|  |  |  |
| --- | --- | --- |
| **Library LearningPath** | **Targeted Skills** | **Possible NSW English Syllabus Links****NSW English Syllabus - Content (English Outcome)** |
|  | **Connect & Wonder** | **Early Stage 1** | **Stage 1** | **Stage 2** | **Stage 3** |
| **Questioning** | Identify and use different types of questions* Open/closed
* Questions to explain and clarify
 |  |  |  |  |
| **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 (Success Criteria)
* Draft a plan for inquiry in a suitable format eg Mind mapping
 | Demonstrate an emerging awareness of criteria to enable the successful completion of tasks.*(ENe-12E)* | Develop an awareness of criteria for the successful completion of tasks. *(EN1-12E)* | Develop criteria for the successful completion of tasks.*(EN2-12E)* | Develop criteria for assessing their own and others’ presentation *(EN3-9E)* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Discover & Learn** | **Early Stage 1** | **Stage 1** | **Stage 2** | **Stage 3** |
| **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
 | Demonstrate an awareness of written forms of communication, including labels, symbols, emails, letters and photographs*(ENe-7B)*Identify some differences between imaginative and informative texts.*(ENe-7B)* |  |  |  |
| 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 dropdown menus.*(ENe-3A)*Recognise parts of print and digital texts eg front and back covers, title and author, layout and navigation. *(ENe-8B)* | Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines.*(EN1-8B)*Understand concepts about print and screen, including how different types of texts are organised using page numbers, tables of content, headings and titles, navigation buttons, bars and links *(EN1-8B)* | Identify features of online texts that enhance readability including text, navigation, links, graphics and layout *(EN2-8A)*Identify the features of online texts that enhance navigation.*(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 sub-headings *(EN3-3A)* |
| **Evaluating Resources** | Determine the relevance of information resource to the topic* Skim reading/scanning
 |  |  |  |  |
| Judge the credibility of a resource* Author expertise
* Currency
* Perspective
* Bias
 | Begin to recognise points of view in text.*(ENe-11D)* | Discuss possible author intent and intended audience of a range of texts.*(EN1-8B)*Distinguish between fact and opinion in persuasive texts*(EN1-4A)* | Identify the point of view in a text and suggest alternative points of view *(EN2-11D)* | Assess the reliability of resources, including digital resources, when researching topics. *(EN3-2A)* |
| **Selecting and Recording Information** | 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 a sentence in imaginative and informative texts and understand its meaning.*(ENe-4A)*Interpret pictures with labels, environmental print logos and other visual images.*(ENe-8B)*Identify literal meanings presented in texts eg character, setting and events. (ENe-4A) | Discuss different texts on a similar topic, identifying similarities and differences between the texts.*(EN1-4A)*Sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts. *(EN1-4A)*Use effective strategies to plan ideas for writing, eg making notes, drawing, using diagrams, planning a sequence of events or information. (EN1-2A) | Use information to support and elaborate on a point of view.(EN2-1A) | Explain and justify the responsible use of digital technologies. (EN3-3A)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 communications. *(EN2-2A)* | Recognise and discuss issues related to the responsible use of digital communication.*(EN3-2A)* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Create & Share** | **Early Stage 1** | **Stage 1** | **Stage 2** | **Stage 3** |
| **Creating** | Audience* Age appropriate language
* Format is accessible to audience
 | Compose texts for known audience *(ENe-7B)* |  | Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features. *(EN2-2A)* 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)  | Use a range of software, including word processing programs, learning new functions as required to create texts. (EN3-2A)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) |
| Identify a suitable format/medium to present information.For example* Report
* Video
* Poster
* Podcast
 | Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge.*(ENe-2A)* | Construct texts featuring print, visual and audio elements using software, including word processing programs. *(EN1-2A)* |
| **Publishing Findings** | Identify and use a range of presentation tools.For example:* Web 2.0 – Blogs, wikis
* Office way, Office Mix
* Photostory
 | Experiment with basic visual, multimodal and digital processes to represent some simple ideas expressed in texts and to convey experiences.*(ENe-2A)*Construct texts using software including word processing programs. *(ENe-3A)* | Compose a range of written forms of communication, including emails, greeting cards and letters.*(EN1-2A)* |
| Identify a range of opportunities to publish work * Online
* Face-to-face
* Local/Global
 |  | Experiment with publishing using different modes and media to enhance planned presentations.*(EN1-2A)* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Reflect & Rethink** | **Early Stage 1** | **Stage 1** | **Stage 2** | **Stage 3** |
| **Reviewing the process and product** | CriteriaReflection on steps of path (What did I do well? What can I improve? How? | 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.*(EN3-12E)*Reflect on own learning achievements against specific criteria. *(EN3-12E)* |
| **Reflecting on Work habits** | CollaborationSkilful CommunicationSelf-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.*(EN3-12E)* |