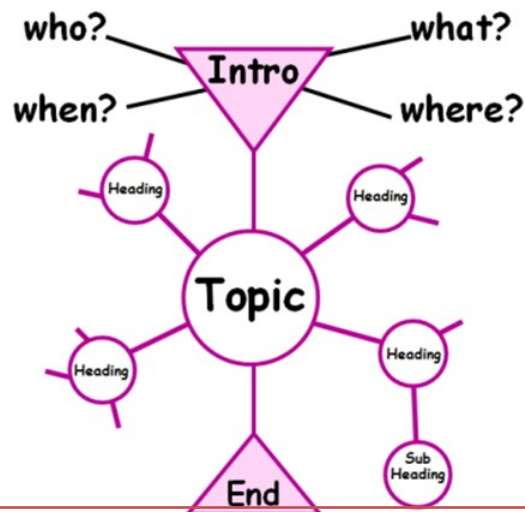


# Structure

The structure of a report text is often (but not always):

- a title that draws the reader in
- introductory paragraph defining the subject matter
- a clear layout (eg sections, paragraphs) showing how information is organised
- perhaps 'structural signposts' (eg subheadings, boxes)
- Paragraphs built around specific aspects of the general topic :
  - ◇ qualities, e.g. birds have feathers
  - ◇ parts and their function, for example, The beak is...
- paragraphs that open with a topic sentence (sums up what the paragraph is about)
- maybe labelled pictures or diagrams
- a satisfactory conclusion



# Non-Chronological Report 1

## Language Features

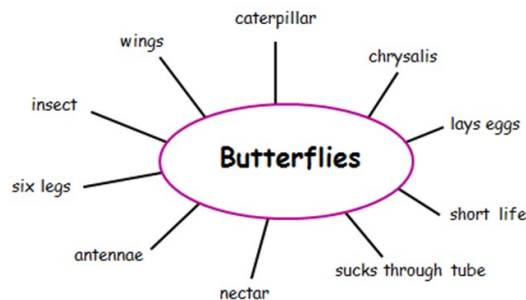
- written in the third person, present tense, for example. they nest
- non-chronological
- written to include passive voice
- focused on generic subjects: sparrows in general, not Sam the sparrow
  - ◇ the plural, e.g. Snails have a protective shell
  - ◇ the generalised singular, e.g. The snail's shell protects its body.
  - ◇ Use weasel words to cover exceptions – generally, usually, tend to be, on the whole...
- descriptive language, including the language of comparison and contrast , for precision, not to create an effect or emotion
- clear, factual description – impersonal style
- technical vocabulary
  - ◇ most reports involve technical vocabulary, which may need defining
- if there are many words to be defined, you could include a glossary
- examples where appropriate – eg. such as..., including..., for instance..., for example



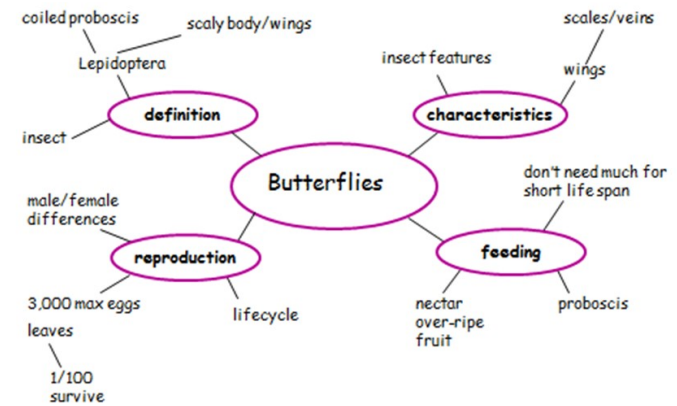
## Top Tips

- plan under paragraph headings in note form (spidergram or a grid)
- use a range of resources to gather information
- select facts from a range of sources to interest the reader, e.g. books, internet
- possible use of a question in the title to intrigue the reader, e.g. Yetis – do they exist?
- be clear, so that you do not muddle the reader
- open by explaining very clearly what you are writing about – take an angle to draw the reader in
- use tables, pictures, diagrams to add more information
- possibly end by relating the subject to the reader, for example, Many people like whales...
- reports are factual but you could add comments or use questions to draw in the reader
- reread as if you knew nothing about the subject to check that you have put the information across successfully
- recognise that discussion texts can be adapted or combined with other text types depending on the audience and purpose

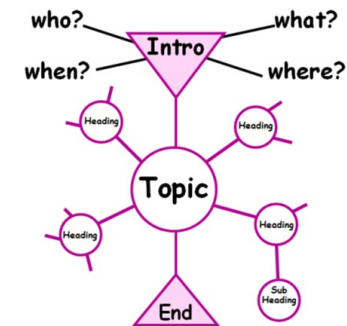
## Step 1 Brainstorm



## Step 2 Organise ideas and further research



## Step 3 Plan for introduction and conclusion



## Step 4 Plan layout / structure

BUTTERFLY		Scientific name: Lepidoptera	
<p>Butterflies are insects with two pairs of brightly coloured, patterned wings. Their bodies and wings are covered in tiny scales - it is the scales that give the wings their pattern. They feed through a tube on the head called a proboscis, which is coiled when not in use.</p> <p>By travelling from flower to flower to suck up the nectar, butterflies help with pollination. They pick up the pollen on their abdomen in the flower and it brushes off on another.</p>			
<b>Habitat</b> Meadows, woodland, gardens	<b>Feeding habits</b> Herbivorous: nectar from flowers; ripe fruit	<b>Life Cycle</b> 100s of eggs → caterpillars → pupa → adult (imago)	<b>Predators</b> Birds, bats, spiders, lizards, etc.