



Mythological Creatures Field Guide

Free classroom resources

Design your own mythological creature

Writing frame for Years 3 to 6, A4

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- Print at actual size (100%). Writing lines are 8 mm apart.
- Three sessions: plan, then write, then publish as a battle card.



This page is blank on purpose: it is the back of the cover.

Design your own mythological creature. Not for pupils.

This is a report, not a story. Children write about the creature they invent the way a field guide describes a real one, right down to how we know about it.

Three sessions, one page each

1. **Plan** on the planning sheet: a name and how to say it, what it is made from, where it lives, its job, its six ratings and where its story comes from.
2. **Draft and revise** on the writing sheet: four headings, written from the plan. Both sheets tell children this is a draft they can change.
3. **Publish** on a blank battle card. The real-size blank cards have the same back as the battle-card deck, so a finished creature can join the class game.

In each session

Model it, write one together, let children use the frame, then let them try on their own. The model report on page 2 is for the board: read it aloud and box it up with the class. Don't hand it out, because a model on the desk gets copied.

Choosing a version

The writing sheet comes in three versions of the same task. Version 1 puts sentence starters under each heading and adds a word bank. Version 2 gives the starters once, in a box at the top. Version 3 has the headings only, plus a challenge box. Give each child the least support they can manage.

The pack is designed for Years 3 to 6. The writing lines are 8 mm apart.

What a good report has

- An opening sentence that says what the creature is: "The ____ is a creature from ____."
- The present tense, written as if the creature is real: it lives, it has, it can.
- The third person: it and they, not I.
- Headings. In Years 5 and 6, extra features too, such as a "Did you know?" box.
- How we know about it: who first told the story, who wrote it down and what survives today.

The word bank

Version 1 has a short bank of nouns, verbs and precise adjectives. Point out **hoard** (a hidden store of treasure) and **horde** (a large crowd): they sound the same.

Curriculum links

England	KS2 English writing composition: planning, drafting and describing, and work on myths and legends as a model for their own writing.
Australia	Years 3 to 6 English, Literacy strand: planning, creating and editing an informative text.
United States	Grades 3 to 5 English, writing an informative text that examines a topic and conveys information clearly.

Curriculum links for England, Australia and the United States:

mythologicalcreatures.net/resources/curriculum



Teacher notes

Design your own mythological creature. Not for pupils.

Model report: for the board, not for handing out

The creature is invented, so no one can find it in a book. Read it aloud, then box it up together. The board slide shows the same report.

The Reedhound

What it looks like

The Reedhound is a shy marsh creature from the stories of river villages. It has the sleek body of an otter, the long thin legs of a heron and the round, glowing eyes of an owl. Its fur is the colour of wet mud.

Where it lives

Reedhounds live deep in reed beds, where the water is still and brown. They build nests from broken reeds and only come out at dusk.

What it can do

A Reedhound can stand so still that it looks like a clump of reeds. People say that its eyes glow before a flood, warning anyone nearby to move to higher ground. If you meet one, you should stay quiet and walk away slowly.

Q How we know about it

The oldest story about the Reedhound was told by fishing families. Hundreds of years later, a traveller wrote it down in a notebook. Today, a carving of a glowing-eyed otter on an old stone bridge may show the same creature.

Boxed up

What it looks like	Say what it is and where its story comes from. Then what it is made from.
Where it lives	Its home, and when it comes out.
What it can do	Its powers, what people say about it, and what to do if you meet one.
How we know about it	Who told the story first, who wrote it down, and what survives today.

Where its story comes from

This is the section other frames leave out. Children invent a chain of evidence for their creature: who told the story first, who wrote it down, and what survives. Ask how sure we can be. The real creatures on the posters work the same way: see "Where it comes from" on each one.

Before and after

The comparison task, *Monsters made of other animals*, asks the same questions about five real creatures, so it works well first. The battle cards use the same six ratings as the planning sheet.



The Reedhound

A model report about an invented creature

What it looks like

The Reedhound is a shy marsh creature from the stories of river villages. It has the sleek body of an otter, the long thin legs of a heron and the round, glowing eyes of an owl. Its fur is the colour of wet mud.

Where it lives

Reedhounds live deep in reed beds, where the water is still and brown. They build nests from broken reeds and only come out at dusk.

What it can do

A Reedhound can stand so still that it looks like a clump of reeds. People say that its eyes glow before a flood, warning anyone nearby to move to higher ground. If you meet one, you should stay quiet and walk away slowly.

How we know about it

The oldest story about the Reedhound was told by fishing families. Hundreds of years later, a traveller wrote it down in a notebook. Today, a carving of a glowing-eyed otter on an old stone bridge may show the same creature.

Boxed up

What it looks like

Say what it is and where its story comes from. Then what it is made from.

Where it lives

Its home, and when it comes out.

What it can do

Its powers, what people say about it, and what to do if you meet one.

How we know about it

Who told the story first, who wrote it down, and what survives today.



Design your own mythological creature

Plan your creature here. You will write about it on the next page.

This is a draft. You can cross out, add and change anything.

Name _____ Date _____

My creature is called _____

Say it e.g. kit-SOO-neh _____

Which animals is it made from? Or how else was it made?

Animal 1 draw or write	Animal 2	Animal 3 (if you want one)
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Where does it live?

Is your creature dangerous, helpful or both? What is its job?

Give your creature its ratings: colour in the dots and write the number

 Danger ☐ ○ ○ ○ ○ ○ ○

 Speed ☐ ○ ○ ○ ○ ○ ○

 Magic ☐ ○ ○ ○ ○ ○ ○

 Size ☐ ○ ○ ○ ○ ○ ○

 Power ☐ ○ ○ ○ ○ ○ ○

 Spooky ☐ ○ ○ ○ ○ ○ ○

 Where its story comes from

Imagine your creature is thousands of years old. Who first told the story? How do we know about it today?



Design your own mythological creature

Now write about your creature. Use your plan to help you.

This is a draft. You can cross out, add and change anything.

Name _____ Date _____

What my creature looks like

The _____ is a creature from _____. It has the _____ of a _____.

Where it lives

It lives in _____.

What it can do

People say that _____. If you meet one, you should _____.

Q How we know about it

The oldest story about it _____.

Words you could use

Nouns guardian, shapeshifter, omen, lair, hoard, curse, spirit, legend, warning, trickster

Verbs dwell, devour, prowl, lurk, guard, haunt, roam, coil, transform, vanish

Adjectives ancient, sacred, cursed, restless, forbidden

Check your writing

☐ My first sentence says what it is.

☐ I wrote as if it is real.

☐ I wrote under every heading.

☐ I said how we know about it.

☐ My own: _____

☐ My own: _____



Design your own mythological creature

Now write about your creature. Use your plan to help you.

This is a draft. You can cross out, add and change anything.

Name _____ Date _____

You could start a sentence with:

The _____ is a creature from _____.

People say that _____.

If you meet one, you should _____.

It has the _____ of a _____.

The oldest story about it _____.

What my creature looks like

Where it lives

What it can do

🔍 How we know about it

Check your writing

☐ My first sentence says what it is.

☐ I wrote under every heading.

☐ My own: _____

☐ I wrote as if it is real.

☐ I said how we know about it.

☐ My own: _____



Design your own mythological creature

Now write about your creature. Use your plan to help you.

This is a draft. You can cross out, add and change anything.

Name _____ Date _____

What my creature looks like

Where it lives

What it can do

🔍 How we know about it

Did you know?

Challenge: add one surprising fact about your creature. Or tell how people in another place tell its story differently.

Check your writing

☐ My first sentence says what it is.

☐ I wrote as if it is real.

☐ I wrote under every heading.

☐ I said how we know about it.

☐ My own: _____

☐ My own: _____



Make your creature a battle card

Draw it, give it its ratings, then cut along the dashed lines.

These are big, for drawing. Deck-size cards are on the next page.

Invented by _____

Draw your creature

Name _____

Say it _____

	Number	Colour in
Danger	☐	☐ ☐ ☐ ☐ ☐ ☐
Magic	☐	☐ ☐ ☐ ☐ ☐ ☐
Power	☐	☐ ☐ ☐ ☐ ☐ ☐
Speed	☐	☐ ☐ ☐ ☐ ☐ ☐
Size	☐	☐ ☐ ☐ ☐ ☐ ☐
Spooky	☐	☐ ☐ ☐ ☐ ☐ ☐

Invented by _____

Draw your creature

Name _____

Say it _____

	Number	Colour in
Danger	☐	☐ ☐ ☐ ☐ ☐ ☐
Magic	☐	☐ ☐ ☐ ☐ ☐ ☐
Power	☐	☐ ☐ ☐ ☐ ☐ ☐
Speed	☐	☐ ☐ ☐ ☐ ☐ ☐
Size	☐	☐ ☐ ☐ ☐ ☐ ☐
Spooky	☐	☐ ☐ ☐ ☐ ☐ ☐

Invented by _____

Draw your creature

Name _____

Say it _____

	Number	Colour in
Danger	☐	☐ ☐ ☐ ☐ ☐ ☐
Magic	☐	☐ ☐ ☐ ☐ ☐ ☐
Power	☐	☐ ☐ ☐ ☐ ☐ ☐
Speed	☐	☐ ☐ ☐ ☐ ☐ ☐
Size	☐	☐ ☐ ☐ ☐ ☐ ☐
Spooky	☐	☐ ☐ ☐ ☐ ☐ ☐

Invented by _____

Draw your creature

Name _____

Say it _____

	Number	Colour in
Danger	☐	☐ ☐ ☐ ☐ ☐ ☐
Magic	☐	☐ ☐ ☐ ☐ ☐ ☐
Power	☐	☐ ☐ ☐ ☐ ☐ ☐
Speed	☐	☐ ☐ ☐ ☐ ☐ ☐
Size	☐	☐ ☐ ☐ ☐ ☐ ☐
Spooky	☐	☐ ☐ ☐ ☐ ☐ ☐



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