**Libraries Continuum**

(For the purpose of this document “literacies”: competence or knowledge in a specified area.)

**Purpose and Use:** The purpose of this document is to provide guidance as to what can be covered within a library program and a continuum of competencies and knowledge that a typical student may progress through during Primary School. It is not exhaustive nor is it proscriptive, it is meant as a guide only. As such it is left to the user to “pick and pack” as required to assist in the development of a library program / scope and sequence to match the time and resources available and meet the needs of their school community. Whilst the general spread of the continuum covers years Kindergarten to Year 6, as with any continuum, individual students / classes / years may find themselves anywhere within it, therefore the document acts as a “where are we” (placement) and suggests “where to next”.

**Literature Literacy, Information Literacy, Library Literacy  
K.I.S = Keep it Simple!!!**

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| **Library Learning Area** | **Kindergarten** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Typically, by the end of this Year students will be able to:** | **Typically, by the end of this Year students will be able to:** | **Typically, by the end of this Year students will be able to:** | **Typically, by the end of this Year students will be able to:** | **Typically, by the end of this Year students will be able to:** | **Typically, by the end of this Year students will be able to:** | **Typically, by the end of this Year students will be able to:** |
| **Literature Literacy in conjunction with “**Literacy Progressions” | | | | | | | |
| **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. | Distinguish between different formats in texts. EN1-RECOM-01  Listens, views,and engages with a variety of picture books. EN1-UARL-01  Sequencing EN1-UARL-01  Discussing EN1-OLC-01  Responding EN1-UARL-01  Connecting EN1-UARL-01  Understanding EN1-UARL-01  Reflecting EN1-UARL-01  Develop understanding of the author’s purpose. EN1-UARL-01  Distinguish between fiction and nonfiction texts. EN1-RECOM-01, EN1-VOCAB-01  Communicates obvious themes in picture story books. EN1-RECOM-01  Respond to texts in print, visual and multimedia formats. EN1-UARL-01  Communicates sequence of main events in texts. EN1-OLC-01  Identify main characters in texts and describe physical features and feelings. EN1-UARL-01  Identify, describe, and connect with the setting, plot, and characters of a picture story. EN1-UARL-01  Describe the location and setting of a text. EN1-UARL-01, EN1-RECOM-01  Use 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-01  Identify the format of a chapter book. EN1-UARL-01  Discuss setting, plot and characters as they develop and change in each chapter. EN1-UARL-01, EN1-RECOM-01  Communicate sequence of main events in a chapter book. EN1-OLC-01  Identify themes and topics in chapter books. EN1-UARL-01  Can explain their strategies when selecting and reading books. EN1-OLC-01  Begins to sample and borrow from a range of fiction genre and formats. EN1-UARL-01  Develops an understanding of author’s purpose in informative, imaginative, and persuasive texts. EN1-UARL-01  Begins to infer author’s purpose through the actions and emotions of characters. EN1-UARL-01  Begins to make connections between different texts and within texts. EN1-UARL-01  Begins to make reading and borrowing choices that are influenced by prior connections and experiences. EN1-UARL-01  Develop 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 | Sample, view and borrow from a range of fiction genre and formats. EN2-UARL-01  Follows a scaffold to complete a book report identifying orientation, complication, main events and resolution. EN2-CWT-02  Understand and explain the purpose of a book review. EN2-UARL-01, EN2-CWT-02  Develop an understanding with the process an author follows for publication.  Identify strong emotions that occur in a chapter book and explain the contribution of the illustrations. EN2-UARL-01  Demonstrates an understanding of author’s purpose in informative, imaginative, and persuasive texts. EN2-UARL-01, EN2-CWT-01, EN2-CWT-03  Infers author’s purpose through the actions and emotions of characters. EN2-UARL-01  Make reading and borrowing choices that are influenced by developing preferences. EN2-RECOM-01 | Completes a short-written review on a chapter book EN2-CWT-02  Verbalise implied themes in fiction books, EN2-OLC-01  Verbalise sequence of main events in a fiction book and identify the story’s climax. EN2-OLC-01, EN2-UARL-01  Predict outcome of plot for a particular fiction book. EN2-RECOM-01, EN2-UARL-01  Identify and describe the main character of a fiction book. EN2-UARL-01  Identify strong emotions in a simple fiction book. EN2-UARL-01  Identify the motivation for a particular character’s action. EN2-UARL-01  Demonstrates developing understanding of the metalanguage in literature EN2-VOCAB-01  Complete a simple book review based on a provided outline. EN2-CWT-02  Understands a book is a collaboration: author, illustrator, publisher. EN2-UARL-01 | 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, 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** | View short, animated videos. ENE-UARL-01  View online readings of texts. ENE-UARL-01  View online fairy tales, nursery rhymes and songs. ENE-UARL-01  View short nonfiction videos e.g., animals. ENE-UARL-01  View digital retellings of popular picture story books. ENE-UARL-01  Participate in drama, songs and movement activities that are initiated in video. ENE-UARL-01 | View short, animated videos. EN1-UARL-01Q  View online presentations of texts. EN1-UARL-01  View online fairy tales, nursery rhymes and songs. EN1-UARL-01  View short nonfiction videos e.g. animals. EN1-UARL-01  View digital retellings of popular picture story books. EN1-UARL-01  Retell a story using a digital device. EN1-OLC-01, EN1-HANDW-01  Discuss and compare digital and print format EN1-OLC-01  Participate 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 | Describe where the story takes place in particular film. EN2-UARL-01  Identify strong emotions that occur in a film that is viewed. EN2-UARL-01 | Describe where the story takes place in particular film. EN2-UARL-01 | 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 | 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 | Distinguish fiction texts from nonfiction. EN1-RECOM-01  Experience a wide range of texts across genres. EN1-UARL-01  Understand that picture storybooks are imaginative texts created by an author and illustrator. EN1-UARL-01  Recognise familiar characters in texts. EN1-UARL-01  Discuss other-worldly settings and characters, and how they relate to the real world. EN1-UARL-01  Participate in dramatisations of imaginative texts. EN1-OLC-01  Listen 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-01  Understand the difference between fiction and nonfiction. EN1-RECOM-01  Identify familiar mythical creatures in pictures books, e.g. unicorns, dragons, fairies, gnomes, elves, mermaids. EN1-UARL-01, EN1-RECOM-01  Compare and contrast elements in picture books and discuss themes as they relate to genre. EN1-UARL-01  Dramatise a picture story with mythical creatures. EN1-OLC-01  Understand that stories can be retold differently, e.g. Fractured Fairy Tales and Nursery Rhymes. EN1-UARL-01, EN1-RECOM-01  Create an art piece that encapsulates imaginative characters in a setting. EN1-CWT-01  Develop an understanding of genre in short chapter books. EN1-UARL-01 | 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  Understand that author’s use mythical creatures in text to represent people, emotions. and experiences, e.g. Where the Wild Things Are. EN2-UARL-01, EN2-RECOM-01  Identify mythical characters in a text and explain their purpose. EN2-UARL-01, EN2-RECOM-01  Create a text based on a mythical character. EN2-CWT-01  Retell Fairy Tales and/or Nursery Rhymes differently. EN2-OLC-01, 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 | Understand that authors use elements of realism in fictional texts EN2-UARL-01  Distinguish between elements of realism and fiction in a text. EN2-UARL-01, EN2-RECOM-01  Create a fictional text that relates to real experiences. EN2-CWT-01  Identify mythical elements in a text. EN2-UARL-01, EN2-RECOM-01  Describe the features of mythical elements and how they compare to real life in text. EN2-UARL-01, EN2-RECOM-01  Create a mythical character and place it in a real life situation. EN2-CWT-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 | 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** | Recognise the different meanings of words and images in imaginative and informative texts. ENE-UARL-01, ENE-VOCAB-01 | 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 |  | Identify the effects of choices in the construction of images, including framing and composition. EN2-RECOM-01  Explain the contribution of illustrations in developing the sequence of main events and climax of a particular fiction book. EN2-RECOM-01 | 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** | Experience Dreaming Stories, ENE-UARL-01 |  |  | Explore text written from an Aboriginal perspective. EN2-UARL-01 | Explore Aboriginal nonfiction text. EN2-UARL-01 | Explore Aboriginal fiction text. EN3-UARL-01, EN3-UARL-02 | Evaluating text from an Aboriginal perspective. EN3-UARL-01, EN3-UARL-02 |

**Information Literacy**

Students can draw on one or more of the following (or similar) tools to discover, understand and use information to enhance the construction of authentic knowledge:

Information Skills Process, Inquiry-Based Learning, Knowledge Management, Problem-Based Learning (PBL), Resource-Based Learning

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| [**Information Skills Process**](https://drive.google.com/open?id=1sPnx4y8nhFISvhDHKqBPCOGQTgt3hsEc) | | | | | | | |
| ***Define*** | Define a set of questions as a group, with guidance, for investigation in response to directed discussion on a given topic. ENE-VOCAB-01 | 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 | Define their topic and focus their research using at least 3 of the Who, What, When, Where, Why, How question prompts. EN2-CWT-02 | Define their research task focusing their research utilising all the Who, What, When, Where, Why, How question prompts. EN2-CWT-02 | 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 the appropriate section of the library that contains information.  Identifies that nonfiction books contain information. | Locate the major Dewey areas within the library relevant to research topic  Discusses the purpose of nonfiction text | Locate basic information from a given web site  Identifies / locates major sections of nonfiction text Uses shelf labels to assist in borrowing of nonfiction text | Locate websites relevant to topic. EN2-HANDW-02  Selects nonfiction books based on need and interest. EN2-UARL-01, EN2-RECOM-01 | Locate relevant non text, non-web based sources of information. EN2-HANDW-02  Identifies major Dewey sections within the nonfiction section.  Utilises contents, index, and glossary of nonfiction text. EN2-VOCAB-01 | 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*** | As part of a group select relevant information to support a given topic usually orally. ENE-OLC-01 | 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-01  Can copy basic facts from a given resource. EN1-RECOM-01 | Select main ideas and supporting keywords, categorise and record information in lists, picture sequences, grids, or webs. EN2-RECOM-01 | Select and record information relevant to a specific topic in relation to developed questions. EN2-RECOM-01  Demonstrates basic note taking without plagiarising. EN2-OLC-01, EN2-VOCAB-01 | 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*** | Organise thought verbally with prompting, ENE-VOCAB-01 | 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 | Organise material by comparing, selecting, and combining that which is relevant to the task and organising according to an agreed format. EN2-CWT-02, EN2-CWT-03 | Organise material by comparing, selecting, and combining that which is relevant to the task and organising according in a selected format. EN2-CWT-02, EN2-CWT-03 | 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 responses to a question / topic verbally, ENE-OLC-01 | 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 | Present information which conveys a developing level of understanding of the information gathered. EN2-CWT-02, EN2-CWT-03  Identifies copyright for text and images including [Creative Commons](https://creativecommons.org.au/). EN2-CWT-02, EN2-CWT-03 | Present information in a manner that is appropriate for the topic and the audience demonstrating interpretation of the information gathered EN2-CWT-02, EN2-CWT-03  Demonstrates the use of basic citation practices in a Bibliography. EN2-CWT-02, EN2-CWT-03 | 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) | Provide feedback on another's presentation, ENE-OLC-01 | 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 | Assess and evaluate appropriateness and acceptability of their own and others’ presentation in relation to the original task by the co-development of assessment tools e.g. rubric | Assess and evaluate appropriateness and acceptability of their own and others’ presentation in relation to the original task by the independent development of assessment tools e.g. rubric | 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*** | ***Structured Inquiry***  Whole class follows step by step lead of teacher throughout process. | | | ***Controlled Inquiry***  Students provided with topic, questions, and resources. Given product e.g. PPT/ SWAY etc. | | ***Guided Inquiry***  Students provided with topic and high level questions. Own choice of product. | ***Free Inquiry***  Students select own topic, research strategies and outcome. |

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| **Library Knowledge** | | | | | | | | | | | | | | |
| **Rules**  **(behaviour)** | | Knows and follows the library rules, e.g., being [quiet](https://www.youtube.com/watch?v=zu8nz6XNdhg) in the library. | | Understands that the library is a classroom with specific library rules. | | Understands that the library is a classroom with specific library rules. | | Understands library rules and the responsibility of being a library user. | | Understands library rules 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. | | 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)**)** | | 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). | | 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. | | 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. | | 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** | | Introduction to metalanguage of the library: librarian, circulation desk, book box, (simple) call number, etc. ENE-VOCAB-01 | | 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 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 | | 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](https://abcsofliteracy.com/parts-of-a-book-poster-worksheet/) of books – cover, pages, spine, fiction, nonfiction, author illustrator, etc. ENE-VOCAB-01 | | Metalanguage of books - cover, pages, spine, etc. EN1-VOCAB-01 | | Metalanguage of books - cover, pages, spine, etc. EN1-VOCAB-01 | | 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 | | 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 simple call number and understands that this is used to locate fiction books; it tells us where the book ‘lives’. ENE-PRINT-01 | | Recognises call number and understands its purpose. ENE-PRINT-01 | | Recognises the function of different book labels, e.g., PRC, etc. ENE-PRINT-01 | | 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 | | 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 |
|  | | Alphabetical order to 1 place on the fiction call number. 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 | | Alphabetical order to 3 places on the fiction call number; understands that nonfiction call numbers are in Dewey order | | Understands how fiction and nonfiction books are shelved. EN2-UARL-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 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. | | Review [appropriate care](https://www.youtube.com/watch?v=oes1PE58WQE) when handling resources | | Review appropriate care when handling resources | | 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/) | | 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** | | 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 | | Introduction to fiction and non-fiction, including purpose and use.  EN1-UARL-01, EN1-RECOM-01 | | Contents  - index  - glossary  EN1-VOCAB-01, EN1-RECOM-01 | | Comparisons between non-fiction books e.g., certain Dewey numbers being more suitable for older students. EN2-UARL-01, EN2-RECOM-01 | | Use of reference materials - online and print. EN2-UARL-01, EN2-HANDW-02 | | 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 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 | | 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 | | Understands that chapter books allow for the increase in the complexity of texts. EN2-UARL-01, EN2-RECOM-01 | | Understands that fiction is comprised of many genres; can be part of a series or a stand-alone story. EN2-UARL-01, EN2-RECOM-01 | | 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 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 | | Understands that Dewey relates to nonfiction resources, and that these are grouped topics. EN1-RECOM-01  Borrows books of interest from the nonfiction section  Can 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-01  Can use ORBIT/OLIVER to locate favourite Dewey areas, e.g. dinosaurs, pets, sharks | | History and rationale; understands that the nonfiction section is ordered according to the Dewey system EN2-RECOM-01  Can use ORBIT/OLIVER to identify and locate major sections of nonfiction text.  Selects nonfiction books based on need and interest. | | History and rationale; understands that the nonfiction section is ordered according to the Dewey system EN2-RECOM-01  Identifies major Dewey sections within the nonfiction section.  Can use ORBIT/OLIVER to locate a specific nonfiction resource. | | 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** | | 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 | | 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-01  Can locate features such as figures, photographs, illustrations, maps. EN1-UARL-01, EN1-RECOM-01 | | Understands that information can be presented through a variety of nonfiction text features including charts, diagrams, graphs. EN2-UARL-01, EN2-RECOM-01  Can discuss features on a page:  - headings  - photographs, illustrations EN2-VOCAB-01 | | Can identify features of nonfiction: heading, physical text features (e.g, bold or italics), subheading, figures, maps, graphs. EN2-UARL-01, EN2-RECOM-01 | | 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) | | Identify and discuss the physical structure of a book – cover, blurb, spine, and pages. ENE-PRINT-01 | | [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 | |  | | Identifies the [different parts](https://www.youtube.com/watch?v=2sLIwnOuN1Q) of a book and understands their functions EN2-VOCAB-01, EN2-UARL-01 | |  | |  |
| **Book production** | | Understands that a book is a collaboration of author and illustrator | | 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 | | 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 | | 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** | | Understand library book borrowing procedure and limits | | Borrow and return regularly from certain collections | | Borrow both fiction and non-fiction books. | | Select appropriate text based on interest and ability | | Borrow for research as well as for interest and entertainment | | 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/) | | Can select appropriate text with support | | 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) | | 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 | | 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)** | |  | | Understands how and when to use a shelf marker | | Understands how and when to use a shelf marker | | Understands how and when to use a shelf marker | | Uses a shelf marker if necessary | | Uses a shelf marker if necessary | | Uses a shelf marker if necessary |
| **Returns** | | Understands library book return procedure and can use simple call number to return books to the right section | | 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 | | 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 | | 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** | | Recognises that there is a Library Management System (Oliver and Orbit) and its basic function | | 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” | | Uses Library Management System (Oliver and Orbit) to locate specific fiction resources by title or series.  Navigate between ORBIT and OLIVER; articulate the differences and preference | | Uses Library Management System (Oliver and Orbit) to locate fiction resources by author and places reservations.  Use OLIVER to write and record a book review | | 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>

**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 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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 |

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