



# Describing a Setting

I can describe a setting effectively.



Improve the following sentences so that they are more descriptive. Remember to include the features on the checklist.



The brothers lay down in the grass and looked at the sky.

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It was a really hot day.

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Romulus could smell nice flowers.

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The brothers heard birds making a noise.

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**Helpful adjectives:** long, dense, overgrown, bright, blistering, sweltering, blazing, humid, fragrant, balmy, perfumed, deafening, piercing, gigantic, enticing, beautiful, scented.



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Write a descriptive piece of writing about the area as you tell the story of when Romulus and Remus found somewhere to build their city. Remember to include the features on the checklist.



After exploring the area for some time, the determined brothers eventually came to a place that they both felt would be a great place to build a city....

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# Story Writing: Describing Settings

<p><b>Aim:</b> In narratives, creating settings, characters and plot.</p> <p>I can describe a setting effectively.</p>	<p><b>Prior Learning:</b> Children will know the story and structure of Romulus and Remus from the Storytelling and Recounts units. They will have analysed the features of a description of a setting in the previous session.</p>	<p><b>Resources:</b> Lesson Pack</p> <p>Whiteboards</p>
<p><b>Success Criteria:</b> I can choose effective words and phrases to describe a setting.</p> <p>I can add detail to help the reader visualise a setting.</p> <p>I can suggest improvements to a piece of writing.</p>	<p><b>Key/New Words:</b> Beginning, build-up, dilemma, resolution, ending, story mountain, structure, description, adjectives, expanded noun phrases, third person, point of view, visualise.</p>	<p><b>Preparation:</b> Story Setting Checklist - 1 per child</p> <p>Differentiated Describing a Setting Activity Sheet - 1 per child</p>

## Learning Sequence

	<p><b>Story Structure:</b> Remind children of the point reached in the last session and give partners a short time to discuss together what happens next in the myth and the part of the story mountain structure to which this relates. <i>Are children confident in recalling the plot and structure of the myth?</i></p>	
	<p><b>Improving a Description:</b> On whiteboards, ask the children to make improvements to the sentences shown on the <b>Lesson Presentation</b>. Give individuals or pairs some time on whiteboards to make improvements. <i>Can children suggest improvements to a piece of writing?</i></p>	
	<p><b>Share Writing a Description:</b> Hear suggestions from the children and, from these ideas, write an improved version of these sentences as a shared class piece of descriptive writing (<i>you may need to have the Lesson Presentation in editing mode to do this</i>). Ask children to assess this shared piece of writing against the <b>Story Setting Checklist</b>. <i>Can children use the features mentioned in the checklist to suggest improvements?</i></p>	
	<p><b>Writing a Description:</b> Ask children to complete differentiated <b>Describing a Setting Activity Sheets</b>, making sure that they include the elements listed on the <b>Story Setting Checklist</b> in their writing. <i>Can children choose effective adjectives and expanded noun phrases to describe a setting? Can children add detail to help the reader visualise a setting?</i></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="235 1157 592 1304">  <p>Children improve given sentences to make them more descriptive. Some helpful adjectives are provided.</p> </div> <div data-bbox="630 1157 987 1304">  <p>Children write a descriptive piece of writing about the setting. Some helpful adjectives are provided.</p> </div> <div data-bbox="1024 1157 1382 1304">  <p>Children write a descriptive piece of writing about a setting.</p> </div> </div>	
	<p><b>Evaluating your Description:</b> Pairs exchange work and complete the peer assessment part of the <b>Story Setting Checklist</b>. When children have looked at their feedback, allow them time to complete their self-assessment and make refinements to their work. <i>Can children evaluate a description of a setting by showing an understanding of what makes an effective description?</i></p>	



# English

Romulus and Remus



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# Describing Settings



# Aim

- I can describe a setting effectively.

## Success Criteria

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# Story Structure



Let's look again at Part Three of the Romulus and Remus Story.

## Beginning

The brothers are offered the crown of Alba Longa, but they refuse it as they want to found their own city.

Can you remember what happens next in the story?

What part of the story comes next on the story mountain structure?



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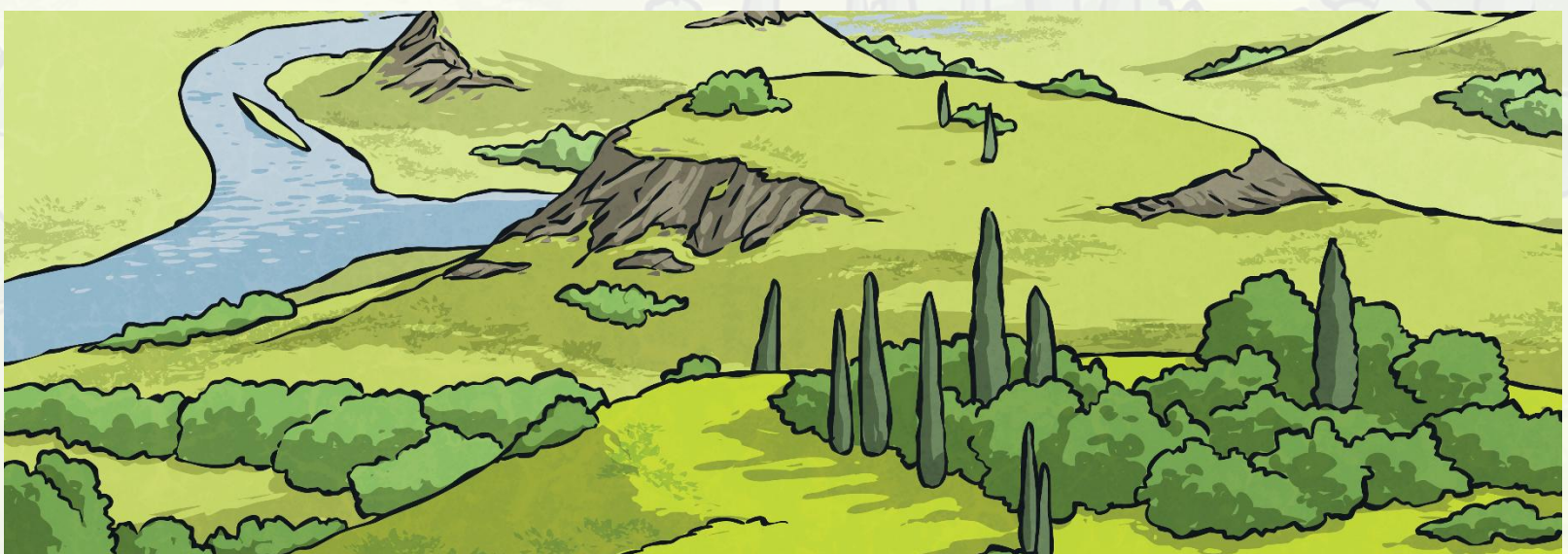


# Improving a Description



We are going to improve a description of a setting in the next part of the story. During the build-up of the story, the brothers go off to find a general area they both like to start to build their new city. In pairs, on whiteboards, can you suggest ideas to make the following a more descriptive sentence?

After the brothers had been walking for some time, they found an area they liked. There were some mountains and trees.



# Share Writing a Description



**Shared Writing:** Let's work together to write a description of this setting here...



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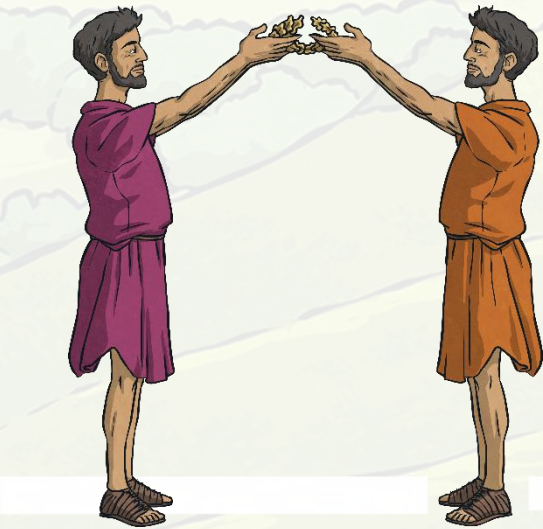
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# Share Writing a Description



Here is a checklist to help evaluate how well we described the setting.

How did we do as a class?

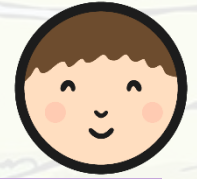


## Features of a Story Setting Checklist

Did I...	✓ Child	✓ Friend	✓ Teacher
<b>Structure and Language</b>			
describe what can be seen?			
describe what can be heard?			
describe what can be felt?			
use adjectives to describe atmosphere?			
describe the time of day?			
describe the weather?			
use different types of sentences?			
<b>Punctuation and Grammar</b>			
use verb tenses accurately?			
use capital letters, full stops, commas, ? and ! correctly?			



# Writing a Description




Now, write your own descriptions of the setting in this part of the story working on the **Describing a Setting Activity Sheets**.

Use the notes from your whiteboard and **the Story Setting Checklist** to help you.

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# Evaluating Your Description



Tick the 'child' column where you think you have included the particular feature in your work.



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# Evaluating Your Description



Now, use the Story Setting Checklist to give your partner feedback on the writing they have completed during the lesson.

Once you have assessed each other's work, can you use your partner's feedback to make improvements to your setting?



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# Aim

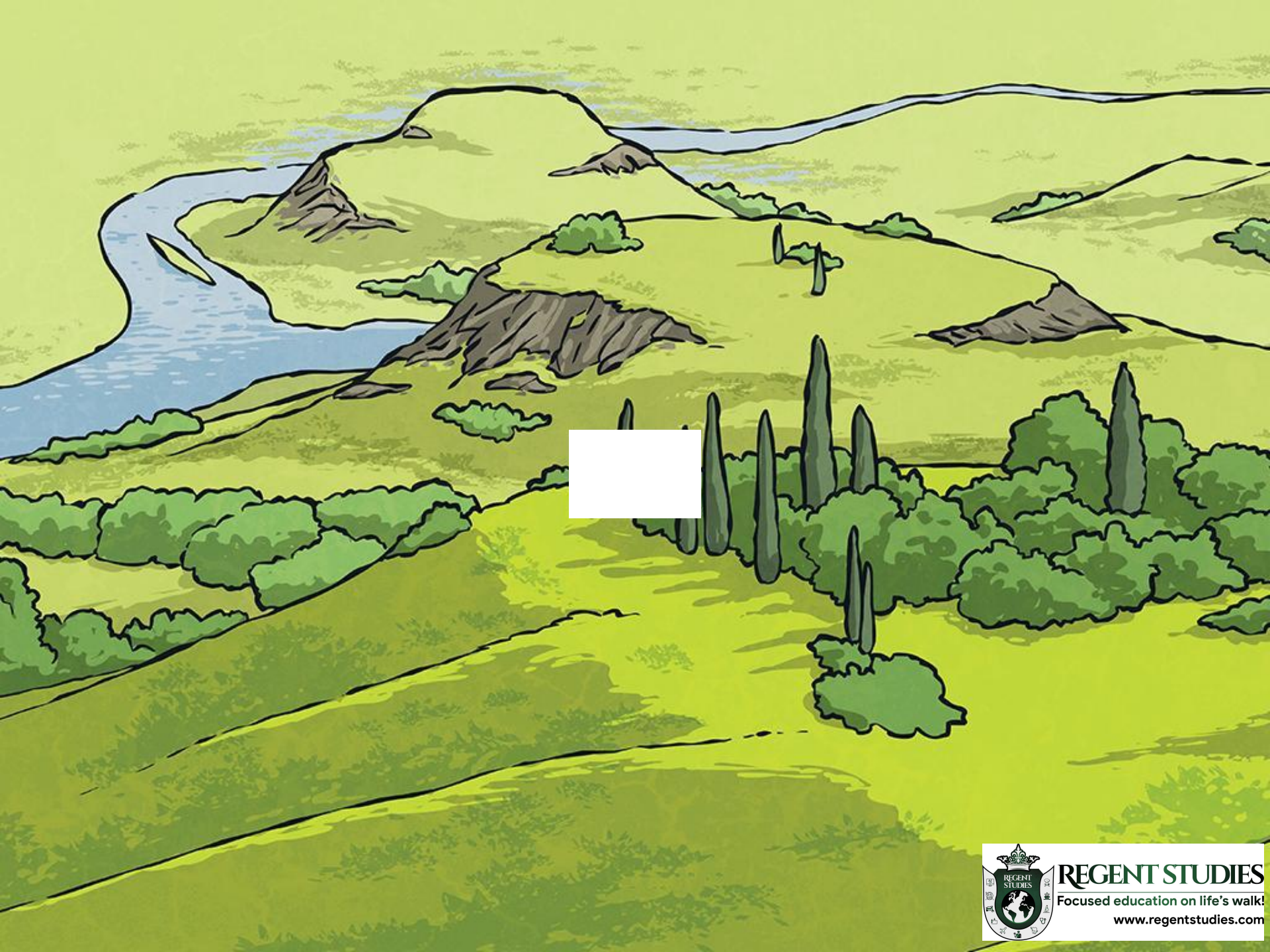


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## Success Criteria

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You were good at...			
Next time it might be better if...			