

Year 1 Marking Guides Term 2

English Character Description

	Applying	Connecting	Working With	Exploring	Beginning
Writing and Creating	Creates a short written text with a drawing (character description) which recounts parts of the story Rose Meets Mr Wintergarten including the connecting of key events and a creative description of the character Mr Wintergarten	Creates a short written text with a drawing (character description) which recounts parts of the story Rose Meets Mr Wintergarten including key events and description of the character Mr Wintergarten	Creates a short written text with a drawing (character description) which recounts parts of the story Rose Meets Mr Wintergarten by including events and description of the character Mr Wintergarten	Creates a short written text with a drawing (character description) with sentence fragments which recounts parts of the story Rose Meets Mr Wintergarten by including an event about the character Mr Wintergarten	Creates written sentence fragments and a drawing about the story Rose Meets Mr Wintergarten (Labels an image)
	Ideas in their texts are imaginative and include a number of details from Rose Meet Mr Wintergarten. Including, creatively expanding inferences of how language and images are used to create characters	Ideas in their texts are imaginative and include a number of details from Rose Meets Mr Wintergarten. Including obvious inferences of how images are used to create characters	Ideas in their texts are imaginative and include a small number of details from Rose Meets Mr Wintergarten	Ideas in their text include a small number of details from Rose Meets Mr Wintergarten	Ideas in their text include words about Mr Wintergarten
	Writes coherent simple sentences to reflect a logical flow of ideas including details such as "who, what, where, when and how" with sentence boundary punctuation, exclamation marks, pronouns and capital letters for proper nouns. Makes writing more specific and adds meaning by adding adverbs, adjectives, and precise verbs.	Writes coherent simple sentences including details such as "who, what, where, when and how" with sentence boundary punctuation, exclamation marks, pronouns and capital letters for proper nouns. Makes writing more specific by adding adjectives and precise verbs. (a small range of adjectives to build description in basic noun groups)	Writes simple sentences with sentence boundary punctuation and capital letters for proper nouns (Simple sentences can have some misuse of prepositions and varying accuracy with articles a apple... an apple..., using basic text connectives repetitively and/then)	Writes simple sentences with sentence boundary punctuation	
	Uses topic-specific vocabulary when writing a character description by connecting and creatively expanding on ideas.	Uses topic-specific vocabulary when writing a character description by connecting and expanding on ideas.	Uses topic-specific vocabulary when writing a character description.	Uses simple familiar words and taught high frequency words	Uses words
	Spells most one- and two-syllable words with common letter patterns, short vowels, common long vowels (e and i), consonant blends and digraphs (sh, wh ph, th, ng, ll, ss) common grammatical morphemes (plurals, common suffix that indicate tense) and a range of high-frequency words correctly. Uses morphemic, visual and phonic knowledge to attempt to spell words. Common suffixes: play, played, playing	Writes words, correctly forming all letters, using unjoined upper-case and lower-case letters. - Uses spaces between handwritten words. Spells most one- and two-syllable words with common letter patterns, short vowels, common long vowels (e and i), consonant blends and digraphs (sh, wh ph, th, ng, ll, ss) common grammatical morphemes (plurals) and an increasing number of high-frequency words. Uses morphemic, visual and phonic knowledge to attempt to spell words.	Writes words using unjoined upper-case and lower-case letters. Uses spaces between handwritten words. Spells most one- and two-syllable words with common letter patterns, short vowels, common long vowels (e and i), consonant blends and digraphs (sh, wh ph, th, ng, ll, ss) and common grammatical morphemes (plurals), and an increasing number of high-frequency words. -uses 'sounding out' to spell words (example: 'p-a-t') -writes correctly some common high frequency words with uncommon phoneme/grapheme correspondences	Positions letters and words on a line Writes letters to represent the dominant or first phonemes in words, when attempting to spell words. (For example, "d for dog"). Writes some appropriate letters in sequence to represent words (example "bis for because"). Spells correctly some common one syllable words with common phoneme/grapheme correspondences (example "am")	Continuing to develop a functional pencil grip

Year 1 Marking Guides Term 2

English Reading Comprehension

	Applying	Connecting	Working With	Exploring	Beginning
Reading and Viewing	<p>Read, view and comprehend the text Pam and Lily, monitoring meaning, drawing on vocabulary to make connections between the depiction of characters, settings and events, and to personal experiences</p> <ul style="list-style-type: none"> - Locates directly stated information - Draws obvious inferences by integrating print and visual aspects of the text - Express an opinion of a character with a supporting reason 	<p>Read, view and comprehend the text Pam and Lily, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences</p> <ul style="list-style-type: none"> - Locates directly stated information - Draws obvious inferences using key words and images of the texts 	<p>Read, view and comprehend the text Pam and Lily, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences</p> <ul style="list-style-type: none"> - Locates directly stated information - Draws obvious inferences 	<p>Read, view and comprehend the text Pam and Lily making connections about of characters, settings and events.</p>	<p>Read and view the text Pam and Lily making connections about characters.</p>
	<p>Identify the text structures (plot and characters) of the text Pam and Lily and their language features (variety of nouns, verbs, adjectives) and visual features, recognising similar characters and settings in different literary texts.</p>	<p>Identify the text structures (plot and characters) of the text Pam and Lily and their language features (nouns, verbs, adjectives) and visual features.</p>	<p>Identify the text structures (plot and characters) of the text Pam and Lily and their language features and visual features.</p>	<p>Identify plot and characters of the text Pam and Lily.</p>	<p>Recognise characters of the text Pam and Lily.</p>
	<p>In a continuous text read one-and two-syllable words with common letter patterns, and reads most common high frequency words.</p>	<p>In a continuous text, read one-and two-syllable words with common letter patterns, and an increasing number of high frequency words.</p>	<p>Blend short vowels, common long vowels, consonants and digraphs to read one-syllable words</p> <p>Read one-and two-syllable words with common letter patterns, and an increasing number of high frequency words.</p>	<p>Blend short vowels, consonants and digraphs to read one-syllable words.</p> <p>Read one syllable words with common letter patterns, and some high frequency words.</p>	<p>Recognise short vowels, consonants and digraphs to attempt to read one-syllable words.</p>
	<p>Use and respond to sentence boundary punctuation to read the text Pam and Lily, at a flowing pace, using effective intonation and expression.</p>	<p>Use and respond to sentence boundary punctuation to read the text Pam and Lily, maintaining pace,</p>	<p>Use sentence boundary punctuation to read the text Pam and Lily with developing phrasing and fluency</p>	<p>Attempt to use sentence boundary punctuation to read the text Pam and Lily.</p>	

Year 1 Marking Guides Term 2

Science Forces

		Applying	Connecting	Working With	Exploring	Beginning
Knowledge and Understanding	Physical Sciences	Describes how different pushes and pulls (in terms of strength and direction) change the motion and shape of objects in a playground and predicts the effect of these forces on objects.	Describes how different pushes and pulls change the motion and shape of objects in a playground, predicts the effect of these forces on objects.	Describes how different pushes and pulls change the motion and shape of objects in a playground. (Part A)	Describes how pushes and pulls change the motion of objects.	Describes pushes and pulls on objects.
	Science Inquiry	Questioning and predicting	Poses questions to explore observations, simple patterns and relationships between push and pull forces and make predictions based on experiences about playgrounds.	Poses questions to explore observations, simple patterns and relationships between push and pull forces and make predictions based on experiences about playgrounds.	Poses questions to explore observations and make predictions based on own experiences about playground forces. (Part B & Part C)	Poses a question to explore an observation and attempts to make a prediction about a playground.
Planning and conducting				Follows safe procedures to make and record observations at playgrounds.	With guidance, follows safe procedures to make and record observations at playgrounds.	With support, follows safe procedures to make and record observations at playgrounds.
Processing, modelling and analysing				Uses provided tables and organisers to sort and order data and information and, with guidance, represent patterns, showing push and pull forces at Aura and TPC playgrounds. (Part C)		
Evaluating		With guidance, compares own and others observations with predictions, considers if investigations are fair and identifies further questions.	With guidance, compares own observations with predictions, considers if investigations are fair and identifies further questions.	With guidance, compares observations with predictions and identifies further questions. (Part B)	With guidance, compares an observation with a prediction and identifies a question.	With support, identifies a question.
Communicating		In a variety of settings, uses everyday and scientific vocabulary to communicate observations, findings and ideas.	Uses everyday and scientific vocabulary to communicate observations, findings and ideas.	Uses everyday vocabulary to communicate observations, findings and ideas. ALL	Uses vocabulary to communicate observations.	Makes statements about an observation.

Year 1 Marking Guides Term 2

Humanities and Social Sciences

	A	B	C	D	E
Knowledge and Understanding	Identifies the location on a map with directions to be followed when moving from one place to another (Part A) and a variety of natural, managed and constructed features of the Aura community (Part A), the ways the Aura environment has changed (Part B), and who and how it can be cared for by a variety of people, including First Nations Australians (Part B).	Identifies the location on a map and a variety of natural, managed and constructed features of the Aura community (Part A), the ways the Aura environment has changed (Part B), and who and how it can be cared for by different groups of people (Part B).	Identifies the location and nature of the natural, managed and constructed features of the Aura community (Part A), the ways the Aura environment has changed, and how it can be cared for by people (Part B).	Identifies the location and features of the Aura community, a way the Aura environment has changed and how I can care for it.	Identifies the location and a feature of the Aura community and how I can care for it.
Skills	Develops questions about people and places, using question stems (Part B), review Collects, sorts and records information about the Talara Playground, through labelled maps (Part A) and observation sketches using provided sources.	Develops questions about people and places, collects, sorts and records information about the Talara Playground (Part C), through labelled maps (Part A) and observation sketches using provided sources.	Develops questions and collects, sorts and records information about the Talara Playground through maps (Part A/C) and observation sketches using provided sources.	With guidance, develops questions and collects, sorts and records information about the Talara Playground through an observation sketches.	With support, develops a question about the Talara Playground and collects information.
	Interprets information about the Talara Playground and discusses perspectives, using comparative language and field work observations to answer questions (when, where, what, how and why questions) (Part B/C).	Interprets information about the Talara Playground and discusses perspectives, using comparative language (Part B/C).	Interprets information about Talara Playground and discusses perspectives (Part B).	Interprets information about Talara Playground	With support, interprets information about the Talara Playground
	Using collected information, draws conclusions and make proposals, providing reasons to improve and influence a positive future for the Aura community (Part C).	Using collected information, draws conclusions and make proposals to improve the Aura community (Part C).	Draws conclusions and make proposals to improve the Aura community (Part C). Shares observations about the Aura community, drawing on sources and incorporating subject-specific terms (natural, managed and constructed) (throughout semester).	Draws a conclusion and makes a proposal to improve the Aura community. Shares observations about the Aura community.	With support, draws a conclusion about the Aura community and shares an observation about the Aura community.

Year 1 Marking Guides Term 2

Maths Shapes

Understanding and Fluency		Problem solving and Reasoning	
Identifies, names and describes three-dimensional objects.		Compares the geometric features of three-dimensional objects.	
Identifies features of a three-dimensional object (Q4)		Explain comparisons of geometric features of three-dimensional objects (Q5a, 5b)	A
Names two-dimensional shapes and identifies three-dimensional shapes (Q1a, Q3)		Compare the obvious features of two-dimensional objects (Q2)	B
Locates some three-dimensional objects.		Identifies and describes geometric features of two-dimensional shapes. (Q1b)	C
		Identifies objects with some similar features.	D
			E

Year 1 Marking Guides Term 2

Maths Number

Understanding and Fluency	Problem solving and Reasoning
Recognises models and writes multiple of ten numbers. Locates multiple of ten numbers on a number line.	Explains partitioning of multiple of ten number.
◀ Locates and places a multiple of ten number on a number line. (Q4)	◀ Explains non-standard place value by drawing MABs (Q8)
◀ Represents a two digit number using a tens frames and recognises the number that comes before and after their chosen number (Q3, Q7)	◀ Explains 2 ways to show non-standard place value partitioning of two-digit number. (Q6)
◀ Represents a two digit number using objects, words, tens frames and numerals (Q1, Q2, Q7)	◀ Explains standard partitioning of multiple of ten numbers. (Q5)
◀ Represents a multiple of ten number in one of the above ways.	
◀ Writes a number.	
	A
	B
	C
	D
	E

Year 1 Marking Guides Term 2

Maths Money

Understanding and Fluency

Recognise Australian coins according to their value



◀ Identifies Australian coins based on their value and explains reasoning	A
◀ identifies Australian coins based on their value	B
◀ Recognise Australian coins according to their value	C
◀ With support, recognises Australian coins according to their value	D
◀	E