Year 2 Marking Guides Term 2
English Information Report

	Applying	Connecting	Working With	Exploring	Beginning
Writing and creating	Create and edit a written multimodal text to inform an audience about celestial objects in space, including images that add further information to the text. • Edit: adding, deleting or changing vocabulary to improve the text	Create and edit a written multimodal text to inform an audience about celestial objects in space, including images that add further information to the text. • Edit: reviewing sentences to fix errors	Create a written multimodal text to inform an audience about celestial objects in space.	Create a written multimodal text to for an audience about celestial objects in space.	Creates images and uses words about celestial objects in space.
	Use cohesive text structures including simple and compound sentences correctly and flexibly to organise related ideas into paragraphs using headings to write an information report about celestial objects in space. • Flexibly: a range of words and sentence types to express and combine ideas	Use text structures including simple and compound sentences correctly to organise ideas using headings to write an information report about celestial objects in space. • Coherent simple and compound sentences • Headings eg. Sun, Moon, Stars	Use text structures to organise ideas to write an information report about celestial objects in space. • Simple sentences • Compound sentences using common conjunctions	Use simple sentences to organise ideas about celestial objects in space.	Use words and phrases from learning to tell about celestial objects in space.
	Punctuate simple and compound sentences including commas for lists and regular singular possessives • Regular singular possessives = sun's rays, moon's surface	Punctuate simple and compound sentences including commas for lists.	Punctuate simple and compound sentences. • Capital letters for titles/headings	Punctuate sentences. • Capital letters for proper nouns • Boundary punctuation	
	Use topic-specific vocabulary including informative extended noun groups and makes conscious choices of vocabulary appropriate to the text.	Use topic-specific vocabulary including informative extended noun groups. • Extended = quality and relevance of adjective (rocky surface vs bumpy surface/pretty surface)	Use topic-specific vocabulary. • Basic noun groups	Use everyday vocabulary.	Use words.
	Fluently writes words using consistently legible, clearly formed, unjoined letters with consistent size and spacing.	Write words using consistently legible unjoined letters with consistent size and spacing.	Write words using consistently legible unjoined letters.	Write words using unjoined letters.	
	Spell multisyllabic words with learnt long vowel phonemes and unfamiliar words phonetically with all phonemes represented. Uses phonic and morphemic knowledge to spell words with less common patterns (less common long vowel patterns). • Words whose spelling is not completely predictable from their sounds eg. enjin for engine	Spell multisyllabic words with learnt long vowel phonemes, and uses phonic and morphemic knowledge to attempt to spell words with less common patterns (less common long vowel patterns). • Morphemic knowledge : compound words (friendship, bedroom) • Prefixes& suffixes • Multisyllabic : pilot, diet	Spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns (less common long vowel patterns). • Attempt of spell using morphemic knowledge e.g. driving vs driving running vs running	Spell words with regular spelling patterns and familiar high frequency words.	Spell some words with regular spelling patterns.

Year 2 Marking Guides Term 2
English Reading Comprehension

	Applying	Connecting	Working With	Exploring	Beginning
Reading and Viewing	Reads, views and comprehends an informative text to provide key facts with supporting details, and identifies literal meaning and integrating information from print, images and prior knowledge to make supportable inferences.	Reads, views and comprehends an informative text to provide key facts with supporting details, and identifies literal and inferred meaning.	Read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events.	Reads words, phrases or sentences in an informative text, and views supporting images, identifying literal meaning from the text.	Attempts to read an informative text and views supporting images, making a simple statement about the topic.
	Describes how similar topics and information are presented through the structure of narrative and informative texts, and identifies, compares and discusses similarities and differences of the language features and visual features.	Describes how similar topics and information are presented through the structure of narrative and informative texts, and identifies and compares similarities or differences of the language features and visual features.	Describe how similar topics are presented through the structure of narrative and informative texts, and identify their language features and visual features.	Identifies and makes a statement about language features and/or visual features of a narrative or informative text.	Identifies a language feature or visual feature of a narrative or informative text.
	Use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words, most high-frequency words and words whose spelling is not completely predictable from their sounds, while monitoring meaning. • Use context to read the correct word when an unknown word has more than one plausible pronunciation e.g. live, read	Use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words while monitoring meaning. Re-reading, self-correcting	Use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words.	Use phonic knowledge to read unfamiliar words and some high-frequency words.	Use phonic knowledge to sound out unfamiliar words and some high-frequency words.
	Use punctuation for phrasing and fluency, adjusting pace, volume, pitch and pronunciation to enhance meaning and use expression that reflects the author's purpose.	Use punctuation for phrasing and fluency, adjusting pace, volume, pitch and pronunciation to enhance meaning.	Use punctuation for phrasing and fluency.	Attempt to use punctuation for phrasing and fluency.	

Year 2 Marking Guides Term 2
Science Earth and Space

		Applying	Connecting	Working With	Exploring	Beginning
Knowledge and understanding	**Earth and Space Science**	Identifies celestial objects and describes patterns they observe and irregular events that occur in the sky. Describe how shadow length changes with the changing position of the sun. • position of sun dictates how long the shadow is	Identifies celestial objects and describes patterns they observe and irregular events that occur in the sky. • blood moon, super moon	Identifies celestial objects and describes patterns they observe in the sky. • Sunrise, midday, sunset, midnight	Identifies some celestial objects and describes a pattern they observe in the sky.	Identifies objects they observe in the sky.
	Use and influence of science	Describes how First Nations people use science in their daily lives and how people use patterns, including the movement of celestial bodies in the sky, to make scientific predictions. • Navigation and calendars	Describes how people use science in their daily lives and how people use patterns, including the movement of celestial bodies in the sky, to make scientific predictions • Position of the Earth and sun	Describes how people use science in their daily lives and how people use patterns to make scientific predictions. • Day and night	Describes how people use science in their daily lives	State how people use science in their daily lives
Science Inquiry	**Planning and conducting**	Suggest steps to be followed in an investigation of changing shadow length across the day and follows safe procedures to make observations using informal measurements and record observations using text **and** drawings or digital tools.	Suggest steps to be followed in an investigation of changing shadow length across the day and follows safe procedures to make and record observations using text **and** drawings or digital tool s.	Suggest steps to be followed in an investigation of changing shadow length across the day and follows safe procedures to make and record observations.	Follows safe procedures to make and record observations.	Follows safe procedures.
	Evaluating	With guidance, compares their observations of changing shadow length across the day with those of others and with their prediction. Identifies whether their investigation was fair and identifies further relevant questions.	With guidance, compares their observations of changing shadow length across the day with those of others and with their own prediction. Identifies whether their investigation was fair and identifies further questions.	With guidance, compares their observations of changing shadow length across the day with those of others. Identifies whether their investigation was fair and identifies further questions.	With guidance, compares their observations of changing shadow length across the day with those of others.	With guidance, compares observations.
	Communicating	Across multiple tasks, uses everyday vocabulary and a range of scientific vocabulary to communicate observations, findings and ideas.	Across multiple tasks, 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.	Uses everyday vocabulary.

Year 2 Marking Guides Term 2
Humanities and Social Sciences

	Applying	Connecting	Working With	Exploring	Beginning
Knowledge and Understanding	Identify and give reasons for the social significance of a local person, group, place and/or building (Australia Zoo). Suggest reasons for the location of this place	Identify and give reasons for the social significance of a local person, group, place and/or building (Australia Zoo)	Identify the significance of a local person, group, place and/or building (Australia Zoo)	Identify the significance of a local person, or place (Australia Zoo)	Recognise the significant local person or place (Australia Zoo)
	identify that places can be spatially represented in different geographical divisions, investigate the places locally and at a broader scale and how places are interconnected across those scales	identify that places can be spatially represented in different geographical divisions and investigate the places locally and at a broader scale	identify that places can be spatially represented in different geographical divisions (local, state. national)	Identify that a place can be spatially represented in a geographical division (local)	Identify a local place
	identify how people and places are interconnected both at local and broader scales and how First Nations Australians are connected with local the land of The Glasshouse Mountains and at a broader scale, Uluru	identify how people and places are interconnected both at local and broader scales and how First Nations Australians are connected with local land of The Glasshouse Mountains	identify how people and places are interconnected both at local and broader scales	identify how people and places are interconnected at a local scale	Identify local people
Skills	develop inquiry questions, to extend and elaborate ideas and collect, sort and record similarities and differences of related information and data from observations and provided sources	develop inquiry questions, and collect, sort and record similarities or differences of related information and data from observations and provided sources	develop questions, and collect, sort and record related information and data from observations and provided sources	collect, sort and record related information and data from observations and provided sources	Collect and sort related information and data from observations and provided sources
	interpret information and data, and identify and discuss perspectives and why some places are considered special or have significance to different groups for different reasons	interpret information and data, and identify and discuss perspectives and why some places are considered special	Interpret information and data, and identify and discuss perspectives	Interpret information and data, and identify perspectives	Identify perspectives
	use sources, and precise subject-specific terms to present observations about the past, people and places at different scales and how access to and use of a place has changed over time	use sources, and subject-specific terms to present observations about the past, people and places at different scales and how access to and use of a place has changed over time	use sources, and subject-specific terms to present observations about the past, people and places at different scales	Use a source to present an observation about the past, people or places	present an observation about the past, people or places

Year 2 Marking Guides Term 2
Maths Number

	Applying	Connecting	Working with	Exploring	Beginning
Understanding, Fluency	Applies knowledge of place value to partition, rearrange and rename two- and three-digit numbers (including with an internal zero) and explains how numbers can be renamed in different ways. Regroups partitioned numbers to assist in calculations, including solving additive problems involving an internal zero.	Applies knowledge of place value to partition, rearrange and rename two- and three-digit numbers and explains how a number can be renamed in different ways. Regroups partitioned numbers to assist in calculations, including solving additive problems.	Applies knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroups partitioned numbers to assist in calculations.	Partitions a two- and three-digit number.	Partitions a two-digit number.
Problem Solving	Represents and solves an additive money problem and explains the choices made about the operation/s and strategies used when following the mathematical modelling process.	Represents and solves an additive money problem and explains the choice of operation/s when following the mathematical modelling process.	Uses mathematical modelling to solve a practical additive problem, including money transactions, representing the situation and choosing calculation strategies.	Uses mathematical modelling to represent parts of a practical additive problem using diagrams or materials.	Makes a statement, asks a question or draws a picture related to a practical additive problem.

Year 2 Marking Guides Term 2
Maths Time

	Applying	Connecting	Working with	Exploring	Beginning
Understanding, Fluency	Uses created and provided calendars to calculate the number of days between events including in consecutive months. Reads and represents time on an analog clock to the hour, half hour and quarter hour.	Creates a calendar showing accurate dates and events and determines the number of days between events on a provided calendar. Reads time to the hour, half hour and quarter hour and represents time to the hour and half hour on an analog clock.	Determines the number of days between events using a provided calendar and reads time on an analog clock to the hour, half hour and quarter hour.	Locates and identifies a specific day and date of an event. Reads time to the hour on an analog clock.	Identifies specific days on a calendar. Recognises time to the hour on an analog clock.