



[www.joannerossbridge.com.au](http://www.joannerossbridge.com.au)

# Planning for writing: What's my purpose?



Often when assessing student writing, it seems that students understand the purpose for writing to a degree, however, an in-depth understanding may not be evident. Students may also have a limited repertoire for talking about the purpose of their own writing and how it influences their planning and choices when composing their own texts.

The following strategies were designed to be incorporated into a broader teaching and learning program where students were developing

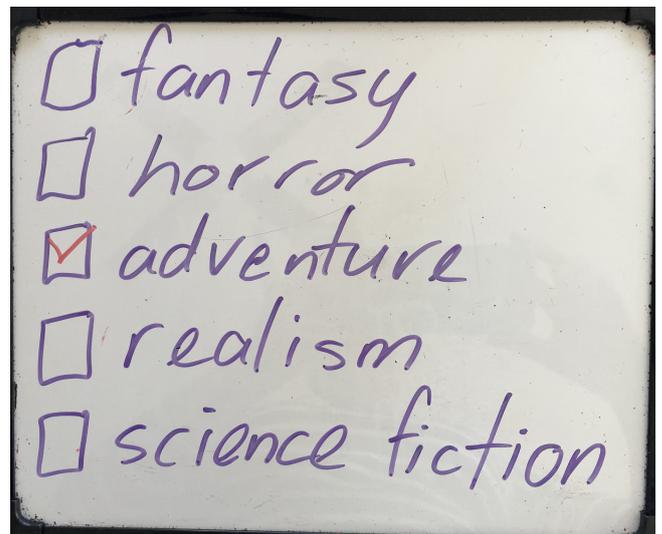
the craft of describing settings within a broader narrative text. They were developed as a result of formative assessment ([see Assessment Resource No 1](#)). These strategies focus particularly on the planning stage of writing and how to consider the relationship between text purpose and other choices. Although they are designed specifically for describing in a literary context they can be adapted for numerous contexts based on the overall purpose of the texts being composed.

## Designing teaching and learning for planning

### Planning for purpose

Provide questions or recording tables during joint and independent construction to guide planning by focusing on identifying the context, purpose, literary genre and audience at the planning stage. Questions might include:

- Where would we find a text like this?
- What would the text look like?
- Would it be found within another text?
- Who would write and read such a text?
- What would the reader be expecting from reading the text?
- How would you want the reader to feel or respond?
- What is the purpose for writing?
- What type or particular genre might the text be?
- What other texts do you know that have a similar purpose?
- Will the purpose shift across stages of the text?
- How will we know the purpose is being achieved?



## Planning with visual stimulus

Model how to unpack visual stimulus by brainstorming what can be seen, smelt and felt in response to the image. Then place words under headings based on whether the aspects would be important in describing the setting given a particular literary genre, for example, realism, science fiction or historical fiction. In response to the image below, a range of features were brainstormed but students decided to focus on specific features when planning with a particular type of narrative setting in mind.



Type of narrative setting	Features to focus on when describing the setting	Reason
fantasy	hat, picnic hamper, book	three ways of being transported into a fantasy world through a portal
detective mystery	book, umbrella, hat	precious items belonging to a key character
fairytale	all objects	all arranged by a powerful princess for a picnic with a poor prince