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| **Library Programme**  **Stage 3** | | | | |
| **Literature Literacy in conjunction with “**Literacy Progressions” | | | | |
| **Library Learning Area** | **Stage 3** | |  |  |
|  | **Typically, by the end of this Year students will be able to:** | |  |  |
|  | **Year 5** | **Year 6** | **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, | Define the concepts of coda / meaning of a text. EN3-RECOM-01, EN2-VOCAB-01  Utilise appropriate metalanguage to discuss literature in assessable tasks. EN3-VOCAB-01, EN3-OLC-01  Discusses a character personality by identifying behaviours / actions. EN3-OLC-01, EN3-UARL-01  Describe the storyline development in particular novels, orientation, complication, series of events, resolution,dxcfbv sxzga and coda. EN3-UARL-02, EN3-RECOM-01 | Reads, views, and comprehends a wide range of texts in different media and technologies. EN3-RECOM-01  Composes and edits texts in response to literature. EN3-CWT-01  Discusses and identify themes in novels and relate them to real life. EN3-UARL-02  Identify and discuss the use of language for different purposes and context, and a wider audience. EN3-RECOM-01, EN3-UARL-02  Conducts in depth character analysis e.g., evaluate character credibility, changes, spontaneous / premeditated motivations etc. EN3-RECOM-01, EN3-UARL-01  Identify setting, time, and social aspects. EN3-RECOM-01, EN3-UARL-02  Analyse their reading preferences. EN3-RECOM-01  Develop critical reflection on text. EN3-UARL-01, EN3-UARL-02  Demonstrates knowledge of fiction (Narrative) text by completion of a comprehensive Book Report that demonstrates a level of introspection. EN3-CWT-01  Engage in aesthetic experience in texts. EN3-RECOM-01, EN3-UARL-01, EN3-UARL-02  Appreciate the artistic expression found in texts. EN3-UARL-02  Develop literacy skills and have knowledge about the purpose and audience, structures, and language features of a broad range of texts. EN3-RECOM-01, EN3-UARL-02  Identifies worldly and familiar experiences in texts. EN3-RECOM-01, EN3-UARL-02  Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts. EN3-RECOM-01, EN3-UARL-01, EN3-UARL-02M  Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts. EN3-RECOM-01, EN3-UARL-01, EN3-UARL-02 |  |  |
| **Film as Text** | Describe the locale and setting for a particular film  Identify strong emotions that occur in a film and explain the contribution of the scenery and sound effects to that end. EN3-UARL-01, EN3-UARL-02 | Explain the contribution of scenery and sound effects in developing the sequence of main events and climax of a particular film. EN3-RECOM-01, EN3-UARL-01, EN3-UARL-02  Describe contribution of director and editor in developing a particular film. EN3-UARL-01, EN3-UARL-02 |  |  |
| **Fiction Genre**  Poetry  Drama - Plays  Fiction - Narrative | Define and name popular genre categories, e.g., Graphic Novel, Historical Fiction, Fantasy, Sci-Fi, Adventure, Mystery, Thriller, Dystopian. EN3-RECOM-01, EN3-VOCAB-01  Discuss genre features in text. EN3-RECOM-01, EN3-VOCAB-01  Understand that texts may have more than one genre -- hybrid text. EN3-RECOM-01, EN3-VOCAB-01  Plan and compose a text in one or more genres, including a visual representation. EN3-CWT-01  Develop an interest in one or more genres. EN3-UARL-02 | Define and name the genre of a text. EN3-RECOM-01, EN3-VOCAB-01  Identify genre features in texts. EN3-VOCAB-01  Recognise that texts sometimes have more than one genre -- hybrid text. EN3-RECOM-01, EN3-VOCAB-01  Analyse and explain author's purpose and use of genre features in text. EN3-UARL-02  Compare and contrast different genre texts. EN3-UARL-02  Select, plan and compose a text in one or more genres, including a visual representation. EN3-CWT-01  Express a preference for one or more genres. EN3-UARL-02 |  |  |
| **Visual Literacy** | Describe contribution of illustrator and illustrations in developing a particular setting. EN3-RECOM-01 | Explain how analytical images such as figures, diagrams, tables, maps, and graphs contribute to understanding of factual information in texts. EN3-RECOM-01 |  |  |
| **Aboriginal** | Explore Aboriginal fiction text. EN3-UARL-01, EN3-UARL-02 | Evaluating text from an Aboriginal perspective. EN3-UARL-01, EN3-UARL-02 |  |  |
| **Information Skills Process** | | | | |
| **Library Learning Area** | **Stage 3** | |  |  |
|  | **Typically, by the end of this Year students will be able to:** | |  |  |
|  | **Year 5** | **Year 6** | **Activity** | **Assessment** |
| ***Define*** | Define their research task and select from within a broad topic area and narrow the topic to arrive at focus questions and a simple search plan. EN3-RECOM-01, EN3-CWT-01 | Define their research task and the research process as a sequence of logical steps to be completed. EN3-RECOM-01, EN3-CWT-01 |  |  |
| ***Locate*** | Locate credible sources of information by utilising an appropriate evaluation tool e.g.: [CRAAP](https://drive.google.com/open?id=1VpKiMzJ9P1MWmaxjm4x1gmDWKEEQfCF2). EN3-RECOM-01  Locate a nonfiction resource by subject / topic and developed keywords using online catalogue. EN3-VOCAB -01 | Locate appropriate sources of information in support of their selected topic. EN3-RECOM-01  List the 10 major Dewey sections by number and topic |  |  |
| ***Select*** | Select and record information relevant to a specific topic in relation to developed questions and capture consequent supporting data. EN3-RECOM-01 | Select and record information from a variety of sources in reference to defined topic and questions. EN3-RECOM-01  Demonstrates appropriate note taking skills e.g., summarising, main ideas. EN3-RECOM-01 |  |  |
| ***Organise*** | Organises information into a logical order for a given audience. EN3-CWT-01 | Organise information into logical order that demonstrates a flow of supporting ideas and concepts for a student selected audience. EN3-CWT-01 |  |  |
| ***Present*** | Present information in a manner that is appropriate for the topic and the audience demonstrating analysis of the information gathered. EN3-CWT-01  Demonstrates the application of a set [Bibliographic format](https://guides.lib.monash.edu/citing-referencing/apa) e.g., APA, Harvard. EN3-CWT-01 | Present information in a manner that is appropriate for the topic and the audience demonstrating evaluation / critique of the information gathered. EN3-CWT-01  Demonstrates the application of a set Bibliographic format to all information including images. EN3-CWT-01 |  |  |
| ***Assess***  [***Rubric Samples***](http://rubistar.4teachers.org/index.php) | Evaluation strategies review the content and appropriateness of the presentation in relation to the original task and reflect on the process undertaken | Evaluation strategies include critical review of both process and product with self-reflection on areas of continuing development |  |  |
| ***Student Inquiry*** | ***Guided Inquiry***  Students provided with topic and high level questions. Own choice of product. | ***Free Inquiry***  Students select own topic, research strategies and outcome. |  |  |
| **Library Knowledge** | | | | |
| **Library Learning Area** | **Stage 3** | |  |  |
|  | **Typically, by the end of this Year students will be able to: able to:** | |  |  |
|  | **Year 5** | **Year 6** | **Activity** | **Assessment** |
| **Rules**  **(behaviour)** | Understands library rules as they apply to different sections of the library (e.g. computers, reading-nook, etc..) and the responsibility of being a library user. | Understands library rules as they apply to different sections of the library (e.g. computers, reading nook, etc.) and the responsibility of being a library user. |  |  |
| **Purpose & Orientation**  [**(Sample Layout**](https://drive.google.com/open?id=1mkGOwm_icI4fEF1Q857VpuAoXnGQGBTZ)**)** | Library orientation: understands physical layout of the library and that different areas may have different functions and rules. | Library orientation: understands physical layout of the library and that different areas may have different functions and rules. |  |  |
| **Metalanguage of the library** | Metalanguage of the library - call number, shelf label, Oliver, Oliver, Dewey, circulation desk, return tray or slot, reference, etc. EN3-VOCAB-01 | Metalanguage of the library – call number, shelf label, Oliver, Oliver, Dewey, circulation desk, return tray or slot, reference, etc. EN3-VOCAB-01 |  |  |
| **Metalanguage of books** | Metalanguage of books – e.g., Table of Contents, glossary, index, reviews, headings, sub-headings, captions, etc. EN3-VOCAB-01 | Metalanguage of books – e.g. Table of Contents, glossary, index, reviews, critiques, headings, sub-headings, captions, etc. EN3-VOCAB-01 |  |  |
| **Call number** | Recognises that different library resources have different labels for specific purposes. EN3-VOCAB-01 | Recognises that different library resources have different labels for specific purposes. EN3-VOCAB-01 |  |  |
|  | Understands how fiction and nonfiction books are shelved. EN3-UARL-01, EN3-UARL-02 | Understands how fiction and nonfiction books are shelved. EN3-UARL-01, EN3-UARL-02 |  |  |
| **Book care & resource care** | Care and handling of books and other library equipment, e.g. technology; (making and) using [bookmarks](https://www.ponoko.com/blog/how-to-make/how-to-make-bookmarks/) | Care and handling of books and other library equipment, e.g. technology; (making and) using [bookmarks](https://www.diys.com/create-your-own-bookmarks/) |  |  |
| **Book knowledge** | Can locate relevant information on the imprint page such as publisher, date of publication. EN3-UARL-01, EN3-UARL-02, EN3-VOCAB-01 | Can locate relevant information on the imprint page such as publisher, date of publication and recognises the use of these in formulating a bibliography. EN3-UARL-01, EN3-UARL-02, EN3-VOCAB-01 |  |  |
| **Fiction** | Understands that fiction is comprised of many genres; can be part of a series or a stand-alone story. EN3-UARL-01, EN3-UARL-02 | Understands that fiction is comprised of many physical and/or digital formats to cater for a targeted audience; these can be part of a series or a stand-alone story. EN3-UARL-01, EN3-UARL-02 |  |  |
| **Nonfiction - Dewey** | Understands that there is a structure to the organisation of nonfiction resources. EN3-URAL-02  Can list the 10 major Dewey sections by number and topic.  Locates a nonfiction resource by subject and topic using online catalogue. EN3-RECOM-01  Can locate a specific nonfiction resource. | Understands that there is a structure to the organisation of nonfiction resources. EN3-URAL-02  Recognises that there are sub-sections to the 10 major classifications and why.  Can locate a specific nonfiction resource. EN3-RECOM-01  Can order call numbers according to Dewey classification |  |  |
| **Features of NF** | Can identify features and explain the reason for nonfiction text feature. EN3-RECOM-01  Can locate the imprint page of a text and discuss its contents. EN3-RECOM-01 | Can explain the purpose of nonfiction text features. EN3-RECOM-01  Can describe the physical structure of a text identifying all its features. EN3-RECOM-01 |  |  |
| **Parts of a Book**  [**YouTube**](https://www.youtube.com/watch?v=cu8j7YnunzQ) |  |  |  |  |
| **Book production** | Can identify and describe production roles and features:  - publisher  - editor  - foreword  - preface  - appendix, etc. EN3-VOCAB-01 | Understands and can describe the role of the:  - publisher  - editor  - purpose of forward, preface, appendix, etc. EN3-VOCAB-01 |  |  |
| **Borrowing** | Understands and follows borrowing rules  Borrows from fiction and nonfiction for interest, entertainment and need | Follows all borrowing guidelines and limits  Borrows from an increasing range of fiction and nonfiction for interest, entertainment and need |  |  |
| **Selection**  [**Blog**](https://pernillesripp.com/2018/02/04/some-small-ideas-to-help-students-self-select-books-better/) | Selects appropriate text based on purpose, interest, and ability. EN3-RECOM-01  Recognises the benefits of selecting from a wide range of texts. EN3-RECOM-01 | Selects fiction from a varying range of genres and nonfiction based on purpose, interest and ability. EN3-RECOM-01 |  |  |
| **(Shelf markers)** | Uses a shelf marker if necessary | Uses a shelf marker if necessary |  |  |
| **Returns** | Uses call number to place to return books to the correct F or NF location. EN3-RECOM-01 | Uses call number to place to return books to the correct F or NF location. EN3-RECOM-01 |  |  |
| **Library Management System:**  **ORBIT**  **OLIVER** | Uses Library Management System (Oliver and Orbit) to locate fiction and nonfiction resources, use additional function as required | Uses basic and advanced search functions of Library Management System (Oliver and Orbit) to locate resources and completes reviews |  |  |
|  |  | |  |  |

**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 3 Library Programme 2023**

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| **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 |

**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**

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