

Setting and Character Description Knowledge Organiser - within story writing  
Year 2

What should I already know?	What a good one looks like!	Setting and Character Description Toolkit
<ul style="list-style-type: none"> <li>Descriptive language</li> <li>Adjectives</li> <li>Show not tell</li> <li>Using the 5 senses</li> </ul> 	<p><u>Setting Description - KS1 - WAGOLL</u></p> <p>Stars twinkled overhead in the midnight sky. The only sounds that punctuated the night were the crackling and spitting of the flames in the campfire. A gentle, cool breeze drifted across the forest landscape, kissing the faces of the mesmerised children. The smell of marshmallows toasting over the flickering fire wound their way up the children's noses. Flames stood tall and proud, their sparks illuminating the dark, creating dancing shadows on the children's eager faces. All present were completely silent, as still as statues. They sat, watching, waiting, for the scary stories to begin.</p> <p><u>Character Description - KS1 - WAGOLL</u></p> <p>The Gruffalo has two large, curved horns at the top of his head. He has bright, orange eyes and a slimy, black tongue. The Gruffalo has an enormous, poisonous wart on the end of his wet, hairy nose. Running all down his back are sharp, pointed prickles. His claws are as sharp as razors but he has blunt, brittle teeth. His fur feels like soft cotton wool but it is matted and tangled. He has knobbly knees and turned out toes. His feet are gigantic and he stamps through the forest whilst swishing his long, bushy tail. The animals are scared of him because he is so terrifyingly large.</p> <p>More examples can be found at:  <a href="https://www.literacywagoll.com/settings.html">https://www.literacywagoll.com/settings.html</a></p>	<ul style="list-style-type: none"> <li>Descriptive language</li> <li>Get the reader to visualise</li> <li>Show not tell</li> <li>Expanded noun phrases</li> <li>Adjectives</li> <li>Adverbs</li> <li>Similes</li> <li>Metaphors</li> <li>Using the 5 senses</li> <li>Conjunctions - and, but, because</li> </ul> 
What will I know by the end of this year?		Prior learning
<ul style="list-style-type: none"> <li>Writing for a purpose - to engage the reader and to set the scene effectively.</li> <li>Conjunctions to join sentences together (because, if, but, and, or, so)</li> <li>Using higher level punctuation - expanded noun phrases, adverbs and commas in a list</li> <li>Metaphors and similes</li> <li>How to hook in your reader</li> <li>Beginning to use some different sentence starters</li> <li>Proof reading</li> <li>Editing</li> </ul> 		<p><u>Setting Descriptions</u></p> <ul style="list-style-type: none"> <li>- Peace at Last (Y1)</li> <li>- Leaf Man (Y1)</li> <li>- Charlotte's Web (Y1)</li> </ul> <p><u>Character Descriptions</u></p> <ul style="list-style-type: none"> <li>- Peepo (Y1)</li> <li>- Fantastic Mr Fox (Y1)</li> <li>- Splat the Cat (Y1)</li> </ul> <p><u>Authors who set the scene well!</u></p> <ul style="list-style-type: none"> <li>• Julia Donaldson</li> <li>• Enid Blyton</li> <li>• Roald Dahl</li> </ul> <p>Try these lists of top books for inspiration:</p> <p><a href="https://www.booktrust.org.uk/booklists/1/100-best-books-6-8/">https://www.booktrust.org.uk/booklists/1/100-best-books-6-8/</a></p> <p><a href="https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/suggested-reading-list-year-2-pupils-ks1-age-6-7/">https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/suggested-reading-list-year-2-pupils-ks1-age-6-7/</a></p>

