

WRITING A FORMAL REPORT

**L.O. TO UNDERSTAND HOW TO USE LANGUAGE
AND STRUCTURE IN FORMAL REPORTS**

YOUR TASK:

- **To write about a topic, which you have researched, giving a clear overview of your topic, your aims, objective, rationale, findings and conclusion.**
- **P**
- **A**
- **L**
- **L**

YOUR TASK:

- **To write about a topic, which you have researched, giving a clear overview of your topic, your aims, objectives, rationale, findings and conclusion.**
- **Purpose** – to describe things the way they are/were, give information/overview
- **Audience** – examiner (formal), provide the reader with information
- **Layout** – review, headings and sub-headings, PEALs, statistics/graphs to support, bullet points to organise key ideas
- **Language** – objective (states fact rather than manipulates), formal Standard English, subject specific vocabulary, full range of conjunctions, full range of sentence structures, ‘because’ statements to explain ideas and evidence, summary and synthesis of key findings

ASSESSMENT OBJECTIVES LINKED TO FORMAL WRITING

LO1 Understand how to identify the focus and scope of an individual project	<ul style="list-style-type: none">• Title & Aims and objectives• Introduction to the topic	/12
LO5 Be able to synthesise, analyse and use information and viewpoints	<ul style="list-style-type: none">• Knowledge and understanding of the project topic• Information is summarised and shows different viewpoints	/12
LO6 Be able to produce and present a report	<ul style="list-style-type: none">• Accurate use of grammar, punctuation and spelling• Use Word to produce formal report	/12
LO7 Be able to make judgements and draw conclusions	<ul style="list-style-type: none">• Summarise and present findings of each aim & answer title• Conclusions based on the evidence used in the project	/12

TEXT EXPECTATIONS

- An opening that introduces the reader to the subject
- Non-chronological (generally)
- Logical structure with information grouped together, often moving from general to more specific detail
- Chunks of information supported with subheadings, information boxes, lists, bullet points, diagrams, images
- Paragraphs usually begin with a topic sentence
- PEAL paragraphs to analyse ideas (tentative language, analysis verbs, evidence)
- Ending that makes a final 'interesting' point or relates the subject to the reader. Synthesise ideas to give overview of key points.

Language Skills

Language features

Present tense verbs

Written in the third person

Generalisers e.g. *'most', 'many', 'some', 'a few', 'a minority'*

Connectives to add information e.g. *'furthermore', 'also', 'moreover', 'additionally'*

Subject specific and technical vocabulary

Language of comparison and contrast e.g. *similarly, in the same way, however, on the other hand*

Precise use of descriptive words and language

Text Model

Making our school more eco-friendly

Purpose of writing clearly stated
(CE)

This report is designed to give information about what the pupils and staff at our school are doing to recycle and save energy, and to inform you of the ideas adopted by the eco-comitee to improve our carbon-footprint.

Adverbials add clarity of information
(SSP)

In England, more than three fifths of school children do not turn off lights when exiting a room and do not power down computers after use. On average, in this country,

Inclusion of facts establishes convincing and authoritative view
(CE)

schools could save twenty-five pounds a month, just by using their central heating for one hour less, not leaving lights and computers on and by pupils turning off taps properly.

Opening paragraphs clearly introduce theme
(TSO)

Eco-comitee

Complex sentence with controlled use of several subordinate clauses
(SSP)

The eco-comitee is now up and running. A club, run by year six comitee members, is held every Thursday (in Mrs. D's room) during the lunch hour for any pupils who are interested. Please come along if you would like to join in or if you would simply like to find out more about us. Activities include: Emptying the recycling paper bins, growing organic vegetables, looking after the compost area (can be rather smelly) and making posters to put around the

Sub headings used to create clear sections
(TSO)

Text organised through logical sequencing of information
(TSO)

What A Good One Looks Like

1. Opening paragraph says what report is about in clear way and outlines main features of the subject.
2. Paragraphs have sub headings if needed.
3. Use of short, clear opening sentences for aims and objectives.
4. Varied sentence openers and range of connectives to develop analysis of topic.
5. Paragraphs give detailed information about different aspects of the subject.
6. Use of specific technical vocabulary.
7. Tables, pictures, diagrams are used to add information.
8. The end paragraph draws the report together.

BEFORE WE GO, A FEW WORDS ABOUT FORMAL LANGUAGE...

- <https://www.mirror.co.uk/tv/tv-news/love-island-word-like-used-12657939>
- ✓ Don't use the word 'like' as a filler or as an 'example' conjunction too often. Other conjunctions such as: 'such as', 'for example', 'for instance' and 'as illustrated by' all exist and sound more professional.
- ✓ Avoid using 'glittering generalities' such as 'great', 'good', 'best' – focus on the impact and be explicit about what it means.
- ✓ Use the long form of commonly contracted words – it sounds more professional (cannot/should not/do not/will not/should have/would have could have)
- ✓ You must never put 'of' after could, would or should – it's grammatically incorrect!
- ✓ Be specific – words like 'stuff' are vague and meaningless – they just show that you don't know your subject.