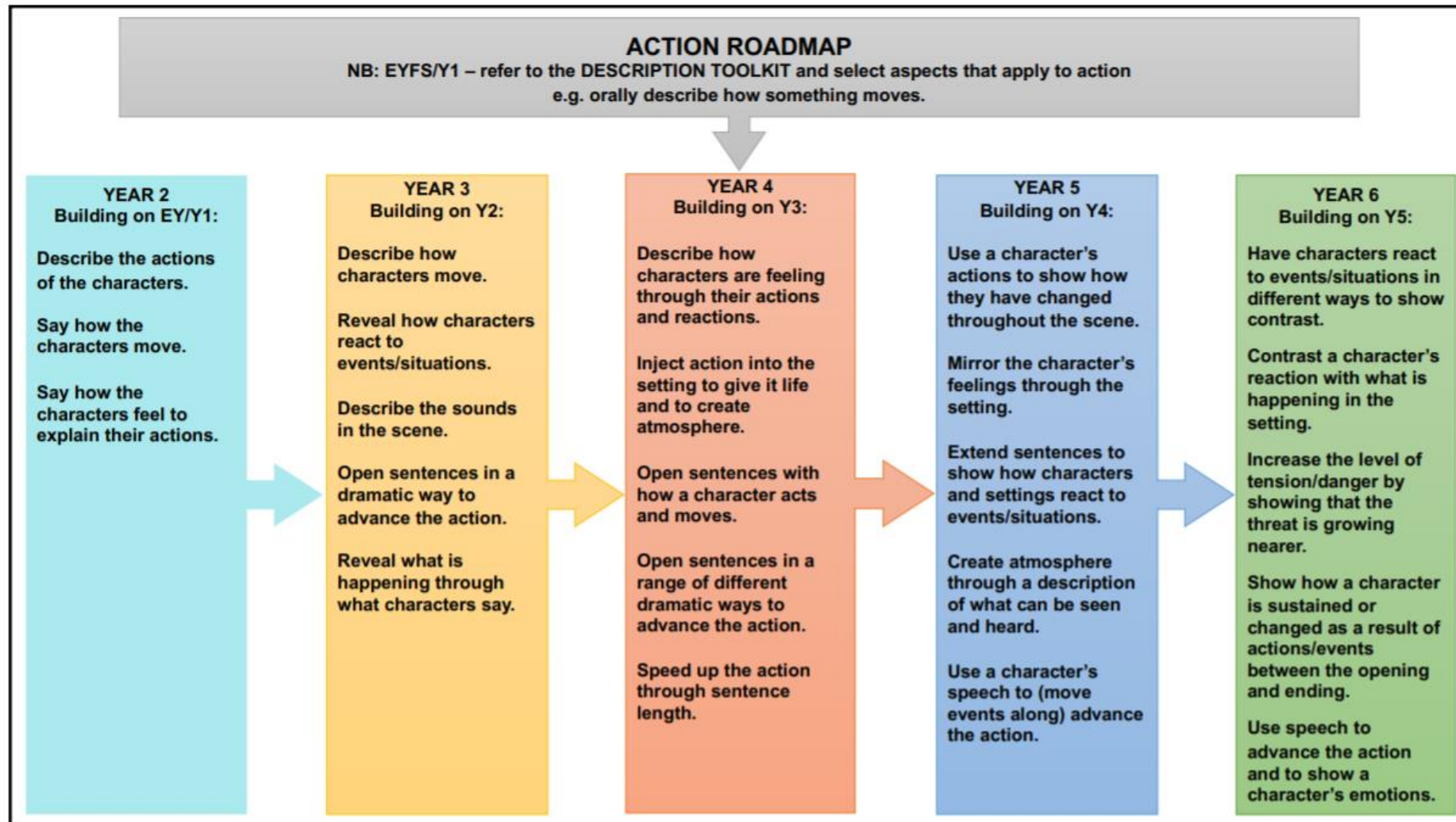
Building on Y4:

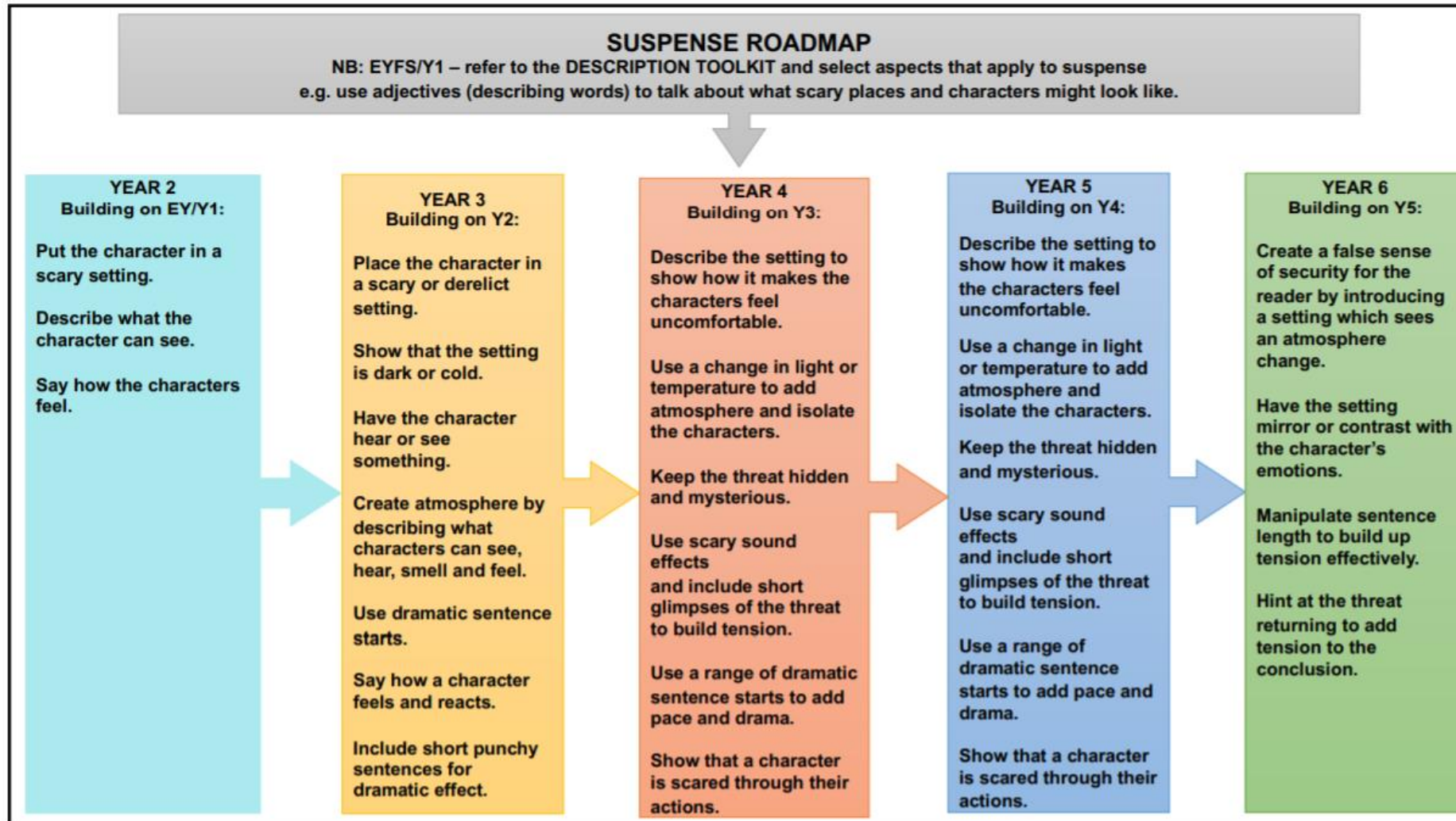
- Drop in something specific or unusual in the setting to move the story along.
- Slowly reveal a change of lighting, time or weather to change the atmosphere.
- Have specific parts of the setting come alive by giving them human qualities.
- Create atmosphere by comparing parts of the setting to living 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.





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, ...* ;

