



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

Reading & Writing Scope & Sequence

Grade 2

Term 2

Important: This scope and sequence is for use across your whole school in accordance with Cleverbean's Terms of Use. Account sharing or saving Cleverbean materials to your school's drive for sharing across teachers is a breach of these terms of use. To use Cleverbean within our terms, please reach out to Lucy@cleverbean.co to have your school set up and to access additional support and features. Please support us, so we can continue to support you. ❤️

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.	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		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.	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	

Term 3

Important: This scope and sequence is for use across your whole school in accordance with Cleverbean's Terms of Use. Account sharing or saving Cleverbean materials to your school's drive for sharing across teachers is a breach of these terms of use. To use Cleverbean within our terms, please reach out to Lucy@cleverbean.co to have your school set up and to access additional support and features. Please support us, so we can continue to support you. ❤️

[illegible]



CLEVERBEAN

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