

Stage B3 **beginning** **example 2**

The student
Year Level: Year 4
Background: born in China
Language: Mandarin
Schooling: equivalent age schooling in China. Attended an English Language School for two terms before going to a mainstream primary school.

The task
 The students had been explicitly taught about procedural recounts with a focus on using the past tense. After making pancakes in the class, the students were asked to write a procedural recount. Some words and phrases were on the whiteboard. The student wrote the text independently and it was later corrected by the teacher.

The text shows that the student:

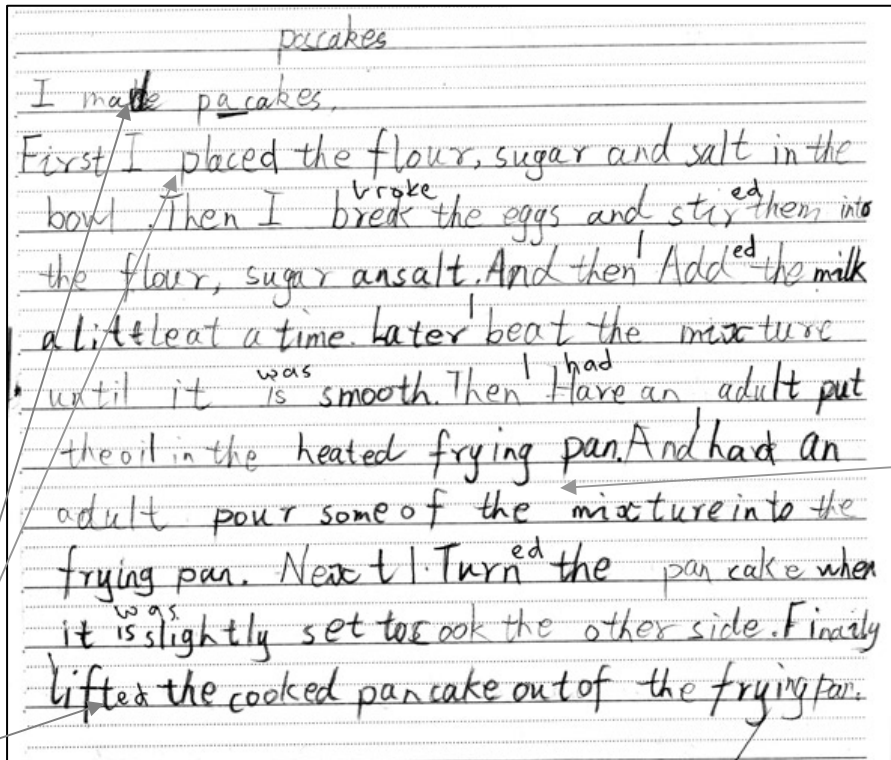
writes a sequenced and ordered factual text

uses simple time markers e.g. then, next

writes using text type appropriate to the task

correct tenses are not sustained

some words appear correct but have been corrected by the teacher



spells most words accurately, some invented spelling

combines simple sentences using common conjunctions

uses extended noun groups

includes a number of adverbials of place

This text is an example of a student at beginning B3. The text is logically ordered and sequenced. The student writes in the present rather than the past tense which impacts on the purpose of the text. The student uses a range of common conjunctions to link simple sentences and includes simple time sequence markers to order the steps. The student uses extended noun groups, e.g. some of the mixture, and adverbials of place, e.g. in the bowl, in the heated frying pan, to provide details.