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| **Library Programme**  **Kindergarten** | | | |
| **Literature Literacy in conjunction with “**Literacy Progressions” | | | |
| **Library Learning Area** | **Kindergarten** |  |  |
|  | **Typically, by the end of this Year students will be able to:** |  |  |
|  |  | **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 texts  Print texts  Visual texts  Media, multimedia, and digital texts.  **Formats:**  Picture books, film, Junior Fiction, Novels, Games, Poetry, | Understand that stories are presented in different formats -- picture books, poems, fairy tales, nursery rhymes theatre, film, games, and shared storytelling. ENE-VOCAB-01  Participate in rhymes, chants and songs when viewing and responding to texts. ENE-OLC-01  Recognise that authors tell stories that may be similar or different from their experiences.ENE-UARL-01  Understand that characters in imaginative texts are representations of people who participate in the narrative. ENE-UARL-01  Identify the main character/s in texts. ENE-UARL-01  Listen, view, and engage with texts from other cultures. ENE-UARL-01  Listen, view, and engage with Indigenous storytelling. ENE-UARL-01  Identify simple emotions in texts – happy, sad, excited, angry, silly, etc. ENE-UARL-01  Participate in literary events and activities – PRC, book fair, book club, book week activities, incursions, and excursions.  Develop a love of reading for pleasure. ENE-UARL-01  Learn to independently search, browse, and select a text for reading.  Participate in class discussions about texts.ENE-OLC-01  Discuss preferences and identify favourite texts, authors, and illustrators (likes/dislikes) ENE-UARL-01  Respect the opinions of others. | 1. Read One Little Duck by Katrina Germein (CBCA shortlisted books 2024)  * 6 picture sequence (story retell) * Make and put on multiple finger puppet plays showing the sequence of events (story retell). * Match the animal dialogues. * Make predictions and connections.   2. Read Can You Teach a Fish to Climb a Tree? by Jane Godwin (CBCA shortlisted books 2024)   * What can you do? What can your friends do? * Complete the worksheets – Can you teach a... and What can they do? | Mark first, next, then, finally sequence.  Mark the sequence worksheet and animal dialogues matching.  Mark - Can you teach a... and What can they do? |
| **Fiction Genre**  Poetry  Drama - Plays  Fiction - Narrative | Experience a wide range of texts across genres. ENE-UARL-01  Recall familiar nursery rhymes, poems, chants, and songs. ENE-UARL-01, ENE-RECOM-01  Recognise familiar characters in picture storybooks. ENE-UARL-01, ENE-RECOM-01  Participate in repetitive dramatisations and recalls short sentences. ENE-UARL-01, ENE-RECOM-01  Discover that stories can be retold, e.g., puppetry, drama, video. ENE-UARL-01, ENE-RECOM-01  Discover the difference between nonfiction and fiction. ENE-UARL-01 | Read One Little Duck by Katrina Germein (CBCA shortlisted books 2024)   * 6 picture sequence (story retell) * Make and put on multiple finger puppet plays showing the sequence of events (story retell). | Observation |
| **Visual Literacy** | Recognise the different meanings of words and images in imaginative and informative texts. ENE-UARL-01, ENE-VOCAB-01 |  |  |
| **Aboriginal** | Experience Dreaming Stories, ENE-UARL-01 |  |  |
| **Information Skills Process** | | | |
| **Library Learning Area** | **Kindergarten** |  |  |
|  | **Typically, by the end of this Year students will be able to:** |  |  |
|  |  | **Activity** | **Assessment** |
| ***Locate*** | Locate the appropriate section of the library that contains information.  Identifies that nonfiction books contain information. | **Locate information pictorially: Programme a BeeBot to go to pictures of computer parts and digital devices and in separate activity parts of a book:**  **First as a class group then**  **In 12 small groups.**  **BeeBot mats keep changing pictures and positions** | Observation |
| ***Select*** | As part of a group select relevant information to support a given topic usually orally. ENE-OLC-01 | **As a group of 2 (3 max) select information about parts of a computer and parts of a book.** | Observation |
| **Library Knowledge** | | | |
| **Library Learning Area** | **Kindergarten** |  |  |
|  | **Typically, by the end of this Year students will Typically, by the end of this Year students will be able to: able to:** |  |  |
|  |  | **Activity** | **Assessment** |
| **Rules**  **(behaviour)** | Knows and follows the library rules, e.g., being [quiet](https://www.youtube.com/watch?v=zu8nz6XNdhg) in the library. |  |  |
| **Purpose & Orientation**  [**(Sample Layout**](https://drive.google.com/open?id=1mkGOwm_icI4fEF1Q857VpuAoXnGQGBTZ)**)** | Understands the [purpose](https://www.youtube.com/watch?fbclid=IwAR3vffF1CbSbc-Hbsm0z4an_74U6UNZCYJEcRG3FdDwVZfjZchr5IWu1vCw&v=Qk3C1SNvtSU&feature=youtu.be) of the library.  Library orientation: understands physical layout of the library; understands that books are arranged in particular locations, one that usually suits readers’ ages (JF/MF/F) or book purpose (NF). |  |  |
| **Metalanguage of the library** | Introduction to metalanguage of the library: librarian, circulation desk, book box, (simple) call number, etc. ENE-VOCAB-01 |  | Observation |
| **Metalanguageof books** | [Metalanguage](https://abcsofliteracy.com/parts-of-a-book-poster-worksheet/) of books – cover, pages, spine, fiction, nonfiction, author illustrator, etc. ENE-VOCAB-01 | **Programme a BeeBot to go to pictures of computer parts and digital devices and in separate activity parts of a book:**  **First as a class group then**  **In 12 small groups.**  **BeeBot mats keep changing pictures and positions** | Observation |
| **Call number** | Recognises simple call number and understands that this is used to locate fiction books; it tells us where the book ‘lives’. ENE-PRINT-01 | **Using the first letter of the author’s surname students will demonstrate returning books to the correct shelf.** | Observation |
|  | Alphabetical order to 1 place on the fiction call number. ENE-PRINT-01 | Observation |
| **Book care & resource care** | [Care and handling of a book](https://www.kindergartenkindergarten.com/2011/08/teaching-rules-and-routines-taking-care-of-books.html): turning pages, need for a library bag, storage at home, etc. |  |  |
| **Book knowledge** | Understands that there are [F and NF texts](https://www.youtube.com/watch?v=7RRPqkPnRl8) and that these are a collaboration by many people (refer to metalanguage) ENE-VOCAB-01, ENE-RECOM-01 |  |  |
| **Fiction** | Understands the role of fiction is to entertain; organisation by alphabetical order; know the location of picture/JF books that suit reading level. ENE-RECOM-01 |  |  |
| **Nonfiction - Dewey** | Understands that nonfiction books are information books and contain facts. ENE-RECOM-01  Understands that these are organised by topic. ENE-RECOM-01  Can differentiate between fiction and nonfiction sections in the library. ENE-RECOM-01 |  |  |
| **Features of NF** | Understands that a nonfiction text has features that are different to a fiction text, e.g., cover photograph, Table of Contents, glossary. ENE-VOCAB-01, ENE-RECOM-01 |  |  |
| **Parts of a Book**  [**YouTube**](https://www.youtube.com/watch?v=cu8j7YnunzQ) | Identify and discuss the physical structure of a book – cover, blurb, spine, and pages. ENE-PRINT-01 | View the Library display at the entrance to the library and discuss.  Complete a cut and paste worksheet about parts of a book. | Mark worksheet |
| **Book production** | Understands that a book is a collaboration of author and illustrator |  |  |
| **Borrowing** | Understand library book borrowing procedure and limits. |  |  |
| **Selection**  [**Blog**](https://pernillesripp.com/2018/02/04/some-small-ideas-to-help-students-self-select-books-better/) | Can select appropriate text with support. |  |  |
| **(Shelf markers)** |  |  |  |
| **Returns** | Understands library book return procedure and can use simple call number to return books to the right section. |  |  |
| **Library Management System:**  **ORBIT**  **OLIVER** | Recognises that there is a Library Management System (Oliver and Orbit) and its basic function. |  |  |
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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 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 |