

## 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 <u>app.cleverbean.co</u> with a valid membership.

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



## Foundation / Prep

### 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
AC9EFLA02 - explore different ways of using		Reading and Language Skills:	Unit-	Unit -	Unit -	Unit -	Unit - <u>All</u>	Unit - <u>All</u>	Unit - <u>All</u>	Unit -	Unit -	Revision/
language to express preferences, likes and		- Explore different ways of using language to express	Starting	Concepts	Concepts	Exploring	about my	about my	about my	Draw,	Draw,	assessmen
dislikes		preferences, likes and dislikes.	<u>School</u>	about	<u>about</u>	Spoken	<u>School</u>	School	<u>School</u>	Talk,	Talk,	t
AC9EFLA04 - understand conventions of print		- Develop awareness of vocabulary used in familiar		Print	<u>Print</u>	and				Write,	Write,	
and screen, including how books and simple		contexts related to everyday experiences, personal				Written				Share	Share	
digital texts are usually organised		interests and topics taught at school.				Language						
		- Understand conventions of print and screen,										
		including how books and simple digital texts are										
		usually organised.										
		Writing Skills:										
		- Form most lowercase and uppercase letters using										
Writing Outcomes	1	learned letter formations.										
AC9EFLA03 - understand that texts can take	-	- Understand that words are units of meaning and can										
many forms such as signs, books and digital		be made of more than one meaningful part.										
texts		<ul> <li>Participate in modelled, guided and independent</li> </ul>										
AC9EFLA06 - recognise that sentences are		writing activities focusing on letter formation, writing										
made up of groups of words that work		their names, and books related to starting school and										
together in particular ways to make meaning		"All About Me".										
AC9EFLY08 - form most lower-case and upper-		<ul> <li>Understand the difference between spoken and</li> </ul>										
case letters using learnt letter formations		written language while gaining an understanding of										
AC9EFLY15 - understand that words are units		the various reasons for writing.										
of meaning and can be made of more than		- Create drawings, images and mind maps for planning										
one meaningful part		and writing support.										
		- Compose informative and imaginative texts using										
		words and pictures.										



#### Foundation / Prep

#### 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
AC9EFLA08 - recognise and develop awareness of vocabulary		Reading and Language Skills	Unit -	Unit -	Unit -	Unit - <u>CVC</u>	Unit - CVC	Unit - CVC	Unit -	Unit -	Unit -	Revision,
used in familiar contexts related to everyday experiences,		- Recognise and become aware of vocabulary related	Exploring	Exploring	Exploring	<u>Words</u>	Words	Words	Retelling	Retelling a	Retelling a	assessm
personal interests and topics taught at school		to everyday experiences, personal interests and school	Sentences	Sentences	Sentences				a Story	Story	Story	t
C9EFLE03 - recognise different types of literary texts and		topics.	<u>-</u>	<u>-</u>	<u>-</u>							
lentify features including events, characters, and beginnings		<ul> <li>Identify different types of literary texts and their</li> </ul>	Beginning		Beginning							
nd endings		features, such as events, characters, and beginnings	Writing	Writing	Writing							
C9EFLE05 - retell and adapt familiar literary texts through		and endings.										
lay, performance, images or writing		<ul> <li>Retell and adapt familiar stories through play,</li> </ul>										
C9EFLY05 - use comprehension strategies such as visualising,		performance, images, or writing.										
redicting, connecting, summarising and questioning to		- Use comprehension strategies like visualising,										
nderstand and discuss texts listened to, viewed or read		predicting, connecting, summarising, and questioning										
dependently		to understand and discuss texts heard, viewed or read										
		independently.										
		- Blend sounds associated with letters when reading										
		consonant–vowel–consonant (CVC) words, enhancing										
		phonemic awareness and decoding skills.										
/riting Outcomes		Writing Skills:										
C9EFLA05 - recognise that sentences are key units for	2	- Identify and incorporate words from their										
pressing ideas		surroundings and from books into their writing.										
C9EFLY06 - create and participate in shared editing of short		- Recognise sentences as key units for expressing ideas.										
ritten texts to record and report ideas and events using		<ul> <li>Identify capital letters and full stops in sentences.</li> </ul>										
ome learnt vocabulary, basic sentence boundary		- Write high-frequency sight words and known words.										
unctuation and spelling some consonant-vowel-consonant		<ul> <li>Collaboratively edit texts for meaning, spelling,</li> </ul>										
ords correctly		capitalisation and punctuation.										
C9EFLY14 - Read and write some high frequency words and		- Understand punctuation's impact on meaning; use										
ther familiar words		capital letters, full stops, exclamation marks and										
C9EFLY12 - write consonant-vowel-consonant (CVC) words		question marks.										
representing sounds with the appropriate letters, and		- Identify and use time connectives for sequencing										
end sounds associated with letters when reading CVC words		information and events.										
		- Create and participate in shared editing of short										
		written texts to record and report ideas and events										
		using some learnt vocabulary, basic sentence boundary										
		punctuation, and correct spelling of consonant-vowel-consonant words.										
		consonant–vowei–consonant words.										



## Foundation / Prep

#### 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
AC9EFLE03 - recognise different types of		Reading Skills:	Unit - Early	Unit-	Unit-	Unit-	Unit - <u>Dive</u>	Unit - <u>Dive</u>	Unit - <u>Dive</u>	Unit - <u>Dive</u>	Unit -	Revision/
literary texts and identify features including		- Identify different types of literary texts and their	Writing	Mister	Mister	Mister	into	into	<u>into</u>	into	Vocabuary_	assessment
events, characters, and beginnings and		features, such as events, characters, and beginnings	with Olivia	Seahorse	Seahorse	Seahorse	Writing	Writing	Writing	Writing	Knowledge	
endings		and endings.		Book	Book	Book					Mr McGee	
AC9EFLE01 - share ideas about stories, poems		- Share ideas about stories, poems and images, and		<b>Investigatio</b>	Investigatio	<b>Investigatio</b>					Goes to	
and images in literature, reflecting on		reflect on how they relate to or differ from personal		<u>n</u>	<u>n</u>	<u>n</u>					<u>Sea</u>	
experiences that are similar or different to		experiences, using texts by First Nations' Australian										
their own by engaging with texts by First		authors, and Australian and worldwide authors and										
Nations Australian, and wide-ranging		illustrators.										
Australian and world authors and illustrators												
Writing Outcomes												
AC9EFLY13 - use knowledge of letters and sounds to spell words AC9EFLE05 - retell and adapt familiar literary texts through play, performance, images or writing AC9EFLA09 - identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end	3	<ul> <li>Writing Skills:</li> <li>Practice crafting simple sentences with proper punctuation.</li> <li>Use knowledge of letters and sounds to spell words correctly.</li> <li>Spot and name nouns and noun groups in sentences.</li> <li>Use prepositional phrases to indicate time or place.</li> <li>Understand punctuation's impact on meaning; use capital letters, full stops, exclamation marks and question marks.</li> <li>Reread created texts, explaining why they were written.</li> <li>Retell and adapt familiar literary texts through play, performance, images or writing.</li> </ul>										



#### Foundation / Prep

#### 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
AC9EFLE02 - respond to stories and share		Reading Skills:	Unit	Unit	Unit -	Unit -	<u>Unit -</u>	<u>Unit -</u>	Unit - Where	Unit - Where	Unit - Where	Revision/
eelings and thoughts about their events and		- Discuss feelings and thoughts about the events and characters	<b>Comprehensio</b>	<b>Comprehensio</b>	Sustainaibility	Sustainaibility	Sustainaibility	Sustainaibility	the Wild	the Wild	the Wild	assessment
characters		in stories.	<u>n - A Day at</u>	n - A Day at	Opinion and	Opinion and	Opinion and	Opinion and	Things Are:	Things Are:	Things Are:	
AC9EFLY05 - use comprehension strategies such		<ul> <li>Use comprehension strategies like visualising, predicting,</li> </ul>	the Beach	the Beach	Persuasion	Persuasion	Persuasion	Persuasion	Character	Character	Character	
as visualising, predicting, connecting,		connecting, summarising and questioning to understand and talk							Creation	Creation	Creation	
summarising and questioning to understand		about texts heard, viewed, or read on your own.										
and discuss texts listened to, viewed or read												
ndependently												
		Writing Skills:										
		- Generate texts that weave together at least two connected										
		ideas in a well-organised sequence.										
		<ul> <li>Recognise that sentences are key units for expressing ideas.</li> </ul>										
		<ul> <li>Include recognisable structural features aligned with the text's</li> </ul>										
		purpose.										
Writing Outcomes	4	<ul> <li>Develop written expression by incorporating descriptions,</li> </ul>										
AC9EFLA07 - explore the contribution of images		opinions, recounts and narratives.										
and words to meaning in stories and		<ul> <li>Acknowledge the potential for writing improvement based on</li> </ul>										
nformative texts		teacher feedback.										
AC9EFLA09 - identify punctuation as a feature		<ul> <li>Actively edit texts based on constructive feedback.</li> </ul>										
of written text different from letters; recognise		<ul> <li>Compose short texts with words and pictures for specific</li> </ul>										
hat capital letters are used for names, and that		audiences.										
apital letters also signal the beginning of												
sentences while punctuation marks signal the												
end												
AC9EFLA05 - recognise that sentences are key												
units for expressing ideas												
AC9EFLY03 - identify some differences between												
maginative and informative texts												



# Foundation Grammar Scope &

## Sequence

Concept	Term 1	Term 2	Term 3	Term 4
Parts of speech				
Nouns	Week 5			Week 5
Proper nouns			Week 5,6	
Verbs				Week 4, 5, 7
Adjectives				Week 5
Adverbs			Week 9	
Sentence-level				
Prepositions			Week 7	Week 6
Prepositional phrases			Week 7	Week 6
Simple sentences				
(complete thought)	Week 7	Week 3		Week 5
Cohesive ties			Week 9	
Punctuation				
Capital letters		Week 1, 3	Week 8, 9	Week 3, 6
Full stops		Week 1, 2, 3	Week 8, 9	Week 3, 6
Question marks		Week 2	Week 8	Week 3, 6
Exclamation marks		Week 2	Week 8	Week 3, 6
Quotation marks		Week 2	Week 8	
Commas		Week 2		