**We are learning to** identify, and show understanding of, the characteristics and conventions of a range of text forms and consider how they contribute to and affect text meaning.

**Ngā āhuatanga reo - Features and Structures of language**

Text creators choose text structures to create meaning. These structures can be combined and recombined for particular effects.

Please read the following report/ document: (link)

**Part 1: Identifying features/conventions**

| **Common Features of Reports/ Articles** | **Example from the article** |
| --- | --- |
| a headline which grabs readers’ attention, sometimes using alliteration, rhyme or a play on words |  |
| Includes an introduction which includes the 5 Ws to orientate the reader |  |
| Includes photographs or diagrams with captions |  |
| Includes facts |  |
| Often includes subheadings to allow the reader to find relevant information in the article/ report, and to signpost the content of the article/ report |  |
| Opinions are usually given in quotations, which have inverted commas (speech marks), as experts/ witnesses are interviewed |  |
| Is written in third person and past tense |  |
| Is written in a formal tone/ register |  |
| Includes a final paragraph which explains or asks what might happen next |  |
| List of references to allow the reader access to the author’s research |  |

### Part 2: explore how these text features contribute to, and affect, meaning

1. Explain the PURPOSE of this article
2. Who is **quoted**? What is their role? How do their words influence the reader?
3. How did the **diagrams/pictures** support your understanding of the topic?
4. Pick **one other convention** from the table above and describe how it helps the reader to understand the ideas/message.