|  |
| --- |
| **Library Programme****Stage 1** |
| **Literature Literacy in conjunction with “**Literacy Progressions” |
| **Library Learning Area** | **Stage 1** |  |  |
|  | **Typically, by the end of this Year students will be able to:** |  |  |
|  | **Year 1** | **Year 2** | **Activity** | **Assessment** |
| **Fiction Genre** PoetryDrama - PlaysFiction - Narrative | Distinguish fiction texts from nonfiction. EN1-RECOM-01Experience a wide range of texts across genres. EN1-UARL-01Understand that picture storybooks are imaginative texts created by an author and illustrator. EN1-UARL-01Recognise familiar characters in texts. EN1-UARL-01Discuss other-worldly settings and characters, and how they relate to the real world. EN1-UARL-01Participate in dramatisations of imaginative texts. EN1-OLC-01Listen to and view rhyming poetry and recognise simple rhymes in text.EN1-OLC-01, EN1-UARL-01 | Develop an awareness of genre features in picture books. EN1-RECOM-01Understand the difference between fiction and nonfiction. EN1-RECOM-01Identify familiar mythical creatures in pictures books, e.g. unicorns, dragons, fairies, gnomes, elves, mermaids. EN1-UARL-01, EN1-RECOM-01Compare and contrast elements in picture books and discuss themes as they relate to genre. EN1-UARL-01Dramatise a picture story with mythical creatures. EN1-OLC-01Understand that stories can be retold differently, e.g. Fractured Fairy Tales and Nursery Rhymes. EN1-UARL-01, EN1-RECOM-01Create an art piece that encapsulates imaginative characters in a setting. EN1-CWT-01Develop an understanding of genre in short chapter books. EN1-UARL-01 | Year 1 and 2 students read to self, read to partner new library books or books displayed on a topic or genre for 20min as students borrow books.Teachers introduces one or two books each week. | observation |
| **Library Knowledge** |
| **Library Learning Area** | **Stage 1** |  |  |
|  | **Typically, by the end of this Year students will be able to: able to:** |  |  |
|  | **Year 1** | **Year 2** | **Activity** | **Assessment** |
| **Rules****(behaviour)** |  Understands that the library is a classroom with specific library rules. | Understands that the library is a classroom with specific library rules. | * Navigate to library routines

<https://nuwarra.weebly.com/library-routines.html> download and print worksheets | Mark worksheets |
| **Purpose & Orientation**[**(Sample Layout**](https://drive.google.com/open?id=1mkGOwm_icI4fEF1Q857VpuAoXnGQGBTZ)**)** | Library orientation: understand the physical layout of the library; understands where to locate suitable books based on interest and/or need. | Library orientation: understand physical layout of the library; understands where to locate suitable books based on interest and/or need. | * Navigate to library routines

<https://nuwarra.weebly.com/library-routines.html> download and print worksheets | Mark worksheets |
| **Metalanguage of the library** | Metalanguage of the library – call number, shelf label, shelf marker, Orbit, Dewey, circulation desk, return tray or slot, reference, etc. EN1-VOCAB-01 | Metalanguage of the library – call number, barcode, shelf label, shelf marker, Orbit, Oliver, Dewey, circulation desk, return tray or slot, reference, etc. EN1-VOCAB-01 |  |  |
| **Metalanguage of books** | Metalanguage of books - cover, pages, spine, etc. EN1-VOCAB-01 | Metalanguage of books - cover, pages, spine, etc. EN1-VOCAB-01 |  |  |
| **Call number** | Recognises call number and understands its purpose. ENE-PRINT-01 | Recognises the function of different book labels, e.g., PRC, etc. ENE-PRINT-01 |  |  |
|  | Alphabetical order to 1 place on the fiction call number; understands that fiction and nonfiction call numbers have different formats  | Alphabetical order to 3 places on the fiction call number; understands that fiction and nonfiction call numbers have different formats |  |  |
| **Book care & resource care** | Review [appropriate care](https://www.youtube.com/watch?v=oes1PE58WQE) when handling resources | Review appropriate care when handling resources | * Navigate to Yr 1 Caring for books, Read and use information on webpage, download and print worksheets.

<https://nuwarra.weebly.com/caring-for-library-books-s1-yr1.html>* Navigate to Yr. 2 Caring for books, Read and use information on webpage, download and print worksheets.

<https://nuwarra.weebly.com/caring-for-library-books-s1-yr2.html> | Mark worksheetsMark worksheets |
| **Book knowledge** | Introduction to fiction and non-fiction, including purpose and use.EN1-UARL-01, EN1-RECOM-01  | Contents- index- glossaryEN1-VOCAB-01, EN1-RECOM-01 | * Navigate to Yr. 2 Parts of a book, Read, and use information on webpage, download and print worksheets.

<https://nuwarra.weebly.com/parts-of-a-book-914335.html> |  |
| **Parts of a Book** | [Identifies and understands](https://www.youtube.com/watch?v=af_hemaTGTM) the function of - cover, title, blurb, spine, end pages, index, glossary. EN1-UARL-01, EN1-VOCAB-01 | Can identify the different parts of a book and understands their function. EN1-UARL-01, EN1-VOCAB-01 | * Navigate to Yr. 1 Parts of a book, Read, and use information on webpage, download and print worksheets.

<https://nuwarra.weebly.com/parts-of-a-book-113522.html>* Navigate to Yr. 2 Parts of a book, Read, and use information on webpage, download and print worksheets.

<https://nuwarra.weebly.com/parts-of-a-book-914335.html> | Mark worksheetsMark worksheets |
| **Borrowing** | Borrow and return regularly from certain collections | Borrow both fiction and non-fiction books. | Weekly | observation |
| **Selection** | Can select appropriate text with support | Can self-select appropriate text using simple mechanisms e.g., [5-finger rule](https://www.youtube.com/watch?v=lHESiWCOXyk) |  |  |
| **(Shelf markers)** | Understands how and when to use a shelf marker | Understands how and when to use a shelf marker |  |  |
| **Returns** | Uses call number to return books to the right place in the picture book/JF section. EN1-RECOM-01 | Uses call number to place fiction books on the correct shelf. EN1-RECOM-01 | Weekly | observation |
| **Library Management System:****ORBIT****OLIVER** | Logs onto/navigate to the Library Management System (Oliver and Orbit) via student portal, with assistance. | Logs onto/navigate to the Library Management System (Oliver and Orbit) via student portal, with assistance if necessary.Utilise Library Management System (Oliver and Orbit) to view current loans and features such as “Click and Pick” |  |  |
|  |  |  |  |

**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 1 Library Programme 2023**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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) |

**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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |