

## Best for:

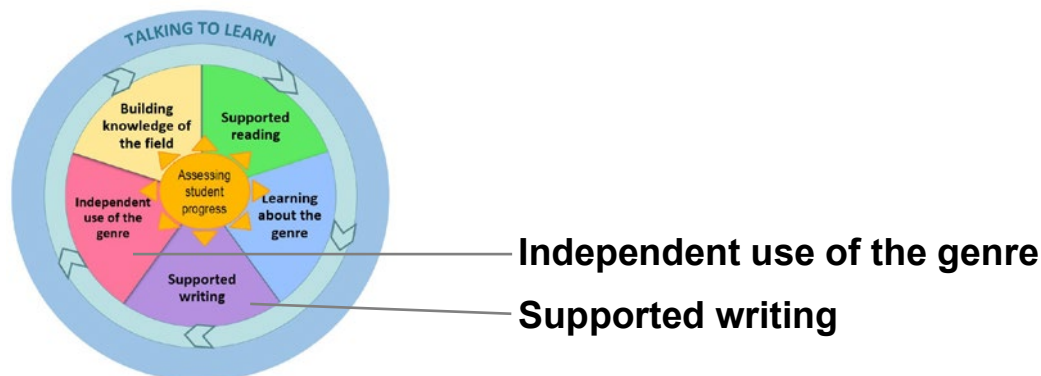


Figure 1: Teaching and learning cycle (Derewianka and Jones, 2022)

## Overview

Description	<p>A planning template may be used in the supported writing and/or independent use of the genre to aid students in creating texts, including when considering the stages and phases according to text purpose. By using a planning template that illustrates the stages and possible phases of a text, students engage in developing a deeper understanding of how texts are organised according to purpose.</p>
<p><b>Literacy learning focus – progression levels P6–P11 for Years 3–9</b> (based on the Australian Curriculum <a href="#">Literacy learning progression — creating texts</a>)</p>	<p><b>Crafting ideas</b></p> <ul style="list-style-type: none"> <li>• creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic (P6)</li> <li>• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic) (P6)</li> <li>• selects and discards ideas to make texts suitable for familiar audiences and purposes (P6)</li> <li>• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to argue with evidence or reasons; to express emotions (P7)</li> <li>• stages text using typical or familiar features such as an introduction and body paragraphs (P7)</li> <li>• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences) (P7)</li> </ul> <p><b>Informative text indicators</b></p> <ul style="list-style-type: none"> <li>• creates informative texts for a broader range of learning area purposes (P8)</li> <li>• includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs (P8)</li> <li>• includes ideas which are relevant to the topic and purpose of the text (P8)</li> <li>• creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created) (P9)</li> </ul>

- selects structural elements to represent the information comprehensively and accurately (e.g. a fact sheet that includes an opening statement, labelled diagrams and text boxes) (P9)
- develops ideas with details and examples (P9)
- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks) (P10)
- creates texts to compare and contrast phenomena (e.g. identifies the similarities and differences between species of animals) (P10)
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation) (P11)

#### **Persuasive text indicators**

- creates persuasive texts for a broader range of learning area purposes (P8)
- includes structural features appropriate to the type of text and task such as an introduction with a statement of position, body paragraphs and simple conclusion (P8)
- presents a position and supports it with one or a few simply stated arguments (P8)
- includes arguments and ideas which are relevant to the purpose of the text (P8)
- creates persuasive texts that take a position and supports the position with arguments (e.g. examines the benefits of physical activity for health and wellbeing) (P9)
- selects structural elements to suit the purpose (e.g. introduces an argument with a clearly articulated statement of position) (P9)
- creates persuasive texts to discuss, evaluate and review (e.g. evaluates and reviews design ideas) (P10)
- includes persuasive points with effective elaborations and supporting evidence (P10)
- intentionally selects structural elements for effect (e.g. includes an appropriate conclusion that sums up, recommends or reiterates) (P10)
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent summation or call to action) (P11)

#### **Imaginative text indicators**

- creates imaginative texts for a broader range of learning area purposes (P8)
- includes structural features appropriate to the type of text such as orientation, complication and resolution (P8)
- includes ideas which are relevant to the purpose of the text (P8)
- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories) (P9)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication) (P9)
- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism) (P9)
- creates imaginative texts with less predictable features to engage the reader emotionally and intellectually (e.g. writes to convey character perspective) (P10)
- includes relevant, rich, evocative description (P10)
- intentionally selects structural features (e.g. includes an unpredictable ending or circular plot) (P10)

	<ul style="list-style-type: none"> <li>uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow) (P11)</li> </ul>
<b>Teacher preparation</b>	Choose, or negotiate with students, a relevant topic to practise the strategy. This should be a topic related to learning area content to build on learnings across the teaching and learning cycle. Edit the planning template to suit the genre of the text students will create.

## Suggested implementation

1. Use a [planning template](#) that gives students the opportunity to explore the text type, including purpose, stages and possible phases (see Table 1). Clarify the purpose of the planning to be undertaken, e.g. to jointly construct the description stage of an informative text.
2. Model the use of the template, thinking aloud to demonstrate:
  - the characteristic stages of the text
  - the possible phases of the text
  - how to fill in the planning notes.
3. Ask students to work individually or collaboratively to review the stages of the text type and consider the possible phases to be included.
4. Decide on the next steps, e.g. jointly construct a text using the teacher modelled notes or student notes, have students jointly construct a text in small groups.



**Table 1: Planning template for a descriptive report**

Stages	Possible phases*	Planning notes
General statement (one sentence)		
Description (multiple paragraphs)		
Summary (one sentence)		

\*Add additional rows and names for other relevant phases.



**Licence:** <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. |

**Attribution:** '© State of Queensland (QCAA) 2026' — please include the link to our copyright notice.

Other copyright material in this publication is listed below.

1. 'Teaching learning cycle' diagram supplied by Bev Derewianka co-author of Derewianka B and Jones P (2022) *Teaching Language in Context* Oxford University Press.
2. Unless otherwise indicated, material from Australian Curriculum is © ACARA 2010–present, licensed under [CC BY 4.0](#). For the latest information and additional terms of use, please check the [Australian Curriculum website](#) and its [copyright notice](#).
3. AC National Literacy Learning Progressions are licensed under a Creative Commons Attribution-Non Commercial 4.0 International (CC BY-NC 4.0) licence