

Science investigation report

Communicate an investigation clearly, show what the evidence says and explain what the results can support.

COMMON FORMS

Laboratory investigation, practical report, field investigation

TEXT SHAPE

Question or aim → method → results → conclusion → evaluation

FEATURES AND LANGUAGE

Precise names and units; clear sequence in the method; tables or labelled figures; comparisons with evidence; cautious claims and useful error language.

tone and register

Factual and measured. Keep conclusions within the results; use precise terms rather than dramatic claims.

PLAN AND TEACH IT

Teach the report as a chain of decisions. Start with the question, make the method repeatable, record results with units, then link each conclusion to evidence. Ask students to separate what they observed from what

LINKED CLASSROOM ACTIVITIES

Try: Report an Anomaly · Evidence Caption · Write a Limitation

A MODEL TO NOTICE

Bring a short example. Ask who it is for, what it is trying to do and which feature helps it work. Compare it with a less effective draft.

QUICK CHECKLIST

- ☐ The opening makes the purpose clear: Communicate an investigation clearly, show what the evidence says and explain what the results can support..
- ☐ Each part has a clear place and moves the reader towards the purpose.
- ☐ The language features, tone and level of formality fit the reader and situation.

A QUICK CLASSROOM ROUTINE

- 1 NOTICE** Read a model for purpose, shape and audience.
- 2 REHEARSE** Practise a useful sentence or language feature aloud.
- 3 WRITE** Plan, draft and use the guide as a checklist.
- 4 REVIEW** Ask a partner whether the text does its job; revise one feature.
Keep the subject thinking ambitious. Make the language visible, practise it, then fade the support.