

Prep Marking Guides Term 2

English Enjoying and Retelling Stories

| | Applying | Connecting | Working With | Exploring | Beginning |
|--------------------------------------|---|---|--|--|-----------------------------------|
| Speaking and Listening PART A & B | Listen to texts, interact with others by asking relevant questions, and create short spoken texts, including retelling a fairytale by using features of voice including appropriate volume, tone, pitch, pace to engage their audience and expressing an opinion | Listen to texts, interact with others and create short spoken texts, including retelling a fairytale by using appropriate volume to engage their audience and expressing an opinion | Listen to texts, interact with others and create short spoken texts, including retelling a fairytale | Listen to texts and create short spoken texts | Listen to texts |
| | Share thoughts and preferences and retell events and discuss characters to an audience, making connections to their own experiences | Share thoughts and preferences and retell events and discuss characters to an audience | Share thoughts and preferences and retell events to an audience | Retell an event to an audience | Share a thought |
| | Use language features including words and phrases from learning and texts and use expanding vocabulary e.g. The Little Red Hen was <u>frustrated</u> ... | | Use language features including words and phrases from learning and texts | Use phrases from learning and texts | Use words from learning and texts |
| Writing and Creating PART C & D | Create short written texts, including retelling a fairytale using words and images where appropriate | | | Create short written texts by writing letters, and images where appropriate (strings of letters) | |
| | Use words and phrases from learning and texts including expanding vocabulary. Use taught high-frequency words (including taught heart words), Use sound-letter relationships to spell consonant-vowel consonant words, and use some appropriate letter combinations to represent less familiar words. | Use words and phrases from learning and texts. Use taught high-frequency words (including taught heart words), and use sound-letter relationships to spell some consonant-vowel consonant words | Use words and phrases from learning and texts | Use letters from learning and texts | |

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English Comprehension

| | Applying | Connecting | Working With | Exploring | Beginning |
|---------------------|---|--|--|---|---|
| Reading and Viewing | Read, view and comprehend an informative text, making connections to personal experiences, relate key facts and identify the purpose of the text. | Read, view and comprehend an informative text, making connections to personal experiences, and relate key facts from the text. | Read, view and comprehend an informative text, making connections to personal experiences. | Read words in an informative text, and view supporting images, making a relevant statement about the topic or text. | Attempts to read words in an informative text, and views supporting images, making a comment about the topic or text. |
| | Identify and talk about differences between the language features of informative texts and narrative texts, including connections between print and images. | Identify and talk about the language features of informative texts, including connections between print and images. | Identify the language features of informative texts, including connections between print and images. | Identify a language feature, including words and/or images. | |

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Maths Number

| | Applying | Connecting | Working with | Exploring | Beginning |
|--------------------|---|---|---|--|--|
| Fluency, Reasoning | <p>Uses knowledge of part-part-whole relationships to identify possible combinations and flexibly partition and combine collections up to 10 in different ways, representing these with numbers.</p> <p>Creates and represents practical situations involving quantifying, adding to and taking away from collections to at least 10 and describes the effect and result of addition and subtraction.</p> | <p>Partitions (three or more parts) and combines collections up to 10 in different ways, representing these with numbers.</p> <p>Describes the effect of adding to and taking away when representing and quantifying practical situations using collections to at least 10.</p> | <p>Partitions and combines collections up to 10 in different ways, representing these with numbers.</p> <p>Represents practical situations that involve quantifying, adding to and taking away from collections to at least 10.</p> | <p>Partitions and combines a collection.</p> <p>Represents and quantifies a practical situation to 10.</p> | <p>Identifies how many in a part of a collection.</p> <p>Represents a practical situation to 10.</p> |