# Year 5 | English Creative Writing

Planning, descriptive language, narrative and revision

Student name: _____ Date: _____

Suggested time: 50 minutes. Work independently where possible. Show your thinking. This is a learning snapshot, not a pass/fail exam.

## Warm-up: descriptive language

**1. Describe a quiet forest just before a storm. Write 4-5 sentences using at least three senses.**

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**2. Rewrite this sentence to make it more vivid: “The boy walked into the room and felt scared.”**

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## Plan an original story

**3. Story prompt: “When I opened the old notebook, a map fell out.” Plan your main character, setting, problem, turning point and ending.**

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**4. Write an opening paragraph that makes a reader curious. Show the setting and hint at a mystery.**

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## Independent creative writing

**5. Continue your story for 3-5 paragraphs. Include a clear problem, actions, feelings, at least one line of dialogue and an ending that fits your plot.**

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**6. Reread your story. Identify two edits you made and explain how each improves the writing.**

# English Creative Writing | Parent Guide

## How to use this guide

Allow the child to work independently first. Read instructions aloud if needed, without explaining the answer. Record whether each response was independent, prompted, or supported. Discuss reasoning after the assessment.

## Suggested answers and what to observe

1. No single answer. Encourage precise sensory detail and atmosphere.

Look for: Specific nouns, verbs and varied sentence openings.

2. E.g. “His footsteps slowed at the doorway; a cold shiver crept along his back.”

Look for: Showing feelings rather than naming them.

3. Accept varied plans with logical links between events.

Look for: Character motivation and sequence.

4. Look for a hook, place and an intriguing detail.

Look for: Reader engagement and coherence.

5. Assess originality, paragraphing, clarity, vocabulary, punctuation and coherent resolution; do not penalise creative choices for being unusual.

Look for: Sustained narrative and control.

6. Accept two meaningful edits, e.g. dialogue punctuation and replacing a vague verb.

Look for: Self-review and purposeful improvement.

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## Parent reflection and next steps

Strengths observed: _____

Skills to revisit: _____

One helpful next activity: _____

Avoid treating one result as a fixed ability label. Look at explanations, independence and willingness to try unfamiliar tasks. Revisit selected skills after practice.