**Y3 Priority Therapy**

**Y3 R3g Can identify the key features of different text types**

**Test 1**

**Commissioned by The PiXL Club Ltd.**

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**How to make Boreks**

It’s good to eat these tasty bites with a mixed salad.

**You will need:**

* 100g feta cheese
* 1 heaped teaspoon of raisins
* 20g fresh flat leaf parsley
* 4 sheets filo pastry
* 50g melted butter (ask an adult to melt it for you)
* Pepper

**What to do:**

1. Line the baking tray with the baking paper.
2. Using your fingers, crumble the feta cheese into a bowl. Season with pepper. Add raisins and stir together with a spoon. Pinch all the long stalks off the parsley and chop the leaves.
3. Take 1 piece of filo, brush some melted butter on to one side and fold it in half lengthways.
4. Put 2-3 heaped teaspoons of filling at one end and start to fold in triangles, buttering the pastry as you go.
5. Place on a baking tray with the last fold at the bottom. Continue until all the filling is used.
6. You’ll need to ask an adult for help with this part. Bake in a preheated oven, 180°C, for about 20 minutes or until crisp and golden.

*From ‘I Can Cook’ by Sally Brown and Kate Morris*

1. What is the **purpose** of this text?

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1. Write three **key features** of the text type below and say why they are useful to the reader.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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5. Can you identify a **feature** of this text type which has **not** been included here? How would it make the text more effective?

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**Y3 R3g Can identify the key features of different text types Test 1 – ANSWERS**

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| **Qu.** | **Answer** |
| **1** | to instruct someone in how to do/make something |
| **2** | sub-headings - help the reader know where to look for each stage  bullet points/numbered steps – organise the information clearly for the reader  imperative (bossy) verbs – simple and clear language for ease of understanding  technical language – helps the reader know which equipment/ ingredients to use |
| **3** | pictures or diagrams – the reader would be able to see what each step looked like/have an idea of what it should look like |