

Creative Writing: Plan, Hook and Write a Story

Plan a story, craft a gripping opening and check your writing.

Name _____ Date _____ Class _____

Learning objective: I can plan and write a story with a clear structure and an engaging opening.

✓ I plan character, setting, problem and ending ✓ I hook the reader ✓ I show feelings rather than tell them

Your story idea: a character finds an **old brass key** in an unexpected place. Plan your story using the boxes, then write it. You can change any part of the idea to make it your own.

1 Plan your story Make notes – you don't need full sentences here.

Character

Name, age, one detail about how they look, one thing they want or fear

Setting

Where and when? What can you see, hear and smell?

Problem

What goes wrong? What does the key open?

Ending

How is the problem solved? How has the character changed?

2 Hook your reader Which opening line makes you most want to read on? Circle it, then explain why below.

1

- (A) One day I found a key.
- (B) The key was cold, heavy and – Ellie was certain – had not been in her coat pocket a moment ago.
- (C) This is a story about a key that I found and what happened.

3

1 Why does it work?

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4 Show, don't tell Rewrite each sentence to **show** the feeling.

1 Ellie was frightened.

2 The house was spooky.

5 Use your senses Write one sentence for each sense about your setting.

1 I can hear...

2 I can smell...

3 I can feel...

6 Writing checklist Use this to check your finished story.

- ☐ My opening hooks the reader.
- ☐ I have used paragraphs for changes in time, place or speaker.
- ☐ I have used precise verbs and well-chosen adjectives.
- ☐ I have included dialogue, punctuated with inverted commas.
- ☐ I have used a fronted adverbial and a relative clause.
- ☐ My ending links back to the problem.
- ☐ I have checked my spelling and punctuation.

Now write your story on lined paper. Aim for at least four paragraphs. Use the **KS2 Creative Writing Generator** app on The Teacher Vault if you want a different idea.

Answer Key

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Question	Answers
1 Plan your story	Notes in each box; the plan should have a clear problem and an ending that links back to it.
2 Hook your reader	1 B (The key was cold, heavy and – Ellie was certain – had not been in her coat pocket a moment ago.)
3	1. It creates mystery (how did the key get there?), uses precise detail (cold, heavy) and a dash for dramatic effect.
4 Show, don't tell	1. e.g. Ellie's breath caught in her throat as the door creaked open on its own. 2. e.g. Ivy clawed at the cracked windows, and the front door hung from one rusted hinge.
5 Use your senses	1. Any sentence with a specific sound, e.g. the steady drip of water somewhere in the dark. 2. e.g. damp earth and old, dusty books. 3. e.g. the icy air nipping at my fingers.
6 Writing checklist	Self-assessment checklist; no marks. Teachers may wish to look for the Year 6 'working at the expected standard' writing features: paragraphs, cohesion, dialogue and a range of sentence structures.

Teaching note: creative writing has no single right answer, so the key gives example responses. The writing checklist is for pupils to assess themselves. Encourage them to plan briefly, then write.