

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

Reading & Writing Scope & Sequence

Grade 2

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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 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 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	 Reading Skills: Discover how language can be used to appreciate different texts and explain personal preferences. Discuss how characters and settings are linked in literature by First Nations' Australians, as well as other Australian and international authors and illustrators. Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to understand both explicit and implied meanings in texts. Identify how similar topics and information are presented across various types of texts. 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 - <u>My</u> <u>Worries</u>	Unit - <u>Splendid</u> <u>Sentences</u> Unit -		Unit - <u>To</u> <u>the Top</u> <u>End -</u> <u>Creative</u> <u>Vocabular</u> ¥	Unit - <u>Dreamtim</u> e stories - <u>Narrative</u>	Unit - <u>Dreamtim</u> <u>e stories -</u> <u>Narrative</u> <u>Structure</u>	Unit -	Unit	Unit	Revision/

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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 appreciating texts and providing reasons for preferences AC9E2LA09 - experiment with and begin to make conscious choices of vocabulary to suit the topic		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 - <u>Compound</u> <u>Sentences</u> <u>for Young</u> <u>Writers</u>	Unit - <u>Being a</u> <u>Persuasive</u> <u>Writer</u>	<u>Being a</u> Persuasive	Unit - <u>Being a</u> <u>Persuasive</u> <u>Writer</u>	Unit - <u>Persuasive</u> <u>Writing -</u> <u>Why I love</u> <u>Footy</u>	<u>Persuasive</u> <u>Writing -</u> Why I love	Writing -	Unit - <u>Persuasive</u> <u>Writing -</u> <u>Why I love</u> <u>Footy</u>	Revision/ Assessmen t
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	2	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 - <u>Fire</u> <u>Hunters</u>	-			ty Opinion and	Unit - <u>Sustainabili</u> ty Opinion and	ty Opinion and	OR Sustainabili ty Opinion and Persuasion	

Reading & Writing Scope & Sequence

Grade 2

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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 - <u>Non</u>	Unit -	Unit -	Informatio		Informatio	<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 -	Fiction -	Exploring	Exploring	n Unit	n Unit	n Unit	Procedure	Procedure	Assessmen
drop-down menus or links		bar menus, drop-down menus, or links to navigate both print	<u>Animal</u>	<u>Animal</u>	<u>Informatio</u>	Informatio	coming	coming	coming	<u>s with</u>	<u>s with</u>	t
AC9E2LA08 - understand that images add to or		and digital texts.	<u>Habitat</u>	<u>Habitat</u>	<u>n Texts</u>	<u>n Texts</u>	soon -	soon -	soon -	Recipes	Recipes	
multiply the meanings of a text		- Recognise how images enhance or change the meaning of a					8.07.25	8.07.25	8.07.25			
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	1											
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	3	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		structure, sentence-level grammar, word choice, spelling,										
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										

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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 cohesive by using personal and possessive pronoun and by omitting words that can be inferred AC9E2LE03 - discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways AC9E2LE02 - identify features of literary texts, such as characters and settings, and give reasons for corroad or features. Writing Outcomes AC9E2LE04 - identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs AC9E2LY01 - identify the purpose and audience of imaginative, informative and persuasive 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	 Reading Skills: Understand how texts stay connected by using pronouns and leaving out words that readers can infer from the context. Explore how various texts describe characters and settings and how different language choices present these elements. Identify characters and settings in literary texts and explain why you have personal preferences for certain features. 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, 	<u>d</u>	<u>Unit -</u> <u>Compoun</u> <u>d</u> <u>Sentences</u> -	Narrative - The Day	Unit - <u>Narrative -</u> <u>The Day</u> <u>the</u> <u>Crayons</u> <u>Came</u> <u>Home</u>	Unit - <u>Narrative -</u> <u>The Day</u> <u>the</u> <u>Crayons</u> <u>Came</u> <u>Home</u>	Narrative -	Unit - <u>Character</u> . <u>Creation -</u> <u>Stick Man</u>	Creation -		Revision/ Assessme nt



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