

Action Toolkit – Progression Document

Purpose: to			
Reception	Year 1 and 2 As in Reception plus:	Year 3 and 4 As in Year 1 and 2 plus:	Year 5 and 6 As in Year 3 and 4 plus:
<ul style="list-style-type: none"> Orally describe how something moves. Use an increasing selection of verbs to describe action and begin to use some adverbs orally. Create captions for pictures describing what the characters are doing. Orally describe where something is using simple prepositions – <i>The scruffy dog sat under the bed.</i> Help the reader to see what you are describing using a simile. Create story maps with words and pictures showing what characters do. Use time openers to advance the story – <i>First, next, after that, then, finally.</i> Discuss what characters might be doing in wordless picture books. 	<ul style="list-style-type: none"> Focus on the action with a sentence of 3 – <i>He ran down the lane, leapt over the wall and screamed!</i> Choose action verbs that have emotion – <i>dashed, leapt, grab, grip, chase. Limit got, came, went, said, looked.</i> Add detail to how the character moves by adding in an adverb – <i>she tiptoed suspiciously.</i> Show your character’s reaction – <i>She smiled; he frowned.</i> Use onomatopoeia to interrupt and interject – <i>Snap! Crash!</i> Use a range of dramatic fronted adverbials to advance the action – <i>At that moment, ... Suddenly, ... Unfortunately, ...</i> 	<ul style="list-style-type: none"> Show how a character is feeling through their actions and reactions – <i>trudged, glanced, sighed, glared.</i> Inject action into the setting, creating atmosphere through personification and simile – <i>The bushes seemed like they were holding their breath. The trees lined the street like an army.</i> Use a variety of progressing -ing openings to drop the reader straight into the action (including Verb Person sentences) – <i>Leaping out from behind the car, ... Gasping, Sarah ...</i> Extend the action using an -ing clause – <i>The trees lined the streets like an army, standing to attention.</i> Vary the sentence length to affect the reader – short punchy sentences to build tension and pace – <i>She froze. The door slammed shut. He was not alone.</i> Use a wider range of dramatic fronted adverbials to advance the action – <i>In an instant, ... Without warning, ... Without thinking, ...</i> Use a double dilemma: explain the implications of the problem/ action – <i>She was stuck, no-one would help her now.</i> Use a question to hook/ interest the reader – <i>Would she stop him in time?</i> 	<ul style="list-style-type: none"> Use the character’s reaction or the author’s comments to show the effect of a description – <i>Joanna shuddered.</i> Mirror the character’s feelings through the setting – <i>The murky water lay dead before him.</i> Push for vocabulary that powerfully connects to the desired mood and feeling – <i>mocking, dominating.</i> Use speech to advance the action and show emotion – <i>“Come back you scoundrel!”</i> Use repetition to build tension while advancing the action – <i>Towards the lake... towards my bowl... towards my fish!</i> Explore the different ways characters react to a situation – <i>Raj screamed; Jack laughed.</i> Explore how the characters move through and interact with the setting. Use 3 -ed sentences – <i>frightened, terrified, exhausted, they ran from the creature.</i>

Useful ideas for teaching – always co-construct the toolkit with the class.

Reception	Year 1 and 2 As in Reception plus:	Year 3 and 4 As in Year 1 and 2 plus:	Year 5 and 6 As in Year 3 and 4 plus:
<ul style="list-style-type: none"> • Play Simon Says with a variety of new verbs – link actions to strengthen understanding. • Constant modelling of the language associated with action – <i>dashed, leapt, grab, grip, chase</i>. • Use simple story mountains to orally invent 5 part stories, sometimes starting and ending in the same place – <i>Once upon a time; One day; Luckily; Finally</i>. • Use time openers to advance a story – <i>First, Next, After that, Finally</i>. • Use drama to bring scenarios to life. • Develop the use of the 5 senses and related language through specific experiences – feely bag, curiosity corner, nature table, nature walks etc. • Guided discussion, focussed on a stimulus with word gathering. 	<ul style="list-style-type: none"> • Use drama to model how to imply feelings through actions. • Train children to generate language associated with action and add to their word banks with new vocabulary. • Use collections to reinforce language – <i>synonyms for walk, run, said, looked etc.</i> • Collect interesting action words and sentences from quality books and bank them for future use. • Use short-burst writing to describe action and then use this to support related action writing. 	<ul style="list-style-type: none"> • Use drama to model how to imply feelings through actions. • Build banks of actions that we associate with humans and apply to something non-human. • Narrate a drama lesson, manipulating the position of the progressive verb and discuss how it alters meaning. • Play with sentence length and discuss how it changes the impact on the reader. • Brainstorm banks of vocabulary, list and use them when writing. • Use magpie books and boards to gather great descriptions of action from quality picture books. • Try out Emotion word, comma sentences – <i>Desperate, she screamed for help. Miserable, Cinderella picked up her broom and started sweeping.</i> 	<ul style="list-style-type: none"> • Avoid over-writing. Learn how to trim/ tighten sentences to maximise effect. • Brainstorm lists of emotions and experiment connecting these to settings and actions. • Discuss how good authors balance description with action. • Gather creative action into banks and discuss the effects on the reader. • Map, learn and write in the style of the best action passages available e.g. opening of Cogheart, sections of Alex Rider. • Gather specific word banks through short burst writing before writing narrative. • Draw on previous writing and raid for effective action and reaction. • Draw diagrams/ maps of how the characters move through the setting.