

MODULE 2

Reading Samples

Task 2: Setting the standard

Level 2: How to make pancakes and commentary

- Activity sheet
- Pupil work
- Commentary

Level 3: How to make pancakes and commentary

- Activity sheet
- Pupil work
- Commentary

Show teachers the two pieces of pupil work making them aware of what each pupil was asked to do.

Now look at the progression of reading skills from Level 2 –3. You may wish to focus on the progression of Requirement 1 including how to teach the skill of paraphrasing at Level 3.

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Task 2: How to make pancakes – Level 2 Activity Sheet

Activity/Task Title	How To Make Pancakes
Cross-Curricular Skill	Communication
Communication Mode (if applicable)	Reading
Activity Description	The pupils were required to read and sequence a set of instructions for making pancakes. The pupils discussed how to make pancakes. They read the given set of mixed up instructions and talked about the action verbs in each sentence with their partner. The pupils cut out and sequenced the instructions into the correct order. The pupils read their instructions to each other.
Prior Learning/Experience	The pupils had experience of reading and writing instructions. They had written their own recipes and watched video clips using instructions. The pupils were required to read and sequence a set of instructions for making pancakes.

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Task 2: How to make pancakes – Level 2 Activity Sheet

Reading Activity

Read the recipe below.

Name the bossy verbs - share them with your partner.

The instructions for making pancakes are mixed up.

Can you sequence them correctly?

What information is missing from the instructions?

How to make PANCAKES

Ingredients:

Flour, eggs, sugar and milk.



Cook the pancakes in a hot frying pan.
Eat and enjoy!

Crack the eggs and add to the flour and
sugar.

Weigh out the ingredients.

Mix all the ingredients together with a
large spoon.

Sieve the flour and sugar into a bowl.

Pour the milk gradually into the flour,
sugar and egg mixture.

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Task 2: How to make pancakes – Level 2 Pupil work

How to make PANCAKES

Ingredients:
Flour, eggs, sugar and milk.



Weigh out the ingredients.



Sieve the flour and sugar into a bowl.



Crack the eggs and add to the flour and sugar.



Pour the milk gradually into the flour, sugar and egg mixture.



Mix all the ingredients together with a large spoon.



Cook the pancakes in a hot frying pan.
Eat and enjoy!

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Task 2: How to make pancakes – Level 2 Commentary

Assessing Pupil Responses: This response illustrates the standard at Level 2.

	Requirements for Communication – Reading	Progression Statements for Level 2 Reading	Evidence of Level 2 in this Reading Activity
		Engaging with a range of short, simple texts*, both reading aloud and silently, pupils can:	N.B. Not all of the progression statements at a level are necessarily addressed within this activity.
1.	<ul style="list-style-type: none"> read a range of texts* for information, ideas and enjoyment 	<ul style="list-style-type: none"> understand, recount and sequence events and information 	The pupil read and understood the instructions for making pancakes. She rearranged the instructions into the correct sequence.
2.	<ul style="list-style-type: none"> use a range of strategies to read with increasing independence 	<ul style="list-style-type: none"> use a range of reading strategies 	The pupil read the instructions independently.
3.	<ul style="list-style-type: none"> find, select and use information from a range of sources 	<ul style="list-style-type: none"> use basic alphabetical knowledge and visual clues to locate information 	She used visual clues to sequence the instructions by matching the 'bossy verbs' at the start of the sentences to the pictures provided in the activity sheet.
4.	<ul style="list-style-type: none"> understand and explore ideas, events and features in texts* 	<ul style="list-style-type: none"> recognise some forms and features of texts* 	The pupil recognised that this was a recipe with ingredients and a set of instructions.
5.	<ul style="list-style-type: none"> use evidence from texts* to explain opinions 	<ul style="list-style-type: none"> ask questions to seek clarification that develops understanding 	N/A
		<ul style="list-style-type: none"> express opinions and make predictions 	N/A

* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

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Task 2: How to make pancakes – Level 3 Activity Sheet

Activity/Task Title	Pancakes and Painted Eggs
Cross-Curricular Skill	Communication
Communication Mode (if applicable)	Reading
Activity Description	<p>The pupils were required to read an extract from <i>Pancakes and Painted Eggs</i> by Jean Chapman (Scholastic) and show their understanding by writing a sequence of instructions for making pancakes based on the description in the text.</p> <p>The pupils worked in small groups reading aloud the narrative. They discussed the main points and selected the most important instructions by highlighting the text.</p> <p>The pupils then wrote their own version of the pancake recipe.</p>
Prior Learning/Experience	<p>The pupils had experience of reading and writing instructions. They had written their own recipes and watched video clips using instructions.</p>

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Reading Samples

Task 2: How to make pancakes – Level 3 Pupil work

GOAL:
How to make pancakes

EQUIPMENT:
2 bowls
beater
wooden spoon
frying pan
plate

INGREDIENTS:
4 tablespoons flour
salt
2 spoons sugar
2 eggs
melted butter
milk



STEPS:

- ① Mix the flour, salt and sugar.
- ② Add the eggs to the flour
- ③ Stir the mixture and add the melted butter.
- ④ Stir in some milk to make the batter.
- ⑤ Heat the frying pan.
- ⑥ Drop in a blob of butter and pour in the batter.
- ⑦ Cook it for one minute and flip it.
- ⑧ Cook for one more minute.
- ⑨ Lift it onto a plate.

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Task 2: How to make pancakes – Level 3 Commentary

Assessing Pupil Responses: This response illustrates the standard at Level 3.

	Requirements for Communication – Reading	Progression Statements for Level 3 Reading	Evidence of Level 3 in this Reading Activity
		Engaging with a range of longer texts* , for a variety of purposes, both reading aloud and silently, pupils can:	N.B. Not all of the progression statements at a level are necessarily addressed within this activity.
1.	<ul style="list-style-type: none"> read a range of texts* for information, ideas and enjoyment 	<ul style="list-style-type: none"> recognise, understand and sequence main points paraphrase with general accuracy 	<p>The pupil read the passage and was able to recognise, understand and sequence the main points in the form of a recipe. She numbered the steps needed in the recipe from 1-9.</p> <p>She orally paraphrased the main points of the text with her group. She put the main points from the instructions within the text into her own words. For example, she paraphrased the text, <i>'Stir the mixture until it is smooth. Slowly add 1 teaspoon of melted butter,'</i> by writing, <i>'Stir the mixture and add the melted butter.'</i></p>
2.	<ul style="list-style-type: none"> use a range of strategies to read with increasing independence 	<ul style="list-style-type: none"> choose and use reading strategies independently 	The pupil read the text independently.
4.	<ul style="list-style-type: none"> understand and explore ideas, events and features in texts* 	<ul style="list-style-type: none"> understand that there are different forms and features of texts* 	The pupil understood that the form of this recipe included a list of equipment, ingredients and numbered stages. She added the extra feature of bullet points.
5.	<ul style="list-style-type: none"> use evidence from texts* to explain opinions 	<ul style="list-style-type: none"> ask and respond to questions to extend understanding express opinions and give reasons 	<p>The pupil worked with her group asking and responding to questions, deciding which information should be included and which should be omitted from the instructions.</p> <p>In group and class discussions she gave her opinion about what information from the text should be included in the recipe, what information was not necessary and gave her reasons.</p>

* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.