

Report Writing

Samples

Notes

This document contains sample slides from our range of Report Writing resources.

It is NOT a lesson!

The unit contains a Teacher Guidance document which supports teachers planning a unit of work using our resources. Only the class teacher knows the needs of their class, with this in mind, we have prepared a wide range of resources for each unit for teachers to choose to adapt and use with their class.

For Report Writing, there are 12 editable PowerPoints which include the features of Report writing. In addition, there is a range of activities to support teaching the relevant features; WAGOLLS are integrated into PowerPoints.

Planners and Steps to Success are available too.

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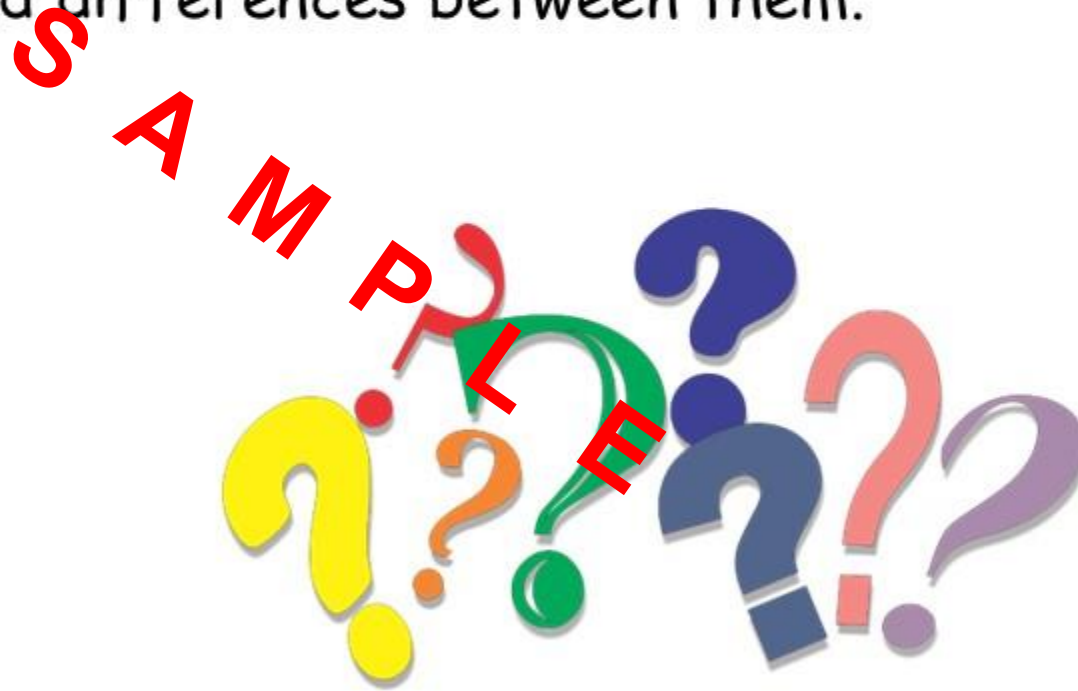
Comparing Reports

Look at the texts on your table - how is the writing organised?

Find similarities and differences between them.

What's the same?

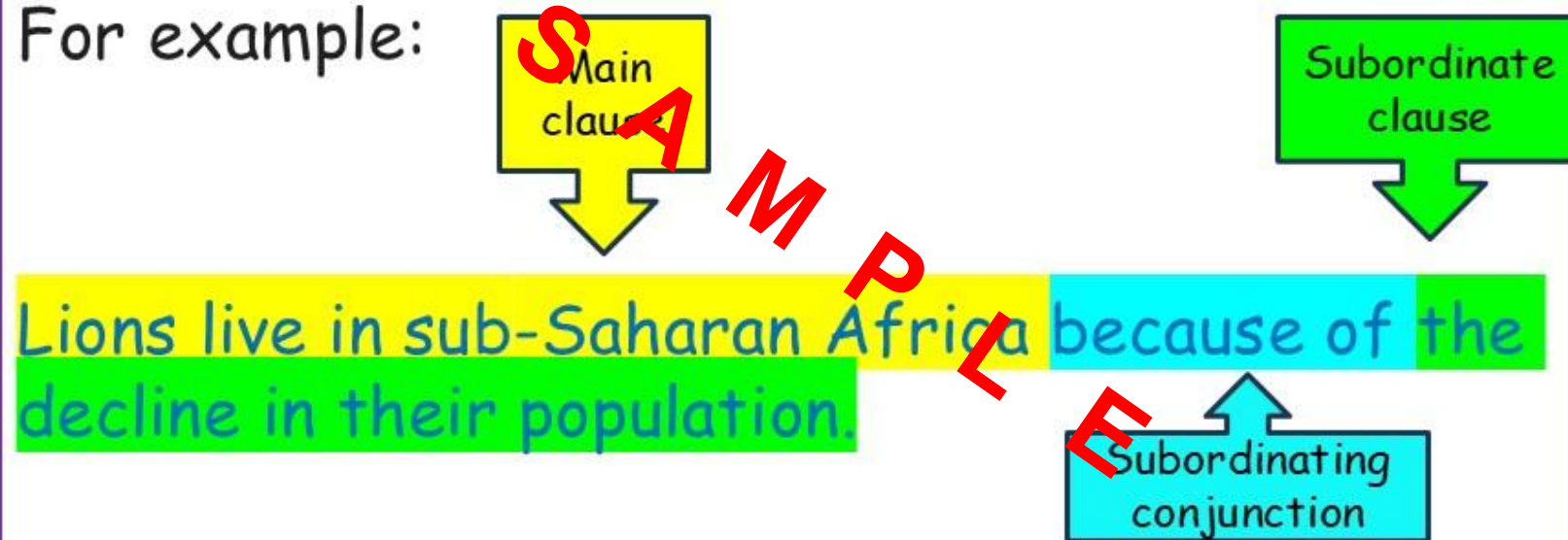
What's different?



Subordinating conjunctions

A subordinating conjunction is a word or phrase that links a subordinate clause to a main clause.

For example:



Writer's Tips

Leaflets must engage the reader. This can be done by:

- using diagrams
- using bullet points
- using subheadings
- using clear simple sentences

SAMPLE



WAGOLL 1

Security 4U

Unit 6

Wighton Industrial Estate

WI5 0YU

12th July

Dear Sir,

I am writing to report our findings from our recent survey into the security of your school premises. We were on site for 5 days, week beginning 5th June, we were able to access all areas of the site.

Summary

Overall, the existing security on your site is inadequate and does not meet the requirements necessary to provide a safe working environment for your staff or a safe learning environment for your pupils. Below we will give an overview of the main issues pending the detailed report which we will issue on 5th August.

Premises Perimeter

The premises is secured with a variety of structures:

- a stone wall to the front
- to the rear there is standard wire garden fencing

Great resources for you to choose

Writing Non Fiction Reports Teacher Guide

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PLANNING A UNIT OF WORK (continued)

WRITING REVIEW

The timing of this stage is flexible. If you have split the independent writing stage over 2 sessions, then you may want to allow time for the review at the end of each session. If you opted for 1 long independent writing session, then you may prefer to complete the review phase in a separate session.

Ample time must be allowed for the review process. There are various ways that this process can be achieved, the method you choose will depend on the age and maturity of the children or can be varied on each writing occasion. Options include:

1. Children read, review and edit their writing independently.
2. Peer review - children work in pairs to read, review and edit their writing.
3. Adult support - children are supported with the reviewing and editing of their writing.

[NB Y5 - writing reviewed in this way is not acceptable for moderation. Because the writing for moderation is mainly taken from Spring Term work, this could be a useful strategy to support children with this process in the Autumn Term]

A great resource for editing is The Repair Shop which is full-resourced and has a Teacher Guide - available on the website.

A note about the publishing of writing. Some schools ask children to then write a 'fair' copy of their finished piece of writing [after the review process], if that is your school policy, then you need to follow it; however, it is by no means clear that this act contributes to a child's learning and is not recommended as part of our planning guide.

[NB Y5 - moderators like to see the journey of a piece of writing and use the child's editing as evidence]

The guidance is to help you plan but you must refer to your school's writing policy and comply with that.

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STEPS TO SUCCESS - Report Writing

FEATURES	✓
I have used third person.	
I have used present tense.	
I have used impersonal language.	
I have used complex sentences.	
I have used technical vocabulary.	
I have used generalising words.	
I have included diagrams.	
I have used fact boxes.	
I have included images.	
I have included a glossary.	
I have used organisational devices - bullet points and subheadings.	

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TIGERS

reddish-brown with dark stripes

three feet long tail

three feet tall

four inch long teeth

one and half years before cubs leave their mum

deer and antelope are prey

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Report Features Hunt

I am looking for examples of the features of report writing.

FEATURE	EXAMPLE
Present tense	
Third person	
Complex sentences	
Use of generalisation	
Technical vocabulary/ Glossary	
Organisational devices - diagrams - fact boxes - subheadings	

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