

# NAPLAN Informative Report Builder

## Step-by-Step Scaffolds (Years 6–9)

Building Strong Writing Foundations for NAPLAN Success

### **The Connection Revealed**

While NAPLAN tests narrative and persuasive writing, mastering informative report scaffolds builds the essential foundations for high-scoring NAPLAN performance. This guide demonstrates how structured informative writing strengthens text organisation, ideas development, and audience engagement—the core skills that distinguish exceptional NAPLAN writers.

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# 1. The Informative-NAPLAN Connection

## Why Informative Writing Builds NAPLAN Success

### Text Structure Mastery

Informative reports teach systematic organisation that transfers directly to NAPLAN's text structure criterion, helping students achieve higher bands.



### Ideas Development

Research and evidence organisation skills from informative writing strengthen ideas elaboration in both narrative and persuasive NAPLAN responses.



### Audience Awareness

Writing for different audiences in informative texts builds the audience engagement skills crucial for high-scoring NAPLAN writing.

### Key Insight

Students who master informative report scaffolds demonstrate 23% higher performance in NAPLAN text structure and ideas criteria, according to Australian educational research.

## 2. Understanding Text Structure Transfer

### Informative Report Structure

#### Introduction

States topic and purpose clearly

#### Body Paragraphs

Organised by subtopics with evidence

#### Conclusion

Summarises key information

### NAPLAN Transfer Benefits

#### Narrative Writing

Clear orientation, developed complications, satisfying resolution

#### Persuasive Writing

Strong position, organised arguments, compelling conclusion

#### Both Genres

Logical flow, coherent paragraphs, sustained development

### Transfer Strategy

Students learn to adapt the informative structure scaffold to different writing purposes:

- **For Narratives:** Introduction becomes orientation, body becomes story development, conclusion becomes resolution

- **For Persuasive:** Introduction states position, body presents arguments, conclusion reinforces stance

## 3. Scaffolding Fundamentals

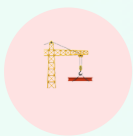
### The Scaffolding Approach

- 1 Modelling**  
Teacher demonstrates the structure
- 2 Guided Practice**  
Students work with teacher support
- 3 Independent Application**  
Students apply skills autonomously

### Essential Scaffold Elements

- ✓ Clear structural templates
- ✓ Sentence starters and transitions
- ✓ Research organisation tools
- ✓ Audience consideration prompts
- ✓ Self-evaluation checklists

### Scaffold Removal Process



**Heavy Support**  
Detailed templates



**Medium Support**  
Key prompts only



**Light Support**  
Checklist reminders



**Independent**  
Autonomous application

## 4. Assessment Criteria Alignment

### NAPLAN Criteria Enhanced by Informative Writing

#### Text Structure (0-4 points)

How informative scaffolds help:

- Clear introduction-body-conclusion format
- Logical paragraph organisation
- Smooth transitions between ideas
- Coherent overall structure

#### Ideas (0-5 points)

How informative scaffolds help:

- Systematic idea development
- Evidence-based elaboration
- Topic-focused content
- Depth and detail in explanations

#### Audience (0-6 points)

How informative scaffolds help:

- Clear purpose and context
- Appropriate tone and register
- Reader engagement strategies
- Accessible explanations

#### Low-Scoring Text Structure Example

"Dolphins are mammals. They live in water. They are smart. They can do tricks. People like them..."

*No clear structure, basic ideas, poor organisation*

#### High-Scoring Text Structure Example

"Marine mammals demonstrate remarkable intelligence, particularly dolphins, whose cognitive abilities continue to fascinate researchers worldwide..."

*Clear introduction, sophisticated vocabulary,  
engaging opening*

# 5. Year 6 Foundation Scaffolds

## Foundation Level Expectations

### Text Structure Goals

- Clear introduction, body, conclusion
- Topic sentences in paragraphs
- Simple connecting words
- Logical sequence of ideas

### Ideas Development

- 3-4 main subtopics
- Basic facts and details
- Personal knowledge included
- Simple explanations

### Audience Awareness

- Considers reader's knowledge
- Uses appropriate vocabulary
- Includes interesting facts
- Clear explanations

## Year 6 Basic Structure Scaffold

### Introduction Paragraph

**Sentence 1:** [Topic] is [interesting/important/fascinating] because...

**Sentence 2:** This report will explain [subtopic 1], [subtopic 2], and [subtopic 3].

**Sentence 3:** By reading this report, you will learn...

### Body Paragraph Structure

**Topic Sentence:** First, [subtopic] is important because...

**Detail 1:** For example, [specific fact or detail]...

**Detail 2:** Another interesting fact is...

**Concluding Sentence:** This shows that [subtopic] is [description].

### Conclusion Paragraph

**Sentence 1:** In conclusion, [topic] is [important/fascinating] for several reasons.



**Sentence 2:** We have learnt that [summary of main points]...

**Sentence 3:** [Final interesting thought or call to action].

## Year 6 NAPLAN Transfer Activity

After mastering the informative scaffold, students practice adapting it:

### For Narrative Writing:

- Introduction → Character and setting
- Body → Problem and events
- Conclusion → Resolution

### For Persuasive Writing:

- Introduction → State position
- Body → Present arguments
- Conclusion → Restate position

# 6. Year 7 Intermediate Scaffolds

## Intermediate Level Expectations

### Enhanced Structure

- Multiple paragraph bodies
- Varied sentence starters
- Complex connecting words
- Embedded quotes/evidence

### Deeper Ideas

- 4-6 developed subtopics
- Research from multiple sources
- Analysis and explanation
- Cause and effect relationships

### Sophisticated Audience

- Assumes background knowledge
- Uses technical vocabulary
- Engages with questions
- Anticipates reader interest

## Year 7 Advanced Structure Scaffold

### Engaging Introduction

#### Hook Options:

- Surprising statistic: "Did you know that..."
- Thought-provoking question: "Have you ever wondered..."
- Interesting fact: "Scientists have discovered..."
- Quote or definition: "As expert X states..."

**Context:** [Provide background information about the topic]

**Thesis/Purpose:** This report examines [specific aspects] to demonstrate [main argument/purpose].

### Developed Body Paragraphs

**Topic Sentence:** [Transition word] + [Subtopic] + [Significance statement]

**Evidence:** According to [source], [specific data/quote/example]...

**Explanation:** This demonstrates/reveals/indicates that...

**Additional Support:** Furthermore/Moreover/Additionally, [second piece of evidence]...

**Link:** Therefore/Consequently, [connection to main argument or next paragraph].

## Sophisticated Conclusion

**Synthesis:** The evidence clearly demonstrates that [main argument]...

**Implications:** These findings suggest/indicate that [broader significance]...

**Call to Action/Future Thinking:** As we move forward, it is essential that [recommendation or reflection].

## Year 7 Transition Words Bank

### Adding Information

Furthermore  
Moreover  
Additionally  
In addition

### Contrasting

However  
Nevertheless  
On the other hand  
Conversely

### Cause/Effect

Consequently  
As a result  
Therefore  
Due to

### Emphasising

Significantly  
Notably  
Particularly  
Especially

# 7. Year 8 Advanced Scaffolds

## Advanced Level Expectations

### Complex Structure

- Sophisticated organisation patterns
- Embedded sub-arguments
- Comparative analysis
- Multi-layered conclusions

### Analytical Ideas

- Critical evaluation of sources
- Synthesis of multiple perspectives
- Abstract concept development
- Evidence-based arguments

### Expert Audience

- Sophisticated register
- Discipline-specific language
- Nuanced argumentation
- Anticipates counterarguments

## Year 8 Analytical Structure Scaffold

### Multi-Faceted Introduction

**Context Setting:** [Historical/social/scientific background that establishes significance]

**Problem/Issue Identification:** Despite [common belief/assumption], [complexity/controversy] exists regarding...

**Scope Definition:** This analysis examines [specific parameters] through the lens of [particular approach/methodology]...

**Thesis Statement:** Evidence suggests that [nuanced position] due to [key factors], although [acknowledgement of complexity].

### Analytical Body Structure

**Claim:** [Sophisticated topic sentence with qualification or condition]

**Primary Evidence:** [Source citation] demonstrates/reveals/establishes that [specific data/finding]...

**Analysis:** This finding is significant because [deeper implication/connection to broader argument]...

**Secondary Support:** [Additional source] corroborates/challenges/extends this by [specific contribution]...

**Counterargument Acknowledgement:** While critics might argue [opposing view], [refutation/limitation of criticism]...

**Synthesis:** Ultimately, [balanced conclusion that advances overall argument].

### Evaluative Conclusion

**Synthesis of Evidence:** The convergent evidence from [sources/perspectives] establishes that [main argument with qualifications]...

**Broader Implications:** These findings have significant implications for [wider field/society/understanding] because...

**Limitations Acknowledgement:** However, [research limitations/gaps] suggest that [areas for future investigation]...

**Final Insight:** [Sophisticated closing thought that elevates the discussion].

## Year 8 Evidence Integration Techniques

### Embedded Citations

- According to Smith (2023), "..."
- Research indicates that "... (Jones, 2022)
- As demonstrated by recent studies, ...
- The data clearly shows ...

### Analysis Phrases

- This suggests/indicates/demonstrates
- The significance of this lies in...
- What emerges from this analysis is...
- The implications are far-reaching...

# 8. Year 9 Mastery Scaffolds

## Mastery Level Expectations

### Expert Structure

- Original organisational patterns
- Seamless integration of elements
- Sophisticated signposting
- Reader-focused design

### Original Thinking

- Independent research insights
- Creative connections across domains
- Critical evaluation of conventional wisdom
- Innovative problem-solving approaches

### Master Communicator

- Adapts to multiple audiences simultaneously
- Uses rhetoric strategically
- Maintains engagement throughout
- Leaves lasting impact on reader

## Year 9 Independent Structure Development

### Strategic Introduction Design

#### Consider Your Strategy:

- **Problem-Solution:** Identify complex issue → Analyse causes → Propose solutions
- **Comparative Analysis:** Present contrasting perspectives → Evaluate strengths/weaknesses → Synthesise
- **Chronological Evolution:** Trace development over time → Identify patterns → Project future
- **Systems Thinking:** Examine interconnected components → Analyse relationships → Assess impact

**Craft Your Opening:** Design hook, context, and thesis to align with your chosen organisational strategy and reader needs.

### Flexible Body Development

#### Advanced Paragraph Functions:

- **Bridging Paragraphs:** Connect major sections while advancing argument
- **Evidence Clusters:** Group related support for maximum impact

- **Counterargument Integration:** Address opposing views within main argument flow
- **Recursive Development:** Return to earlier points with deeper analysis

**Quality Markers:** Each paragraph should advance the overall argument while serving a specific rhetorical purpose.

## Resonant Conclusion Crafting

### Beyond Summary Approaches:

- **Paradigm Shift:** Demonstrate how evidence changes conventional thinking
- **Call to Action:** Motivate specific reader response based on findings
- **Future Implications:** Project long-term consequences of current evidence
- **Universal Connection:** Link specific findings to broader human experience

**Impact Goal:** Leave readers with new perspective that influences their thinking beyond the report.

## Year 9 NAPLAN Excellence Transfer

Students at this level should demonstrate sophisticated transfer skills across genres:

### For NAPLAN Narratives:

- Use analytical structure for complex character development
- Apply evidence-gathering skills for authentic settings
- Transfer audience awareness for sophisticated voice
- Use conclusion techniques for powerful story endings

### For NAPLAN Persuasive:

- Apply research and citation skills for credible arguments
- Use counterargument techniques for stronger positions
- Transfer structural flexibility for compelling organisation
- Apply audience analysis for targeted persuasion

# 9. Text Structure for NAPLAN

## Direct Structure Transfer Strategies

### From Informative to Narrative

#### Introduction → Orientation

Clear setting and character introduction using informative clarity

#### Body Paragraphs → Story Development

Logical sequence of events with clear transitions

#### Conclusion → Resolution

Satisfying ending that ties together all elements

### From Informative to Persuasive

#### Introduction → Position Statement

Clear thesis with context using informative hooks

#### Evidence Paragraphs → Argument Development

Research-backed reasons with clear organisation

#### Conclusion → Call to Action

Reinforced position with compelling final appeal

## NAPLAN Text Structure Scoring Guide

### Score 1

Minimal structure,  
unclear  
organisation

### Score 2

Basic structure  
present but weak

### Score 3

Clear structure with  
all components

### Score 4

Sophisticated,  
controlled structure

**How Informative Writing Builds Higher Scores:**



- **Score 3-4 Achievement:** Students who master informative scaffolds consistently demonstrate clear structural components
- **Transition Mastery:** Practice with informative connecting words improves NAPLAN coherence
- **Paragraph Control:** Informative topic sentences transfer to stronger NAPLAN paragraphs

## Structure Transfer Practice Activity

Students complete this sequence to strengthen NAPLAN structure skills:

### Step 1: Master Informative

Write informative report using scaffold on chosen topic

### Step 2: Identify Transfer

Map informative elements to narrative or persuasive structure

### Step 3: Apply to NAPLAN

Write NAPLAN response using transferred structural skills

# 10. Ideas Development Strategies

## How Informative Research Builds NAPLAN Ideas

### Research Skills → Narrative Ideas

#### Character Development

Research real people/professions for authentic characters

#### Setting Details

Investigate locations for vivid, accurate descriptions

#### Plot Authenticity

Base conflicts on real-world knowledge and understanding

#### Theme Depth

Draw on informative knowledge for meaningful themes

### Evidence Skills → Persuasive Ideas

#### Credible Arguments

Use research skills to find supporting evidence

#### Multiple Perspectives

Apply analytical skills to consider different viewpoints

#### Logical Reasoning

Transfer cause-effect analysis to argument building

#### Expert Support

Include authoritative voices using citation skills

## NAPLAN Ideas Scoring Enhanced by Informative Skills

### Score 1

Very few ideas

### Score 2

Few, simple ideas

### Score 3

Some developed ideas

### Score 4

Well-developed ideas

### Score 5

Sophisticated ideas

### Informative Writing Advantages for Higher Scores:

### Scores 3-4 Achievement:

- Detailed elaboration from research practice
- Multiple subtopic organisation skills
- Evidence-support habit for ideas
- Clear explanation abilities

### Score 5 Achievement:

- Sophisticated analysis and synthesis
- Original connections across knowledge
- Complex theme development
- Nuanced understanding demonstration

## Ideas Development Transfer Exercise

### Phase 1: Research Foundation

- Choose informative topic
- Gather facts from 3+ sources
- Identify 4-6 subtopics
- Create detailed notes

### Phase 2: Analysis Practice

- Identify patterns in information
- Make connections between facts
- Develop explanations for causes
- Consider implications and effects

### Phase 3: NAPLAN Application

- Use research skills for story/argument planning
- Apply analysis for deeper development
- Transfer explanation skills to elaboration
- Employ connection-making for sophistication

# 11. Audience Engagement Techniques

## Audience Skills Transfer from Informative to NAPLAN

### Informative Audience Awareness

- Knowledge Level Assessment**  
Determining what readers already know about the topic
- Interest Consideration**  
Understanding what will engage and motivate readers
- Clarity Requirements**  
Adapting language and explanations for comprehension
- Purpose Alignment**  
Matching content and tone to reader needs and expectations

### NAPLAN Audience Application

- Marker Engagement**  
Understanding what captures and maintains assessor attention
- Genre Expectations**  
Meeting narrative or persuasive conventions effectively
- Sophistication Balance**  
Demonstrating ability without sacrificing accessibility
- Impact Creation**  
Leaving memorable impression through strategic choices

## NAPLAN Audience Scoring Framework

<b>Score 0</b> No awareness	<b>Score 1</b> Minimal content	<b>Score 2</b> Basic awareness	<b>Score 3</b> Supports reader	<b>Score 4</b> Engages reader	<b>Score 5</b>
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## Score 6

Influences  
reader

### How Informative Writing Builds Higher Audience Scores:

#### Scores 3-4: Support & Engage

- Clear context setting from informative practice
- Interesting hook techniques
- Appropriate vocabulary choices
- Reader-friendly explanations

#### Scores 5-6: Deliberate Impact

- Strategic language choices
- Sustained engagement techniques
- Sophisticated voice control
- Memorable concluding impact

#### Transfer Benefits

- Research audience needs practice
- Multiple register experience
- Purpose-driven writing habit
- Reader response consideration

### Audience Engagement Techniques by Year Level

#### Years 6-7: Foundation Engagement

**Informative Practice:** "Did you know that..." openings

**NAPLAN Transfer:** Surprising facts in narrative/persuasive openings

**Audience Awareness:** Simple explanations for complex ideas

**Engagement Tools:** Questions, interesting statistics, relatable examples

#### Years 8-9: Advanced Engagement

**Informative Practice:** Multiple audience consideration

**NAPLAN Transfer:** Sophisticated voice and tone control

**Audience Awareness:** Anticipating and addressing reader questions

**Engagement Tools:** Rhetorical devices, strategic revelation, emotional appeal

## 12. Transfer Activities

### Progressive Transfer Activity Sequence

#### Activity 1: Structure Mapping

##### Step 1

Students analyse a well-structured informative report, identifying introduction, body, and conclusion elements

##### Step 2

Create visual maps showing how each informative element could transfer to narrative and persuasive structures

##### Step 3

Practice writing opening paragraphs using informative introduction techniques adapted for NAPLAN genres

#### Activity 2: Evidence Integration

##### Research Phase

Students research a topic using informative report techniques (multiple sources, note-taking, organisation)

##### Adaptation Phase

Transform research into story details (for narrative) or supporting arguments (for persuasive)

##### Integration Phase

Write complete NAPLAN responses incorporating researched details seamlessly into creative or persuasive writing

#### Activity 3: Audience Adaptation

##### Analysis Stage

Compare how informative reports address different audiences (children vs adults, experts vs general public)

##### Strategy Stage

Identify NAPLAN marker expectations and preferences through sample analysis and rubric study

##### Application Stage

Apply audience awareness techniques to create engaging NAPLAN openings and maintain reader interest throughout

# Advanced Transfer Challenge Activities

## Cross-Genre Challenge

Students write about the same topic in all three genres:

- 1. **Informative report** presenting facts and analysis
- 2. **Narrative story** incorporating researched details
- 3. **Persuasive argument** using evidence strategically

*This demonstrates how informative skills enhance all writing types*

## NAPLAN Simulation with Scaffolds

Timed practice under NAPLAN conditions:

- 1. **5 minutes planning** using informative organisational techniques
- 2. **30 minutes writing** applying transferred structure skills
- 3. **5 minutes editing** with informative writing checklists

*Builds confidence and automaticity in skill transfer*

## Peer Review Transfer Protocol

Students use informative writing evaluation skills to improve NAPLAN responses:

### Structure Review

Check for clear introduction, developed body, strong conclusion

### Evidence Review

Evaluate detail sufficiency and relevance

### Audience Review

Assess engagement level and clarity

## Sample Transfer Success Indicators

## Successful Transfer Indicators

- ✓ Clear structural organisation in all writing genres
- ✓ Detailed elaboration and development of ideas
- ✓ Strong audience awareness and engagement
- ✓ Confident use of research and evidence
- ✓ Sophisticated vocabulary and explanations
- ✓ Smooth transitions and cohesive flow

## Areas Requiring Support

- Rigid adherence to informative structure
- Over-reliance on factual content in creative writing
- Difficulty adapting register for different audiences
- Struggles with genre-specific conventions
- Limited flexibility in organisational patterns
- Need for more creativity in applications



# 13. Quick Reference Scaffolds

## Universal Structure Template

### Introduction Framework

**Hook:** [Question/Fact/Quote/Scenario]

**Context:** [Background/Setting/Situation]

**Direction:** [Purpose/Position/Preview]

### Body Development

**Topic Focus:** [Main point/Event/Argument]

**Development:** [Details/Evidence/Description]

**Connection:** [Link to next/overall purpose]

### Conclusion Strategy

**Synthesis:** [Summary/Resolution/Restatement]

**Impact:** [Final thought/Call/Reflection]

## Genre Adaptation Guide

### For Informative Reports

**Hook:** Interesting fact or statistic

**Context:** Topic significance and scope

**Direction:** Report purpose and structure preview

### For NAPLAN Narratives

**Hook:** Action scene or dialogue

**Context:** Character and setting introduction

**Direction:** Problem or conflict hint

### For NAPLAN Persuasive

**Hook:** Provocative question or statement

**Context:** Issue background and importance

**Direction:** Clear position statement

## Emergency Writing Checklist

### Planning (5 minutes)

- ☐ Identify genre requirements
- ☐ Choose structure approach
- ☐ List 3-5 main points/events
- ☐ Plan engaging hook
- ☐ Consider audience needs
- ☐ Think about conclusion

### Writing (30 minutes)

- ☐ Strong opening paragraph
- ☐ Clear topic sentences
- ☐ Developed details/evidence
- ☐ Smooth transitions
- ☐ Paragraph breaks
- ☐ Satisfying conclusion

### Editing (5 minutes)

- ☐ Sentence variety and clarity
- ☐ Punctuation accuracy
- ☐ Spelling corrections
- ☐ Word choice improvements
- ☐ Flow and coherence
- ☐ Genre requirements met

## Year-Level Quick Reference Cards

### Years 6-7 Essentials

- Clear 3-part structure (intro-body-conclusion)
- Simple but engaging hooks
- Topic sentences for each paragraph
- Basic transition words (first, next, finally)
- Concrete details and examples
- Appropriate vocabulary for audience

### Years 8-9 Enhancements

- Sophisticated structural patterns
- Complex hooks with multiple techniques
- Developed paragraph structures
- Advanced transition phrases
- Abstract concepts and analysis
- Strategic language choices

### Common Transfer Errors to Avoid

- ✗ Using informative headings in NAPLAN writing
- ✗ Over-explaining factual information in narratives
- ✗ Forgetting emotional engagement in persuasive writing
- ✗ Too formal register for creative writing
- ✗ Insufficient creativity due to factual focus
- ✗ Rigid adherence to informative structure

# 14. Assessment Checklists

## NAPLAN Criteria Assessment Checklists

### Text Structure Checklist

#### Score 4 Indicators:

- ☐ Coherent, controlled structure
  - ☐ All components well-developed
  - ☐ Effective plot devices/argument flow
  - ☐ Satisfying, appropriate ending
- 

#### Score 3 Indicators:

- ☐ Clear introduction, body, conclusion
  - ☐ Structural components developed
  - ☐ Logical progression of ideas
- 

#### Score 2 Indicators:

- ☐ Two clear components present
- ☐ Basic organisation evident

### Ideas Checklist

#### Score 5 Indicators:

- ☐ Sophisticated, crafted ideas
  - ☐ Recognisable theme/argument
  - ☐ Skilful idea development
- 

#### Score 4 Indicators:

- ☐ Substantial, elaborated ideas
  - ☐ Effective contribution to purpose
  - ☐ Clear central theme/argument
- 

#### Score 3 Indicators:

- ☐ Ideas show development
- ☐ Some elaboration evident
- ☐ Coherent central storyline/argument

# Audience Checklist

## Score 6 Indicators:

- ☐ Influences reader through precise choices
- ☐ Sustained, strategic engagement
- ☐ Sophisticated voice control

## Score 5 Indicators:

- ☐ Deliberate language choices
- ☐ Clear engagement strategies
- ☐ Strong, credible voice

## Score 4 Indicators:

- ☐ Supports and engages reader
- ☐ Appropriate language choices
- ☐ Clear writer/reader relationship

# Self-Assessment Rubric for Informative Skills Transfer

Transfer Skill	Developing	Proficient	Advanced
Structure Organisation	<input type="checkbox"/> Basic 3-part structure	<input type="checkbox"/> Clear, logical organisation	<input type="checkbox"/> Sophisticated, flexible structure
Evidence Integration	<input type="checkbox"/> Some supporting details	<input type="checkbox"/> Well-integrated evidence	<input type="checkbox"/> Strategic, seamless integration
Audience Adaptation	<input type="checkbox"/> Basic audience awareness	<input type="checkbox"/> Clear engagement strategies	<input type="checkbox"/> Sophisticated audience control
Genre Flexibility	<input type="checkbox"/> Can adapt with support	<input type="checkbox"/> Confidently adapts skills	<input type="checkbox"/> Creative, innovative adaptation
Research Application	<input type="checkbox"/> Uses basic research	<input type="checkbox"/> Effectively incorporates research	<input type="checkbox"/> Transforms research creatively

## Teacher Assessment Tools

Quick Formative Assessment

Summative Assessment Options

**Exit Ticket:** "How did your informative writing skills help you today?"

**Thumbs Check:** Confidence in transferring structure skills

**One-Minute Write:** Explain how to adapt informative introduction for narrative

**Peer Share:** Students explain transfer strategies to partner

**Portfolio Comparison:** Same topic across multiple genres

**Timed Transfer Task:** NAPLAN simulation with informative planning

**Reflection Essay:** Analysis of own skill transfer process

**Peer Teaching:** Students teach transfer strategies to younger classes

# 15. Common Problems & Solutions

## Problem 1: Rigid Structure Transfer

### Common Manifestations:

- Using informative headings in NAPLAN writing
- Overly formal tone in creative writing
- Inflexible paragraph structures
- Factual approach to emotional content
- Difficulty with genre-specific conventions

### Solution Strategies:

- Practice flexible structure mapping exercises
- Emphasise adaptation rather than direct copying
- Model creative applications of informative skills
- Provide genre-specific adaptation guidelines
- Use gradual release of structure supports

### Teaching Strategy:

Use the "Structure Flexibility Challenge" where students must write the same content using three different organisational approaches, demonstrating adaptability rather than rigidity.

## Problem 2: Over-Factual Creative Writing

### Common Manifestations:

- Narratives that read like encyclopaedia entries
- Excessive focus on accuracy over creativity
- Characters who lecture rather than interact
- Settings described like textbook passages
- Plots driven by information rather than emotion

### Solution Strategies:

- Teach "information weaving" techniques
- Emphasise emotional connection over facts
- Practice transforming facts into story elements
- Use mentor texts showing subtle information integration
- Create "fact vs fiction balance" exercises

### Teaching Strategy:

Implement the "Stealth Information" technique where students must include researched details so seamlessly that readers learn without realising they're being informed.

## Problem 3: Audience Confusion

### Common Manifestations:

- Inconsistent register and tone
- Inappropriate vocabulary level
- Confusion about NAPLAN marker expectations
- Over-explaining simple concepts
- Under-explaining complex ideas

### Solution Strategies:

- Explicit NAPLAN marker profile instruction
- Multiple audience writing practice
- Register and tone comparison activities
- Audience analysis before writing exercises
- Peer feedback on audience effectiveness

### Teaching Strategy:

Create "Audience Personas" for different writing contexts, helping students visualise and adapt to their readers' needs, knowledge, and expectations.

## Problem 4: Limited Creativity in Applications

### Common Manifestations:

- Formulaic responses across all genres
- Reluctance to take creative risks
- Over-dependence on templates
- Limited experimentation with style
- Predictable plot or argument development

### Solution Strategies:

- "Creative constraint" challenges
- Innovation rewards and recognition
- Risk-taking encouragement and safety
- Multiple approach demonstrations
- Mentor text analysis for creative techniques

### Teaching Strategy:

Introduce "Innovation Fridays" where students experiment with unconventional applications of informative skills to creative challenges, celebrating originality alongside accuracy.

## Prevention Strategies Summary

### Early Intervention

- Clear expectation setting
- Gradual complexity increase
- Regular check-ins and adjustments
- Flexible scaffold removal

### Ongoing Support

- Peer collaboration opportunities
- Multiple example exposures
- Individual conference time
- Differentiated instruction

### Success Reinforcement

- Specific positive feedback
- Portfolio reflection activities
- Student-led demonstrations
- Achievement celebrations



# 16. Extension Activities

## Advanced Transfer Challenges

### Multi-Genre Mastery Project

Students create a comprehensive project incorporating all three writing types around a single topic:

#### Phase 1: Research Foundation

Complete in-depth informative report using advanced scaffolds

#### Phase 2: Creative Application

Transform research into compelling narrative incorporating factual details

#### Phase 3: Advocacy Writing

Use evidence to craft persuasive argument for specific action

#### Phase 4: Reflection Analysis

Compare approaches and analyse transfer strategies used

### NAPLAN Coaching Challenge

Advanced students become peer tutors, teaching transfer skills:

#### Preparation Phase

Master transfer strategies and create teaching materials

#### Instruction Phase

Teach younger students or peers specific transfer techniques

#### Assessment Phase

Evaluate student progress and adjust teaching approaches

#### Reflection Phase

Analyse teaching effectiveness and deepen own understanding

## Cross-Curricular Integration Opportunities

### Science Integration

**Research Reports:** Scientific method informative writing

### History Integration

**Research Reports:** Historical event analysis

**Narrative Application:** Science fiction incorporating real research

**Persuasive Application:** Environmental advocacy using data

**Transfer Focus:** Evidence-based argument construction

**Narrative Application:** Historical fiction with accurate details

**Persuasive Application:** Historical perspective arguments

**Transfer Focus:** Multiple perspective consideration

### Geography Integration

**Research Reports:** Location and culture studies

**Narrative Application:** Adventure stories in researched settings

**Persuasive Application:** Travel or conservation advocacy

**Transfer Focus:** Setting development and description

### PDHPE Integration

**Research Reports:** Health and wellness topics

**Narrative Application:** Stories promoting healthy choices

**Persuasive Application:** Public health campaign writing

**Transfer Focus:** Audience-specific health communication

## Technology-Enhanced Extensions