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| **Library Programme Term 2 2024****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** |
| **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, | Distinguish between different formats in texts. EN1-RECOM-01 | Develop an interest in short chapter books. EN1-RECOM-01 | Introduce students through short book talks to short chapter books, graphic novels and non-fiction books. |  |
| **Visual Literacy** | Identify strong emotions that occur in a text and how the visual elements contribute to the message. | Describe how images add to, contradict, or multiply the meanings of words in a text, and compare images with the accompanying print text. EN1-VOCAB-01, EN1-UARL-01 | Introduce students through short book talks to short chapter books, graphic novels and non-fiction books. |  |
| **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. |  |  |
| **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 |  |  |
| **Book care & resource care** | Review [appropriate care](https://www.youtube.com/watch?v=oes1PE58WQE) when handling resources | Review appropriate care when handling resources |  |  |
| **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 | **Year 1*** Discuss Display on Parts of a Book at the front of the library.
* Read the infographics.

<https://nuwarra.weebly.com/parts-of-a-book-113522.html>* Answer 20 online questions referring back to the infographic as needed.
* Watch and interact with the PowerPoint presentation as a class.
* Complete the Parts of a book worksheet.

**Year 2*** Discuss Display on Parts of a Book at the front of the library.
* Read the infographics.

<https://nuwarra.weebly.com/parts-of-a-book-914335.html>* Complete 3 worksheets: Label the Parts of a Book -Outside, Label the Parts of a Book -Inside, Title page.
 | * Guide the discussion.
* Record the results of the online questions.
* Mark the worksheet
* Guide the discussion.
* Mark the 3 worksheets
 |
| **Fiction** | Understands that chapter books allow for the increase in the complexity of texts and know the location of early readers. EN1-UARL-01, EN1-RECOM-01 | Understands that chapter books allow for the increase in the complexity of texts and are able to self-select appropriate more complex chapter books. EN1-UARL-01, EN1-RECOM-01 |  |  |
| **Nonfiction - Dewey** | Understands that Dewey relates to nonfiction resources, and that these are grouped topics. EN1-RECOM-01Borrows books of interest from the nonfiction sectionCan differentiate between fiction and nonfiction sections in the library. EN1-RECOM-01, EN1-UARL-01 | Understands that nonfiction books are organised according to the Dewey system. EN1-RECOM-01Can use ORBIT/OLIVER to locate favourite Dewey areas, e.g. dinosaurs, pets, sharks |  |  |
| **Features of NF** | Understands the purpose of the Table of Contents, index and glossary and that these distinguish a nonfiction text from a fiction text. EN1-UARL-01, EN1-RECOM-01 | Understands the purpose of the Table of Contents, index and glossary and that these distinguish a nonfiction text from a fiction text. EN1-VOCAB-01Can locate features such as figures, photographs, illustrations, maps. EN1-UARL-01, EN1-RECOM-01 |  |  |
| **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 | **Year 1*** Discuss Display on Parts of a Book at the front of the library.
* Read the infographics.

<https://nuwarra.weebly.com/parts-of-a-book-113522.html>* Answer 20 online questions referring back to the infographic as needed.
* Watch and interact with the PowerPoint presentation as a class.
* Complete the Parts of a book worksheet.

**Year 2*** Discuss Display on Parts of a Book at the front of the library.
* Read the infographics.

<https://nuwarra.weebly.com/parts-of-a-book-914335.html>Complete 3 worksheets: Label the Parts of a Book -Outside, Label the Parts of a Book -Inside, Title page. | * Guide the discussion.
* Record the results of the online questions.
* Mark the worksheet
* Guide the discussion.
* Mark the 3 worksheets
 |
| **Book production** | Understands that a book is a collaboration of the author, illustrator, and editor, and understands their individual roles. EN1-UARL-01 | Understands that a book is a collaboration of the author, illustrator, and editor, and understands their individual roles. EN1-UARL-01 |  |  |
| **Borrowing** | Borrow and return regularly from certain collections | Borrow both fiction and non-fiction books. |  |  |
| **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 |  |  |
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**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>

**Sample Scope & Sequences**

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

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

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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 |

**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 |