

Prep Marking Guides Term 4



My Writing

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	ENGLISH	Subject	Informative Text: Written
Technique	Extended Response: Written Retell of an event. adapted from Curriculum Gateway 2025: W&C 4.2		
Purpose	To create a short, written text to retell an event, using words and images.		

	Applying	Connecting	Working with	Exploring	Beginning
Writing and Creating	Creates a short, written text with images to retell a familiar event, a beginning and ending, using words written with left-to-right directionality and spaces between them. One / two excellent simple sentences. Colour Run Example: Beginning: - We went to the colour run. - I went to the colour run / I did the colour run. End: - I got colour on me / My shirt was wet. - I had pink and green on me.	Creates a short, written text with images to retell a familiar event, using words written with left-to-right directionality and spaces between them. Colour Run Example: - I ran fast. - I was wet - My friends - Shirt was colour - Colour on shirt	Creates a short, written text to retell a familiar event, using words and images where appropriate.	Creates a short, written text to retell a familiar event, using some attempted words, letters and images.	Creates a pictorial text about a familiar event.
	Sequences and retells ideas about a familiar event, using simple sentences and appropriate words and phrases from learning and texts. States thoughts and feelings about a familiar event. Colour Run Example: - It was hard - I had fun / I had lots of fun - I felt cold / It was cold	Retells key ideas about a familiar event, using sentence fragments and/or simple sentences and words and phrases from learning and texts. States thoughts and feelings about a familiar event.	Retells and states their thoughts and feelings about a familiar event. Uses words and phrases from learning and texts. Colour Run Example: - was sad - was happy		
	Forms letters, spells most consonant-vowel-consonant words and experiments with capital letters and full stops. Monitoring Strategy			Not yet demonstrating	

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My Writing

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	ENGLISH	Subject	Imaginative Text: Spoken
Technique	Extended Response: Reading Accuracy & Comprehension, adapted from Curriculum Gateway 2025: R&V 4.1		
Purpose	To read and comprehend an imaginative text.		

	Applying	Connecting	Working With	Exploring	Beginning
Reading and Viewing	Reads, views and comprehends simple imaginative texts, discussing connections between characters, settings and events including making a plausible prediction about an event. Discusses connections to personal experiences. PART B: Q1- predicting, PART C: Q3 & Q4 Prediction: needs to match closely with the task Discusses: able to provide more details "I felt really sad when I felt in the mud"	Reads, views and comprehends simple imaginative texts, discussing connections between characters, settings and events including making a prediction about an event. Makes connections to personal experiences. PART B: Q1- predicting, PART C: Q3 & Q4 Prediction: can be a little bit left field	Reads, views and comprehends simple imaginative texts, making connections between characters, settings and events, and to personal experiences PART C: Q3 & Q4	Reads words or phrases in a simple imaginative text, and views supporting images making a relevant statement about a character, setting or event.	Attempts to read words in a simple imaginative text, and views supporting images making a simple statement about an image.
	Identifies and discusses the language features of a simple imaginative text to suit the purpose, including vocabulary and connections between print and images. PART C: Q5	Identify the language features of a simple imaginative text including vocabulary and connections between print and images. PART C: Q5	Identify the language features of a simple imaginative text including connections between print and images. PART C: Q6 Language Features: - Characters, Events, Images	Identifies a language feature of a simple imaginative text including words and/or images.	
	Name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs) Monitoring Strategy PART A – Task 4 (name letters), PART B (know and use sounds)			Not yet demonstrating	
	Read words including consonant–vowel–consonant words and some high-frequency words Monitoring Strategy PART B			Not yet demonstrating	

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My Writing

Prep

Student		Teacher	
Learning area	ENGLISH	Subject	Phonological awareness
Technique	Spoken response (interview)		
Purpose	To orally blend and segment phonemes. To listen for and identify rhymes, letter patterns and sounds.		

	Applying	Connecting	Working With	Exploring	Beginning
Speaking and listening	Listen for and identify rhymes, letter patterns (alliteration) and sounds (phonemes) in words Monitoring Strategy (Task 1 – identify rhyme, Task 2 – alliteration)			Not yet demonstrating	
	Orally blend and segment phonemes in single-syllable words Monitoring Strategy (Task 3 – blend, Task 4 - segment)			Not yet demonstrating	

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Unit 4.1: Number

Assessment task 4.1 — Partitioning, combining and comparing collections, repeating patterns

Purpose: To partition, combine and compare collections. Repeating patterns.

Student Name:

Teacher Name:

	Applying	Connecting	Working with	Exploring	Beginning
Fluency, Reasoning	Compares the size of collections to at least 20, uses comparison to make another collection and explains using counting which collections contain more/less. Part B Q3: How do you know?	Compares the size of collections to at least 20 and describes which collection contains more and which collection contains less. Part B Q3: Which collection has less/more?	Compares the size of collections to at least 20. Part B: they might only be able to do addition, or might only be able to do subtraction	Compares the size of collections up to 10.	Quantifies and names parts of a collection.
	Partitions and combines collections up to 10 in different ways, representing these with numerals and identifies numbers by recognising parts that form the whole including describing the relationship. Last Q Part A: How did you know what number to write on the head? Model Response: - because I know that 6 and 4 are friends of 10. - there are 6 here and 4 here and that makes 10. Part A Task 2 – need to complete a different part-part-whole for 10 on a second beetle, not just the turn around. Complete a third if required.	Partitions and combines collections up to 10 in different ways, representing these with numerals and identifies numbers by recognising parts that form the whole. Last Q Part A: How did you know what number to write on the head? Model Response: because I counted them	Partitions and combines collections up to 10 in different ways, representing these with numerals. Part A Task 1	Partitions and combines collections up to 10 and names the parts.	
	Make connections between number names, numerals and position in the sequence of numbers from zero to at least <u>20</u> *			Not yet demonstrating	
	Copy and continue repeating patterns. Monitoring Strategy Part D			Not yet demonstrating	
Feedback:					