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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** |
| **Fiction Genre**  Poetry  Drama - Plays  Fiction - Narrative | Develop an understanding of genre EN2-UARL-01  Experience genre structures, e.g. journal, diary, biography, poetry  Identify other-worldly characters and features in picture books. EN2-UARL-01, EN2-RECOM-01  Create a text based on a mythical character. EN2-CWT-01  Discover that narrative structures vary, e.g. Adventure, Diary, Epistolary (story unfolds in documents) EN2-UARL-01, EN2-RECOM-01  Recognise popular genre themes in short chapter books, including those that are part of a series, e.g., adventure, sci-fi, fantasy. EN2-UARL-01 | Distinguish between elements of realism and fiction in a text. EN2-UARL-01, EN2-RECOM-01  Read and view more complex genre themes in texts. EN2-UARL-01, EN2-RECOM-01  Name and define popular genre themes, e.g. adventure, sci-fi, fantasy. EN2-UARL-01, EN2-RECOM-01 | Year 3 and 4 students read to self, read to partner new library books or books displayed on a topic or genre for up to 20 min as students borrow books.  Teachers introduces one or two books each week.  Begin to experience different genres. | observation |
| **Aboriginal** | Explore text written from an Aboriginal perspective. EN2-UARL-01 | Explore Aboriginal nonfiction text. EN2-UARL-01 |  |  |
| **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. | Review Library expectations as stated on the library window |  |
| **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. | Review the sections in the library. |  |
| **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 | Taught with Book Care and Parts of a Book. |  |
| **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 | Taught with Book Care and Parts of a Book |  |
| **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 |  |  |
| **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/) | * Caring for books, Read and use information on webpage, download and print worksheets. There are worksheets for year 3 and year 4 should attempt Challenge 2 worksheet.   <https://nuwarra.weebly.com/caring-for-library-books-s2.htm> | Observation  Mark worksheets |
| **Parts of a Book** |  | Identifies the [different parts](https://www.youtube.com/watch?v=2sLIwnOuN1Q) of a book and understands their functions EN2-VOCAB-01, EN2-UARL-01 | * Parts of a book, Read, and use information on webpage, download and print worksheets.   <https://nuwarra.weebly.com/parts-of-a-book-s2.html> | Observation  Mark worksheets |
| **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 | Introduce only in context of parts of a Book |  |
| **Borrowing** | Select appropriate text based on interest and ability | Borrow for research as well as for interest and entertainment | Weekly | Observation  Oliver |
| **Selection** | Selects appropriate text based on purpose, interest, and ability. EN2-UARL-01  Recognises the benefits of selecting from a wide range of texts | Selects appropriate text based on purpose, interest, and ability. EN2-UARL-01  Recognises the benefits of selecting from a wide range of texts | Weekly | observation |
| **(Shelf markers)** | Understands how and when to use a shelf marker | Uses a shelf marker if necessary | Weekly | observation |
| **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 | Weekly | Observation  Oliver |
|  |  | |  |  |

**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 Study  PRC | CBCA - focus on new illustrators | Literature Appreciation Response |
| Library Literacy | Review of library expectations and procedures  Dewey | 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 Lester  Stories from different cultures (Harmony Day) | Reading to entertain: genre study e.g. fairy tales, poetry, folktales  Dreamtime stories | Reading to learn: CBCA Eve Pownall books | Reading to entertain: character studies  Visual literacy/role of the illustrator |
| **Library Literacy** | Rules and routines  Borrowing and returns  Book locations for Kindy borrowing  Book care | Library layout  Self-selecting  Parts of a Book  Alphabetical ordering | Where is NF in our library?  Structure of NF text  Selecting appropriate NF to borrow | Alphabetical ordering |
| **Information Literacy** | Nil | Fact and Opinion  Introduction 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 study  Drama/plays |
| **Library Literacy** | Rules and routines  Borrowing and returns  Book care | Library layout  Parts 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 sections  PRC | Consolidation of T1 and T2 skills |  |
| **Library Literacy** | Review of library expectations and procedures  Alphabetical shelf order  Call numbers  Why and how do we use shelf markers? | NF study in support of unit  ORBIT | CBCA  Chapter 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 sections  Overview of PRC Process | Consolidation of T1 and T2 skills |  |
| **Library Literacy** | Review of library expectations and procedures  Alphabetical shelf order  Call numbers | NF study in support of unit  ORBIT | 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 Study  PRC | CBCA - | Reading to entertain |
| Library Literacy | Review of library expectations and procedures | Dewey |  |  |
| Information Literacy | Cyber safety | Introduction to Research  Using 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 Study  PRC | CBCA - focus on new illustrators | Literature Appreciation Response |
| Library Literacy | Review of library expectations and procedures  Dewey | 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 books  CBCA Eve Pownall | Publishing a book |
| **Information Literacy** | Note taking to avoid plagiarism  Cyber safety | Research process  Research skills  Creating 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 | Dewey  OLIVER for research | OLIVER book reviews | Metalanguage of books |
| **Information Literacy** | Research process, including note-taking  Research skills | Digital Citizenship | Research Skills | Research Process  Research Skills |