Detective Fiction:

Police Report

Remote Learning

You will be aiming to develop the following skills:

* Responding to poetry as a stimulus
* Transforming source material into a piece of non-fiction writing
* Writing in formal Standard English
* Creating effective register for audience and purpose, writing in Standard English throughout
* Planning, drafting and editing your writing

**KEY WORDS**

Plan: to organise our ideas for writing

Register: To make sure our writing is suitable for the audience

Informal and formal language: to ensure that we are making the appropriate word choices to suit the register.

Transcript: to transform into a police report

**WEEK 1:**

To get you into the frame of mind required for this term’s task, here is a poem by Simon Armitage. Read it once through before answering the questions that follow:

**About His Person**

Five pounds fifty in change, exactly,

a library card on its date of expiry.

A postcard stamped,

unwritten, but franked,

a pocket size diary slashed with a pencil

from March twenty-fourth to the first of April.

A brace of keys for a mortise lock,

an analogue watch, self winding, stopped.

A final demand

in his own hand,

a rolled up note of explanation

planted there like a spray carnation

but beheaded, in his fist.

A shopping list.

A giveaway photograph stashed in his wallet,

a keepsake banked in the heart of a locket.

no gold or silver,

but crowning one finger

a ring of white unweathered skin.

That was everything.

Simon Armitage

1. Research the phrase ‘About His Person’. What does it mean?
2. There are a number of clues in this poem about how and why this man died. List as many clues as you can in the box below:

e.g. *five pounds in change*

1. Interpret the following quotations from the poem, writing suggestions about what they might tell us about the man in the poem. The first one has been done for you:
* *“Five pounds fifty in change, exactly”*

My interpretation*: This could suggest that the man didn’t have a lot of money when he died. Perhaps he was having financial difficulties. The ‘exactly’ could show that he is a very precise person.*

* *“a pocket size diary slashed with a pencil*

*from March twenty-fourth to the first of April.”*

My interpretation*:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* *“A giveaway photograph stashed in his wallet,*

*a keepsake banked in the heart of a locket.”*

My interpretation*:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* *“crowning one finger*

*a ring of white unweathered skin.”*

My interpretation*:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Completed

**WEEK 2:**

Below is an example of a police report. Police reports include the following features:

* **Describe** events as the writer believes they really occurred
* Use the **past tense**
* Describe events in **chronological (time) order**
* Use temporal (time) **connectives**
* Focus on **individuals** **or groups**
* Include vital **facts**
* Use **specific names**

Label the police report below with the features listed above.

After reading and labelling the report, answer the questions on the following page.

Date: 15.08.18

Author: Sgt Brown

On Tuesday 6th August, three men were involved in an armed robbery of a security van outside HSBC in Taunton High Street.

The men were seen by three witnesses who agree that they were of stocky build. Two of the men were over six feet tall and the third was shorter, about 5 foot 7. They all wore hoods which covered their faces, therefore we have no information on their features.

Only one man spoke. It is said he spoke in a soft Irish accent, believed to be from Southern Ireland. All three men wore dark clothes and two of them wore jeans. The only distinguishable feature belonged to the slightly shorter man who had a tattoo on the lower part of his right leg. It is not known what this tattoo was.

It appears the men drove down the High Street in a Ford Fiesta. They were seen waiting in the vehicle by a number of passers-by. As the security van approached, the two men in the rear of the car were seen to leave the vehicle and walk along the road towards the HSBC. Then, when the van stopped, the guards got out and, straight away, the two assailants moved behind them. Each man was seen producing a gun.

Following this, the guards were told to lie on the floor and while one suspect watched over them, the other took the keys to open the van. While the van was being opened, the driver of the getaway car was seen, driving at speed, towards HSBC. The car stopped behind the van and the money was transferred between the two vehicles.

After transferring the money, the two suspects jumped back into the car and evacuated the scene at speed along the High Street. Another witness spoke of seeing the blue Fiesta in question make a turn into Short Street. Later, the car was found abandoned on the site of the old cinema. A subsequent enquiry found that the car had been stolen earlier that day.

Neither guard received any injury and there were no shots fired.

Basic comprehension:

Q1: How many witnesses saw the crime being committed?

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Q2: List three features of the suspects’ appearance:

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Q3: On the map below, draw your impression of the route of the getaway vehicle:

HSBC

High street

Short Street

Old cinema

Long road

Evaluation:

Q4: How has the writer of the report made it clear for the reader? Use at least one specific example to support your point.

Q5: In your opinion, are there any parts of the report that could be clearer? Use at least one example and explain why.

* Completed

**WEEK 3:**

What is a transcript?

A transcript is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read the following transcript between a police detective and two witnesses (Mrs Woodhall and Mrs Loader). Imagine you are the police officer who has got to pick out the main pieces of information in order to write a recount of the events of the crime. After reading, you are going go through the text again and highlight these four things in four different colours: **what** happened; **who** did it; **when** it happened; **where** it happened.

**Transcript of a police interview with witnesses**

**Date of interview:** 22.10.18

**Detective**: Tell us what you both saw this morning. Mrs Woodhall, you start.

**Mrs Woodhall:** It was terrible – he just didn’t care. He walked calmly into Barclays and strode right up to the desk.

**Mrs Loader:** And the other chap, he followed him in, pushed right past me.

**Detective**: You mean there were two men?

**Mrs W**: Yes, very tall as well, over six foot I’d say, much taller than my Jimmy. And older, in their early thirties I’d say.

**Detective**: What time was this?

**Mrs L:** About 9.30, I reckon.

**Mrs W:** No, no, it was later than that. We went to the supermarket first and didn’t leave there until 9.30.

**Mrs L:** Oh, that’s right. I remember now. We must have got to the bank at about 10 o’clock.

**Detective**: What happened then?

**Mrs W:** Well, I was just about to get my pension money out of my handbag – we do this every Thursday you see – when I heard one of these men, the one with the really deep voice, asked for the money.

**Detective**: Can you describe him a bit more for us please?

**Mrs L:** I can – my sight is much better than Doreen’s. The one who spoke was the taller of the two: he was wearing jeans and a black jumper. I thought it was strange because it was a very warm day. Anyway, he was definitely six foot and he had trainers on, designer probably. He did all the talking while the other chap kept guard by the main door, looking out for the police probably. He asked for the money and the bank girl screamed. Poor thing. She only looked like a youngster.

**Mrs W**: There was a bit of screaming you know – that’s when the second chap by the door panicked. He had jeans on too, but not with a jumper. He had a hooded jacket. He took a gun out and started waving it around. No need for that really, because there were only four people in there. Two old-age pensioners and a mother with her baby aren’t going to do much, are they officer?

**Detective**: Please carry on.

**Mrs L:** Well, the manager came out then. He looked like a young’un too. He did stay calm though; he opened the safe and gave them their money. I don’t know how much.

**Detective**: Half a million.

**Mrs W:** Oh my, that is a lot!

**Detective**: What happened when they got the money?

**Mrs L:** They told us to lie down and keep quiet for five minutes or we’d get it!

**Mrs W**: It took me nearly five minutes to lie down: my back’s not as good as it used to be, you know.

**Detective**: And then?

**Mrs W:** Well they ran out. That’s all we know. You lot turned up ten minutes later, after it had happened. Too late as usual.

**Detective**: We were chasing them down the High Street. When we arrived at the bank two men were seen fleeing down Burridge High Street, so we gave chase. Unfortunately, they got away. Anyway, you have both been very helpful. Let us know if you think of anything else that might help us. We’ll let you know when we have caught them.

|  |
| --- |
| **Highlighting key** |
| What |  |
| Who |  |
| When |  |
| Where |  |

Write a short police report (in the style of the one from Week 2), including the key information from the transcript. The beginning has been started for you. Try to write an additional paragraph about what happened at the end of the incident, and a final paragraph, giving details about the suspects and whether they have been caught.

**Date: 24.10.18**

**Author: Sgt Harps**

*An armed robbery took place at Barclays Bank on 22nd October 2018. While four customers were waiting to be served, two men entered the bank at approximately 10am.*

*After pushing past those customers, one of the men kept watch by the door while the other man went up to the desk. When the cashier was ordered to hand over the money the manager opened the safe and then gave half a million pounds to the robbers.*

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**WEEK 4:**

STARTER TASK: Find out what the word ‘register’ means in English Language. Beware – it’s not the same as the type of register you answer to every day at school!

register

DEFINITION:

Formal and Informal Language

Formal and informal language serve different purposes. The tone, choice of words and the way the words are put together vary between the two styles. Formal language is less personal than informal language. It is used when writing for professional or academic purposes like university assignments, legal documents, or **police reports**. Formal language does not use **colloquialisms**, **contractions**, or **first person pronouns** such as “I” or “we”.

Informal language is more casual and spontaneous. It is used when communicating with friends or family either in writing or in conversation. It is used when writing personal emails, text messages and in some business correspondence. The tone of informal language is more personal than formal language.

Look up the following words and write the definitions next to the word:

1. Colloquialism \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Contraction (in English Language)

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1. First-person pronoun

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Colour the formal language in this table in one colour and colour all of the informal language in another colour.

|  |  |
| --- | --- |
| I think… | It is my opinion that… |
| Please accept our apologies for… | Sorry. |
| Just a note to say… | I’m writing to inform you… |
| Cheers! | I am most grateful. |
| This action of yours is unacceptable. | What you’re doing is stupid.  |
| Yours sincerely… | Talk later. |
| In addition to my earlier point… | Also… |
| You’re stupid is you don’t listen to me. | To ignore this advice would be foolish. |

Can you think of a formal way of saying these words or phrases? Write them in the table.

|  |  |
| --- | --- |
| **Less formal/informal** | **More formal** |
| Change |  |
| Phone you back |  |
| Get your money back |  |
| Letters |  |
| Granny |  |
| Kid |  |
| Where’s my coat? |  |
| Her brother had a melt down |  |
| Loads of people |  |
| It will do you good |  |

Edit your report from last week USING A DIFFERENT COLOUR PEN. Use these EBIs to help you:

* Check your register. Is it formal enough? Is the formality consistent? Amend any informal/less-formal phrases.
* Check your basic punctuation. Have you used capitals, full stops and commas?
* Challenge your vocabulary – use a thesaurus to find more impressive words.
* Check the FLOW of your work. Read it out loud – does it make sense? Are there ‘clunky’ phrases that you can improve?
* Completed

**WEEK 5:**

TASK: It’s time to plan your own crime and to write a police report about it! This could be based on a real crime you know about, or it could be made-up. The important part is that your police report is convincing and formal throughout.

Use the planning format below to plan the key details and then write your police report.

|  |
| --- |
| **Planning grid** |
| **The crime** (*e.g. robbery)* |  |
| **What** *(what happened?)* |  |
| **Who** *(who was involved? Victim? Suspects? Witnesses?)* |  |
| **When** *(date, month, time of day?)* |  |
| **Where** *(city/town, street, property/business?)* |  |

Now, write your police report!

Date:

Author:

* Completed

**WEEK 6:**

Task: Edit your report from last week USING A DIFFERENT COLOUR PEN. Use these EBIs to help you:

* Check your register. Is it formal enough? Is the formality consistent? Amend any informal/less-formal phrases.
* Check your basic punctuation. Have you used capitals, full stops and commas?
* Have you **described** the events?
* Have you used the **past tense?**
* Are the events in **chronological (time) order?**
* Have you used temporal (time) **connectives?**
* Have you included vital **facts?**
* Have you used **specific names?**

Copy out one paragraph from last week’s report (preferably in purple pen) and perfect every aspect of your register, spelling, punctuation, grammar and vocabulary. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reflect on your work over the course of this project. Which skill do you think you have improved the most?

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* Completed

Extra tasks

* Create a fictional detective in the style of Sherlock Holmes.
* Read another Sherlock Holmes short story. The stories are free on a kindle and can also be found in the school library.
* Write your own short fictional detective story.
* Write your own transcript of a police interview or interrogation.
* Ask your English teacher or the school librarian for recommended crime books for teenagers!

Extension / development ideas

* Peer feedback: swap your report with a friend and ask them for constructive comments about how to improve.
* Vocabulary: Google the language of police reports and official documentation. Can you incorporate any police terminology into your report?
* Diagrams: You could support your report with a diagram/map of where the crime took place.