



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 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

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Grade 2

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 |
|--|------|--|--|--|---|---|---|---|--|--|--|--|
| AC9E2LA02 - explore how language can be used for appreciating texts and providing reasons for preferences AC9E2LA09 - experiment with and begin to make conscious choices of vocabulary to suit the topic | 2 | Reading Skills: - Discover how language can be used to appreciate texts and explain personal preferences. - Experiment with and start making deliberate choices of vocabulary to match the topic. Writing Skills: - Dive into a persuasive text focus where students engage with persuasive texts and explore persuasive text structures. - Create concise, persuasive texts incorporating correct language features and visual information. - Utilise effective strategies for planning their writing ideas, such as note-making, drawing, using diagrams or planning sequences. - Identify the context, audience and purpose of their texts. - Craft a combination of simple and compound sentences adeptly to captivate the reader when shaping written texts. - Demonstrate the ability to re-read and edit their texts following feedback. | Unit - Compound Sentences for Young Writers | Unit - Compound Sentences for Young Writers | Unit - Being a Persuasive Writer | Unit - Being a Persuasive Writer | Unit - Being a Persuasive Writer | Unit - Persuasive Writing - Why I love Footy | Unit - Persuasive Writing - Why I love Footy | Unit - Persuasive Writing - Why I love Footy | Unit - Persuasive Writing - Why I love Footy | Revision/ Assessment |
| Writing Outcomes AC9E2LE05 - create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools AC9E2LY02 - use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions AC9E2LY03 - identify the purpose and audience of imaginative, informative and persuasive texts AC9E2LA06 - understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction | | | Unit - Fire Hunters | Unit - Fire Hunters | | | | | OR Unit - Sustainability Opinion and Persuasion | OR Unit - Sustainability Opinion and Persuasion | OR Unit - Sustainability Opinion and Persuasion | OR Unit - Sustainability Opinion and Persuasion |



Grade 2 Grammar Scope & Sequence

| Concept | Term 1 | Term 2 | Term 3 | Term 4 |
|--|--------------------|-----------|--------------|-----------------|
| Parts of speech | | | | |
| Nouns | Week 2, 4, 8 | Week 1, 2 | Week 4, 7 | |
| Verbs | Week 2, 3, 4, 8, 9 | Week 1, 2 | Week 7, 8, 9 | Week 1, 2, 3, 7 |
| Pronouns | | | | Week 3 |
| Noun groups (including articles, adjectives and nouns) | | | | Week 4, 5 |
| Adjectives | Week 2, 8 | | Week 2, 7 | Week 5, 7 |
| Adverbs | Week 2, 8 | | Week 7 | Week 2 |
| Tense | | | | |
| Sentence-level | | | | |
| Phrases | | | | |
| Prepositional phrases | | | | |
| Clauses | | Week 1, 2 | | Week 1, 2 |
| Simple sentences | | Week 1, 2 | | Week 1, 2 |
| Compound sentences | Week 3 | Week 1, 2 | | Week 1, 2 |
| Conjunctions | Week 3 | Week 1, 2 | | Week 1, 2 |
| Cohesive ties | | | Week 9 | Week 6 |
| Punctuation | | | | |
| Capital letters | | | | Week 7 |
| Full stops | | | | Week 7 |
| Commas | | Week 1, 2 | | Week 1, 2 |
| Apostrophes: Contraction and possession | | | | |
| Semicolons | | | | Week 2 |