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| **Library LearningPath** | **Targeted Skills***Thinking RoutinesHistory 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) |