Creativity, meaning the process of being original, is often difficult for students. Were waiting is concerned, student often sit with pen and paper in hand wondering what to write and not knowing how to start. This happens whether the writing assignment is a book report, formal essay, or a creative writing assignment. Often times this is a combination of never being given the opportunity, other times they are afraid of being judged or criticized. Furthermore, they are often very self-critical and judgemental. Considering that the early childhood years are the most important in terms of building positive educational experiences, it is paramount that at this time children are exposed to creative writing skills in a positive, non-critical educational arena. Supported by Maslow’s Theory of Self-actualizing Creativity and the Principles of Vygotsky’s Social-learning Theory, this paper aims to provide primary school teachers with ideas for establishing and maintaining a positive classroom environment which enhances the creative potential of the students. Furthermore, several pre-writing prompts and activities which work from the visual to the word then from the word to the visual will be shared along with suggestions as to how to give positive feedback to students to enhance creative growth and improvement between teachers and students and students and classmates.