



Developing – Year 7 Creative Writing

Task: Using the image as stimulus, write a short story.

“Hey does anyone want to play hide and seek?” Jeremy asked. “Yeah sure” Joe replies and all of the kids agree as well so they all travel into the forest to start playing. After a while the kids start to head back when they realise they don’t know where they are. “Where are we?” says Lily panicked.

“I want my mummy” scream patricia. Many hours past and the kids had only just started to try and get their way out, when Joe stumbled across a giant footprint. “what is that?” Joe exclaims. Another 2 hours pass and it is now dark and they start looking for somewhere to sleep, when they realised Greg is not with them.

“Where could he be?” Jeremy questions.

“We will look for him in the morning” Lily says.

They agree and go to sleep in a little cave they found. When they woke up in the morning they find more footsteps but no sign of greg, until patricia comes across one of Gregs shoes but with the foot still in it. Everybody starts to panick and whilst everyone is doing so Jeremy sees a long tail disappear and decides to tell everyone else, so they can follow it.

When they entered the cave the first thing they found was what was left of Greg and what looked to be some skin shaving that looked to be that of a giant snake. Out of nowhere, a giant beast that had to be at least 15 feet tall pounced on Joe and ripping his head off.

The children were frightened realising this might be it for then. The monster stood over them like a mountain and roared. The children tried to escape but they’re was no way out meaning they had to fight to survive.

Use of **direct speech** as an opener grabs the reader. Correct **punctuation for speech** is used.

Attempt to move the story forward in a **simple** way.
Compound sentences are attempted, but not accurate.

Verb tense isn’t always accurate.
Capital letters aren’t always used.

Making choices for **vocabulary** is obvious, but still not ambitious.

Errors in **spelling** words from the KS2 curriculum.

Attempts to create excitement in the story, but **sentence structures** need to develop. This includes use of **varied punctuation**.

Sentence openers are varied and beginning to develop interest through the story.

Evidence of **literary devices** used for effect

Writing is **straightforward** and **trying to match the type of writing** expected.
A **simple range of vocabulary and other language features** are used to tell the story.