

Setting Toolkit			
Reception	Y1/Y2 (build on reception points)	Y3/Y4 (build on Y1/Y2 points)	Y5/Y6 (build on Y3/Y4 points)
Draw maps with different pictures.	Choose a name for the setting.	Choose an interesting name for the setting.	Choose a name that suggests something about the setting.
Create simple stories that start and end in the same place.	Try to see it in your mind and use senses to describe.	Select the time of day and weather to create an effect.	Share the scene through the character's eyes.
Write about local settings in stories.	Use sentences of three to describe.	Show how the character reacts to the setting.	Use a detailed sentence of three to describe what can be seen heard or touched.
Choose a scary setting where something might happen.	Include some detail to bring setting alive.	Show the setting through the character's eyes.	Introduce something unusual to hook the reader and lead the story forwards.
Use adjectives and similes to describe settings.	Include a time of day and weather.	Use propositions.	Change the atmosphere by altering the weather place or time.
	Select scary settings for dilemmas.	Use a change of setting weather or time to create a new atmosphere.	Use metaphor and personification.
			Reflect the characters feelings in the setting.

Suspense Toolkit			
Reception	Y1/Y2 (build on reception points)	Y3/Y4 (build on Y1/Y2 points)	Y5/Y6 (build on Y3/Y4 points)
Put the character into a scary setting.	Isolate your character.	Let the threats get closer and closer.	Hide the threat.
Hear or see something.	Use darkness or cold.	Show the character's feelings by reactions.	Use an abandoned setting or lull the reader with a cosy setting.
Describe the threat.	Use a derelict setting.	Use short punchy sentences for drama.	Personify the setting to sound dangerous.
Main character escapes.	Show a glimpse.	Use rhetorical questions to make the reader worried.	Use the weather to create an atmosphere.
	Show your character's reaction.	Use empty words to hide the threat.	Surprise the reader with the unexpected.
	Use exclamations to show impact.	Use powerful verbs.	Share how your character he is, sees, touches, smells or senses something ominous.
	Use dramatic connectives to introduce drama.	Use dramatic fronted adverbials.	Slow the action by using sentence is of three and dropping clauses.

Dialogue Toolkit			
Reception	Y1/Y2 (build on reception points)	Y3/Y4 (build on Y1/Y2 points)	Y5/Y6 (build on Y3/Y4 points)
<p>Constant role play.</p> <p>Read aloud you using different voices for characters.</p> <p>Discuss what did the character say and model how.</p> <p>On story map straw speech inside speech bubbles.</p> <p>Notice speech marks in shared reading.</p> <p>Use wordless picture books and discuss what a character might say.</p>	<p>Choose underside how a character feels, thinks or that type and show this through what they say.</p> <p>Use powerful speech verbs.</p> <p>Use set and adverbs.</p> <p>Write what is said starting with a capital letter and the punctuation inside a speech bubble.</p> <p>Burst the bubble to leave speech marks</p>	<p>New speaker, new line.</p> <p>Tag on what a character is doing while speaking using a stage direction.</p> <p>Use a speech sandwich.</p> <p>Use only a few exchanges.</p> <p>Use dialogue to suggest how a character feels, thinks or what they are like and to move the action forwards.</p> <p>Use quirky expressions.</p>	<p>Have characters discuss other characters and reflect on events.</p> <p>Apps to the speech sandwich by adding in the listeners reaction.</p> <p>Also adding something else that is needed to keep the action moving forwards.</p> <p>Put the speaker before or after what is said.</p>

Description Toolkit			
Reception	Y1/Y2 (build on reception points)	Y3/Y4 (build on Y1/Y2 points)	Y5/Y6 (build on Y3/Y4 points)
Use adjectives to say what images and objects look like.	Use precise nouns to name it and create a picture in the reader's mind.	Use show not tell. Describe a character's emotions using senses or a setting to create an atmosphere.	Use a character's reaction to show the effect of a description.
Look carefully at images, objects, animals and events.	Choose adjectives with care and use a comma.	Select powerful nouns, adjectives, verbs and adverbs.	Use onomatopoeia rather than alliteration to reflect meaning.
Use all the senses to describe.	Use a sentence or power of three to describe.	Use personification.	Ensure all word choices and place and add something knew and necessary.
Use verbs to describe the quality of movement. For example, crept instead of tiptoed.	Choose powerful verbs rather than <i>got came went said look</i> .	Use metaphor and simile to create atmosphere.	Use precise detail when describing to bring a scene alive.
	Use adverbs to describe how something does something.	Use alliteration to add to the effect.	Select detail and describe for a purpose.
	Use as and like similes.	Use expanded noun phrases to add intriguing detail.	
	Attempt alliteration.		
	Draw on all the senses when describing.		

Openings and endings Toolkit			
Reception	Y1/Y2 (build on reception points)	Y3/Y4 (build on Y1/Y2 points)	Y5/Y6 (build on Y3/Y4 points)
<p>Learn a "Once upon a time..." opening.</p> <p>Learn "Once upon a time there was a character who lived " to establish setting.</p> <p>Learn to end a story with "finally" or "in the end" and "happily ever after."</p>	<p>Think about how the character feels or what the character wants before the story starts.</p> <p>Add more ways to start a story.</p> <p>Add in early or late.</p> <p>use play starters. For example, "In a distant land", "Far far away".</p> <p>Use more time starters. For example, "Long ago", "Many moons ago".</p> <p>End by stating how the character has changed or what has been learned.</p>	<p>Use time, weather or play starters to orientate the reader. (fronted adverbials)</p> <p>Start with the name of your character. Think about how the character feels and show this at the start.</p> <p>Use dramatic speech.</p> <p>Start with questions or exclamations to hook the reader's interest.</p> <p>End by showing how a character has changed or what has been learned to stop</p>	<p>Hook the reader, use a contrast, use dilemma, desire or unexpected events. Dismiss the monster. Create mood.</p> <p>Use a trigger to catch the reader's interest.</p> <p>Use a flashback or forwards</p> <p>End by showing how a character has changed or what has been learned to stop</p>

Character toolkit.			
Reception	Y1/Y2 (build on reception points)	Y3/Y4 (build on Y1/Y2 points)	Y5/Y6 (build on Y3/Y4 points)
Give your character a name.	Use simple similes to describe	Use show not tell.	Use a name to suggest the character.
Use adjectives to describe him or her.	Use sentence or power of three.	Give your character a hobby, interest or special talent.	Drop in a few details to suggest character.
Have a goodie and a baddie.	Use adjectives to describe a noun with a comma.	Know your character's desire, wish or fear.	Show not tell how characters feel by what they do, think or say.
Give your character a problem.	Introduce bits of alliteration.	Drop in a few details to suggest character.	Use other character's comments or reactions.
End with "a happily ever after".	Use adverbs to describe how something does something.		Use contrasting main characters and show how a character feels on the inside whilst pretending something else.
			Show character development - how they feel at the start and at the end of a story.

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