

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 | Reads, views and comprehends a simple imaginative text, monitoring meaning, and discussing connections between the depiction of characters, settings and events, and elaborating on connections to personal experiences. | Reads, views and comprehends a simple imaginative text, monitoring meaning and discussing connections between the depiction of characters, settings and events, and to personal experiences. | Reads, views and comprehends a simple imaginative text, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. | Reads words, phrases or sentences in a simple imaginative text, and views supporting images, making a relevant statement about the story. | Attempts to read a simple imaginative text, and views supporting images, making a simple statement about the story or picture. |
| | Discusses the text structures of a simple imaginative text, and its language features and visual features, linking these features to the purpose of the text. | Identifies the text structures of a simple imaginative text, and its language features and visual features, linking these features to the purpose of the text. | Identifies the text structures of a simple imaginative text, and its language features and visual features. | Identifies and makes a statement about a text structure, language feature or visual feature in the text. | Identifies a feature in the text. |

Year 1 Marking Guides Term 2

Science Motion Madness (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 and predicts the effect of these forces on objects. | Describes how different pushes and pulls change the motion and shape of objects, predicts the effect of these forces on objects. | Describes how different pushes and pulls change the motion and shape of objects. | Describes how pushes and pulls change the motion of objects. | Describes pushes and pulls on objects. |
| | Questioning and predicting | Poses questions to explore observations and make predictions based on experiences. | | | Poses a question to explore an observation and attempts to make a prediction. | Makes a statement |
| Science Inquiry | Planning and conducting | Follows safe procedures to make and record observations. | | | With guidance, follows safe procedures to make and record observations. | With support, follows safe procedures to make and record observations. |
| | Processing, modelling and analysing | Uses provided tables and organisers to sort and order data and information and, with guidance, represent patterns. | | | | |
| | 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. | With guidance, compares an observation with a prediction and identifies a question. | With support, identifies a question. |
| Communicating | In a variety of settings, uses every day and scientific vocabulary to communicate observations, findings and ideas. | Uses every day and scientific vocabulary to communicate observations, findings and ideas. | Uses everyday vocabulary to communicate observations, findings and ideas. | Uses vocabulary to communicate observations. | Makes statements about an observation. | |

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Humanities and Social Sciences-Playing Around

| | Applying | Connecting | Working With | Exploring | Beginning |
|-----------------------------|--|--|--|--|---|
| Knowledge and Understanding | 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. | Describes how pushes and pulls change the motion of objects. | Describes pushes and pulls on objects. |
| Skills | 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 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. | Poses a question to explore an observation and attempts to make a prediction about a playground. | Makes a statement about a playground. |
| | 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. |
| | Uses provided tables and organisers to sort and order data and information and, with guidance, represent patterns, showing push and pull forces at playgrounds. | | | | |
| | 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. | With guidance, compares an observation with a prediction and identifies a question. | With support, identifies a question. |
| | In a variety of settings, uses every day and scientific vocabulary to communicate observations, findings and ideas. | Uses every day and scientific vocabulary to communicate observations, findings and ideas. | Uses everyday vocabulary to communicate observations, findings and ideas. | Uses vocabulary to communicate observations. | Makes statements about an observation. |

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Maths Number

| | Applying | Connecting | Working With | Exploring | Beginning |
|-------------------------------|--|---|--|---|--|
| Understanding, Fluency | <p>Applies part-part-whole reasoning to demonstrate how to partition one- and two-digit numbers into two and more parts in different ways. Partitions a two-digit number into tens and ones in different ways and describes how different representations show the same number.</p> <p>Solves problems involving addition and subtraction of numbers to 20, using a variety of efficient (part-part-whole knowledge, partitioning, count back, count on) calculation strategies and represents thinking as number sentences using symbols.</p> | <p>Applies part-part-whole reasoning to demonstrate how to partition one- and two-digit numbers into two and more parts in different ways. Partitions a two-digit number into tens and ones in different ways.</p> <p>Solves problems involving addition and subtraction of numbers to 20 using calculation strategies and represents thinking as number sentences using symbols.</p> | <p>Demonstrates how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones.</p> <p>Solves problems involving addition and subtraction of numbers to 20 using calculation strategies.</p> | <p>Demonstrates partitioning of a one-digit and a given two-digit number into two parts.</p> <p>Solves problems involving addition and subtraction of numbers to 10 using a given calculation strategy.</p> | <p>Demonstrates partitioning of a one-digit number into two parts.</p> <p>Solves a problem to 10 using a given calculation strategy.</p> |