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| **Library Learning Path** | **Targeted Skills**  *Thinking Routines History Skills* | **Early Stage 1** | **Stage 1** | **Stage 2** | **Stage 3** |
|  | **Connect & Wonder** |  | | | |
| **Questioning** | Identify and use different types of questions   * Open/closed * Questions to explain and clarify   *See Think Wonder*  *Pose questions about the past using sources provided.* |  |  |  |  |
| **Defining & Planning** | * Analyse the research question * Scan a broad range of content relevant to the field of research to determine the direction of inquiry – in particular *keywords* for searching. * Define technical language related to task and build a relevant vocabulary bank * Clarify/identify requirements of task * Draft a plan for inquiry in a suitable format eg Mind mapping   *Claim Support Question* |  |  |  |  |
|  | **Discover & Learn** |  | | | |
| **Locating Resources** | Identify a range of information sources in a variety of formats   * Print * Digital * Electronic * People * Places * Primary Sources (experience, people, objects) * Secondary sources * Written * Visual/pictorial * Oral |  |  |  |  |
| Locate a range of information sources   * Keyword searching online (Boolean) * Browsers/internet * Emailing * Use Catalogues to locate a resource – online (regional libraries) and in-school (ALICE) * Shelving styles eg Dewey, genre |  |  |  |  |
| **Navigating Resources** | Identify and use   * Content Page * Index * Online menus * Hyperlinks * Headings & Sub-headings | Use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and drop down menus. (ENe-3A)  Recognise parts of print and digital texts eg front and back covers, title and author, layout and navigation (ENe-8B) | Understand concepts about print and screen, including how different types of texts are organised using page numbering, table of contents, headings and titles, navigation buttons, bars and links. (EN1-8B) | Identify the features of online texts that enhance navigation. (EN2-8B)  Identify the features of online texts that enhance readability including text, navigation, links, graphics and layout.  (EN2-8B) | Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings. (EN3-3A) |
| **Evaluating Resources** | Determine the relevance of an information resource to the topic   * Skim reading/scanning |  |  |  |  |
| Judge the credibility of a resource   * Author expertise * Currency * Perspective * Bias   Identify and discriminate between facts and opinions. |  |  |  |  |
| **Selecting and Recording Information** | Identify and recall information through watching and listening.  Skim/scan information source to identify main idea and key facts.  Record facts in an appropriate format.  Note-taking   * Graphic Organisers * Sequencing * Categorising * Headings & Sub Headings | Identify literal meanings presented in texts eg character, setting and events. (ENe-4A) | Use effective strategies to plan ideas for writing, eg making notes, drawing, using diagrams, planning a sequence of events or information. (EN1-2A) | Plan and organise ideas using headings, graphic organisers, questions and mind maps. (EN2-2A) | Identify and summarise key ideas and information from guest speakers eg note-taking or using digital technologies.  (EN3-1A) |
| Copyright   * Referencing | Develop an awareness of issues relating to the responsible use of digital communication (ENe-2A) | Develop an awareness of issues relating to the responsible use of digital communication (EN1-2A) | Discuss issues related to the responsible use of digital communication. (EN2-2A) | Recognise and discuss issues related to the responsible use of digital communication. (EN3-2A)  Explain and justify the responsible use of digital technologies. (EN3-3A) |
|  | **Create & Share** |  | | | |
| **Creating** | Audience   * Age appropriate language * Format is accessible to audience |  |  |  |  |
| Identify a suitable format/medium to present information.  For example   * Report * Video * Poster * Podcast * Email   Identify and use a range of presentation tools.  For example:   * Photostory * Office Sway and Office Mix * MovieMaker * Storybook Creator App   Organise information in a selected format | Construct texts using software including word processing programs (ENe-3A)  Experiment with basic visual, multimodal and digital processes to represent some simple ideas expressed in texts and to convey experiences (ENe-2A) | Construct texts featuring print, visual and audio elements using software, including word processing programs. (EN1-2A)  Compose a range of written forms of communication, including emails, greeting cards and letters. (EN1-2A)  Experiment with publishing using different modes and media to enhance planned presentations.  (EN1-2A) | Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements. (EN2-3A)  Experiment with visual, multimodal and digital processes to represent ideas encountered in texts. (EN2-2A) | Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience. (EN3-2A)  Use a range of software, including word processing programs, learning new functions as required to create texts. (EN3-2A) |
| **Publish and Share** | Identify a range of opportunities to publish work for an audience   * Online * Face-to-face * Local/Global * Web 2.0 – Blogs, wikis |
|  | **Reflect & Rethink** |  | | | |
| **Reviewing  the process and product** | Criteria   * Self-assess final product using agreed success criteria | Demonstrate an emerging awareness of criteria to enable the successful completion of tasks.  (ENe12E) | Jointly develop criteria for assessing their own and others’ presentations or compositions with teacher guidance.  (EN1-12E) | Jointly develop criteria for assessing their own and others’ presentations.  (EN2-12E) | Develop criteria for assessing their own and others’ presentations.  (EN3-9E) |
| **Reflecting on Work habits** | 21st Century Learning Dimensions   * Collaboration * Skilful Communication * Self-Regulation | Discuss what it means to be a cooperative group member  (ENe-12E) | Discuss the roles and responsibilities when working as a member of a group. (EN1-12E) | Discuss the roles and responsibilities when working as a member of a group and understand the benefits of working collaboratively with peers to achieve a goal.  (EN2-12E) | Discuss and reflect on the roles and responsibilities when working as a member of a group and evaluate the benefits of working collaboratively with peers to achieve a goal.  (EN3-9E) |
| **Literature** | Literature selected and shared during the year will   * support inquiry focus * foster a love of reading | Engage with a variety of simple texts and begin to understand that readers draw on their own knowledge to make meaning and enhance enjoyment (ENe-11D) | Engage in wide reading of self-selected and teacher-selected texts, including digital texts for enjoyment, and share responses (EN1-10C) | Share responses to a range of texts and identify features which increase reader enjoyment (EN2-10C) | Recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning (EN3-7C) |