

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 <u>app.cleverbean.co</u> with a valid membership.

5-10 mins	Daily review
	Discission Discission Assessment (Oscillary (March
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

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 AC9E5LA07 - explain how the sequence of images in print, digital and film texts has an effect on meaning

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

AC9E5LA03 - describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in AC9E5LE05 - create and edit literary texts, experimenting with figurative language, storylines, characters and settings

Grade 5

Term 1

Writing Outcomes

purpose of the text

including dialogue punctuation

from texts students have experienced AC9E5LY03 - explain characteristic features used in imaginative, informative and persuasive texts to meet the Important: This scope and sequence is for use across your whole school in accordance with Cleverbean's Terms of

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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
	Reading Skills:	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	<u>Unit -</u>	Unit -	Unit -	<u>Unit -</u>
	- Identify how the starting point of sentences or	Planning	<u>PESTO</u>	PESTO	Compound	Planning	Noteworth	<u>Noteworth</u>	Enhancing	Enhancing	Dialogue -
	paragraphs gives prominence to the message in a text.	strategies	Paragraphs	<u>Paragraphs</u>	Sentences	strategies	<u>y</u>	<u>y</u> _	Narratives	Narratives	300
	- Analyse how sentence and paragraph beginnings guide	for				for	Narratives	Narratives	with DADS	with DADS	minutes of
	the reader through the text to enhance cohesion.	<u>persuasive</u>				<u>Narrative</u>					Danger
	- Explain the effect of image sequencing on the										
	interpretation and understanding of different types of										
	texts.										
			Lesson -	Unit -	Lesson -	Unit -	Unit -	-	Unit -	Unit -	Lesson - If,
	Writing Skills:		First Word	Compound	THAMO	Connective	Giving and		Giving and	Giving and	If, If, Then
	- Enhance entertaining writing skills, experimenting with		Last Word	Sentences	Conjunctive	s Lesson 1	Receiving		Receiving	Receiving	Sentences
	characterisation to bring depth and personality to		Sentences		Adverbs in		Feedback		Feedback	Feedback	
	narrative creations.				Compound		Choose 1		Choose 1	Choose 1	
	- Consistently apply quotation marks in texts to				Sentences		lesson		lesson	lesson	
	differentiate words spoken by characters in dialogue or										
1	words authored by others.										
1	- 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.										
	- Engage in comprehensive planning, monitoring and										
	revision processes, such as re-reading, proofreading and										
	editing, as well as responding to feedback and goals.										
	- Incorporate appositives to provide additional details to										
	nouns and diversify sentence structures.										
	- 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.										



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 terms		Reading Skills:	Lesson - A-Z	Unit -	Unit -	Lesson -	Unit -	Unit -	Unit -	Unit -	Lesson - If, If,	Unit -
about literary devices, text structures and language features, and		- Present opinions on texts using literary terms and	Of My	Persuasive	Persuasive	PESTO	Complex	Complex	Connectives	Exploring the	If, Then	Connectives
reflect on the viewpoints of others		reflect on different viewpoints.	Holidays	writing	writing	Paragraphs	Sentences	Sentences	Lesson 2-4	Three Tiers of	Sentences	Lesson 5
AC9E5LY01 - describe the ways in which a text reflects the time and		- Describe how texts show the time and place they were					Lessons	Lessons		Vocabulary		
place in which it was created		created.										
AC9E5LY02 - use appropriate interaction skills including paraphrasing		- Identify historical, social and cultural contexts in texts										
and questioning to clarify meaning, make connections to own		from various authors.										
experience, and present and justify an opinion or idea		 Use paraphrasing and questioning to clarify meaning, 										
AC9E5LE01 - identify aspects of literary texts that represent details or		connect to personal experiences and support opinions.										
information about historical, social and cultural contexts in literature												
by First Nations Australian, and wide-ranging Australian and world												
authors												
Writing Outcomes			Unit -			Lesson - First	Unit -	Unit - Giving	Unit - Giving	1	Lesson - The	Lesson - ON
AC9E5LY06 - plan, create, edit and publish written and multimodal	2		Understandin			Word Last	Exploring	and	and		More, The	A WHITE BUS
texts whose purposes may be imaginative, informative and			g the			Word	Theme with	Receiving	Receiving		More	Complex
persuasive, developing ideas using visual features, text structure		Writing Skills:	Acknoledgem			Sentences	Stellaphant	Feedback	Feedback		Sentences	Sentences
appropriate to the topic and purpose, text connectives, expanded		- Enhance persuasive writing skills by organising ideas to	ent of				Text	Choose 1	Choose 1			
noun groups, specialist and technical vocabulary, and punctuation		articulate a clear position statement with logical lines of	Country					lesson	lesson)			
including dialogue punctuation		argument, and a rhetorically effective conclusion. - Use modality to qualify or enhance the strength of										
AC9E5LA02 - understand how to move beyond making bare						Unit -						Unit - Giving
assertions by taking account of differing ideas or opinions and		arguments Generate nominalisations to succinctly convey abstract				Exploring						and
authoritative sources		ideas and concepts.				Theme with						Receiving
AC9E5LA05 - understand that the structure of a complex sentence		- Employ subject-specific Tier 2 and Tier 3 vocabulary to				Stellaphant						Feedback
includes a main clause and at least one dependent clause, and		bolster credibility and augment authority in persuasive				Text						Choose 1
understand how writers can use this structure for effect		writing.				<u>TCAC</u>						lesson
AC9E5LY03 - explain characteristic features used in imaginative,												1033011
informative and persuasive texts to meet the purpose of the text												

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Reading & Writing Scope & Sequence

Term Key teaching Focus for Term

Grade 5

Term 3

Reading Outcomes

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AC9E5LY04 - navigate and read texts for specific purposes,	Reading Skills:	Unit - DICE	Lesson - L	Unit -	Unit -	Unit -	Unit - Making	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	Inferences	Bushfire	Bushfire	Bushfire	Assessment
and confirming	effectively for specific purposes.		WABUB	Information	Information	Information		Literary Texts	Literary Texts	Literary Texts	
AC9E5LY05 - use comprehension strategies such as visualising,	 Apply strategies like visualising, predicting, connecting, 		Complex	Text	Text	Text					
predicting, connecting, summarising, monitoring and questioning to	summarising, monitoring and questioning to build and		Sentences								
build literal and inferred meaning to evaluate information and	evaluate meaning.										
ideas	 Apply paraphrasing and questioning to: clarify 										
AC9E5LY02 - use appropriate interaction skills including	understanding, link texts to personal experiences, and support										
paraphrasing and questioning to clarify meaning, make connections	and justify opinions.										
to own experience, and present and justify an opinion or idea											
	Writing Skills:										
Writing Outcomes 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 including dialogue punctuation acceptable. 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 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	- Enhance informative writing skills by creating texts with organised headings, topic sentences in paragraphs, and concluding paragraphs containing key information. - Select appropriate multimodal features to reinforce and extend ideas tailored to the target audience and purpose. - Attribute information sources to enhance the credibility and authority of arguments and information presented. - Explain concepts clearly through logically arranged paragraphs. - Utilise print or digital tools for planning, sequencing, creating, revising, editing and publishing texts effectively. - Generate written compositions comprising multiple paragraphs through coherent transition of ideas.		Unit - Bushfires Information Text Unit - Connectives Lesson 5	Which, Where, Who	Lesson - Noun, Which, Where, Who Sentences		Lesson - De:De Sentences		<u></u>	Unit - Bushfire Literary Texts	



Reading & Writing Scope & Sequence

Term Key teaching Focus for Term

Grade 5

Term 4

Reading Outcomes

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Week 10

AC9E5LE03 - recognise that the point of view in a literary		Reading Skills:	Lesson -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	<u>Unit - The</u>	<u>Unit - The</u>	Revision/
text influences how readers interpret and respond to events		- Understand how the point of view in literary texts shapes	What I	Super	<u>Super</u>	Paragraph	Language	Language	Language	Power of	Power of	Assessment
and characters		interpretations of events and characters.	DIDN'T Do	Sentence	Sentence	<u>unit</u>	<u>features</u>	features	features	Poetry	Poetry	
AC9E5LE04 - examine the effects of imagery, including		- Analyse the effects of imagery, including simile, metaphor,	On The	Structures	Structures		with Mr	with Lila	with Lila		1	
simile, metaphor and personification, and sound devices in		personification and sound devices in narratives, poetry and	<u>Holidays</u>				Chicken	Greer,	Greer,			
narratives, poetry and songs		songs.					Goes to	Teacher of	Teacher of		1	
							Mars	the Year	the Year			
Writing Outcomes		Writing Skills:	Unit -								1	
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		- Choose and employ poetic forms to vividly convey ideas	<u>Structures</u>									
features, text structure appropriate to the topic and	4	through descriptive language.									1	
purpose, text connectives, expanded noun groups, specialist	-	- Explore and integrate figurative language such as									1	
and technical vocabulary, and punctuation including		metaphor, hyperbole, oxymoron and allusion for impact										
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, elaborated		precision and enhance descriptive details.									1	
ideas, sequencing ideas and using complex sentences,		- Make intentional choices about sentence types										
specialist and technical vocabulary, pitch, tone, pace,		(declarative, exclamatory, interrogative, imperative) to										
volume, and visual and digital features		effectively convey meaning according to text purpose.										
		- Experiment with the placement of adverbial clauses to										
		modify meaning or to add nuanced details to verbs,										
		enhancing overall clarity and expression.										



Year 5 Grammar Scope & Sequence

Concept	Term 1	Term 2	Term 3	Term 4
Parts of speech				
Nouns			Week 3, 4	Week 2, 3, 5, 6
Verbs	Week 8			Week 1, 4, 5, 7
Pronouns	Week 2	Week 4		
Noun groups (including articles,				
adjectives and nouns)				Week 5, 6
Adjectives	Week 9			Week 1, 2, 3, 6
Adverbs				Week 3, 5
Tense				Week 7
Sentence-level				
Sentence types: Declarative,				
interrogative, command,				
exclamatory				
Phrases			Week 7	Week 4
Prepositional phrases				Week 6
Clauses	Week 3, 4	Week 5, 6, 10	Week 2	
Adverbial clauses		Week 5		
Adjectival clauses		Week 6		
Compound sentences	Week 3, 4			
Complex sentences	Week 7	Week 5, 6, 10		Week 4
Conjunctions	Week 4	Week 10	Week 2	Week 2
Cohesive ties	Week 5	Week 7,10	Week 2	Week 4
Punctuation				
Capital letters				
Commas	Week 7	Week 9, 10		Week 1, 3
Direct and Indirect Speech	Week 8, 10			
Apostrophe of possession				
Semicolons			Week 6	Week 3