



# Cleverbean Literacy Scope & Sequence

## Cleverbean's Scope and Sequence Guide

This document outlines a comprehensive literacy program for grades Foundation to 6, designed to teach literacy concepts using an explicit, text-based approach over the course of a year. Each lesson is structured for 45-55 minute sessions and focuses on integrating and applying skills across reading, writing and grammar.

### 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. While this Scope and Sequence document focuses primarily on **point 4** (text-based units), additional support for other components of the morning routine are available on [app.cleverbean.co](http://app.cleverbean.co) with a valid membership.

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.
- 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

## Reading & Writing Scope & Sequence

### Grade 5

#### Term 1

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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
<p>AC9E5LA04 - understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the texts</p> <p>AC9E5LA07 - explain how the sequence of images in print, digital and film texts has an effect on meaning</p>	1	<p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify how the starting point of sentences or paragraphs gives prominence to the message in a text.</li> <li>- Analyse how sentence and paragraph beginnings guide the reader through the text to enhance cohesion.</li> <li>- Explain the effect of image sequencing on the interpretation and understanding of different types of texts.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>- Enhance entertaining writing skills, experimenting with characterisation to bring depth and personality to narrative creations.</li> <li>- Consistently apply quotation marks in texts to differentiate words spoken by characters in dialogue or words authored by others.</li> <li>- 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.</li> <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 using visual features, appropriate text structures, text connectives, expanded noun groups, specialist and technical vocabulary and punctuation, including dialogue punctuation.</li> </ul>	<a href="#">Unit - Planning Strategies for Persuasive</a>	<a href="#">Unit - Paragraph Structures</a>	<a href="#">Unit - Compound Sentences</a>	<a href="#">Unit - Planning strategies for Narrative</a>	<a href="#">Unit - Narrative Writing</a>	<a href="#">Unit - Noteworthy Narratives</a>	<a href="#">Unit - Enhancing Narratives with DADS</a>	<a href="#">Unit - Narrative Sentence Structures</a>	<a href="#">Unit - Narrative Sentence Structures</a>	Revision/ Assessment
<p><b>Writing Outcomes</b></p> <p>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</p> <p>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</p> <p>AC9E5LE05 - create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced</p> <p>AC9E5LY03 - explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p>					<a href="#">Lesson - First Word Last Word Sentences</a>	<a href="#">Lesson - THAMO Conjunction Adverbs in Compound Sentences</a>	<a href="#">Unit - Connectives Lesson 1</a>	<a href="#">Unit - Giving and Receiving Feedback Choose 1 lesson</a>	<a href="#">Unit - Giving and Receiving Feedback Choose 1 lesson</a>	<a href="#">Unit - Dialogue - 300 minutes of Danger</a>		

## Reading & Writing Scope & Sequence

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### 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
<p>AC9E5LE02 - present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others</p> <p>AC9E5LY01 - describe the ways in which a text reflects the time and place in which it was created</p> <p>AC9E5LY02 - use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea</p> <p>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</p>	2	<p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>- Present opinions on texts using literary terms and reflect on different viewpoints.</li> <li>- Describe how texts show the time and place they were created.</li> <li>- Identify historical, social and cultural contexts in texts from various authors.</li> <li>- Use paraphrasing and questioning to clarify meaning, connect to personal experiences and support opinions.</li> </ul>	<a href="#">Lesson - A-Z Of My Holidays</a>	<a href="#">Unit - Persuasive writing</a>	<a href="#">Unit - Persuasive writing</a>	<a href="#">Unit - Exploring Theme with Stellaphant Text</a>	<a href="#">Unit - Complex Sentences</a>	<a href="#">Unit - Complex Sentences</a>	<a href="#">Unit - Connectives Lesson 2-5</a>	<a href="#">Unit - Exploring the Three Tiers of Vocabulary</a>	<a href="#">Unit - Understanding the Acknowledgement of Country</a>	Revision/ Assessment
<p><b>Writing Outcomes</b></p> <p>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</p> <p>AC9E5LA02 - understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources</p> <p>AC9E5LA05 - understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect</p> <p>AC9E5LY03 - explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p>		<p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>- Enhance persuasive writing skills by organising ideas to articulate a clear position statement with logical lines of argument, and a rhetorically effective conclusion.</li> <li>- Use modality to qualify or enhance the strength of arguments.</li> <li>- Generate nominalisations to succinctly convey abstract ideas and concepts.</li> <li>- Employ subject-specific Tier 2 and Tier 3 vocabulary to bolster credibility and augment authority in persuasive writing.</li> </ul>	<a href="#">Unit - Powerful Persuasive Sentences</a>	<a href="#">Lesson - If, If, If, Then Sentences</a>		<a href="#">Lesson - First Word Last Word Sentences</a>	<a href="#">Lesson - The More, The More Sentences</a>	<a href="#">Lesson - ON A WHITE BUS Complex Sentences</a>	<a href="#">Unit - Giving and Receiving Feedback Choose 1 lesson</a>			

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### Grade 5

#### Term 3

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
<p>AC9E5LY04 - navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming</p> <p>AC9E5LY05 - use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas</p> <p>AC9E5LY02 - use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea</p>	3	<p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>- Use skimming, scanning and confirming to read texts effectively for specific purposes.</li> <li>- Apply strategies like visualising, predicting, connecting, summarising, monitoring and questioning to build and evaluate meaning.</li> <li>- Apply paraphrasing and questioning to: clarify understanding, link texts to personal experiences, and support and justify opinions.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>- Enhance informative writing skills by creating texts with organised headings, topic sentences in paragraphs, and concluding paragraphs containing key information.</li> <li>- Select appropriate multimodal features to reinforce and extend ideas tailored to the target audience and purpose.</li> <li>- Attribute information sources to enhance the credibility and authority of arguments and information presented.</li> <li>- Explain concepts clearly through logically arranged paragraphs.</li> <li>- Utilise print or digital tools for planning, sequencing, creating, revising, editing and publishing texts effectively.</li> <li>- Generate written compositions comprising multiple paragraphs through coherent transition of ideas.</li> </ul>	<a href="#">Unit - DICE Sentences</a>	<a href="#">Lesson - I SAW A WABUB Complex Sentences</a>	<a href="#">Unit - Bushfires Information Text</a>	<a href="#">Unit - Bushfires Information Text</a>	<a href="#">Unit - Bushfires Information Text</a>	<a href="#">Unit - Making Inferences</a>	<a href="#">Unit - Bushfire Literary Texts</a>	<a href="#">Unit - Bushfire Literary Texts</a>	<a href="#">Unit - Bushfire Literary Texts</a>	Revision/ Assessment
<p><b>Writing Outcomes</b></p> <p>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</p> <p>AC9E5LA06 - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea</p> <p>AC9E5LA08 - understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words</p>					<a href="#">Unit - Bushfires Information Text</a>	<a href="#">Lesson - Noun, Which, Where, Who Sentences</a>	<a href="#">Unit - Giving and Receiving Feedback (choose 1 lesson)</a>	<a href="#">Lesson - De:De Sentences</a>				





## Year 5 Grammar Scope & Sequence

Concept	Term 1	Term 2	Term 3	Term 4
<b>Parts of speech</b>				
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
Adjectives	Week 6, 7			Week 1, 2, 3, 5, 6
Adverbs	Week 3	Week 1		Week 3, 5
Tense				Week 7
<b>Sentence-level</b>				
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
<b>Punctuation</b>				
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