

Shurdington Primary School – Text Type Success

Criteria

Description

Descriptive writing to be included within Narrative.

Progression of skills shown below.

Year 1	• Use precise nouns to create a picture in the reader's mind E.g. terrier instead of dog • Choose adjectives with care and also use a comma e.g. the tiny, delicate petals. • Choose powerful verbs instead of got, came, went, said, look. • Draw on all the senses when describing.
Year 2	As above plus: • Use power of 3 sentences to describe e.g. the distant, glittering star. • Use adverbs to describe how e.g. she whispered softly. • Use 'as' and 'like' similes.
Year 3	As above plus: • Show not tell – describe a character's emotions using senses e.g. Her spine tingled. Describe a setting by using language to suggest the atmosphere e.g. rather than the trees were dark and scary – shadows loomed from the dark, finger like branches. • Select powerful, precise and well-chosen nouns, adjectives and adverbs that really match the purpose. E.g. smeared, smothered. • Use personification e.g. even the sun seemed to beam with spring time excitement.

	• Use metaphors and similes to create atmosphere e.g. From the waterfall, droplets sparkled, danced and shone like diamonds. • Use alliteration to add effect e.g. Tim trembled, terrified that he would get something wrong.
Year 4	As above plus: • Use relative clauses to add description. • Use expanded noun phrases to add intriguing detail e.g. On the table, was a tiny, golden cage containing a rare, exotic bird. • Use listing within descriptive sentences.
Year 5	As above plus: • Use a character's reaction or the author's comments to show the effect of a description e.g. Paul beamed from ear to ear. • Use onomatopoeia to reflect meaning e.g. Peter heard the rapid rattle of the train. • Ensure that all word choices earn their place and add something new and necessary. E.g. not the old branches, but the gnarled, finger like branches. • Use precise detail when describing to bring a scene alive e.g. the diamonds encrusted in her golden necklace glinted and shone like stars. • Select detail and describe for a purpose e.g. to scare the reader, to lull the reader into a false sense of security. • Use personification, similes or metaphors to create mood and embellish descriptions. E.g. Outside, the roof was green with moss and caved in at one place. The empty, cracked, sad little windows stared like eyes begging to be lived in once more while the ivy clung to the wall, tapped the windows and reached up towards the chimney. It was as if the house had grown from the earth.

	• Use repetition or ellipsis for effect e.g. Everybody was talking about it....Round eyes, busy mouths, frightened voices..... Everybody was talking about it. • Use modals to improve descriptions by suggesting degrees of possibility, e.g. To some, this place might seem odd. It could seem strange, but to Sarah it was home.
Year 6	As above plus: • Use parenthesis to add additional description to create mood e.g. the gulls, screeching ominously, glided down low over the dark, brooding waves. • Create cohesion within and across paragraphs using a wider range of cohesive devices such as pronouns, nouns and adverbials. E.g. One of the stars.....This star.....It had shone....That tiny star. Distant, in the constellation of Orion.... • The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc.