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| **Library Programme**  **Stage 2** | | | | |
| **Literature Literacy in conjunction with “**Literacy Progressions” | | | | |
| **Library Learning Area** | **Stage 2** | |  |  |
|  | **Typically, by the end of this Year students will be able to:** | |  |  |
|  | **Year 3** | **Year 4** | **Activity** | **Assessment** |
| **Film as Text** | 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 | **Year 3**  Introduce information about pets through videos and library books 636 section.  <https://nuwarra2.weebly.com/animals.html>  **Year 4**  Introduce information about pets through videos and library books 636 section between Word Processing 5 and 6.  <https://nuwarra2.weebly.com/animals.html> |  |
| **Information Skills Process** | | | | |
| **Library Learning Area** | **Stage 2** | |  |  |
|  | **Typically, by the end of this Year students will be able to:** | |  |  |
|  | **Year 3** | **Year 4** | **Activity** | **Assessment** |
| ***Locate*** | 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 | **Year 3**   1. Pets– Add images to template by   experimenting with different methods to copy and paste.   1. Pet Presentation Project   PowerPoint.   1. Pet Guided Research Project   PowerPoint. Use online directed websites and library books 636…  <https://nuwarra.weebly.com/powerpoint-s2-odd-year.html> | 1. Observation – note pet should be in 2 places. 2. Not marked 3. Mark online using rubric. |
| ***Select*** | 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 | As above |  |
| ***Organise*** | 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 | As above |  |
| ***Present*** | 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 | As above |  |
| ***Student Inquiry*** | ***Controlled Inquiry***  Students provided with topic, questions, and resources. Given product e.g., PPT/ SWAY etc. | | As above |  |
| **Library Knowledge** | | | | |
| **Library Learning Area** | **Stage 2** | |  |  |
|  | **Typically, by the end of this Year students will be able to: able to:** | |  |  |
|  | **Year 3** | **Year 4** | **Activity** | **Assessment** |
| **Rules**  **(behaviour)** | Understands library rules and the responsibility of being a library user. | Understands library rules and the responsibility of being a library user. | Review each term on the word wall. |  |
| **Call number** | 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 | **Year 4**  As students look for books about pets focus them on the call numbers, and labelled boxes. Why are some books in boxes? |  |
| **Borrowing** | Select appropriate text based on interest and ability. | Borrow for research as well as for interest and entertainment. | Weekly |  |
| **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. 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 | Weekly to borrow for self-interest and in class specifically on pets. |  |
| **Returns** | 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 | **Year 3**  Begin returning books on pets to the correct shelf and/or box.  **Year 4**  Return books on pets to the correct shelf and/or box. |  |
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**Source Documents / resources:**

2018 Primary Libraries Conference

2019 Primary Libraries Conference

School Library Association of Victoria: “Teacher Librarian Program P-6 – Outcomes” 2004 (IS, IL, LS)

ACARA “Information and Communication Technology Capability learning continuum” <https://www.australiancurriculum.edu.au/media/1074/general-capabilities-information-and-communication-ict-capability-learning-continuum.pdf>

<https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression/reading-and-viewing/?subElementId=50915&scaleId=50736>

ACARA “Literacy continuum: Visual Knowledge” <http://docs.acara.edu.au/resources/General_capabilities_-_LIT_-_learning_continuum.pdf>

**Office of the eSafety Commissioner** <https://www.esafety.gov.au/>

Hornsby North Public School Scope and Sequence Draft 1, 2018-2020

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/content-and-text-requirements>

**Nuwarra Stage 2 Library Programme 2023** (possible)

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| --- | --- | --- | --- | --- |
|  | Term 1 | Term 2 | Term 3 | Term 4 |
| Literature Literacy | Reading for pleasure; exploring different genres through series |  | CBCA - focus on new illustrators | Literature Appreciation Response |
| Library Literacy | Review of library expectations and procedures  Dewey | Dewey? | Using Oliver to post reviews |  |
| Information Literacy | Cyber safety | Introduction to Research | Research Skills | 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 |