

## 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 <a href="mailto:app.cleverbean.co">app.cleverbean.co</a> 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



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### Grade 2

### 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
AC9E2LA02 - explore how language can be		Reading Skills:	Unit - My Worries		Unit - Splendid	Unit - To the Top	Unit - Dreamtime			<u>Unit -</u>	<u>Unit -</u>	Revision/
used for appreciating texts and providing		- Discover how language can be used to		Sentences	<u>Sentences</u>	End - Creative	stories - Narrative	stories - Narrative	stories - Narrative	Comprehension -	Comprehension -	Assessment
reasons for preferences		appreciate different texts and explain personal				<u>Vocabulary</u>	<u>Structure</u>	<u>Structure</u>	<u>Structure</u>	<u>Dragons</u>	<u>Dragons</u>	
AC9E2LE01 - discuss how characters and		preferences.										
settings are connected in literature created		- Discuss how characters and settings are										
by First Nations Australian, and wide-		linked in literature by First Nations' Australians,										
ranging Australian and world authors and		as well as other Australian and international										
illustrators		authors and illustrators.										
AC9E2LY05 - use comprehension strategies		- Use comprehension strategies such as										
such as visualising, predicting, connecting,		visualising, predicting, connecting,										
summarising, monitoring and questioning		summarising, monitoring and questioning to										
to build literal and inferred meaning		understand both explicit and implied meanings										
AC9E2LY01 - identify how similar topics and		in texts.										
information are presented in different		- Identify how similar topics and information										
types of texts		are presented across various types of texts.										
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	1	Writing Skills:  - Delve into sentence structures and explore various text types, such as narrative descriptions and recounts Describe, explain, give an opinion, recount an event, and tell a story through written texts Sequence ideas and events logically in sentences across a text Choose and apply various conjunctions to establish cohesion in texts Recognise that distinctive text structures and language features characterise different types of texts Experiment with creative wordplay to captivate the reader Develop punctuation, including question marks and exclamation marks, with precision and for impactful effect Show an awareness of the criteria for successful task completion.		Unit - Goodnight Stories for Rebel Girls	Unit - Goodnight Stories for Rebel Girls							



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

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### Grade 2

### 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
AC9E2LA05 - navigate print and screen texts using		Reading Skills:	<u>Unit - Non</u>	<u>Unit - Non</u>	Information Unit	<u>Unit -</u>	<u>Unit -</u>	Revision/				
chapters, tables of contents, indexes, side-bar menus,		- Use features such as chapters, tables of contents, indexes, side-	Fiction - Animal	Fiction - Animal	coming soon	Procedures with	Procedures with	Assessment				
drop-down menus or links		bar menus, drop-down menus, or links to navigate both print and	<u>Habitat</u>	<u>Habitat</u>						Recipes	Recipes	
AC9E2LA08 - understand that images add to or multiply		digital texts.										
the meanings of a text		- Recognise how images enhance or change the meaning of a										
AC9E2LA09 - experiment with and begin to make		text.										
conscious choices of vocabulary to suit the topic		- Experiement with different vocabulary and start making										
		intentional word choices to fit the topic.										
Writing Outcomes		Writing Skills:										
AC9E2LA07 - understand that in sentences nouns may be		- Focus on descriptions, cause & effect and problem/solution										
extended into noun groups using articles and adjectives,		structures in writing.										
and verbs may be expressed as verb groups		- Craft short, informative texts demonstrating appropriate text										
AC9E2LA09 - experiment with and begin to make		structure, sentence-level grammar, word choice, spelling,										
conscious choices of vocabulary to suit the topic	3	punctuation and multimodal elements like illustrations and										
AC9E2LA10 - recognise that capital letters are used in		diagrams.										
titles and commas are used to separate items in lists		- Sequence information and events in texts using time										
AC9E2LY03 - identify the purpose and audience of		connectives.										
imaginative, informative and persuasive texts		- Create texts with contextually precise prepositional phrases for										
AC9E2LY06 - create and edit short imaginative,		added detail and clarity.										
informative and persuasive written and/or multimodal		- Enhance writing with vivid detail by incorporating action, saying,										
texts for familiar audiences, using text structure		relating and sensing verbs.										
appropriate to purpose, simple and compound sentences,		- Utilise noun groups effectively to build descriptions of people										
noun groups and verb groups, topic-specific vocabulary,		and things.										
simple punctuation and common 2-syllable words		- Explore and experiment with various sentence structures to										
		effectively convey information.										
		- Develop basic editing skills, including self-revision and peer										
		review, with guidance.										



### Grade 2

### 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
AC9E2LA04 - understand how texts are made		Reading Skills:	<u>Unit -</u>	<u>Unit -</u>	Unit - Narrative	Unit - Narrative	Unit - Narrative	Unit - Narrative	Unit - Character	Unit - Character	Unit - Character	Revision/
cohesive by using personal and possessive		- Understand how texts stay connected by using	Compound	Compound	The Day the	The Day the	The Day the	The Day the	Creation - Stick	Creation - Stick	Creation - Stick	Assessment
pronouns and by omitting words that can be		pronouns and leaving out words that readers	Sentences	Sentences	Crayons Came	Crayons Came	Crayons Came	Crayons Came	<u>Man</u>	<u>Man</u>	<u>Man</u>	
inferred		can infer from the context.			<u>Home</u>	<u>Home</u>	<u>Home</u>	<u>Home</u>				
AC9E2LE03 - discuss the characters and settings of		- Explore how various texts describe characters										
a range of texts and identify how language is used		and settings and how different language choices										
to present these features in different ways		present these elements.										
AC9E2LE02 - identify features of literary texts,		- Identify characters and settings in literary texts										
such as characters and settings, and give reasons		and explain why you have personal preferences										
for personal preferences		for certain features.										
Writing Outcomes  AC9E2LE04 - identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs  AC9E2LY01 - identify how similar topics and information are presented in different types of texts  AC9E2LY03 - identify the purpose and audience of imaginative, informative and persuasive texts  AC9E2LY06 - create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words	4	Writing Skills:  - Concentrate on creative writing, focusing on imaginative texts, and initiating the exploration of crafting their own stories while exploring poetic devices.  - Develop engaging and well-crafted stories with a proficiency in constructing narratives, including plot development, character dynamics, descriptive language and sequence.  - Develop an understanding of quotation marks for simple dialogue.  - Create expressive and imaginative poetry, demonstrating mastery of poetic devices, figurative language, rhythm and sound patterns.										

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# **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