

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
	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



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 used for		Reading Skills:	Unit - My	Unit -	Unit -	Unit - <u>To</u>	Unit -	Unit -	Unit -	Unit -	Unit -	Revision/
appreciating texts and providing reasons for preferences		- Discover how language can be used to appreciate different	Worries	<u>Splendid</u>	<u>Splendid</u>	the Top	<u>Dreamtim</u>	Dreamtim	<u>Dreamtim</u>	<u>Narrative</u>	<u>Narrative</u>	Assessme
AC9E2LE01 - discuss how characters and settings are		texts and explain personal preferences.		Sentences	Sentences	End -		e stories -	e stories -	Writing -	Writing -	nt
connected in literature created by First Nations Australian,		- Discuss how characters and settings are linked in literature				Creative	Narrative	Narrative	Narrative	The Day	The Day	
and wide-ranging Australian and world authors and		by First Nations' Australians, as well as other Australian and				<u>Vocabular</u>	<u>Structure</u>	Structure	<u>Structure</u>	<u>The</u>	The_	
illustrators		international authors and illustrators.				<u>y</u>				Crayons	Crayons	
AC9E2LY05 - use comprehension strategies such as		- Use comprehension strategies such as visualising, predicting,								<u>Came</u>	<u>Came</u>	
visualising, predicting, connecting, summarising,		connecting, summarising, monitoring and questioning to								<u>Home</u>	<u>Home</u>	
monitoring and questioning to build literal and inferred		understand both explicit and implied meanings in texts.										
meaning		- Identify how similar topics and information are presented										
AC9E2LY01 - identify how similar topics and information are		across various types of texts.										
presented in different types of texts												
Writing Outcomes		Writing Skills:		Unit -	Unit -							
AC9E2LE05 - create and edit literary texts by adapting		- Delve into sentence structures and explore various text			Goodnight							
structures and language features of familiar literary texts	1	types, such as narrative descriptions and recounts.		Stories	Stories							
through drawing, writing, performance and digital tools		- Describe, explain, give an opinion, recount an event, and tell		for Rebel	for Rebel							
		a story through written texts.		<u>Girls</u>	<u>Girls</u>							
		- 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.										



Term Key teaching Focus for Term

Grade 2

Term 2

Reading Outcomes

AC9E2LA02 - explore how language can be used for Reading Skills:	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Revision/
appreciating texts and providing reasons for preferences - Discover how language can be used to ap	opreciate <u>Compound</u>	Compound	Being a	Being a	Being a	<u>Persuasive</u>	<u>Persuasive</u>	<u>Persuasive</u>	<u>Persuasive</u>	Assessment
AC9E2LA09 - experiment with and begin to make conscious texts and explain personal preferences.	Sentences	Sentences	<u>Persuasive</u>	Persuasive	Persuasive	Writing -	Writing -	Writing -	Writing -	
choices of vocabulary to suit the topic - Experiment with and start making delibe	rate choices		<u>Writer</u>	Writer	Writer	Why I love	Why I love	Why I love	Why I love	
of vocabulary to match the topic.						<u>Footy</u>	<u>Footy</u>	<u>Footy</u>	<u>Footy</u>	
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 AC9E2LY03 - identify the purpose and audience of imaginative, informative and persuasive texts AC9E2LY03 - identify the purpose and audience of imaginative, informative and persuasive texts AC9E2LY03 - compose and audience of imaginative, informative and persuasive texts incorpor language features and visual information. - Utilize effective strategies for planning the ideas, such as note-making, drawing, using planning sequences. - Identify the context, audience and purpotexts. - Craft a combination of simple and composentences adeptly to captivate the reader shaping written texts. - Dive into a persuasive text focus where sengage with persuasive texts and explore text structures. - Create concise, persuasive texts incorpor language features and visual information. - Utilize effective strategies for planning tideas, such as note-making, drawing, using planning sequences. - Identify the context, audience and purpotexts. - Craft a combination of simple and composentences adeptly to captivate the reader shaping written texts. - Dive into a persuasive text focus where sengage with persuasive texts and explore text structures. - Create concise, persuasive texts incorpor language features and visual information. - Utilize effective strategies for planning tideas, such as note-making, drawing, using planning sequences. - Identify the context, audience and purpotexts. - Craft a combination of simple and composentences adeptly to captivate the reader shaping written texts. - Dive in	tudents persuasive rating correct neir writing g diagrams or use of their bund when	Unit - <u>Fire</u> <u>Hunters</u>								



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:	Unit - Non	Unit - Non	Unit - Trek	Unit - Trek	Unit - <u>Trek</u>	Unit - <u>Trek</u>	Unit - Trek	Unit -	<u>Unit -</u>	Revision/
chapters, tables of contents, indexes, side-bar menus,		- Use features such as chapters, tables of contents, indexes, side-	Fiction -	Fiction -	to Paris -	to Paris -	to Paris -	to Paris -	to Paris -	Procedures	Procedures	Assessmen
drop-down menus or links		bar menus, drop-down menus, or links to navigate both print and	<u>Animal</u>	Animal	<u>Informatio</u>	<u>Informatio</u>	<u>Informatio</u>	<u>Informatio</u>	<u>Informatio</u>	with	<u>with</u>	t
AC9E2LA08 - understand that images add to or multiply		digital texts.	<u>Habitat</u>	Habitat	n Texts	n Texts	n Texts	n Texts	n Texts	Recipes	Recipes	
the meanings of a text		- Recognise how images enhance or change the meaning of a text.										
AC9E2LA09 - experiment with and begin to make		- Experiement with different vocabulary and start making										
conscious choices of vocabulary to suit the topic		intentional word choices to fit the topic.										
Writing Outcomes AC9EZLAO7 - understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups AC9EZLAO9 - experiment with and begin to make conscious choices of vocabulary to suit the topic AC9EZLA10 - recognise that capital letters are used in titles and commas are used to separate items in lists AC9EZLY03 - identify the purpose and audience of imaginative, informative and persuasive texts AC9EZLY06 - 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	3	Writing Skills: - Focus on descriptions, cause & effect and problem/solution structures in writing Craft short, informative texts demonstrating appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and multimodal elements like illustrations and diagrams Sequence information and events in texts using time connectives Create texts with contextually precise prepositional phrases for added detail and clarity Enhance writing with vivid detail by incorporating action, saying, relating and sensing verbs Utilise noun groups effectively to build descriptions of people and things 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	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
AC9E2LA04 - understand how texts are made cohesive by		Reading Skills:	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Revision/
using personal and possessive pronouns and by omitting		- Understand how texts stay connected by using	Compoun	Compoun	Narrative -	Narrative -	Narrative -	Narrative -	Character	Character	Character	Assessme
words that can be inferred		pronouns and leaving out words that readers can infer	<u>d</u>	<u>d</u>	The Day	The Day	The Day	The Day	Creation -	Creation -	Creation -	nt
AC9E2LE03 - discuss the characters and settings of a range		from the context.	Sentences	Sentences	the	<u>the</u>	<u>the</u>	<u>the</u>	Stick Man	Stick Man	Stick Man	
of texts and identify how language is used to present these		- Explore how various texts describe characters and	for	for	Crayons	Crayons	Crayons	Crayons				
features in different ways		settings and how different language choices present	Young	Young	Came	<u>Came</u>	Came	<u>Came</u>				
AC9E2LE02 - identify features of literary texts, such as		these elements.	Writers	Writers	<u>Home</u>	<u>Home</u>	<u>Home</u>	<u>Home</u>				
characters and settings, and give reasons for personal		- Identify characters and settings in literary texts and										
preferences		explain why you have personal preferences for certain										
		features.										
Writing Outcomes	İ											
AC9E2LE04 - identify, reproduce and experiment with												
rhythmic sound and word patterns in poems, chants,		Writing Skills:										
rhymes or songs	4	- Concentrate on creative writing, focusing on										
AC9E2LY01 - identify how similar topics and information are		imaginative texts, and initiating the exploration of										
presented in different types of texts		crafting their own stories while exploring poetic										
AC9E2LY03 - identify the purpose and audience of		devices.										
imaginative, informative and persuasive texts		- Develop engaging and well-crafted stories with a										
AC9E2LY06 - create and edit short imaginative, informative		proficiency in constructing narratives, including plot										
and persuasive written and/or multimodal texts for familiar		development, character dynamics, descriptive										
audiences, using text structure appropriate to purpose,		language and sequence.										
simple and compound sentences, noun groups and verb		- Develop an understanding of quotation marks for										
groups, topic-specific vocabulary, simple punctuation and		simple dialogue.										
common 2-syllable words		- Create expressive and imaginative poetry,										
Sommer 2 Symbol Holds		demonstrating mastery of poetic devices, figurative										
		language, rhythm and sound patterns.										



Grade 2 Grammar Scope & Sequence

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