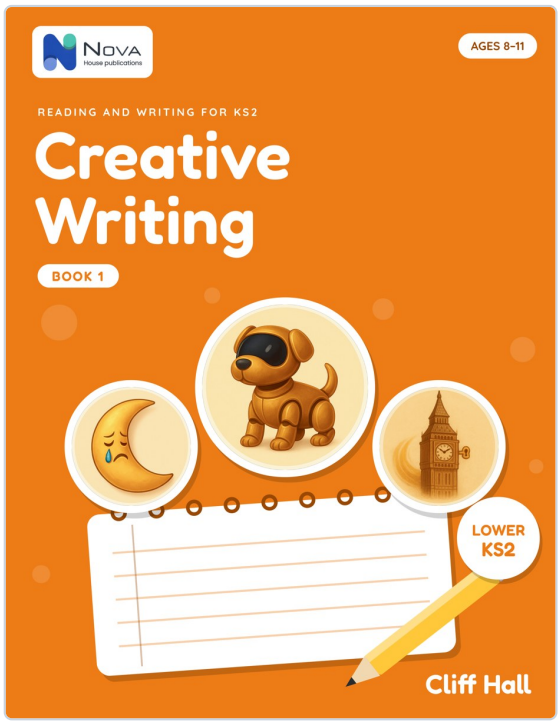
FREE SAMPLE PAGES

Creative Writing

Book 1 · Lower KS2 · Ages 8–11

Unit 1: The Vanishing Shop



Inside this sample

p. 2	Unit opener: The Vanishing Shop
p. 3	Warm-up 1: Shop of Wonders; Warm-up 2: Vocabulary Check
p. 4	Discussion: The Disappearing Act; Skill Focus: Opening a Story; Model Text
p. 5	Model Text (continued); Task A: Stepping Inside
p. 6	Task A: Stepping Inside (continued)
p. 7	Task B: A Shop That Should Not Exist
p. 8	Vocabulary Check answers for Unit 1

1

Print

Print on A4 at home. Every page fits the sheet, so choose "Fit to page" if your printer asks.

2

Write

Work through the warm-ups, Skill Focus and Model Text, then try Task A. Save Task B for another day.

3

Talk it through

Check the vocabulary answers on page 8. Praise what went well and choose one thing to improve.

About the book

Ten units for Lower KS2, each teaching one genre or skill: story openings, character description, instructions, diaries, dialogue, reports, poetry, newspaper reports, describing places and myths. Part of the Reading and Writing for KS2 series, for ages 8 to 11.

Find out more about the full book at novaeducation.uk

Unit 1

The Vanishing Shop



Story Openings and Settings

In this unit

1. Warm-up 1: Shop of Wonders
2. Warm-up 2: Vocabulary Check
3. Discussion: The Disappearing Act
4. Skill Focus: Opening a Story
5. Model Text
6. Task A: Stepping Inside
7. Task B: A Shop That Should Not Exist

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Warm-up 1: Shop of Wonders

Imagine a tiny, dusty shop that sells very strange things. Invent **three** "oddities" it might sell. Say what each one does.

Examples: a mirror that shows tomorrow's reflection; a compass that points to whatever you are thinking about; a book with blank pages that tells a story when you touch it.

1

2

3

Warm-up 2: Vocabulary Check

Draw a line to match each word to its meaning. You will use these words in your writing.

peculiar	shone with a soft, flickering light
shimmered	invited someone closer with a gesture
cluttered	strange or unusual
musty	disappeared suddenly
beckoned	crowded and untidy
vanished	smelling old, damp and stale

Word forms: complete each sentence with vanish, vanished or vanishing.

1. The shop had _____ overnight.
2. Mia watched the old clock slowly _____ into the mist.
3. People in the town called it "the _____ shop".

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Discussion: The Disappearing Act

A shop that has stood on the same street for years suddenly disappears, leaving only a blank brick wall and a scrap of yellow paper. Talk about these questions with your parent or tutor.

- Think of three explanations: one **logical**, one **magical** and one **mysterious**.
- Which explanation would make the most exciting story? Why?
- Think of a book you have enjoyed. What made you want to keep reading after the first page?

Skill Focus: Opening a Story

The first few sentences of a story are its **hook**. They must make the reader curious enough to keep reading. Good writers often use one of these four openings:

Type of opening	What it does	Example
Setting	Paints a picture of the place using the senses	The shop smelled of dust and peppermint.
Action	Starts in the middle of something happening	Mia was running so fast that she almost missed it.
Dialogue	Begins with someone speaking	"Don't touch that," said a voice from the shadows.
Mystery	Raises a question the reader wants answered	The shop had been there yesterday. Today it was gone.

When you describe a **setting**, remember to:

- use at least three of the five senses (sight, sound, smell, touch, taste)
- choose precise adjectives and powerful verbs (shimmered, not shone)
- show how the character feels through what they do (Her hands trembled, not She was scared)
- end your opening with a hint of what might happen next

Model Text

Read this story opening. The numbers show the techniques the writer used.

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The shop had been there yesterday. Today it was gone. (1)

Mia stood on the pavement and stared at the blank brick wall where the Oddities Shop used to be. For years she had pressed her nose against its cluttered window to gaze at the snow globe that never snowed and the brass clock that ticked backwards. (2) Now there was nothing but a cold, empty alley.

A gust of wind swirled around her ankles. Something yellow fluttered down from above and landed at her feet. (3) It was a scrap of paper, soft and musty, covered in curly writing. (4) Mia's fingers trembled as she picked it up. (5)

Finders keepers, it said.

Then, very faintly, somewhere behind the wall, a clock began to tick. (6)

1. **Mystery opening:** two short sentences make the reader ask where has the shop gone?
2. **Setting detail:** specific, unusual objects make the shop feel real and magical.
3. **Powerful verbs:** swirled and fluttered help the reader picture the movement.
4. **Senses:** touch (soft) and smell (musty).
5. **Show, don't tell:** we know Mia is nervous without being told.
6. **Final hook:** the ticking clock leaves the reader wanting more.

Task A: Stepping Inside

Guided task

Look at the picture. Mia finds the Oddities Shop again, tucked away at the end of the alley. Write the **opening of the story** (two paragraphs) describing the moment she steps inside.



06

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Word bank

peculiar | shimmered | cluttered | musty | beckoned | whispered | ancient | glimmering

Sentence starters:

- The door creaked open, and a bell above it…
- The air inside smelled of…
- On every shelf there were…
- In the corner, something was moving…
- Suddenly, a voice behind the counter whispered…

Questions to help you:

- What does Mia see, hear and smell first?
- Which object moves or changes by itself?
- Is anyone in the shop: a kind old shopkeeper, a clever cat, or no one at all?
- How does Mia feel? Show it through what she does.

Checklist

☐ a hook in the first sentence ☐ three senses ☐ three words from the word bank
☐ one "show, don't tell" sentence

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Task B: A Shop That Should Not Exist

Your own writing

Write the **opening of your own story** about a mysterious shop that appears where it should not be. You choose what it sells, where it appears and who finds it. It might sell forgotten dreams, lost voices or tomorrow's weather.

Choose one of the four types of opening from the Skill Focus. Aim for three paragraphs, and finish with a hook that makes the reader want to know what happens next.

09

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Vocabulary Check Answers

Unit 1 The Vanishing Shop

peculiar = strange or unusual; shimmered = shone with a soft, flickering light; cluttered = crowded and untidy; musty = smelling old, damp and stale; beckoned = invited someone closer with a gesture; vanished = disappeared suddenly.
Word forms: 1 vanished, 2 vanish, 3 vanishing.

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Book 1 · Lower KS2

- A clear Skill Focus and an annotated Model Text in every unit
- Task A: a guided task with picture, word bank, sentence starters and checklist
- Task B: an open task on the same theme, with plenty of writing space
- A 50-mark Creative Writing Mark Scheme, vocabulary answers and a glossary

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