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	pacakes	spells most words accurately, some invented
uses simple time markers e.g.	First/I placed the flour, sugar and salt in the bow Then I break the eggs and sty them into	spelling
then, next	the flour, sugar ansalt. And then Add the milk	combines simple
writes using text type	aliAtleat a time bater beat the mixture	sentences using common
appropriate to the task	Justil it is smooth. Then Have an adult put	conjunctions
correct tenses are not	Athe oil in the heated frying pan. And have an adult pour some of the mixture into the	uses extended noun groups
sustained	Frying pan. Nexe t !. Turn the pan cake when	includes a number of
some words appear	it is slightly set to sook the other side . Finally	adverbials of
correct but have been	lifted the cooked parcake ont of the frying for.	place
corrected by the teacher	,	

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.