

# Cleverbean Literacy Scope & Sequence

## Cleverbean's Scope and Sequence Guide

**Cleverbean's Scope and Sequence** is designed to support teachers in delivering high-impact, explicit **text-based literacy instruction** from Foundation to Year 6.

It focuses exclusively on **Text-Based Units** (Component 4 of the literacy block), not the full literacy block. These units integrate reading, writing, vocabulary, and grammar instruction through carefully selected mentor texts.

#### Key areas covered in this scope and sequence include:

- Text Structure
- Language Features
- Comprehension
- Writing to Inform, Persuade, and Entertain
- Sentence Structure
- Parts of Speech
- Vocabulary

#### Recommended Morning Literacy Block (90-120 minutes)

To support the roll out of this scope and sequence here's a breakdown of a suggested morning block sequence for literacy. Please note our scope and sequence **only** addresses **Component 4: Text-Based Units.**.

5-10 mins	Daily review
20-30 mins	Phonics/ Phonological Awareness/Spelling/ Word Level Knowledge
15-20 mins	Reading and Fluency
45-55 mins	Text-based Unit



#### 1. Daily Review (5-10 minutes)

 Begin each day with a quick review to reinforce previously learned literacy skills such as word work/phonics, sentence structure, high-frequency words, technical language, etc.

# 2. Phonics/ Phonological Awareness/Spelling/ Word Level Knowledge (20-30 minutes)

- Explicitly teach phonemic segmenting, blending and manipulation both orally and with alphabetic letters.
- Explicitly teach phonics patterns and rules relevant to current learning objectives, ensuring students can apply these skills in their reading and writing activities.
- Model letter orientation and formation.
- Practise mini-skills such as word construction, sound switching and dictation using mentor and decodable texts.
- Explicit focus on word knowledge (e.g. prefix, suffix, word endings, base words, morphology, etc), spelling and pronunciation.

#### 3. Reading and Fluency (15-20 minutes)

- Engage in Various Reading Activities: Participate in paired reading, choral reading including singing, reciting poetry and frequent reading opportunities across different genres to develop fluency.
- Practice Fluent Reading Techniques: Use appropriate expression (prosody: phrasing, tone, stress and intonation) and read texts (paragraphs, phrases, decodable texts and excerpts from mentor texts) repeatedly to improve rhythm and phrasing, and recognise both fluent and non-fluent reading examples.
- Reflect and Use Fluency Vocabulary: Reflect on personal reading to ensure fluency, use vocabulary related to fluency (such as 'expression' and 'smooth'), and read texts of interest with familiar vocabulary.

#### **Grade-Specific Focus:**

- Learning to Read Prep to Grade 2: Focus on reading decodable texts
  to develop knowledge of the alphabetic code and blending/segmenting
  skills. Progress from basic to more complex decodable texts, selecting
  texts that exemplify current teaching points.
- Reading to Learn Grade 3 to 6: Use a range of teaching practices, including modelled reading (with think-alouds), shared reading, paired reading and independent reading, to provide varying levels of support according to students' needs.



## 4. Text-Based Unit (45-55 minutes):

- Engage Students with Rich and Authentic Mentor Texts: Explore a variety of genres and modes.
- o Key Areas Covered:
  - i. Text Structure
  - ii. Language Features
  - iii. Comprehension
  - iv. Writing to Inform, Persuade, and Entertain
  - v. Sentence Structure
  - vi. Parts of Speech
  - vii. Vocabulary



## 2. Reading & Writing Scope & Sequence

## **Grade 5**

## Term 1

Reading Outcomes	Term	Key teaching Focus for Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
AC9E5LA04 - understand how texts can be made cohesive		Reading Skills:	Unit -	Unit -	Unit -	Unit -	Unit -	<u>Unit -</u>	Unit -	Unit -	Unit -	Revision/
by using the starting point of a sentence or paragraph to		- Identify how the starting point of sentences or	Planning	<u>Paragraph</u>	Compound	Planning	<u>Narrative</u>	<u>Noteworth</u>	Enhancing	<u>Narrative</u>	<u>Narrative</u>	Assessmen
give prominence to the message and to guide the reader		paragraphs gives prominence to the message in a text.	<u>Strategies</u>	Structures	<u>Sentences</u>	strategies	Writing	<u>v</u>	<u>Narratives</u>	<u>Sentence</u>	<u>Sentence</u>	t
through the texts		- Analyse how sentence and paragraph beginnings	<u>for</u>			<u>for</u>		<u>Narratives</u>	with DADS	<u>Structures</u>	<u>Structures</u>	
AC9E5LA07 - explain how the sequence of images in print,		guide the reader through the text to enhance cohesion.	<u>Persuasive</u>			<u>Narrative</u>						
digital and film texts has an effect on meaning		- Explain the effect of image sequencing on the										
		interpretation and understanding of different types of										
Writing Outcomes	İ	texts.										
AC9E5LY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation  AC9E5LA03 - describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts  AC9E5LE05 - create and edit literary texts, experimenting	1	Writing Skills:  - Enhance entertaining writing skills, experimenting with characterisation to bring depth and personality to narrative creations.  - Consistently apply quotation marks in texts to differentiate words spoken by characters in dialogue or words authored by others.  - Understand the use of commas to distinguish a subordinate clause or phrase from the main clause to separate information within a sentence, or to delineate items in a list.		Lesson - First Word Last Word Sentences	Lesson - THAMO Conjunctiv e Adverbs in Compound Sentences	Unit - Connective s_Lesson 1	Unit - Giving and Receiving Feedback Choose 1 lesson		Unit - Giving and Receiving Feedback Choose 1 lesson		Unit - Dialogue - 300 minutes of Danger	
with figurative language, storylines, characters and settings from texts students have experienced AC9E5LY03 - explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text		<ul> <li>Engage in comprehensive planning, monitoring and revision processes, such as re-reading, proofreading and editing, as well as responding to feedback and goals.</li> <li>Incorporate appositives to provide additional details to nouns and diversify sentence structures.</li> <li>Plan, create, edit and publish texts that develop ideas</li> </ul>										



## Reading & Writing Scope & Sequence

## **Grade 5**

## Term 2

Reading Outcomes	Term	Key teaching Focus for Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
AC9E5LE02 - present an opinion on a literary text using specific		Reading Skills:	Lesson - A-Z	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Revision/
terms about literary devices, text structures and language features,		- Present opinions on texts using literary terms and	Of My	Persuasive	Persuasive	Exploring	Complex	Complex	Connectives	Exploring	Understandi	Assessment
and reflect on the viewpoints of others		reflect on different viewpoints.	Holidays	writing	writing	Theme with	Sentences	Sentences	Lesson 2-5	the Three	ng the	
AC9E5LY01 - describe the ways in which a text reflects the time and		- Describe how texts show the time and place they				Stellaphant				Tiers of	Acknowledg	
place in which it was created		were created.				<u>Text</u>				Vocabulary	ement of	
AC9E5LY02 - use appropriate interaction skills including		- Identify historical, social and cultural contexts in texts									Country	
paraphrasing and questioning to clarify meaning, make		from various authors.										
connections to own experience, and present and justify an opinion		- Use paraphrasing and questioning to clarify meaning,										
or idea		connect to personal experiences and support opinions.										
AC9E5LE01 - identify aspects of literary texts that represent details												
or information about historical, social and cultural contexts in												
literature by First Nations Australian, and wide-ranging Australian												
and world authors												
Writing Outcomes			Unit -	Lesson - If,		Lesson -	Lesson - The		Unit - Giving			
AC9E5LY06 - plan, create, edit and publish written and multimodal	2		Powerful	If, If, Then		First Word	More, The	A WHITE	and_			
texts whose purposes may be imaginative, informative and			Persuasive	Sentences		Last Word	More	BUS	Receiving			
persuasive, developing ideas using visual features, text structure		Writing Skills:	Sentences			Sentences	Sentences	Complex	<u>Feedback</u>			
appropriate to the topic and purpose, text connectives, expanded		- Enhance persuasive writing skills by organising ideas						Sentences	Choose 1			
noun groups, specialist and technical vocabulary, and punctuation		to articulate a clear position statement with logical							lesson)			
including dialogue punctuation		lines of argument, and a rhetorically effective										
AC9E5LA02 - understand how to move beyond making bare		conclusion.										
assertions by taking account of differing ideas or opinions and		- Use modality to qualify or enhance the strength of										
authoritative sources		arguments.										
AC9E5LA05 - understand that the structure of a complex sentence		- Generate nominalisations to succinctly convey										
includes a main clause and at least one dependent clause, and		abstract ideas and concepts.										
understand how writers can use this structure for effect		- Employ subject-specific Tier 2 and Tier 3 vocabulary										
AC9E5LY03 - explain characteristic features used in imaginative,		to bolster credibility and augment authority in										
informative and persuasive texts to meet the purpose of the text		persuasive writing.										
		l .		l		l		1				



## Reading & Writing Scope & Sequence

## **Grade 5**

## Term 3

Reading Outcomes	Tern	Key teaching Focus for Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
AC9E5LY04 - navigate and read texts for specific purposes,		Reading Skills:	Unit - DICE	Lesson - L	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Revision/
monitoring meaning using strategies such as skimming, scanning		- Use skimming, scanning and confirming to read texts	<u>Sentences</u>	SAW A	Bushfires	Bushfires	Bushfires	Making	Bushfire	Bushfire	Bushfire	Assessment
and confirming		effectively for specific purposes.		WABUB	Information	Information	Information	Inferences	<b>Literary Texts</b>	Literary Texts	<b>Literary Texts</b>	
AC9E5LY05 - use comprehension strategies such as visualising,		- Apply strategies like visualising, predicting, connecting,		Complex	Text	Text	<u>Text</u>				3	
predicting, connecting, summarising, monitoring and questioning		summarising, monitoring and questioning to build and		Sentences							1	
to build literal and inferred meaning to evaluate information and		evaluate meaning.									1	
ideas		- Apply paraphrasing and questioning to: clarify									3	
AC9E5LY02 - use appropriate interaction skills including		understanding, link texts to personal experiences, and									1	
Writing Outcomes		support and justify opinions.		Unit -	Lesson -	Unit - Giving	Lesson -				}	
AC9E5LY06 - plan, create, edit and publish written and multimodal	١,			Bushfires	Noun,	and	De:De				3	
texts whose purposes may be imaginative, informative and	3	Writing Skills:		Information	Which,	Receiving	<u>Sentences</u>				1	
persuasive, developing ideas using visual features, text structure		- Enhance informative writing skills by creating texts with		Text	Where, Who	Feedback					1	
appropriate to the topic and purpose, text connectives, expanded		organised headings, topic sentences in paragraphs, and			Sentences	(choose 1					3	
noun groups, specialist and technical vocabulary, and punctuation		concluding paragraphs containing key information.				lesson)					1	
including dialogue punctuation		- Select appropriate multimodal features to reinforce and									3	
AC9E5LA06 - understand how noun groups can be expanded in a		extend ideas tailored to the target audience and purpose.		Lesson -							1	
variety of ways to provide a fuller description of a person, place,		- Attribute information sources to enhance the credibility and		Connectives							1	
thing or idea		authority of arguments and information presented.		Lesson 5							3	
AC9E5LA08 - understand how vocabulary is used to express		- Explain concepts clearly through logically arranged									1	
greater precision of meaning, including through the use of		paragraphs.										
anneiglist and technical terms and audore the history of words	1	- Utilise print or digital tools for planning sequencing		1		1		1				



## Reading & Writing Scope & Sequence

## **Grade 5**

## Term 4

Reading Outcomes	Term	Key teaching Focus for Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
AC9E5LE03 - recognise that the point of view in a literary		Reading Skills:	Lesson -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit - The	<u>Unit - The</u>	Revision/
text influences how readers interpret and respond to		- Understand how the point of view in literary texts	What I	Super	<u>Super</u>	Paragraph	<u>Language</u>	Language	<u>Language</u>	Power of	Power of	Assessmen
events and characters		shapes interpretations of events and characters.	DIDN'T Do	Sentence	<u>Sentence</u>	Structures	features	features	features	Poetry	Poetry	t
AC9E5LE04 - examine the effects of imagery, including		- Analyse the effects of imagery, including simile,	On The	Structures	<u>Structures</u>		with Mr	with Lila	with Lila			
simile, metaphor and personification, and sound devices		metaphor, personification and sound devices in	<u>Holidays</u>				Chicken	Greer,	Greer,			
in narratives, poetry and songs		narratives, poetry and songs.					Goes to	Teacher of	Teacher of			
							Mars	the Year	the Year			
Writing Outcomes		Writing Skills:	Unit -									
AC9E5LY06 - plan, create, edit and publish written and		- Enhance a variety of writing skills by focusing on the	<u>Super</u>									
multimodal texts whose purposes may be imaginative,		following objectives:	<u>Sentence</u>									
informative and persuasive, developing ideas using visual	4	- Choose and employ poetic forms to vividly convey ideas	<u>Structures</u>									
features, text structure appropriate to the topic and		through descriptive language.										
purpose, text connectives, expanded noun groups,		- Explore and integrate figurative language such as										
specialist and technical vocabulary, and punctuation		metaphor, hyperbole, oxymoron and allusion for impact										
including dialogue punctuation		and engagement.										
AC9E5LY07 - plan, create, rehearse and deliver spoken and		- Use verbs and verb groups deliberately to achieve										
multimodal presentations that include relevant,		precision and enhance descriptive details.										
elaborated ideas, sequencing ideas and using complex		- Make intentional choices about sentence types										
sentences, specialist and technical vocabulary, pitch, tone,		(declarative, exclamatory, interrogative, imperative) to										
pace, volume, and visual and digital features		effectively convey meaning according to text purpose.										
		- Experiment with the placement of adverbial clauses to										



# **Year 5 Grammar Scope & Sequence**

Concept	Term 1	Term 2	Term 3	Term 4
Parts of speech	_	_		
Nouns		Week 1, 6	Week 3	Week 2, 3, 5
Verbs	Week 3, 7, 8	Week 1, 2, 5, 6		Week 1, 5, 7
Pronouns	Week 2, 8	Week 1		Week 1, 4
Noun groups (including articles,				
adjectives and nouns)				Week 5, 6
				Week 1, 2, 3, 5,
Adjectives	Week 6, 7			6
Adverbs	Week 3	Week 1		Week 3, 5
Tense				Week 7
Sentence-level				
Sentence types: Declarative,				
interrogative, command,				
exclamatory			Week 1	
Phrases		Week 6	Week 7	
Prepositional phrases				Week 6
Clauses	Week 3, 5	Week 5		
Adverbial clauses		Week 5		
Adjectival clauses		Week 6		
Compound sentences	Week 3			
Complex sentences	Week 5, 6	Week 5, 6	Week 2	
Conjunctions	Week 3, 5	Week 5, 6	Week 2	Week 2
Cohesive ties	Week 4	Week 7	Week 2	Week 4
Punctuation	·			·
Capital letters				
Commas	Week 3, 5	Week 5, 6		Week 1, 3
Direct and Indirect Speech	Week 7, 8, 9			
Apostrophe of possession				
Semicolons/colons	Week 3		Week 5	Week 3