Report texts

Purpose

To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.

Common examples of the text type

- Describing aspects of daily life in history (e.g. fashion, transport, buildings)
- Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks and materials; mythological creatures)
- Comparing and describing localities or geographical features
- Describing the characteristics of religious groups and their lifestyles in RE
- Information leaflets
- Tourist guidebooks
- Encyclopaedia entries
- Magazine Letters
- Non-fiction books
- Catalogues articles

Generic Text Structure	Planning and Preparation
• In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:	• Plan how you will organise the information you want to include, e.g. use paragraph headings, a spider gram or a grid.
• An opening statement, often a general classification (Sparrows are birds);	• Gather information from a wide range of sources and collect it under the headings you've planned.
	• Consider using a question in the title to interest your reader (Vitamins – why are they so important?).

- Sometimes followed by a more detailed or technical classification (Their Latin name is...);

- A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example:

- It's qualities (Like most birds, sparrows have feathers.)

- It's parts and their functions (The beak is small and strong so that it can ...);

- It's habits/behaviour/ uses (Sparrows nest in...)

- Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest.
- Use the opening to make very clear what you are writing about.

- Include tables, diagrams or images e.g. imported photographs or drawings that add or summarise information.

- Find ways of making links with your reader.

- You could ask a direct question e.g. Have you ever heard of a hammerhead shark? or add a personal touch to the text e.g. So next time you choose a pet, think about getting a dog.

- Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear.

- Use other text-types within your report if they will make it more effective for your purpose and audience.

Progression in skills	
Nursery	- Uses a range of tenses e.g. present/past - Explains who, why, when e.g. when talking about classroom, familiar adults or daily routines. - Builds up vocab that reflects breadth of his/her learning e.g. discussing a visitor to school.
Reception	- Uses the past tense accurately when talking about events. (ELG) - Answers 'how' and 'why' questions about his/her experiences. (ELG) E.g. how does a doctor/fireman help us? - Writes simple sentences which can be read by himself/herself and others (ELG) E.g. when writing simple reports E.g. simple character review. - Uses key features of report in his/her writing when writing about an event at home e.g. writing about appearance and facts when writing a report about an animal (ELG Exc).
Y1	- Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple reports about topic related subjects can be written e.g. Neil Armstrong. - These should: - Use **present tense and third person** e.g. 'the sunflower is' and **past tense** e.g. in a historical report e.g. James Brindley built a canal. - Use simple conjunctions e.g. 'and'
Y2	- Use **present tense and third person** e.g. They like to build their nests….It's a cold and dangerous place to live… - Sometimes use **past tense** e.g. in a historical report e.g. Children as young as seven worked in factories. They were poorly fed and clothes. They did dangerous things.

	• **Questions** can be used to form titles e.g. Who were the Victorians? What was it like in a Victorian School? • **Question marks** are used to denote questions (Y1) • Use **conjunctions** to aid explanation e.g. because • **Use adjectives** including **comparative adjectives** to create description e.g. polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.
Y3	• **Express time, place and cause using conjunctions** e.g. so, because, **adverbs/adverbial phrases** e.g. Daffodils start to grow <u>in early February</u> and **prepositions** e.g. before, after… • **Paragraphs, headings and subheadings** used to aid presentation
Y4	• Create **cohesion** and avoid repetition through the use of **nouns and pronouns** e.g. <u>The Victorians</u> liked to visit the seaside. <u>They</u> were also fond of… • Use of **paragraphs, headings and subheadings** to organise ideas
Y5	• Create **cohesion within paragraphs** using adverbials e.g. <u>Shortly afterwards</u>, David Beckham began to play more seriously. <u>Before long</u>, he became professional • **Parenthesis using brackets, dashes and commas** can be used to add additional information. E.g. Victoria Beckham, <u>David's celebrity wife</u>, also enjoys football. • **Use layout devices** e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. Consistent use of this can also create **cohesion**.
Y6	• Use **vocabulary typical of informal speech** and that appropriate for **formal speech** in the appropriate written forms. E.g. the

	habitat of wood mice rather than where they live when writing in the style of encyclopaedia entry. • **The passive voice** can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of **formality** e.g. Sparrows are found in… Sharks are hunted…. Children were taught…. • Create **cohesion across paragraphs** using a wider range of cohesive devices such as organisational features, headings and questions.