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| **Library Programme****Stage 1 Term 4 2023** |
| **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-01Responding EN1-UARL-01Connecting EN1-UARL-01Understanding EN1-UARL-01Respond to texts in print, visual and multimedia formats. EN1-UARL-01 | Develops an understanding of author’s purpose in informative, imaginative, and persuasive texts. EN1-UARL-01Begins to make connections between different texts and within texts. EN1-UARL-01 | Research Skills: Main IdeaYr 1 <https://nuwarra2.weebly.com/main-idea-pictures.html>Yr 1 & 2 <https://nuwarra2.weebly.com/main-idea-words.html>Yr 2 <https://nuwarra2.weebly.com/main-idea---sentences.html>Research Skills: Fact and OpinionYr 1 & 2<https://nuwarra2.weebly.com/fact-and-opinion-explained-s1.html><https://nuwarra.weebly.com/fact-and-opinions-level-1.html>Yr2<https://nuwarra.weebly.com/fact-and-opinions-level-2.html>Research Skills: DinosaursYr 1<https://nuwarra2.weebly.com/apatosaurus-stage-1.html>Read for information and complete activities 1 and 3.Yr 2<https://nuwarra2.weebly.com/apatosaurus-stage-1-yr-2.html>Read for information and complete activities 1 and 3.Yr 1 & 2<https://nuwarra2.weebly.com/dinosaurs.html>Choose a second dinosaur and one activity related to it. | Mark WorksheetMark WorksheetsMark WorksheetRead explanation.Mark WorksheetsMark Worksheet2Mark Worksheet2Mark Worksheet2Mark Worksheet |
| **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 | Follow directions the navigate to lessons:Research Skills: Main IdeaYr 1 <https://nuwarra2.weebly.com/main-idea-pictures.html>Yr 1 & 2 <https://nuwarra2.weebly.com/main-idea-words.html>Yr 2 <https://nuwarra2.weebly.com/main-idea---sentences.html> | Mark WorksheetMark WorksheetsMark Worksheet |
| ***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 | As AboveResearch Skills: DinosaursYr 1<https://nuwarra2.weebly.com/apatosaurus-stage-1.html>Read for information and complete activities 1 and 3.Yr 2<https://nuwarra2.weebly.com/apatosaurus-stage-1-yr-2.html>Read for information and complete activities 1 and 3.Yr 1 & 2<https://nuwarra2.weebly.com/dinosaurs.html>Choose a second dinosaur and one activity related to it. | Mark Worksheet2Mark Worksheet2Mark Worksheet |
| ***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 | As above | As above |
| **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** |
| **Borrowing** | Borrow and return regularly from certain collections | Borrow both fiction and non-fiction books. |  |  |
| **(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 |  |  |
|  |  |  |  |

**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 | Main IdeaFact and Opinion |
| **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**

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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 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 |