



# Cleverbean Literacy Scope & Sequence

## Cleverbean's Scope and Sequence Guide

**Cleverbean's Scope and Sequence** is designed to support teachers in delivering high-impact, explicit **text-based literacy instruction** from Foundation to Year 6.

It focuses exclusively on **Text-Based Units** (Component 4 of the literacy block), not the full literacy block. These units integrate reading, writing, vocabulary, and grammar instruction through carefully selected mentor texts.

**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. Please note our scope and sequence **only** addresses **Component 4: Text-Based Units**.

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 2

### 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
AC9E2LA02 - explore how language can be used for appreciating texts and providing reasons for preferences AC9E2LE01 - discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E2LY05 - use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning AC9E2LY01 - identify how similar topics and information	1	<b>Reading Skills:</b> <ul style="list-style-type: none"> <li>- Discover how language can be used to appreciate different texts and explain personal preferences.</li> <li>- Discuss how characters and settings are linked in literature by First Nations' Australians, as well as other Australian and international authors and illustrators.</li> <li>- Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to understand both explicit and implied meanings in texts.</li> <li>- Identify how similar topics and information are presented across various types of texts.</li> </ul>	Unit - <a href="#">My Worries</a>	Unit - <a href="#">Splendid Sentences</a>	Unit - <a href="#">Splendid Sentences</a>	Unit - <a href="#">To the Top End - Creative Vocabulary</a>	Unit - <a href="#">Dreamtime stories - Narrative Structure</a>	Unit - <a href="#">Dreamtime stories - Narrative Structure</a>	Unit - <a href="#">Dreamtime stories - Narrative Structure</a>	Unit - <a href="#">Comprehension - Dragons</a>	Unit - <a href="#">Comprehension - Dragons</a>	Revision/Assessment
<b>Writing Outcomes</b> AC9E2LE05 - create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools				Unit - <a href="#">Goodnight Stories for Rebel Girls</a>	Unit - <a href="#">Goodnight Stories for Rebel Girls</a>							

# Reading & Writing Scope & Sequence

## Grade 2

## Term 2

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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
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	<b>Reading Skills:</b> - 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.	Unit - <a href="#">Compound Sentences for Young Writers</a>	Unit - <a href="#">Compound Sentences for Young Writers</a>	Unit - <a href="#">Being a Persuasive Writer</a>	Unit - <a href="#">Being a Persuasive Writer</a>	Unit - <a href="#">Being a Persuasive Writer</a>	Unit - <a href="#">Persuasive Writing - Why I love Footy</a>	Unit - <a href="#">Persuasive Writing - Why I love Footy</a>	Unit - <a href="#">Persuasive Writing - Why I love Footy</a>	Unit - <a href="#">Persuasive Writing - Why I love Footy</a>	Revision/Assessment
<b>Writing Outcomes</b> 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		<b>Writing Skills:</b> - 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 - <a href="#">Fire Hunters</a>	Unit - <a href="#">Fire Hunters</a>				OR Unit - <a href="#">Sustainability Opinion and Persuasion</a>	OR Unit - <a href="#">Sustainability Opinion and Persuasion</a>	OR Unit - <a href="#">Sustainability Opinion and Persuasion</a>	OR Unit - <a href="#">Sustainability Opinion and Persuasion</a>	

## Reading & Writing Scope & Sequence

### Grade 2

### Term 3

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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
AC9E2LA05 - navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links AC9E2LA08 - understand that images add to or multiply the meanings of a text AC9E2LA09 - experiment with and begin to make conscious choices of vocabulary to suit the topic	3	<b>Reading Skills:</b> - Use features such as chapters, tables of contents, indexes, side-bar menus, drop-down menus, or links to navigate both print and digital texts. - Recognise how images enhance or change the meaning of a text. - Experiment with different vocabulary and start making intentional word choices to fit the topic.	Unit - <a href="#">Non-Fiction - Animal Habitat</a>	Unit - <a href="#">Exploring Information Texts</a>	Unit - <a href="#">Exploring Information Texts</a>	Unit - <a href="#">Your Planet Needs You</a>	Unit - <a href="#">Your Planet Needs You</a>	Unit - <a href="#">Your Planet Needs You</a>	Unit - <a href="#">Your Planet Needs You</a>	Unit - <a href="#">Procedures with Recipes</a>	Unit - <a href="#">Procedures with Recipes</a>	Revision/Assessment
<b>Writing Outcomes</b> AC9E2LA07 - understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups AC9E2LA09 - experiment with and begin to make conscious choices of vocabulary to suit the topic AC9E2LA10 - recognise that capital letters are used in titles and commas are used to separate items in lists 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		<b>Writing Skills:</b> - 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.										

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## Grade 2 Grammar Scope & Sequence

Concept	Term 1	Term 2	Term 3	Term 4
<b>Parts of speech</b>				
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				
<b>Sentence-level</b>				
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
<b>Punctuation</b>				
Capital letters				Week 7
Full stops				Week 7
Commas		Week 1, 2		Week 1, 2
Apostrophes: Contraction and possession				
Semicolons				Week 2