

# Reading Centre

making a difference

How to write like an expert  
Years 7 to 10



# Writing like an expert

Often school-based tests and assignments require you to write like an expert for other experts.

Have you ever found it difficult to change your writing from sounding like how you speak at home to sounding like you are an expert?

This slideshow demonstrates how you can transform everyday writing into expert writing.



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# Three aspects of expert writing

When writing like an expert for an expert reader, writing is often:

1. technical
2. formal
3. linked together fluently, logically and briefly.



We will explore each of these aspects separately using an example written task in Science.

# The written task

The written task from Science:

**Explain how an ecosystem responds to changes in water availability.**

The key word in the task is 'explain'.



The writing will need to show how changes in water affect an ecosystem. The ideas could be connected by cause-effect or by the order in which they happened.

# Getting started

To begin, start by writing a couple of sentences to show what you know.

For example:

## Level 1



Two sentences that use *everyday language*.

Sometimes there *isn't a lot* of rain. Farmers have to *water* more. The water level in the river *goes down*.

# Moving from everyday words to technical words

## Level 1

Sometimes there *isn't a lot* of rain. Farmers have to *water* more. The water level in the river *goes down*.

## Level 2

By changing the everyday words into more technical words, the writing sounds more expert.

Sometimes there is *below average rainfall*. Farmers have to *irrigate* more. The water level in the river *declines*.

# Moving from listing ideas to connecting ideas

## Level 2

Sometimes there is **below average rainfall**. Farmers have to **irrigate** more. The water level in the river **declines**.

## Level 3

The writing task requires the writer to *explain*. The writing so far is a list of facts. The next step is to link the ideas to show how they are connected. The example below shows a **time** connection and a **cause-effect** relationship.

**When** there is below average rainfall, farmers have to use river water to irrigate more. This **results in** the water level in the river declining.

# Moving from informal to formal

## Level 3

When there is below average rainfall, farmers have to use river water to irrigate more. This results in the water level in the river declining.

## Level 4

By changing some verbs or adjectives into nouns, the writing will sound more formal and expert. It will also make the writing more brief. For example if the verb *irrigate* is changed into the noun, *irrigation*, and the verb *declining* is changed into the noun, *decline*, then the more formal writing reads:

Below average rainfall causes increased irrigation, which results in river water decline.

# The transformation from everyday to expert

## Level 1

Sometimes there *isn't a lot* of rain. Farmers have to *water* more. The water level in the river *goes down*.

## Level 4

Below average rainfall causes increased irrigation, which results in river water decline.

