





Setting descriptions knowledge organiser

Year 5 and 6

| What should I already know? | What a good one looks like! | Setting description toolkit |
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| <ul style="list-style-type: none"> • Descriptive language • Expanded noun phrases • Adjectives • Adverbs • Fronted adverbials • Show not tell • Using the 5 senses  | <p>As the multiple moons exchanged places with the sun in the now azure sky, a misty haze began to form under the canopy of swaying, rugged trees. What was this place? Why was it so eye catching and yet so unnerving? Curling around thick spiraling branches were constricting vines, which braced and creaked - taking choking holds of the helpless trunks within. Dangling down from the layer of moss, vast, bold leaves flickered like flames in the growing bluster of wind. Dust, grit and grime drifted through the archways created by the curving branches which overshadowed the dimming the forest, leaving areas of unknown and bewilderment.</p> <p>However, the most puzzling of all the sights was the strange, exotic, unfamiliar plants which throbbed with glowing rage. Sapphire, ruby and emerald pierced the sometimes dull surroundings - filling it with an eeriness and raised even more questions about this frightful place. In addition, these supernatural forms danced and twisted in an odd attempt to hypnotize and entice any vulnerable being. Vulnerable was exactly how Suzie felt as she stood lost and engulfed in this strange and threatening setting. This place was truly special, but for the wrong reasons. Because, in the chaos of the natural surroundings, (where vines choked vines and branches beat down branches) she could feel the eyes of the forest fixed upon her! It was hypnotizing! On top of this, there was a sense that perhaps this was all a mask for an even darker presence... or even a being...</p> <p>Through a small gap in the flickering leaves, two dull, piercing eyes emerged followed by a gaping mouth full of teeth that jutted out like yellow pegs of evil! Before Suzie had time to spin and flee; the furious beast came charging through foliage like a steam train. Smashing and bursting the tress, splintered due to the strength of this vile being which took its first lung towards the helpless, scrambling girl. Like a clamp, its jaws came chomping down around Suzie's bag and lifted her high up into the air. Fortunately, as quick as a flash, the young explorer, grasped hold of the fastening and sprang it open causing her to escape from the monster's raging mouth. As she landed onto the damp, saturated ground, she took a forward roll which removed her from the immediate danger of being stamped on. However, the disorientated beast was only temporarily distracted.</p> <p style="text-align: center;">More examples can be found at: https://www.literacywagoll.com/settings.html</p> | <ul style="list-style-type: none"> • Descriptive language (e.g using a range of techniques to engage the reader such as this) • Range of sentence types and lengths • Get the reader to visualise • Show not tell • Exciting language • Expanded noun phrases (e.g vast, bold leaves) • Adjectives and adverbs • Similes (something is like something) • Metaphors (something is something else) • Using the 5 senses • paragraphs  |
| What will I know by the end of this unit? | | Prior learning |
| <ul style="list-style-type: none"> • Writing for a purpose - to engage the reader and to set the scene effectively. (E.g what was this place?) • Using higher level punctuation to extend sentences e.g semi colons • Metaphors and similes • Parenthesis • How to hook in your reader • Using a range of sentence starters  | | <ul style="list-style-type: none"> • Settings - Fairground (Y5) • Story writing in year 3 and 4 - Romulus and Remus, The Lighthouse, The Lost Things, The Fire child, The Viking child and The Canal • Story writing in year 2 - traditional tales  |
| | | Authors who set the scene well! |
| | | <ul style="list-style-type: none"> • Louis Sachar • Michael Morpurgo • Shaun Tan • Vashti Hardy • M.G Leonard • Maz Evans • Katherine Rundell <p>Try these lists of top books for inspiration: https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/ https://schoolreadinglist.co.uk/category/reading-lists-for-ks2-school-pupils/</p> |

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