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| **Library Programme****Stage 2** |
| **Literature Literacy in conjunction with “**Literacy Progressions” |
| **Library Learning Area** | **Stage 2** |  |  |
|  | **Typically, by the end of this Year students will be able to:** |  |  |
|  | **Year 3** | **Year 4** | **Activity** | **Assessment** |
| **Literature Outcomes**[**Content and Texts Requirements**](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/content-and-text-requirements)Spoken textsPrint textsVisual textsMedia, multimedia, and digital texts.**Formats:**Picture books, film, Junior Fiction, Novels, Games, Poetry, | Sample, view and borrow from a range of fiction genre and formats. EN2-UARL-01 Follows a scaffold to complete a book report identifying orientation, complication, main events and resolution. EN2-CWT-02Understand and explain the purpose of a book review. EN2-UARL-01, EN2-CWT-02Develop an understanding with the process an author follows for publication.Identify strong emotions that occur in a chapter book and explain the contribution of the illustrations. EN2-UARL-01Demonstrates an understanding of author’s purpose in informative, imaginative, and persuasive texts. EN2-UARL-01, EN2-CWT-01, EN2-CWT-03Infers author’s purpose through the actions and emotions of characters. EN2-UARL-01Make reading and borrowing choices that are influenced by developing preferences. EN2-RECOM-01 | Completes a short-written review on a chapter book EN2-CWT-02Verbalise implied themes in fiction books, EN2-OLC-01Verbalise sequence of main events in a fiction book and identify the story’s climax. EN2-OLC-01, EN2-UARL-01Predict outcome of plot for a particular fiction book. EN2-RECOM-01, EN2-UARL-01Identify and describe the main character of a fiction book. EN2-UARL-01Identify strong emotions in a simple fiction book. EN2-UARL-01Identify the motivation for a particular character’s action. EN2-UARL-01Demonstrates developing understanding of the metalanguage in literature EN2-VOCAB-01Complete a simple book review based on a provided outline. EN2-CWT-02Understands a book is a collaboration: author, illustrator, publisher. EN2-UARL-01 |  |  |
| **Film as Text** | Describe where the story takes place in particular film. EN2-UARL-01 Identify strong emotions that occur in a film that is viewed. EN2-UARL-01  | Describe where the story takes place in particular film. EN2-UARL-01  |  |  |
| **Fiction Genre** PoetryDrama - PlaysFiction - Narrative | Develop an understanding of genre EN2-UARL-01 Experience genre structures, e.g. journal, diary, biography, poetryIdentify other-worldly characters and features in picture books. EN2-UARL-01, EN2-RECOM-01Understand that author’s use mythical creatures in text to represent people, emotions. and experiences, e.g. Where the Wild Things Are. EN2-UARL-01, EN2-RECOM-01Identify mythical characters in a text and explain their purpose. EN2-UARL-01, EN2-RECOM-01Create a text based on a mythical character. EN2-CWT-01Retell Fairy Tales and/or Nursery Rhymes differently. EN2-OLC-01, EN2-CWT-01Discover that narrative structures vary, e.g. Adventure, Diary, Epistolary (story unfolds in documents) EN2-UARL-01, EN2-RECOM-01Recognise popular genre themes in short chapter books, including those that are part of a series, e.g., adventure, sci-fi, fantasy. EN2-UARL-01 | Understand that authors use elements of realism in fictional texts EN2-UARL-01 Distinguish between elements of realism and fiction in a text. EN2-UARL-01, EN2-RECOM-01Create a fictional text that relates to real experiences. EN2-CWT-01Identify mythical elements in a text. EN2-UARL-01, EN2-RECOM-01Describe the features of mythical elements and how they compare to real life in text. EN2-UARL-01, EN2-RECOM-01Create a mythical character and place it in a real life situation. EN2-CWT-01Read and view more complex genre themes in texts. EN2-UARL-01, EN2-RECOM-01Name and define popular genre themes, e.g. adventure, sci-fi, fantasy. EN2-UARL-01, EN2-RECOM-01 |  |  |
| **Visual Literacy** |  | Identify the effects of choices in the construction of images, including framing and composition. EN2-RECOM-01Explain the contribution of illustrations in developing the sequence of main events and climax of a particular fiction book. EN2-RECOM-01 |  |  |
| **Aboriginal** | Explore text written from an Aboriginal perspective. EN2-UARL-01 | Explore Aboriginal nonfiction text. EN2-UARL-01 |  |  |
| **Information Skills Process** |
| **Library Learning Area** | **Stage 2** |  |  |
|  | **Typically, by the end of this Year students will be able to:** |  |  |
|  | **Year 3** | **Year 4** | **Activity** | **Assessment** |
| ***Define*** | Define their topic and focus their research using at least 3 of the Who, What, When, Where, Why, How question prompts. EN2-CWT-02 | Define their research task focusing their research utilising all the Who, What, When, Where, Why, How question prompts. EN2-CWT-02 |  |  |
| ***Locate*** | Locate websites relevant to topic. EN2-HANDW-02Selects nonfiction books based on need and interest. EN2-UARL-01, EN2-RECOM-01 | Locate relevant non text, non-web based sources of information. EN2-HANDW-02Identifies major Dewey sections within the nonfiction section.Utilises contents, index, and glossary of nonfiction text. EN2-VOCAB-01 |  |  |
| ***Select*** | Select main ideas and supporting keywords, categorise and record information in lists, picture sequences, grids, or webs. EN2-RECOM-01 | Select and record information relevant to a specific topic in relation to developed questions. EN2-RECOM-01Demonstrates basic note taking without plagiarising. EN2-OLC-01, EN2-VOCAB-01  |  |  |
| ***Organise*** | Organise material by comparing, selecting, and combining that which is relevant to the task and organising according to an agreed format. EN2-CWT-02, EN2-CWT-03 | Organise material by comparing, selecting, and combining that which is relevant to the task and organising according in a selected format. EN2-CWT-02, EN2-CWT-03 |  |  |
| ***Present*** | Present information which conveys a developing level of understanding of the information gathered. EN2-CWT-02, EN2-CWT-03Identifies copyright for text and images including [Creative Commons](https://creativecommons.org.au/). EN2-CWT-02, EN2-CWT-03 | Present information in a manner that is appropriate for the topic and the audience demonstrating interpretation of the information gathered EN2-CWT-02, EN2-CWT-03Demonstrates the use of basic citation practices in a Bibliography. EN2-CWT-02, EN2-CWT-03 |  |  |
| ***Assess***[***Rubric Samples***](http://rubistar.4teachers.org/index.php) | Assess and evaluate appropriateness and acceptability of their own and others’ presentation in relation to the original task by the co-development of assessment tools e.g., rubric | Assess and evaluate appropriateness and acceptability of their own and others’ presentation in relation to the original task by the independent development of assessment tools e.g., rubric |  |  |
| ***Student Inquiry*** | ***Controlled Inquiry***Students provided with topic, questions, and resources. Given product e.g., PPT/ SWAY etc. |  |  |
| **Library Knowledge** |
| **Library Learning Area** | **Stage 2** |  |  |
|  | **Typically, by the end of this Year students will be able to: able to:** |  |  |
|  | **Year 3** | **Year 4** | **Activity** | **Assessment** |
| **Rules****(behaviour)** | Understands library rules and the responsibility of being a library user. | Understands library rules and the responsibility of being a library user. |  |  |
| **Purpose & Orientation**[**(Sample Layout**](https://drive.google.com/open?id=1mkGOwm_icI4fEF1Q857VpuAoXnGQGBTZ)**)** | Library orientation: understands physical layout of the library. | Library orientation: understands physical layout of the library and that different areas may have different functions and rules. |  |  |
| **Metalanguage of the library** | Metalanguage of the library – call number, barcode, shelf label, shelf marker, Orbit, Oliver, Dewey, circulation desk, return tray or slot reference, Orbit, OPAC, etc. EN2-VOCAB-01 | Metalanguage of the library - call number, shelf label, Oliver, Oliver, Dewey, circulation desk, return tray or slot, reference, etc. EN2-VOCAB-01 |  |  |
| **Metalanguage of books** | Metalanguage of books – e.g., Table of Contents, glossary, index, headings, sub-headings, captions, etc. EN2-VOCAB-01 | Metalanguage of books – e.g., Table of Contents, glossary, index, reviews, headings, sub-headings, captions, etc. EN2-VOCAB-01 |  |  |
| **Call number** | Recognises the function of different book labels, e.g, PRC, genre, etc. EN2-VOCAB-01, EN2-UARL-01 | Recognises that different library resources have different labels for specific purposes. EN2-VOCAB-01, EN2-uarl-01 |  |  |
|  | Alphabetical order to 3 places on the fiction call number; understands that nonfiction call numbers are in Dewey order | Understands how fiction and nonfiction books are shelved. EN2-UARL-01 |  |  |
| **Book care & resource care** | Care and handling of books and other library equipment, e.g. technology; (making and) using [bookmarks](https://www.google.com/search?q=making+cool+bookmarks&rlz=1C1CHFX_enAU654AU656&oq=making+cool+bookmarks&aqs=chrome..69i57.4074j1j7&sourceid=chrome&ie=UTF-8#kpvalbx=_B0o2Xqj8K-uQ4-EPob6xKA32) | Care and handling of books and other library equipment, e.g. technology; (making and) using [bookmarks](https://www.weareteachers.com/diy-bookmarks/) |  |  |
| **Book knowledge** | Comparisons between non-fiction books e.g., certain Dewey numbers being more suitable for older students. EN2-UARL-01, EN2-RECOM-01 | Use of reference materials - online and print. EN2-UARL-01, EN2-HANDW-02 |  |  |
| **Fiction** | Understands that chapter books allow for the increase in the complexity of texts. EN2-UARL-01, EN2-RECOM-01 | Understands that fiction is comprised of many genres; can be part of a series or a stand-alone story. EN2-UARL-01, EN2-RECOM-01 |  |  |
| **Nonfiction - Dewey** | History and rationale; understands that the nonfiction section is ordered according to the Dewey system EN2-RECOM-01Can use ORBIT/OLIVER to identify and locate major sections of nonfiction text.Selects nonfiction books based on need and interest. | History and rationale; understands that the nonfiction section is ordered according to the Dewey system EN2-RECOM-01Identifies major Dewey sections within the nonfiction section.Can use ORBIT/OLIVER to locate a specific nonfiction resource. |  |  |
| **Features of NF** | Understands that information can be presented through a variety of nonfiction text features including charts, diagrams, graphs. EN2-UARL-01, EN2-RECOM-01Can discuss features on a page:- headings- photographs, illustrations EN2-VOCAB-01 | Can identify features of nonfiction: heading, physical text features (e.g, bold or italics), subheading, figures, maps, graphs. EN2-UARL-01, EN2-RECOM-01 |  |  |
| **Parts of a Book**[**YouTube**](https://www.youtube.com/watch?v=cu8j7YnunzQ) |  | Identifies the [different parts](https://www.youtube.com/watch?v=2sLIwnOuN1Q) of a book and understands their functions EN2-VOCAB-01, EN2-UARL-01 |  |  |
| **Book production** | Understands basic book production and the roles of editor, designer, editor, proof-reader, publisher, etc. EN2-UARL-01 | Understands basic book production and the roles of editor, designer, editor, proof-reader, publisher, etc. EN2-UARL-01 |  |  |
| **Borrowing** | Select appropriate text based on interest and ability | Borrow for research as well as for interest and entertainment  |  |  |
| **Selection**[**Blog**](https://pernillesripp.com/2018/02/04/some-small-ideas-to-help-students-self-select-books-better/) | Selects appropriate text based on purpose, interest, and ability. EN2-UARL-01Recognises the benefits of selecting from a wide range of texts | Selects appropriate text based on purpose, interest, and ability. EN2-UARL-01Recognises the benefits of selecting from a wide range of texts |  |  |
| **(Shelf markers)** | Understands how and when to use a shelf marker | Uses a shelf marker if necessary |  |  |
| **Returns** | Uses call number to place fiction books on the correct shelf EN2-RECOM-01 | Uses call number to place to return books to the correct F or NF location EN2-RECOM-01 |  |  |
| **Library Management System:****ORBIT****OLIVER** | Uses Library Management System (Oliver and Orbit) to locate specific fiction resources by title or series.Navigate between ORBIT and OLIVER; articulate the differences and preference | Uses Library Management System (Oliver and Orbit) to locate fiction resources by author and places reservations.Use OLIVER to write and record a book review |  |  |
|  |  |  |  |

**Source Documents / resources:**

2018 Primary Libraries Conference

2019 Primary Libraries Conference

School Library Association of Victoria: “Teacher Librarian Program P-6 – Outcomes” 2004 (IS, IL, LS)

ACARA “Information and Communication Technology Capability learning continuum” <https://www.australiancurriculum.edu.au/media/1074/general-capabilities-information-and-communication-ict-capability-learning-continuum.pdf>

<https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression/reading-and-viewing/?subElementId=50915&scaleId=50736>

ACARA “Literacy continuum: Visual Knowledge” <http://docs.acara.edu.au/resources/General_capabilities_-_LIT_-_learning_continuum.pdf>

**Office of the eSafety Commissioner** <https://www.esafety.gov.au/>

Hornsby North Public School Scope and Sequence Draft 1, 2018-2020

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/content-and-text-requirements>

**Nuwarra Stage 2 Library Programme 2023**

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| --- | --- | --- | --- | --- |
|  | Term 1 | Term 2 | Term 3 | Term 4 |
| Literature Literacy | Reading for pleasure; exploring different genres through series | Author StudyPRC | CBCA - focus on new illustrators | Literature Appreciation Response |
| Library Literacy | Review of library expectations and proceduresDewey | Dewey | Using Orbit to post reviews |  |
| Information Literacy | Cyber safety | Introduction to Research | Research Skills | Mini PIP |

**Sample Scope & Sequences**

**Scope and Sequence (Sample) – Early Stage 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Early Stage 1** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Reading to entertain: author study, eg., Pamela Allen, Alison LesterStories from different cultures (Harmony Day) | Reading to entertain: genre study e.g. fairy tales, poetry, folktalesDreamtime stories | Reading to learn: CBCA Eve Pownall books | Reading to entertain: character studiesVisual literacy/role of the illustrator |
| **Library Literacy** | Rules and routinesBorrowing and returnsBook locations for Kindy borrowingBook care | Library layoutSelf-selectingParts of a BookAlphabetical ordering | Where is NF in our library?Structure of NF textSelecting appropriate NF to borrow | Alphabetical ordering |
| **Information Literacy** | Nil | Fact and OpinionIntroduction to ISP (process of finding out) | Use questions to find answers - use CBCA Eve Pownall books  | Fact and fiction |

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| --- | --- | --- | --- | --- |
| **Early Stage 1** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Reading to entertain: thematic study - eg. friends and friendship; indigenous literature | Reading to entertain:Visual literacy | CBCA including introduction to NF (Eve Pownall CBCA set) | Reading to entertain: genre studyDrama/plays |
| **Library Literacy** | Rules and routinesBorrowing and returnsBook care | Library layoutParts of a Book | Where is NF in our library?l |  |
| **Information Literacy** | Nil | Fact and opinion - teaching through games | Finding facts | Fiction and nonfiction |

**Scope and Sequence (Sample) – Stage 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage 1** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Thematic study | Library structure – popular NF sectionsPRC | Consolidation of T1 and T2 skills |  |
| **Library Literacy** | Review of library expectations and proceduresAlphabetical shelf orderCall numbersWhy and how do we use shelf markers? | NF study in support of unitORBIT | CBCAChapter Books | Introduction to ORBIT |
| **Information Literacy** | Nil | Introduction to the research process (basics)Using our own words | Introduction to NF (Eve Pownall CBCA set) | Short research project (guided enquiry) |

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| --- | --- | --- | --- | --- |
| **Stage 1** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Author Study, eg Aaron Blabey | Library structure – popular NF sectionsOverview of PRC Process | Consolidation of T1 and T2 skills |  |
| **Library Literacy** | Review of library expectations and proceduresAlphabetical shelf orderCall numbers | NF study in support of unitORBIT | CBCA |  |
| **Information Literacy** | Nil | Features of nonfiction texts (basics) | Introduction to NF (Eve Pownall CBCA set) | Short research project (guided enquiry) |

**Scope and Sequence (Sample) – Stage 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Term 1 | Term 2 | Term 3 | Term 4 |
| Literature Literacy | Thematic Study | Genre StudyPRC | CBCA -  | Reading to entertain |
| Library Literacy | Review of library expectations and procedures | Dewey |  |  |
| Information Literacy | Cyber safety | Introduction to ResearchUsing your own words | Research Skills | Mini PIP |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Term 1 | Term 2 | Term 3 | Term 4 |
| Literature Literacy | Reading for pleasure; exploring different genres through series | Author StudyPRC | CBCA - focus on new illustrators | Literature Appreciation Response |
| Library Literacy | Review of library expectations and proceduresDewey | Dewey | Using Orbit to post reviews |  |
| Information Literacy | Cyber safety | Introduction to Research | Research Skills | Mini PIP |

**Scope and Sequence (Sample) – Stage 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage 3** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Author/illustrator study | PRC/Thematic study | CBCA Young Readers | Genre study |
| **Library Literacy** | Review of library expectations and procedures | Using Oliver  | Metalanguage of booksCBCA Eve Pownall | Publishing a book |
| **Information Literacy** | Note taking to avoid plagiarismCyber safety | Research processResearch skillsCreating a biography | Research skills | Personal Interest Project(PIP) utilising research skills |

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| --- | --- | --- | --- | --- |
| **Stage 3** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Biography focus | Genre Study | CBCA exploration | Film as text |
| **Library Literacy** | Review of library expectations and procedures | DeweyOLIVER for research | OLIVER book reviews | Metalanguage of books |
| **Information Literacy** | Research process, including note-takingResearch skills | Digital Citizenship | Research Skills | Research ProcessResearch Skills |