

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	Taxt based Lipit
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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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		Reading Skills:	Unit - My		Unit -	Unit - To	Unit -	Unit -	Unit -	Unit -	Unit -	Revision/
appreciating texts and providing reasons for preferences		- Discover how language can be used to appreciate different	Worries	Splendid	Splendid	the Top	Dreamtim	Dreamtim	Dreamtim	Comprehe	Comprehe	Assessme
AC9E2LE01 - discuss how characters and settings are		texts and explain personal preferences.		Sentences	Sentences	End -	e stories -	e stories -	e stories -	nsion -	nsion -	nt
connected in literature created by First Nations Australian,		- Discuss how characters and settings are linked in literature				Creative	Narrative	Narrative	Narrative	Dragons	Dragons	
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	Structure			
illustrators		international authors and illustrators.				Y						
AC9E2LY05 - use comprehension strategies such as		 Use comprehension strategies such as visualising, 										
visualising, predicting, connecting, summarising,		predicting, connecting, summarising, monitoring and										
monitoring and questioning to build literal and inferred		questioning to understand both explicit and implied										
meaning		meanings in texts.										
AC9E2LY01 - identify how similar topics and information		- Identify how similar topics and information are presented										
Writing Outcomes		across various types of texts.		Unit -	Unit -							
AC9E2LE05 - create and edit literary texts by adapting				Goodnight	Goodnight							
structures and language features of familiar literary texts				Stories	Stories							
through drawing, writing, performance and digital tools		Writing Skills:		for Rebel	for Rebel							
	1	- Delve into sentence structures and explore various text		Girls	Girls							
		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.										

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Reading & Writing Scope & Sequence

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

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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	Reading Skills:	Unit - <u>Non</u>	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	<u>Unit -</u>	Revision/
chapters, tables of contents, indexes, side-bar menus,	-		Exploring	Exploring	Your	Your	Your	Your		Procedure	Assessme
drop-down menus or links	bar menus, drop-down menus, or links to navigate both print	Animal		Informatio			Planet	Planet	s with	s with	t
AC9E2LA08 - understand that images add to or	and digital texts.	Habitat	n Texts	n Texts	Needs You	Needs You	Needs You	Needs You	Recipes	Recipes	
multiply 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										
Writing Outcomes	intentional word choices to fit the topic.										
AC9E2LA07 - understand that in sentences nouns may											
be extended into noun groups using articles and	Writing Skills:										
adjectives, and verbs may be expressed as verb groups	 Focus on descriptions, cause & effect and problem/solution 										
AC9E2LA09 - experiment with and begin to make	structures in writing.										
conscious choices of vocabulary to suit the topic	- Craft short, informative texts demonstrating appropriate text										
AC9E2LA10 - recognise that capital letters are used in											
titles and commas are used to separate items in lists	punctuation and multimodal elements like illustrations and										
AC9E2LY03 - identify the purpose and audience of	diagrams.										
imaginative, informative and persuasive texts	- Sequence information and events in texts using time										
AC9E2LY06 - create and edit short imaginative,	connectives.										
informative and persuasive written and/or multimodal	- Create texts with contextually precise prepositional phrases										
texts for familiar audiences, using text structure	for added detail and clarity.										
appropriate to purpose, simple and compound	- Enhance writing with vivid detail by incorporating action,										
sentences, noun groups and verb groups, topic-	saying, relating and sensing verbs.										
specific vocabulary, simple punctuation and common	- Utilise noun groups effectively to build descriptions of people										
2-syllable words	and things.										
.,	- Explore and experiment with various sentence structures to										
	effectively convey information.										

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Reading & Writing Scope & Sequence

Grade 2

Term 4

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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
AC9E2LA04 - understand how texts are made		Reading Skills:	<u>Unit -</u>	<u>Unit -</u>		Unit -			Unit -	Unit -	Unit -	Revision/
cohesive by using personal and possessive pronouns		 Understand how texts stay connected by using 	<u>Compoun</u>	<u>Compoun</u>	Narrative -		Narrative -				<u>Character</u>	
and by omitting words that can be inferred		pronouns and leaving out words that readers can	<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		infer from the context.	Sentences	Sentences	<u>the</u>	<u>the</u>	<u>the</u>	<u>the</u>	Stick Man	Stick Man	Stick Man	
range of texts and identify how language is used to		- Explore how various texts describe characters and	-	-	Crayons_	Crayons_	Crayons	Crayons				
present these features in different ways		settings and how different language choices present			Came	Came	Came	Came				
AC9E2LE02 - identify features of literary texts, such		these elements.			Home	Home	Home	Home				
as characters and settings, and give reasons for		- Identify characters and settings in literary texts and										
personal preferences		explain why you have 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. 										



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 posse	ession			
Semicolons				Week 2