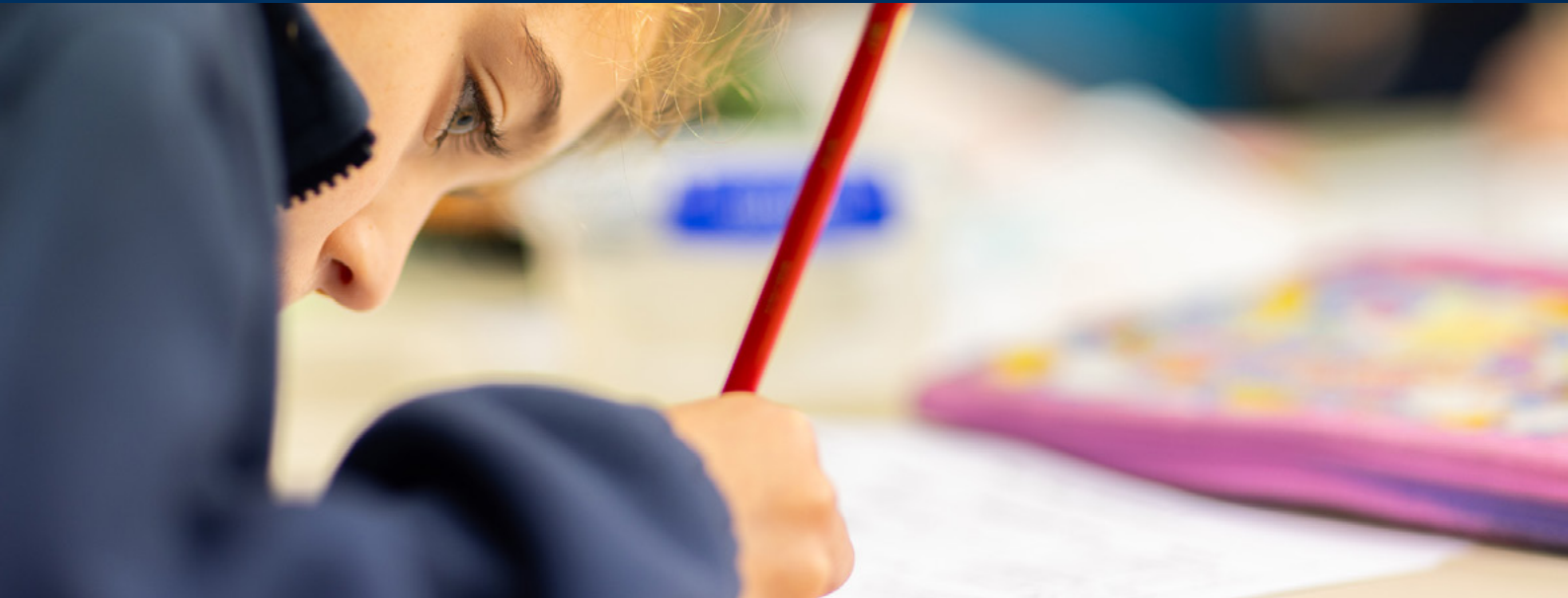


Writing paragraphs

June 2025



This practice guide is part of a suite of resources for teachers and school leaders to support the explicit teaching of writing in the classroom. It can be used in conjunction with the Australian Education Research Organisation (AERO)’s other guides on simple sentences, compound sentences, complex sentences and sentence combining.

When students understand how to write sentences, they can progress to writing paragraphs and then extended texts. Paragraphs are important because they help to organise the knowledge we want to communicate. The structure and language they contain vary depending on the purpose of the writing, so this should be a key consideration when teaching paragraph structures. A single paragraph structure isn’t suitable for all types of writing. To become successful writers, students must be explicitly taught how to structure different types of paragraphs and apply them across all subject areas.¹

This practice guide:

- will help you understand a variety of different paragraphs by using a range of scaffolds to model and explain new learning
- provides examples to help you teach students how to structure different types of paragraphs – increasing in complexity – using a range of prompts. This includes:
 - paragraphs for short responses (typically a text consisting of one paragraph): describe, explain, discuss
 - paragraphs for extended responses (a text consisting of a series of paragraphs): introduction, analyse, evaluate, conclusion
- uses examples from a range of subjects to demonstrate how paragraph writing can be explicitly taught across learning areas.

As this guide is a starting point for teaching paragraphs, it doesn't include exhaustive examples of every paragraph type or cover narrative paragraph structures. It also doesn't cover how to teach students to write an extended text, such as an essay or report.

Understanding and using different paragraph structures

What is a paragraph?

A paragraph is a related group of sentences that develops one main idea. If we want a reader to engage with and understand what we write, we need to use recognisable structures and signposts to organise the text and guide them through it. A paragraph is the key organising element for students' sentences, and the type of paragraph used needs to align with the text type.

Paragraphs increase in complexity, depending on the type of writing. Procedural writing (e.g., in science), which is more factual or concrete, requires students to 'describe' and 'explain'. More complex and abstract writing (e.g., in humanities) requires students to 'discuss', 'analyse' and 'evaluate'. These verb prompts indicate the type of paragraphs students should include in their short and extended responses to communicate their learning effectively.

The role of connectives

A connective is a functional term for words or phrases that are used to link sentences and texts, which helps achieve cohesion. Examining the connectives students use in their writing can help you understand the development of their sentences and paragraphs.

There are different types of connectives, including:

- **coordinating conjunctions**, which link 2 or more independent clauses
- **subordinating conjunctions**, which introduce subordinate (dependent) clauses in a complex sentence, adding or extending information
- **adverbial connectives**, which are also known as conjunctive adverbs or linking adverbs. These are words or phrases that connect 2 clauses or sentences and show a relationship between them such as time, contrast, cause and effect or sequence.

A [connectives glossary](#) is provided at the end of this guide.

When students are learning to write, they rely on simple time and speech-like connectives such as ‘and’ and ‘then’ to sequence ideas. As their knowledge builds and their writing progresses, they should be taught to begin using coordinating conjunctions (e.g., FANBOYS: ‘for’, ‘and’, ‘nor’, ‘but’, ‘or’, ‘yet’, ‘so’) to show relationships and link related ideas.

With more knowledge and practise, students should start to use subordinating conjunctions such as ‘although’ and ‘while’, allowing them to form more complex sentences. These connectives help them express causal or concessional relationships and support the introduction of analytical writing or cause-and-effect reasoning.

As students progress further, they should be taught to use adverbial connectives, such as those that clarify (e.g., ‘for example’), compare (e.g., ‘on the other hand’) or add information (e.g., ‘furthermore’). The explicit teaching of connectives helps students to convey more nuanced relationships between ideas and create more cohesive paragraphs.

[Figure 1](#) illustrates how the use of different connectives in sentences reflects the progression of paragraphs.

The role of pronouns

Figure 1: Learning progression for paragraph writing and types of connectives

Emerging paragraph writing	Improving paragraph writing	Extending paragraph writing
Attempts a range of simple, compound and complex sentences	Uses a range of simple, compound and complex sentences appropriate to the task	Uses a range of effective simple, compound and complex sentences consistently
Speech-like, time conjunctions	Coordinating conjunctions (fanboys)	Subordinating conjunctions (time, reason, condition, contrast or place)
and, when, because, then	for, and, nor, but, or, yet, so, but	therefore, consequently (causal), however, alternatively (comparative) furthermore, besides (additive)

Pronouns can replace nouns in sentences to avoid repetition and improve clarity. Along with connectives, pronouns help maintain cohesion within paragraphs and across extended texts. Teaching students how to use pronouns effectively can make their sentences more concise and focus on the subject or object without unnecessary details. Pronouns such as ‘they’, ‘he’, ‘she’, ‘it’, ‘this’ or ‘these’ can be used to refer to previously mentioned people, places or things. We’ve indicated the pronouns in the following example sentence using a dotted underline to help you identify them:

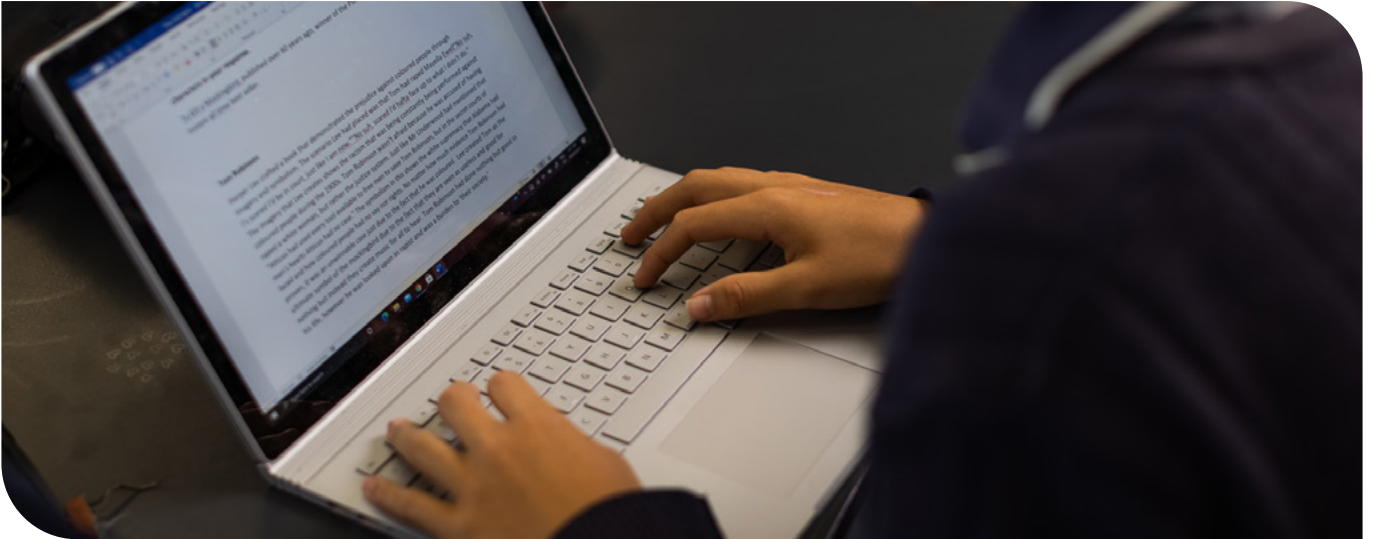
Mars has the largest volcano in the solar system, Olympus Mons. It is about three times the height of Mount Everest. This volcano is believed to have formed over billions of years from repeated lava flows. While no eruptions have been recorded recently, scientists believe that it may still be active.

This paragraph uses the pronouns ‘it’ and ‘this’ to avoid repeating the noun, ‘Olympus Mons’.

In most academic writing, it is important that a paragraph doesn’t begin with a pronoun, because a new paragraph must re-orient the reader, and not require them to track the pronoun reference back through a text. Let’s consider the same example:

It has the largest volcano in the solar system, Olympus Mons. It is about three times the height of Mount Everest. This volcano is believed to have formed over billions of years from repeated lava flows. While no eruptions have been recorded recently, scientists believe that it may still be active.

If this was a body paragraph from an information report about Mars, starting the paragraph with ‘It’ without introducing the noun first confuses the reader because it’s unclear what ‘it’ is (is it Mars, or Olympus Mons, or both?). The reader must work backwards to understand what ‘it’ and ‘this’ are, making the text harder to follow.



Writing paragraphs for short responses

The 'describe paragraph'

When we ask students to describe something, we're asking them to provide an account of something or someone's characteristics or features.

This type of paragraph is used across different subjects because it helps categorise and classify a range of experiences and phenomena. Students need to describe in a variety of text types, such as information reports and literary descriptions.

When we're teaching students to communicate their knowledge and understanding, we can use a 'describe paragraph'. A describe paragraph helps students identify characteristics or features using precise language that helps communicate their understanding of the content clearly and logically.

When might students *describe*?



Visual art

Describe the use of colour in Nyunmiti Burton's artwork *Seven Sisters* (2020).



History

Describe the role of Deng Xiaoping in the modernisation of China.



Health and physical education

Describe one major health issue affecting young people in Australia.

Describe paragraph structure

1. Introduce the topic.

2. What does or did it look like?

3. What does or did it do?

4. Conclude with a summarising sentence (e.g., Why is this important?).

Note: Emerging paragraphs may not include a concluding sentence.

The following 3 example student describe paragraphs show paragraph writing progression in geography. The **connectives** are marked in bold, and the pronouns used to maintain cohesion are dotted-underlined.

Example student describe paragraphs

Emerging

Describe one of the natural or man-made features in your local area.

The beach in Mount Martha is a beautiful natural feature. It has soft, golden sand, clear blue water **and** is surrounded by bush and cliffs. Lots of people swim, play and relax at the beach **because** it is so beautiful.

Improving

Describe the use of green spaces in densely populated urban areas.

Green spaces in densely populated urban areas provide useful environmental and social benefits. They often include parks, gardens and trees **and** are a refreshing alternative to concrete buildings and roads. These spaces provide people with a place to relax, exercise and socialise, **while** also improving air quality and supporting local wildlife. **When** cities incorporate green spaces, they become more sustainable and improve the quality of urban living.

Extending

Describe one environmental factor that has influenced where urban areas are in Australia.

The availability of water is a significant environmental factor influencing the location of urban areas in Australia. Coastal cities like Sydney and Brisbane have developed water resources through natural means such as rivers and rainfall, therefore producing reliable sources of water. This availability supports drinking water, agriculture and industry, which are necessary for sustaining large populations. **As a result**, access to water not only shapes urban growth but also impacts the overall quality of life for residents.

The 'explain paragraph'

When we ask students to explain, we want them to address 'how' and 'why' something happened by showing cause and effect and making relationships clear.

Explanations help students make sense of the world. As they move through school, students are expected to explain more abstract concepts, such as scientific theories or historical events, across different subjects. This helps them engage with and communicate more complex ideas.

To support students in communicating this understanding, we can use an 'explain paragraph'. This helps students identify cause-and-effect relationships and use precise language to clearly connect ideas and present their understanding logically.

When might students *explain*?



History

Explain how the Eureka Stockade helped develop democratic rights in Australia.



Geography

Explain how wind can affect bushfires.



Dance

Explain how Frances Rings combines traditional Aboriginal and contemporary dance in Terrain.



Explain paragraph structure

1. Introduce the topic.

2. How did or does it happen?

3. Why did or does it happen?

4. Conclude with a summarising sentence (e.g., What is the relationship between these 2 things?)

Note: Emerging paragraphs may not include a concluding sentence.

The following 3 example student explain paragraphs show paragraph writing progression in science. The **connectives** are marked in bold, and the pronouns used to maintain cohesion are underlined.

Example student explain paragraphs

Emerging

Explain why rocks are different colours.

Rocks are different colours **because** of the minerals they contain. **When** rocks form, they can have different coloured minerals like iron or quartz. Iron makes a rock look red **and** quartz makes a rock look clear or white.

Improving

Explain how large earth movements can cause rocks to change.

Large earth movements can cause rocks to change through processes like folding and faulting. **As** tectonic plates shift, they apply pressure to rocks, which can lead to changes in their structure and composition. **If** the rocks have a higher density, they may fracture more easily, **while** rocks with lower density may bend instead. Understanding these movements helps explain geological formations and predict changes in the earth's surface.

Extending

Explain how the cooling rate of igneous rock affects crystal size.

The cooling rate of igneous rock directly affects the size of its crystals. **When** magma cools slowly beneath the Earth's surface, large crystals can form, **as** there is more time for the mineral particles to arrange themselves. **In contrast**, rapid cooling on the surface, such as during a volcanic eruption, results in smaller crystals **because** the minerals solidify quickly. **Consequently**, the cooling rate and crystal size are related, with slower cooling producing larger crystals and faster cooling resulting in smaller ones.

The ‘discuss paragraph’

When we ask students to discuss, we want them to examine an issue and provide arguments for and against it, supporting opinions or conclusions with evidence.

This involves presenting information, making comparisons and highlighting strengths, weaknesses or implications. A discussion usually involves considering information that isn’t directly stated in the question or prompt. It’s an approach often used in argumentative writing.

When might students *discuss*?



History

Discuss the view that Hitler’s leadership was the most important factor in the Nazi Party’s rise to power.



Health and physical education

Discuss whether the use of performance-tracking devices in sports helps or harms athletes’ health.



Geography

Discuss the impact of Tasmania’s population growth on its economy and local communities.



Discuss paragraph structure

1. Introduce the issue.

2. What is the argument 'for'?

3. What is the argument 'against'?

4. Which argument, based on the evidence provided, is stronger?

The following 3 example student discuss paragraphs show paragraph writing progression in English. The **connectives** are marked in bold, and the pronouns used to maintain cohesion are underlined.

Example student discuss paragraphs

Emerging

Discuss how screen time can be both fun and distracting for students.

Screen time can be both fun and distracting for students. It can be fun **because** games and videos can help them learn and relax. It can also be distracting **when** students spend too much time on screens **and** get distracted from their work. Too much screen time is a bigger problem **because** it can stop students from learning.

Improving

Discuss the reasons for and against limiting screen time after school.

Limiting screen time after school has become an important issue for many families. One reason to support limiting screen time is that it helps students focus on their schoolwork **and** encourages them to play outside with others. **However**, some people argue that screen time helps students relax and connect with friends, **so** it can be an important part of their social life. **Although** both points are valid, the argument for limiting screen time is stronger **because** it helps students balance their responsibilities **and** improve their overall wellbeing.

Extending

Discuss how screen time affects social relationships among teenagers.

Screen time affects social relationships among teenagers in various ways. **On one hand**, screen time allows teenagers to connect with friends and share experiences through social media, **so** it can strengthen their relationships. **In contrast**, some argue that excessive screen time can lead to isolation, **as** teens may spend more time on their devices rather than interacting face-to-face. **Overall**, the positive effects of screen time outweigh the negatives, helping teenagers stay connected and support one another, which is crucial as loneliness rises due to a lack of meaningful in-person social connections.

Writing paragraphs for extended responses

As students move between year levels, writing tasks become more complex, requiring more extended and abstract writing. For example, when we ask students to **evaluate**, we're asking for an objective assessment that's supported by reason and evidence.

When planning an extended response, there needs to be consideration of the connection between the requirements of the writing task and the type of sentences and paragraphs used. All of the structures we explore for extended responses use **causal** (e.g., 'consequently', 'as a result') and **concluding** connectives (e.g., 'in conclusion', 'finally'). Start by explicitly teaching these connectives to help students build clear and cohesive extended responses.



The introduction paragraph

Students are required to write introduction paragraphs in extended pieces of writing in many different subject areas. The main purpose of an introduction is to give readers a clear starting point by stating the writer's main argument or perspective. It also introduces key terms and explains how the question will be addressed, helping readers understand the topic and follow the content.

In some non-fiction writing, like information reports, a *describe* paragraph could be used as an introduction. This approach is especially useful in subjects like science or geography, where students might need to describe an animal or country.

Introduction paragraph structure

1. What is the overall argument or perspective?

2. What key ideas will be outlined?

3. How does the argument or perspective connect to the question?

The following is an example student introduction paragraph from a persuasive essay written about road safety for health and physical education.

Example persuasive essay introduction paragraph



Task: Write a persuasive essay to address the issue of road safety in our community.

Propose 2 to 3 actionable strategies for individuals and the community to make informed and safe decisions on the road.

Paragraph structure

1. What is the overall argument or perspective?

2. What key ideas will be outlined?
(Briefly outline the ideas that the body paragraphs will cover.)

3. How does the argument or perspective connect to the question?

Improving road safety in our community requires both individual responsibility and collective action. We must implement driver education programs, enforce stricter speed limits and launch campaigns against distracted driving to help encourage safer choices on the road. These strategies will ensure individuals and the community can make informed decisions and reduce risks while driving.

The ‘analyse paragraph’

When students are asked to analyse, they need to break down information to identify key components and relationships, such as patterns, similarities and differences.

This requires students to find evidence to support an interpretation and to consider the implications. They should be guided to present claims connected to evidence, such as facts and/or quotes, to draw conclusions and identify broader implications.

When might students *analyse*?



History

Analyse the role and contribution of Suleiman the Magnificent in shaping the Ottoman Empire.



Media arts

Analyse how the production elements in the film establish and develop its themes while engaging the audience.



Visual arts

Analyse how the artist's use of light and shade communicates meaning in the artwork.

Analyse paragraph structure

1. Introduce the topic.

2. What is your claim?

3. Why does your claim matter?

4. What evidence supports it?

5. State the impact of the evidence.

6. Conclude by summarising how your claim relates back to the question.

The following is an example of a student analyse body paragraph used in an English analytical essay about *Catching Teller Crow* by Ambelin Kwaymullina and Ezekiel Kwaymullina. It focuses on the character of Michael Teller.

Example student analytical essay analyse body paragraph



Task: Analyse how grief and trauma influence the choices made by characters in *Catching Teller Crow*.

Paragraph structure

1. Introduce the topic.

2. **What** is your claim?

3. **Why** does your claim matter?

4. **What** evidence supports it?
(1 to 2 sentences.)

5. **State** the impact of this evidence.
(1 to 2 sentences.)

6. **Conclude** by summarising how your claim relates back to the question.

Grief and trauma significantly impact the choices made by Michael Teller in *Catching Teller Crow*. Michael's overwhelming grief after his daughter Beth's death traps him in a cycle of guilt and sorrow and prevents Beth's ghost from moving on to the afterlife. This affects his ability to heal and make clear decisions, highlighting how unresolved grief can prevent emotional healing and growth. Beth's description of her father at the start of the novel as 'stuck in grief like a man caught in a muddy swamp' reflects how deeply Michael is consumed by his sorrow. **In contrast**, by the end of the novel, Beth observes, 'he looked like the man he would become, in a world where he lived even though I didn't', signaling a shift in his emotional state. **While** Michael's initial failure to reconnect with his in-laws or accept his daughter's death prevents him from moving forward, his grief eventually drives him to seek justice for the victims of abuse. This choice provides him with a renewed sense of purpose, allowing him to heal and, in doing so, release Beth into the afterlife. **Ultimately**, this choice enables him to begin his recovery and release Beth into the afterlife, showing how grief and trauma, when confronted, can lead to healing and personal growth.

Connectives

While is a subordinating conjunction that introduces contrast between Michael's inability to move forward early in the novel and his eventual progress, showing how grief initially stifles his growth.

In contrast is a comparative connective that highlights the difference between Michael's initial emotional state and the shift in his character by the end of the novel.

Ultimately signals the conclusion of the paragraph, highlighting how confronting grief leads to healing and growth, which supports the claim that addressing trauma allows for recovery.

The pronouns 'his' and 'him' help maintain cohesion by consistently referring to Michael's character and his actions. 'This' links Michael's choice to seek justice with his healing, while 'her' maintains cohesion by connecting Beth's observations of his emotional shift.

The 'evaluate paragraph'

When we teach students to evaluate, we're asking them to judge the value or significance of something.

An 'evaluate paragraph' is more cognitively demanding than any of the previously mentioned paragraphs because it requires students to provide an objective opinion that either supports or challenges the topic's values using reasoning and evidence. Responses to an evaluate question may include more than one paragraph, each containing elements of describing and explaining.

When might students *evaluate*?



Drama

Evaluate the effectiveness of the set design in communicating the play's setting and mood.



Science

Evaluate the significance of Dr Edward Jenner's investigation into infectious disease.



Geography

Evaluate the success of measures to manage flooding in urban areas near your fieldwork location.

Evaluate paragraph structure

1. Introduce the topic and specify the aspect to be evaluated.

2. Why is this significant?

3. What strong evidence supports your evaluation?

4. How does the evidence justify your evaluation?

5. What additional evidence supports this?

6. How does this additional evidence further strengthen your evaluation?

7. Conclude by summarising how your evaluation answers the question.

The following is an example student evaluate body paragraph used in a history evaluative essay. It focuses on the impact of collectivisation of agriculture as a social impact of Stalinism on Soviet society to 1941.

Example evaluative essay evaluate body paragraph



Task: Evaluate the social impact of Stalinism on Soviet society to 1941.

Paragraph structure

1. Introduce the topic and specify the aspect to be evaluated.

2. **Why** is this significant? (1 to 2 sentences.)

3. **What** strong evidence supports your evaluation? (Provide your strongest piece of evidence.)

4. **How** does the evidence justify your evaluation?

5. **What additional evidence** supports this?

6. **How** does this additional evidence further strengthen your evaluation? (Repeat step 4 in relation to additional evidence.)

7. **Conclude** by summarising how your evaluation answers the question.

Stalinism had a profound impact on Soviet society up to 1941, **particularly** through the forced collectivisation of agriculture. **This** policy is significant **because** **it** changed the lives of millions of peasants and reshaped the agricultural system in the USSR. Collectivisation disrupted traditional farming practices and caused severe consequences.

The forced collectivisation of agriculture led to widespread famine, particularly in Ukraine, **where** millions of lives were lost.

This illustrates the harsh consequences of Stalin's policies on society, **as** the push for collective farming resulted in suffering and loss of life.

In addition to the famine, many peasants resisted the forced collectivisation of **their** land and livestock. **This** resistance led to violent clashes with the state, showing the social unrest caused by Stalin's policies.

In summary, collectivisation caused suffering and mistrust in the rural population, affecting agricultural productivity and social stability in Soviet society.

Connectives

Particularly is an adverbial clarifying connective that highlights the significance of collectivisation Stalinism on Soviet society and clarifies what the paragraph will evaluate.

Because is a subordinating conjunction that introduces a causal relationship, explaining why collectivisation was significant in relation to the lives of peasants and the agricultural system.

Where functions as another subordinating conjunction, specifying the context (Ukraine) in which the effects of collectivisation were most severe.

As is also a subordinating conjunction, connecting the cause of famine to the effects it had on society, and helping the writer further justify their evaluation.

In addition is an additive connective used to introduce further evidence about peasant resistance to collectivisation.

In summary is a concluding connective that supports the writer to summarise and reinforce the evaluation of collectivisation's negative social impact.

The pronouns '**it**,' '**this**,' and '**their**' maintain cohesion by referring back to key concepts like collectivisation, its impact and peasants.

The conclusion paragraph

Conclusions play an important role in reinforcing the writer's position in academic writing across all subjects, restating main ideas and linking these ideas back to the question or prompt. Unlike introductions, which outline what will be discussed, conclusions pull everything together into a single, clear message. Importantly, conclusions shouldn't introduce new information. Instead, they answer the assessment question and provide a final, authoritative comment based on the information and/or evidence presented in the body paragraphs of the text.

Some conclusions may finish with a call to action or a recommendation:

- **A call to action** is an instruction for readers on how to act, think or feel, in a final effort to persuade them – for example, 'Take control of your health: commit to 30 minutes of exercise each day, join a local sports team or make walking part of your routine.'
- **A recommendation** encourages readers to reflect on the issue and decide if and how they might apply the advice. For example, in a persuasive text about reducing screen time, the writer might conclude with: 'Limiting screen time in the evenings and focusing on offline activities, such as reading or outdoor exercise, can help create a healthier balance.'

Conclusion paragraph structure

1. State your answer to the question.
2. How do your main points support your answer?
3. Why does your argument or position matter?
4. Make a recommendation or call to action (if applicable).

The following is an example conclusion paragraph from an English analytical essay on *Animal Farm* by George Orwell.

Example analytical essay conclusion paragraph



Task: Analyse how George Orwell uses allegory in *Animal Farm* to represent important figures from the Russian Revolution.

Paragraph structure

1. State your **answer** to the question.
2. **How** do your main points support your answer? (Briefly summarise the key points from the body paragraphs.)
3. **Why** does your argument or position matter? (Conclude with broader implications to reinforce your answer to the question, without introducing new information.)
4. Make a recommendation or call to action (if applicable).

In conclusion, Orwell uses allegory in *Animal Farm* to represent important events and figures from the Russian Revolution. Characters like Napoleon, Snowball and Squealer reveal how revolutionary ideals can be lost **when** power goes unchecked. **Ultimately**, Orwell's allegory warns readers about the dangers of authoritarianism and the risks of power and corruption in society.

Connectives

In conclusion signals the start of the conclusion.

When is a subordinating conjunction, showing how the characters demonstrate that unchecked power can lead to lost ideals.

Ultimately acts as an adverbial concluding connective, succinctly concluding with the broader implications of the text about the dangers of authoritarianism.

Teaching paragraphs and AERO's Writing Instruction Model

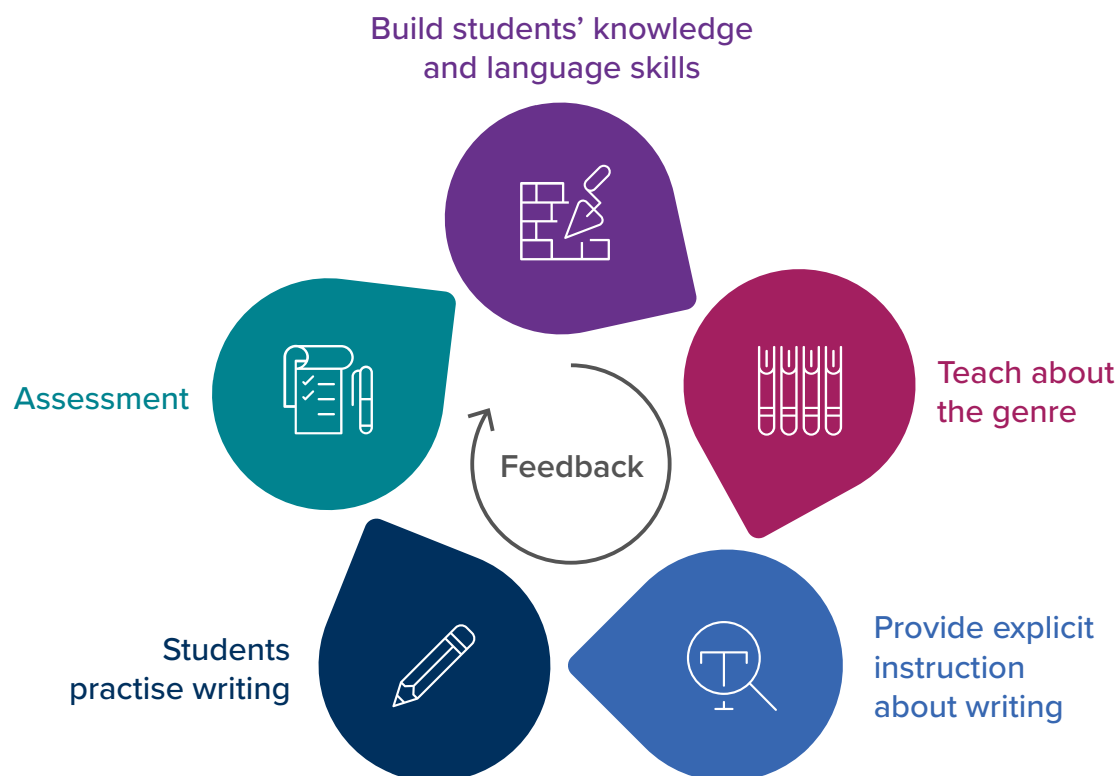
AERO's Writing Instruction Model (see Figure 2) is based on established evidence from the field of applied linguistics^{2, 3, 4, 5} that shows writing develops in and through different stages. To teach writing effectively, we must explicitly teach students the content knowledge they will need to write clearly and appropriately for different subjects. This includes teaching both the subject matter and how texts are structured. Students need to understand how purpose, audience, structure and language features work together before they can write effectively.

Paragraphs shouldn't be taught in isolation; they must be linked to understanding the writing task, including purpose, audience and text structure. Teaching students to write paragraphs should be part of a broader process of teaching writing that includes planning, modelling, practice, drafting, evaluating and revising with feedback.

While the model comprises several stages, moving through each one doesn't signify the stage has been completed and therefore the explicit teaching, practising or reviewing of writing ends.

Instead, the model is designed for teachers to consider how to plan, model and explicitly and systematically teach writing, while acknowledging the complexities involved. Importantly, the model also acknowledges the need to give students regular, quality feedback. Good writing takes time to draft, edit and revise and teachers should check for understanding and give additional instruction, guidance or feedback at all teaching and learning stages.

Figure 2: AERO's Writing Instruction Model



Consider how the content from this guide can be applied to your teaching practice. For example:

- As you **build students' knowledge and language skills**, consider using knowledge-rich texts to bring students' attention to the effective use of connectives in paragraphs to build cohesion.
- As you **teach about the genre**, identify the features of the genre that you'll be exploring as part of your program, such as causal connectives showing cause and effect in an explain paragraph as part of an informative report.
- When **providing explicit instruction about writing**, highlight the differences between a paragraph that uses connectives to link ideas and a paragraph that doesn't, to demonstrate the impact of connectives on structurally signposting ideas.
- As **students practise writing**, assign writing tasks that progress in complexity, detail and abstraction, starting from sentences, moving to paragraphs and then extended texts.
- When designing an **assessment** task, ensure it explicitly outlines what the writing requirements are, including connecting the question to the text type and explicitly guiding students to the paragraphs they should use.

Connectives glossary

Term	Definition	Example	
Additive connectives	Can be used to introduce additional details or to further strengthen the text.	• Also • Furthermore • In addition	• Similarly • Above all
Causal connectives	Help to attribute the reasons for something occurring and show cause and effect.	• Therefore • Consequently • As a result	• For that reason • As a consequence
Clarifying connectives	Signal where evidence is being used to strengthen the writer's ideas.	• In other words • For example • To illustrate • In fact	• For instance • In particular • Especially
Comparative connectives	Help identify patterns, similarities or differences. These are key to analysing relationships within a text or topic.	• On the other hand • Rather • However	• Despite this • Alternatively • On the contrary
Concluding connectives	Signal the end of the text and help summarise and reinforce the writer's ideas.	• Overall • In conclusion • In summary	• Finally • To conclude • In short

Term	Definition	Example	
Coordinating conjunctions	Link 2 or more independent clauses.	• For • And • Nor • But	• Or • Yet • So
Subordinating conjunctions	Introduce subordinate (dependent) clauses in a complex sentence, adding or extending information.	• After • Although • As	• If • While • When

Endnotes

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- 3 Humphrey, S., & Feez, S. (2016). Direct instruction fit for purpose: Applying a metalinguistic toolkit to enhance creative writing in the early secondary years. *Australian Journal of Language and Literacy*, 39, 207–219. <https://doi.org/10.1007/BF03651974>
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