



# **25 Writing Prompts That Actually Work**

## **(NAPLAN Edition)**

A comprehensive resource for students, teachers and parents

# Table of Contents

1. [Introduction to NAPLAN Writing](#)
2. [Narrative Writing Prompts \(13\)](#)
3. [Persuasive Writing Prompts \(12\)](#)
4. [NAPLAN Assessment Criteria](#)
5. [Success Strategies](#)
6. [Conclusion](#)

## Introduction to NAPLAN Writing

### What is NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a series of standardised tests administered to Australian students in Years 3, 5, 7, and 9. The writing component assesses students' ability to generate and organise ideas, use language effectively, and demonstrate control over the mechanics of writing.

### The Writing Test Format

In the NAPLAN writing test, students are provided with a 'writing stimulus' (also called a 'prompt') and asked to write a response in a particular text type or genre. Students are typically tested on either narrative writing (stories) or persuasive writing (arguments).

### Time Allocation

Students have 40 minutes to plan, write, review, and edit their response to the given prompt.

### Assessment Criteria

NAPLAN writing is assessed against ten criteria:

1. **Audience:** The writer's capacity to orient, engage, and affect the reader
2. **Text Structure:** The organisation of narrative features
3. **Ideas:** The creation, selection, and crafting of ideas
4. **Character & Setting:** Development of character and setting (for narrative)
5. **Vocabulary:** The range and precision of language choices
6. **Cohesion:** The control of multiple threads and relationships
7. **Paragraphing:** The segmenting of text into paragraphs

8. **Sentence Structure:** The production of grammatically correct sentences

9. **Punctuation:** The use of correct and appropriate punctuation

10. **Spelling:** The accuracy of spelling and the difficulty of words used

## About This Resource

This ebook provides 25 carefully crafted writing prompts designed specifically to help students prepare for the NAPLAN writing assessment. Each prompt includes guidance notes, vocabulary suggestions, and structural advice to support students in developing their writing skills and confidence.

# Narrative Writing Prompts (13)

## What Makes a Strong Narrative?

A strong narrative for NAPLAN showcases creativity, well-developed characters, engaging plot, appropriate structure, and effective language use. The narrative should have a clear beginning (orientation), middle (complication), and end (resolution), with the complication being the heart of the story that drives the action forward.

## Prompt 1: The Mysterious Gate

*"Write a narrative (story) that involves a gate. Who or what is on the other side of the gate? Is the gate open or closed? Perhaps opening or getting past the gate is part of your story."*

### Guidance Notes:

This prompt invites you to explore themes of discovery, curiosity, or transition. The gate can be literal (a physical gate to a garden, mansion, or mysterious land) or metaphorical (representing a barrier or threshold to overcome). Consider using the gate as a central symbol in your story.

### Vocabulary Suggestions:

rusty/ancient/imposing

hesitate/tremble/cautiously

threshold/boundary/portal

creak/groan/squeak

forbidden/mysterious/enchanted

glimpse/peer/gaze

### Structural Advice:

- **Orientation:** Introduce your character and the gate, establishing why the gate is significant
- **Complication:** Create tension around the decision to approach/open the gate or what happens after doing so
- **Resolution:** Show how your character is changed by what they discover beyond the gate

## Prompt 2: The Unexpected Power

*"Write a narrative about a character who discovers they have an unusual ability or power. How do they discover it? What do they do with it?"*

### Guidance Notes:

This prompt allows you to explore themes of identity, responsibility, and self-discovery. The power could be supernatural (mind-reading, invisibility) or a special talent (exceptional memory, unique artistic ability). Focus on the character's emotional journey as they come to terms with their new ability.

### Vocabulary Suggestions:

astonished/bewildered/stunned

harness/control/master

burden/responsibility/gift

manifest/emerge/surface

extraordinary/phenomenal/remarkable

transform/evolve/adapt

### Structural Advice:

- **Orientation:** Establish your character's normal life before the discovery
- **Complication:** Show the moment of discovery and initial challenges of having the power
- **Rising Action:** Develop a situation where the power creates a problem or opportunity
- **Resolution:** Demonstrate how the character's relationship with their power evolves

## Prompt 3: The Message

*"Write a narrative using the idea of 'The Message'. Who sends the message? Who receives it? How does the message lead to unexpected consequences?"*

### Guidance Notes:

This prompt allows you to explore themes of communication, misunderstanding, and fate. The message could be a letter, text, email, mysterious note, or even a message in a bottle. Consider how messages can be misinterpreted or arrive at unexpected times, changing the course of events.

#### Vocabulary Suggestions:

urgent/cryptic/anonymous  
anticipation/dread/curiosity  
sender/recipient/messenger

decipher/interpret/misunderstand  
revelation/disclosure/confession  
fateful/pivotal/life-changing

#### Structural Advice:

- **Orientation:** Introduce the character and their everyday life
- **Inciting Incident:** The arrival or discovery of the message
- **Complication:** The consequences of receiving or acting on the message
- **Resolution:** How the character's life changes as a result

## Prompt 4: The Box

*"Write a narrative about a character who finds a mysterious box. What is inside the box? How did it get there? Is it valuable?"*

### Guidance Notes:

This prompt encourages exploration of themes like curiosity, discovery, and consequences of our choices. The box could contain something literal (an heirloom, a message, a strange object) or something more abstract (memories, emotions, or a metaphorical Pandora's box of troubles).

#### Vocabulary Suggestions:

intriguing/peculiar/ornate  
treasure/artefact/heirloom  
curiosity/temptation/restraint

discover/unearth/stumble upon  
hesitate/contemplate/deliberate  
conceal/contain/encase



### Structural Advice:

- **Orientation:** Set the scene for how the character finds the box
- **Rising Action:** Build tension around the decision to open the box
- **Climax:** The moment of discovery when the box is opened
- **Resolution:** The consequences of the discovery

## Prompt 5: The Secret Place

*"Write a story about a character who discovers a secret place no one else knows about. Where is it? What makes it special? What happens there?"*

### Guidance Notes:

This prompt invites you to create a rich setting and explore themes of sanctuary, solitude, and discovery. The secret place could be something magical (a door to another world), natural (a hidden cave or clearing), or ordinary but personally significant (an abandoned building or quiet corner of a library).

### Vocabulary Suggestions:

secluded/hidden/concealed	sanctuary/haven/refuge
discover/stumble upon/uncover	enchanted/magical/otherworldly
tranquil/serene/peaceful	clandestine/covert/secret

### Structural Advice:

- **Orientation:** Introduce your character and what leads them to discover the place
- **Discovery:** Describe the place vividly, focusing on sensory details
- **Complication:** Create a situation where the secret place becomes important (perhaps threatened or needed)
- **Resolution:** Show how the place changes the character or what they learn from it

## Prompt 6: The Storm

*"Write a narrative about a character who is caught in an unexpected storm. What kind of storm is it? How does the character respond? What changes because of the storm?"*

### Guidance Notes:

This prompt enables you to explore themes of resilience, preparation, and transformation. The storm can be literal (thunderstorm, blizzard, cyclone) or metaphorical (emotional crisis, conflict, upheaval). Focus on creating vivid imagery and emotional impact.

#### Vocabulary Suggestions:

turbulent/violent/ferocious	howl/roar/crash
unprepared/vulnerable/exposed	shelter/refuge/sanctuary
endure/withstand/weather	aftermath/devastation/renewal

#### Structural Advice:

- **Orientation:** Establish your character and setting, with subtle hints of the coming storm
- **Rising Action:** Show the first signs of the storm and initial reactions
- **Climax:** Depict the height of the storm and the character's greatest challenge
- **Resolution:** Show the aftermath and how the character has changed

## Prompt 7: The Old Map

*"Write a narrative about a character who discovers an old map. Where did they find it? What does it show? Does the character decide to follow it?"*

### Guidance Notes:

This prompt allows you to create an adventure story with elements of mystery and discovery. The map could lead to a physical destination (treasure, historical site, secret location) or serve as a metaphor for a personal journey. Consider how the journey changes the character.

#### Vocabulary Suggestions:

ancient/weathered/tattered	decipher/interpret/translate
expedition/quest/journey	landmark/terrain/destination
mysterious/enigmatic/cryptic	curious/intrigued/captivated

#### Structural Advice:

- **Orientation:** Introduce the character and the discovery of the map

- **Decision Point:** Show the character deciding whether to follow the map
- **Journey:** Describe the challenges and discoveries along the way
- **Destination:** Reveal what is found at the end of the map
- **Resolution:** Show how the journey has affected the character

## Prompt 8: The Time Capsule

*"Write a narrative about a character who finds or opens a time capsule. What's inside? How old is it? How does its contents affect the character?"*

### Guidance Notes:

This prompt explores themes of history, memory, and connection across time. The time capsule could be decades or centuries old, or it might even be from the character's own past. Consider how objects from the past can change our understanding of history or ourselves.

### Vocabulary Suggestions:

preserved/archived/safeguarded  
nostalgic/sentimental/evocative  
bygone/historical/ancestral

artefact/relic/memento  
excavate/unearth/discover  
revelation/insight/epiphany

### Structural Advice:

- **Orientation:** Introduce the character and the discovery of the time capsule
- **Exploration:** Detail the contents of the time capsule with sensory descriptions
- **Connection:** Show how the character connects emotionally with the items
- **Change:** Demonstrate how the discovery influences the character's perspective or actions
- **Resolution:** Reveal what the character decides to do with this new knowledge

## Prompt 9: The Strange Noise

*"Write a narrative about a character who hears a strange noise that no one else can hear. What does the noise sound like? Where is it coming from? What does the character discover?"*



### Guidance Notes:

This prompt allows you to build suspense and mystery. The noise could have a natural explanation, supernatural origin, or psychological cause. Focus on sensory description and the character's emotional response to being the only one who can hear it.

#### Vocabulary Suggestions:

eerie/uncanny/unsettling	whisper/murmur/reverberate
persistent/intermittent/rhythmic	investigate/pursue/track
perplexed/bewildered/confounded	hallucination/phenomenon/manifestation

#### Structural Advice:

- **Orientation:** Introduce the character in an ordinary setting
- **First Encounter:** Describe the first time the character hears the noise
- **Increasing Tension:** Show failed attempts to get others to hear it or explain it away
- **Investigation:** Follow the character as they try to find the source
- **Discovery:** Reveal what's causing the noise and its significance
- **Resolution:** Show how the character responds to the discovery

## Prompt 10: The Unexpected Journey

*"Write a narrative about a character who boards the wrong bus/train/plane and ends up somewhere completely unexpected. Where do they end up? What happens there?"*

### Guidance Notes:

This prompt explores themes of adaptability, unexpected opportunities, and stepping outside comfort zones. The destination could be a different city, a remote village, or even a fantastical place. Focus on the character's journey from initial confusion to acceptance or appreciation of the unexpected detour.

#### Vocabulary Suggestions:

disoriented/bewildered/confused	unfamiliar/foreign/uncharted
misadventure/detour/diversion	adapt/improvise/adjust
serendipitous/fortunate/fortuitous	discover/encounter/experience

#### Structural Advice:

- **Orientation:** Establish the character's original plans and the mistake that occurs
- **Realisation:** Show the moment when the character realises they're heading to the wrong place
- **Arrival:** Describe the unexpected destination vividly
- **Adaptation:** Show how the character deals with being somewhere unplanned
- **Discovery:** Reveal what the character learns or experiences in this new place
- **Resolution:** Show how the character is changed by the unexpected journey

## Prompt 11: The Locked Door

*"Write a narrative about a character who discovers a locked door that shouldn't be there. Where is the door? Why is it locked? What happens when it's opened?"*

### Guidance Notes:

This prompt combines elements of mystery and discovery. The locked door could appear in a familiar place where it wasn't before, or it could be in an abandoned building, family home, or even a metaphorical door in a dream. Consider what motivates your character to unlock it despite potential risks.

### Vocabulary Suggestions:

mysterious/peculiar/anomalous	padlocked/bolted/sealed
curious/intrigued/compelled	forbidden/restricted/prohibited
hesitate/deliberate/contemplate	reveal/disclose/unveil

### Structural Advice:

- **Orientation:** Establish the normal environment and the unexpected discovery of the door
- **Mystery Building:** Create questions about the door's existence and purpose
- **Decision:** Show the character's internal conflict about whether to open the door
- **Discovery:** Reveal what lies beyond the door
- **Consequences:** Explore the impact of the discovery on the character
- **Resolution:** Show how the character deals with what they've found

## Prompt 12: The Object from the Past

*"Write a narrative about a character who finds an object that has special significance to their family's past. What is the object? What story does it tell? How does it change the character's understanding of their history?"*

### Guidance Notes:

This prompt explores themes of heritage, identity, and family secrets. The object could be a photograph, letter, piece of jewellery, or cultural artefact. Focus on how discovering pieces of the past can change our understanding of ourselves and our families in the present.

#### Vocabulary Suggestions:

heirloom/keepsake/memento	ancestral/generational/inherited
revelation/discovery/disclosure	heritage/lineage/ancestry
precious/treasured/cherished	illuminate/clarify/unveil

#### Structural Advice:

- **Orientation:** Introduce the character and their current understanding of their family
- **Discovery:** Describe finding the object and initial reactions
- **Investigation:** Show the character learning more about the object's significance
- **Revelation:** Reveal what the object tells about the family's past
- **Integration:** Show how this new knowledge changes the character's sense of identity
- **Resolution:** Demonstrate how the character moves forward with this new understanding

## Prompt 13: The Challenge

*"Write a narrative about a character facing a challenge they don't think they can overcome. What is the challenge? Why does it seem impossible? How does the character approach it?"*

### Guidance Notes:

This prompt explores themes of resilience, growth, and self-belief. The challenge could be physical (a sporting competition, mountain climb), intellectual (a difficult test or puzzle), emotional (overcoming a fear), or social (standing up to peer pressure). Focus on the character's internal journey as much as the external challenge.

### Vocabulary Suggestions:

daunting/intimidating/formidable

doubt/hesitation/trepidation

obstacle/hurdle/impediment

persevere/endure/persist

determination/resolve/tenacity

triumph/overcome/surmount

### Structural Advice:

- **Orientation:** Introduce the character and establish the challenge they face
- **Initial Failure or Doubt:** Show why the character believes they cannot succeed
- **Turning Point:** Include a moment that changes their perspective or approach
- **Attempt:** Describe the character tackling the challenge
- **Result:** Show the outcome (success, partial success, or meaningful failure)
- **Resolution:** Demonstrate what the character has learned or how they've grown

## Persuasive Writing Prompts (12)

### What Makes a Strong Persuasive Text?

A strong persuasive text for NAPLAN presents a clear position on a topic, supports it with well-developed arguments and evidence, addresses potential counterarguments, and uses persuasive devices effectively. The writing should be organised with a clear introduction, body paragraphs (each containing a single main idea), and a conclusion that reinforces the writer's position.

### Prompt 14: Screen Time Limits

*"Do you think schools should strictly limit the amount of screen time students have during the day? Write to convince a reader of your opinion."*

### Guidance Notes:

This prompt addresses a relevant issue for students. Consider both educational uses of technology and potential drawbacks. You could argue for reasonable limits with educational exceptions, complete freedom with responsibility, or strict limits to promote other types of learning and social interaction.

### Vocabulary Suggestions:

beneficial/detrimental/educational  
distraction/engagement/attention  
policy/guideline/regulation

moderation/balance/restriction  
development/wellbeing/health  
essential/crucial/vital

### Structural Advice:

- **Introduction:** Clearly state your position on screen time limits in schools
- **First Argument:** Present your strongest reason (e.g., health impacts, educational benefits, digital literacy)
- **Second Argument:** Provide another supporting reason with evidence
- **Third Argument:** Add a third point or address a counterargument
- **Conclusion:** Restate your position and summarise your main points

## Prompt 15: Homework Policy

*"Should homework be optional rather than compulsory? Write to convince a reader of your opinion."*

### Guidance Notes:

This prompt allows you to explore the purpose and effectiveness of homework. Consider different perspectives such as student wellbeing, time management skills, reinforcement of learning, family circumstances, and teacher workload. Whichever position you take, consider acknowledging the valid points from the opposing view.

### Vocabulary Suggestions:

mandatory/optional/discretionary  
workload/pressure/stress  
beneficial/counterproductive/effective

reinforce/supplement/complement  
responsibility/accountability/discipline  
flexibility/autonomy/choice

### Structural Advice:

- **Introduction:** Define the issue and state your position clearly
- **First Argument:** Present a key reason for your position (e.g., impact on wellbeing, learning outcomes)
- **Second Argument:** Provide another supporting reason with examples
- **Counterargument:** Acknowledge and address opposing views

- **Conclusion:** Reinforce your position and call for action or change if appropriate

## Prompt 16: School Uniforms

*"Should schools require students to wear uniforms? Write to convince a reader of your opinion."*

### Guidance Notes:

This classic debate topic allows for strong arguments on both sides. Consider aspects such as equality, identity expression, school pride, practicality, cost, and preparation for professional life. Try to include specific examples or scenarios to strengthen your position.

### Vocabulary Suggestions:

identity/individuality/conformity	equality/discrimination/socioeconomic
professional/presentation/appearance	pride/belonging/community
practical/affordable/durable	restriction/freedom/expression

### Structural Advice:

- **Introduction:** Present the uniform debate and your position
- **First Argument:** Discuss a major benefit or drawback of uniforms
- **Second Argument:** Explore another significant aspect with examples
- **Third Argument:** Add a third point or address the strongest counterargument
- **Conclusion:** Restate your position and summarise your main arguments

## Prompt 17: Plastic Ban

*"Should single-use plastics be banned in all schools? Write to convince a reader of your opinion."*

### Guidance Notes:

This environmental topic allows you to explore issues of sustainability, practicality, and responsibility. Consider the environmental impact of plastics, alternatives available, the role of schools in modelling good practices, and potential challenges in implementing a ban.



### Vocabulary Suggestions:

sustainable/ecological/environmental	pollution/waste/contamination
biodegradable/compostable/reusable	initiative/policy/regulation
responsibility/stewardship/conservation	impact/consequence/effect

### Structural Advice:

- **Introduction:** Outline the issue of single-use plastics and state your position
- **Environmental Impact:** Discuss the environmental reasons for/against a ban
- **Practical Considerations:** Address feasibility, alternatives, and implementation
- **Educational Value:** Explore how this policy teaches (or fails to teach) important values
- **Conclusion:** Restate your position and emphasise the most compelling points

## Prompt 18: Year-Round Schooling

*"Should schools operate year-round with shorter, more frequent breaks instead of having a long summer holiday? Write to convince a reader of your opinion."*

### Guidance Notes:

This prompt allows you to explore educational policy and its effects on learning, family life, and wellbeing. Consider aspects such as learning retention, teacher burnout, family holiday planning, summer learning loss, and the historical reasons for the current school calendar.

### Vocabulary Suggestions:

retention/regression/continuity	restructure/redistribute/reorganise
beneficial/detrimental/advantageous	burnout/fatigue/rejuvenation
traditional/innovative/alternative	balance/equilibrium/harmony

### Structural Advice:

- **Introduction:** Present the calendar debate and your position
- **Learning Impact:** Discuss how the schedule affects educational outcomes
- **Wellbeing Considerations:** Address impacts on student and teacher wellbeing
- **Practical Implications:** Explore effects on families, extracurricular activities, etc.
- **Conclusion:** Summarise your argument and restate your position

## Prompt 19: Animal Testing

*"Should animal testing be banned for all purposes? Write to convince a reader of your opinion."*

### Guidance Notes:

This ethically complex topic requires careful consideration of multiple perspectives. Consider animal welfare, scientific progress, medical benefits, alternative testing methods, and where to draw ethical lines. Try to acknowledge the complexity while still presenting a clear position.

#### Vocabulary Suggestions:

ethical/moral/humane	alternatives/innovations/substitutes
necessary/essential/vital	cruel/inhumane/unethical
advancement/progress/breakthrough	welfare/rights/protection

#### Structural Advice:

- **Introduction:** Present the ethical dilemma and your position
- **Ethical Considerations:** Discuss the moral aspects of animal testing
- **Scientific Impact:** Address the implications for medical and scientific progress
- **Alternatives:** Explore the viability of alternative testing methods
- **Balanced Approach:** Consider whether there are any exceptions or compromises
- **Conclusion:** Reinforce your position and call for specific action

## Prompt 20: Compulsory Community Service

*"Should all students be required to complete a certain number of community service hours before graduating? Write to convince a reader of your opinion."*

### Guidance Notes:

This prompt allows you to explore the balance between personal choice and community responsibility. Consider aspects such as character development, civic engagement, practical skills gained, the value of voluntary versus mandatory service, and potential burdens on students with other responsibilities.

#### Vocabulary Suggestions:

mandatory/voluntary/obligatory  
contribute/volunteer/serve  
responsibility/obligation/duty

civic/community/societal  
character/empathy/compassion  
beneficial/valuable/worthwhile

### Structural Advice:

- **Introduction:** Define community service requirements and state your position
- **Character Development:** Discuss how service affects personal growth
- **Community Impact:** Address the benefits or drawbacks for communities
- **Practical Considerations:** Explore implementation challenges and fairness
- **Voluntary vs. Mandatory:** Compare the value of chosen versus required service
- **Conclusion:** Summarise your key points and reinforce your position

## Prompt 21: Later School Start Times

*"Should secondary schools start later in the morning to allow teenagers to get more sleep? Write to convince a reader of your opinion."*

### Guidance Notes:

This prompt relates to student wellbeing and educational policy. Consider research on teenage sleep patterns, potential impacts on learning and mental health, practical challenges for families and transportation, effects on after-school activities, and whether the benefits outweigh the disruptions.

### Vocabulary Suggestions:

circadian/biological/physiological  
wellbeing/health/vitality  
schedule/timetable/routine

alertness/concentration/focus  
academic/performance/achievement  
adjustment/adaptation/transition

### Structural Advice:

- **Introduction:** Present the issue and your position on later start times
- **Scientific Evidence:** Discuss research on teenage sleep patterns and learning
- **Wellbeing Impact:** Address mental and physical health considerations
- **Practical Challenges:** Explore logistical issues and potential solutions
- **Counterargument:** Address opposing views with reasoned responses
- **Conclusion:** Summarise your position and recommend a specific approach

## Prompt 22: Mobile Phones in Schools

*"Should mobile phones be banned in schools? Write to convince a reader of your opinion."*

### Guidance Notes:

This contemporary issue relates to technology in education and student behaviour. Consider aspects such as educational uses of phones, distractions during learning, safety and communication with parents, cyberbullying, teaching responsible use, and mental health impacts.

### Vocabulary Suggestions:

distraction/disruption/interruption	policy/regulation/restriction
educational/instructional/pedagogical	responsibility/discipline/self-control
access/connectivity/communication	safety/security/emergency

### Structural Advice:

- **Introduction:** Present the debate and your position on mobile phones in schools
- **Learning Environment:** Discuss impacts on classroom focus and learning
- **Safety and Communication:** Address emergency contact and parent communication
- **Social Aspects:** Explore effects on student socialisation and cyberbullying
- **Middle Ground:** Consider whether there are compromise positions (limited use times, etc.)
- **Conclusion:** Restate your position and summarise your strongest points

## Prompt 23: Junk Food in School Canteens

*"Should all unhealthy food options be removed from school canteens? Write to convince a reader of your opinion."*

### Guidance Notes:

This prompt relates to health policy and student wellbeing. Consider aspects such as nutritional education, freedom of choice, school responsibility for health, practicality of implementation, defining "unhealthy", and the potential for students to bring unhealthy options from outside anyway.

### Vocabulary Suggestions:

nutritional/wholesome/balanced  
choice/restriction/limitation  
alternatives/substitutes/options

obesity/health/wellbeing  
responsibility/influence/impact  
habits/preferences/lifestyle

### Structural Advice:

- **Introduction:** Define the issue and state your position
- **Health Impact:** Discuss nutritional concerns and long-term health effects
- **Educational Responsibility:** Address the school's role in promoting healthy choices
- **Freedom of Choice:** Explore arguments about personal choice and responsibility
- **Practical Solutions:** Suggest implementation approaches or compromises
- **Conclusion:** Reinforce your position and call for specific action

## Prompt 24: Competitive Sports in Schools

*"Should competitive sports be mandatory for all students in schools? Write to convince a reader of your opinion."*

### Guidance Notes:

This prompt allows you to explore physical education policy and its effects on students. Consider aspects such as physical health benefits, teamwork and social skills, the experiences of less athletic students, alternatives to competitive sports, and individual differences in interests and abilities.

### Vocabulary Suggestions:

competition/collaboration/participation  
teamwork/cooperation/camaraderie  
inclusion/exclusion/alienation

physical/fitness/activity  
confidence/self-esteem/resilience  
diverse/varied/alternative

### Structural Advice:

- **Introduction:** Present the issue of mandatory sports and your position
- **Health Benefits:** Discuss physical activity and its importance
- **Character Development:** Address how sports affect personal growth
- **Individual Differences:** Explore the experiences of different types of students
- **Alternatives:** Consider other approaches to physical education

- **Conclusion:** Summarise your argument and reinforce your position

## Prompt 25: Online Learning vs. Traditional Classrooms

*"Should students have the option to complete their education entirely online instead of attending physical schools? Write to convince a reader of your opinion."*

### Guidance Notes:

This contemporary topic became especially relevant during the COVID-19 pandemic. Consider aspects such as learning effectiveness, social development, access to resources, family circumstances, teacher-student relationships, flexibility, and the skills needed for future workplaces.

### Vocabulary Suggestions:

flexibility/adaptability/accessibility	isolation/socialisation/interaction
independent/self-directed/autonomous	technology/digital/virtual
engagement/participation/involvement	traditional/conventional/established

### Structural Advice:

- **Introduction:** Present the debate between online and traditional learning and your position
- **Learning Effectiveness:** Compare educational outcomes between the approaches
- **Social Development:** Address the importance of in-person interactions
- **Accessibility and Equity:** Discuss who benefits or is disadvantaged by each model
- **Future Preparation:** Consider which approach better prepares students for future work
- **Conclusion:** Summarise your position and suggest the best path forward

## NAPLAN Assessment Criteria

Understanding how NAPLAN writing is assessed can help you strategically improve your writing. Here's a breakdown of the ten criteria used to evaluate NAPLAN writing tasks:

### 1. Audience

### 2. Text Structure



How well you engage and affect the reader. This includes capturing interest, creating an appropriate voice, and being aware of your reader's needs.

**Tip:** Consider who will read your writing and what would interest them. Use an appropriate tone and language for your audience.

How effectively you organise your ideas. For narratives, this means having a clear orientation, complication, and resolution. For persuasive texts, this means an introduction, developed arguments, and conclusion.

**Tip:** Plan your writing before you start to ensure a logical flow from beginning to end.

### 3. Ideas

The quality, originality, and development of your ideas. This includes how interesting, thoughtful, and creative your content is.

**Tip:** Take time to brainstorm unique ideas rather than using the first ideas that come to mind. Develop each idea fully with details and examples.

### 4. Character and Setting

(For narratives) How well you develop believable characters and establish a clear setting. This includes character traits, motivations, and creating a sense of place.

**Tip:** Use specific details to bring characters and settings to life. Show characters' thoughts and feelings rather than just telling about them.

### 5. Vocabulary

The range and precision of language choices. This includes using varied, precise, and sophisticated words appropriate for your purpose.

**Tip:** Use specific nouns, strong verbs, and varied adjectives. Avoid repeating the same words too often.

### 6. Cohesion

How well your text holds together. This includes logical connections between ideas, appropriate use of pronouns, and smooth transitions between paragraphs.

**Tip:** Use connecting words (furthermore, however, therefore) to link ideas. Make sure pronoun references are clear.

### 7. Paragraphing

How effectively you segment your text into paragraphs. This includes using paragraphs to organise related ideas and signal changes in time, place, or topic.

**Tip:** Start a new paragraph for each new idea, speaker, time period, or setting change.

### 8. Sentence Structure

The variety and control of sentence types. This includes using simple, compound, and complex sentences effectively and avoiding fragments or run-ons.

**Tip:** Vary your sentence lengths and types. Use short sentences for impact and longer, more complex sentences to explain relationships between ideas.

### 9. Punctuation

### 10. Spelling

The accuracy and range of punctuation. This includes correct use of basic punctuation (full stops, commas) and more sophisticated punctuation (semicolons, colons, quotation marks).

**Tip:** Master the basics first, then incorporate more advanced punctuation. Read your work aloud to identify where punctuation is needed.

The accuracy of spelling and the difficulty of the words used. This includes spelling common and difficult words correctly and attempting challenging vocabulary.

**Tip:** Learn spelling patterns and rules. Be especially careful with commonly misspelled words. Challenge yourself to use and correctly spell sophisticated vocabulary.

## Success Strategies for NAPLAN Writing

### Before the Test

- Practise writing both narrative and persuasive texts
- Read examples of high-scoring NAPLAN responses
- Build a "word bank" of sophisticated vocabulary for different topics
- Learn the typical structure of narrative and persuasive texts
- Practise planning your writing within time constraints
- Develop strategies for generating ideas quickly
- Work on spelling commonly misspelled words

### During Planning (5 minutes)

- Read the prompt carefully and identify key requirements
- Choose your position (for persuasive) or basic plot (for narrative)
- Create a quick outline of your structure
- For narratives: decide on character, setting, problem, and resolution
- For persuasive: list 2–3 main arguments and supporting points
- Jot down any strong vocabulary or phrases you want to include

### During Writing (30 minutes)

- Start with a strong, engaging introduction
- Follow your plan but allow for inspiration
- Use varied sentence structures and sophisticated vocabulary

### During Editing (5 minutes)

- Check for spelling errors, especially in common words
- Review punctuation, particularly sentence endings and quotation marks

- Include descriptive details and sensory language for narratives
- Use persuasive devices like rhetorical questions and emotive language for persuasive texts
- Create clear paragraphs with topic sentences
- Use connecting words to link ideas within and between paragraphs

- Look for repeated words and replace with alternatives
- Ensure paragraphs are clear and logical
- Verify that your writing stays on topic and addresses the prompt
- Check that your narrative has a clear resolution or your persuasive piece has a strong conclusion

### Additional Tips for Success

- **Manage your time:** Divide the 40 minutes into planning (5 min), writing (30 min), and editing (5 min)
- **Quality over quantity:** A well-structured, thoughtful piece is better than a longer but disorganised one
- **Balance creative risks:** Try interesting approaches but ensure you still meet the basic requirements
- **Keep calm:** If you get stuck, move on to another part of your writing and return later
- **Address the prompt directly:** Make sure your writing clearly responds to what was asked
- **Be authentic:** Write in your own voice while incorporating sophisticated elements
- **Practise regularly:** Regular writing practice is the most effective way to improve

## Conclusion

The 25 writing prompts in this resource are designed to help you develop the skills needed for success in the NAPLAN writing assessment. By practising with these prompts and following the guidance provided, you'll build confidence in your writing abilities and be better prepared for test day.

Remember that effective writing is a skill that develops with practice. Each time you respond to a prompt, you're strengthening your ability to generate ideas, organise your thoughts, and express yourself clearly and persuasively.

Beyond NAPLAN, the skills you develop through these prompts will serve you well throughout your education and future career. Clear communication, critical thinking, and creative expression are valuable in virtually every field and life situation.

Whether you're aiming for top marks in NAPLAN or simply wanting to become a more confident writer, regular practice with purposeful prompts is key. Set aside time each week to respond to one of these prompts, applying the strategies and techniques outlined in this resource.

Good luck with your writing journey!

© Scholarly

All rights reserved. This resource is designed to help students prepare for the NAPLAN writing assessment.