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| **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** |
| **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-01Listens, views, and engages with a variety of picture books. EN1-UARL-01Sequencing EN1-UARL-01Discussing EN1-OLC-01Responding EN1-UARL-01Connecting EN1-UARL-01Understanding EN1-UARL-01Reflecting EN1-UARL-01Develop understanding of the author’s purpose. EN1-UARL-01Distinguish between fiction and nonfiction texts. EN1-RECOM-01, EN1-VOCAB-01Communicates obvious themes in picture story books. EN1-RECOM-01Respond to texts in print, visual and multimedia formats. EN1-UARL-01Communicates sequence of main events in texts. EN1-OLC-01Identify main characters in texts and describe physical features and feelings. EN1-UARL-01Identify, describe, and connect with the setting, plot, and characters of a picture story. EN1-UARL-01Describe the location and setting of a text. EN1-UARL-01, EN1-RECOM-01Use a variety of strategies when selecting and reading books.Use simple techniques to review a text, while valuing the views of self and others. EN1-UARL-01, EN1-OLC-01 | Develop an interest in short chapter books. EN1-RECOM-01Identify the format of a chapter book. EN1-UARL-01Discuss setting, plot, and characters as they develop and change in each chapter. EN1-UARL-01, EN1-RECOM-01Communicate sequence of main events in a chapter book. EN1-OLC-01Identify themes and topics in chapter books. EN1-UARL-01Can explain their strategies when selecting and reading books. EN1-OLC-01Begins to sample and borrow from a range of fiction genre and formats. EN1-UARL-01Develops an understanding of author’s purpose in informative, imaginative, and persuasive texts. EN1-UARL-01Begins to infer author’s purpose through the actions and emotions of characters. EN1-UARL-01Begins to make connections between different texts and within texts. EN1-UARL-01Begins to make reading and borrowing choices that are influenced by prior connections and experiences. EN1-UARL-01Develop an understanding of author’s purpose and the literary devices used to convey the story, e.g. visual literacy, metaphor, simile, EN1-UARL-01,EN1-RECOM-01 |  |  |
| **Film as Text** | View short, animated videos. EN1-UARL-01QView online presentations of texts. EN1-UARL-01View online fairy tales, nursery rhymes and songs. EN1-UARL-01View short nonfiction videos e.g., animals. EN1-UARL-01View digital retellings of popular picture story books. EN1-UARL-01Retell a story using a digital device. EN1-OLC-01, EN1-HANDW-01Discuss and compare digital and print format EN1-OLC-01Participate in in drama, song and movement activities that is initiated in videos. EN1-OLC-01 | View short videos related to literature content. EN1-UARL-01 Identify strong emotions that occur in a film that is viewed. EN2-UARL-01  |  |  |
| **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 |  |  |
| **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 |  |  |
| **Aboriginal** |  |  |  |  |
| **Information Skills Process** |
| **Library Learning Area** | **Stage 1** |  |  |
|  | **Typically, by the end of this Year students will be able to:** |  |  |
|  | **Year 1** | **Year 2** | **Activity** | **Assessment** |
| ***Define*** | Define a minimum of two simple, direct research questions for investigation in response to discussion on a given topic. EN1-VOCAB-01 | Define from a range of well-defined topics, participate in teacher led brainstorming, clustering of ideas, focus question development and completion of a group search plan. EN1-VOCAB-01 |  |  |
| ***Locate*** | Locate the major Dewey areas within the library relevant to research topicDiscusses the purpose of nonfiction text | Locate basic information from a given web siteIdentifies / locates major sections of nonfiction textUses shelf labels to assist in borrowing of nonfiction text |  |  |
| ***Select*** |  Select and record the main idea and keywords e.g. Cut out and match information. EN1-CWT-01 | Select main ideas and supporting keywords, categorise and record information in lists, picture sequences, grids, or webs with assistance. EN1-RECOM-01, EN1-VOCAB-01Can copy basic facts from a given resource. EN1-RECOM-01 |  |  |
| ***Organise*** | Organises material on a provided template e.g.: cut and paste. EN1-CWT-01 | Organise the selected material in a logical order with assistance (no template) EN1-CWT-01 |  |  |
| ***Present*** | Present responses to a task in simple, given format (template) EN1-CWT-01 | Present responses to a task selecting an appropriate format for the information and topic. EN1-CWT-01 |  |  |
| ***Assess***[***Rubric Samples***](http://rubistar.4teachers.org/index.php) | Orally assess and evaluate their own and others’ presentation in relation to the original task using a given assessment guide. EN1-OLC-01 | Assess and evaluate appropriateness and acceptability of their own and others’ presentation in relation to the original task on a provided template e.g. rubric. EN1-RECOM-01 |  |  |
| ***Student Inquiry*** | ***Structured Inquiry***Whole class follows step by step lead of teacher throughout process. |  |  |
| **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. |  |  |
| **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. |  |  |
| **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 |  |  |
| **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 |  |  |
| **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**[**YouTube**](https://www.youtube.com/watch?v=cu8j7YnunzQ) | [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 |  |  |
| **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. |  |  |
| **Selection**[**Blog**](https://pernillesripp.com/2018/02/04/some-small-ideas-to-help-students-self-select-books-better/) | 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 |  |  |
| **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**

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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) |

**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 |

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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 |