Information Literacy Scope & Sequence

Define

Phase 4

Year 6

Learning outcomes

brainstorm prior knowledge and key ideas using a relevant graphic organiser, about a given topic.

form a variety of focus questions about the topic in groups and independently, asking questions to clarify idea/topic or details.

identify keywords and ideas to formulate questions to drive inquiry.

uses various organisational tools for making connections amongst ideas.

independently formulate focus questions to develop a research plan.

identify and pursues personal interests by reading widely in diverse formats and media.

Locate

Phase 4

Year 6

Learning outcomes

can locate and return fiction and nonfiction books to the shelf.

understands how information is organised and can locate resources independently.

determine relevant information and use an index, glossary and table of contents etc. to locate specific information independently.

select best potential resources that are understandable, relevant, valid and current.

understand the usefulness of both primary and secondary sources and can explain the importance of both types.

identify wide range of secondary sources, use them to conduct research and use techniques to select relevant material.

independently find information from a variety of media sources, select appropriate keywords and navigational features to find relevant information in a website and in print.

use skimming and scanning techniques to select materials independently.

Select

Phase 4

Year 6

Learning outcomes

analyse sources to determine perspective, the manipulation of information, bias and motive.

select and interpret current information appropriate to purpose.

differentiate between important and unimportant details.

seek additional information when conflicting information is found.

paraphrase and summarise information.

use various note taking strategies such as graphic organisers, and is able to reflect on the information collected.

interprets diagrams and illustrations.

For further information see Language Scope and Sequence (Viewing and Presenting).

Organise

Phase 4

Year 6

Learning outcomes

justify the use of various note-taking techniques, bullet points, lists, highlighting, underlining, graphic organizers) depending on purpose and preference.
sort information by questions and integrate with prior knowledge (outlining, webbing).

select and use software to record and organise information.
paraphrase or summarize information.

record information sources in an approved citation format (agreed by the school) and understand its importance

sort information into primary and secondary sources.
understand how information is organised and can locate resources with limited support.

organise using commonalities, trends, inconsistencies, or missing information.

organises ideas and information logically, depending on the purpose and audience.

mark websites with bookmarks and start to organise bookmarks into folders using social bookmarking sites, with guidance.

Present

Phase 4

Year 6

Learning outcomes

use information appropriate to the task and intend to impact an audience.

independently select an appropriate presentation format and is able to justify choice.

create first draft, gather feedback, edit and complete final product.

create presentation which exhibits synthesis of information and demonstrates new understandings.

use a range of multimodal texts to communicate and enhance understanding.

deliver presentations with confidence and competence, reflecting on areas of strength and weakness.

design multimodal texts with the intention of influencing the way people think and feel.

explain how visuals and written information work together to reinforce each other and make meaning more explicit.

use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness (mood, media, proportion, juxtaposition).

Evaluate

Phase 4

Year 6

Learning outcomes

use a variety of evaluative strategies, using modelled examples, to assess and review learning strengths and weaknesses eg. learning logs, reflective journals etc.

acknowledge and celebrate group skills and achievements and identify areas for improvement and future learning.

reflect on moving through the information literacy process and identify areas for personal improvement.

participate in establishing assessment criteria for student-created work.