# Year 4 English Creative Writing

Imaginative narrative writing, planning and self-editing

Student: _____ Date: _____

Suggested time: 40–50 minutes. Show your thinking. You may ask an adult to read instructions, but try the questions independently.

## Warm-up: build a vivid sentence

1. Improve this sentence using at least two sensory details: “The forest was scary.”

2. Write one sentence that shows a character is nervous without using the word “nervous”.

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## Plan your story

1. Story prompt: You find a tiny door behind a bookshelf. Where does it lead? Write notes for your main character, setting, problem and solution.

## Write your story

1. Write a story of approximately 120–180 words using your plan. Include an interesting opening, a problem, at least one paragraph break, and a satisfying ending.

## Edit and reflect

1. Reread your story. Underline one strong description. Correct two spelling, punctuation or grammar errors. Then write one thing you would improve next time.

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# Parent Guide | English Creative Writing

## How to use this assessment

Allow a quiet, relaxed sitting with breaks. Avoid giving the answer. Record whether responses were independent, prompted, or supported. This is a learning snapshot, not a fixed ability label.

## Assessment rubric (four dimensions)

Ideas and originality: 1 = minimal detail; 2 = some relevant ideas; 3 = developed ideas; 4 = imaginative, specific ideas.

Organisation: 1 = difficult to follow; 2 = some sequence; 3 = clear beginning, middle and ending; 4 = purposeful pacing and paragraphs.

Language: 1 = limited vocabulary; 2 = some description; 3 = varied, clear sentences; 4 = precise vocabulary and effective imagery.

Conventions: 1 = frequent errors obscure meaning; 2 = errors sometimes interfere; 3 = mostly accurate; 4 = accurate punctuation, spelling and grammar appropriate to age.

## Parent prompts

Before writing ask: “What does your character want?” “What goes wrong?” “How does the character change?”

After writing ask: “Which sentence are you most proud of?” and “What would help the reader picture the scene?”

## Important guidance

There is no single correct story. Do not rewrite the child’s work; note whether ideas and revisions are independent. A shorter, coherent story may show more control than a longer, unfocused one.

## Observation notes

Strengths: _____

Next steps: _____

Student explanations or questions worth revisiting: _____

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