



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 app.cleverbean.co 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



Reading & Writing Scope & Sequence

Foundation / Prep

Term 1

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
<p>AC9EFLA02 - explore different ways of using language to express preferences, likes and dislikes</p> <p>AC9EFLA04 - understand conventions of print and screen, including how books and simple digital texts are usually organised</p> <p>AC9EFLA04 - explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs</p> <p>AC9EFLA02 - respond to stories and share feelings and thoughts about their events and characters</p> <p>AC9EFLA08 - recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school</p>	1	<p>Reading and Language Skills:</p> <ul style="list-style-type: none"> - Explore different ways of using language to express preferences, likes and dislikes. - Develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school. - Understand conventions of print and screen, including how books and simple digital texts are usually organised. - Guide students to explore and replicate the rhythms and sound patterns found in literary texts, including poems, rhymes, and songs. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Form most lowercase and uppercase letters using learned letter formations. - Understand that words are units of meaning and can be made of more than one meaningful part. 	Unit - Starting School	Unit - All about my School	Unit - All about my School	Unit - Concepts about Print	Unit - Draw, Talk, Write, Share	Unit - Exploring Spoken and Written Language	Unit - Early Years Bookmaking	Unit - Early Years Bookmaking	Unit - Early Years Bookmaking	Revision/assessment
<p>Writing Outcomes</p> <p>AC9EFLA03 - understand that texts can take many forms such as signs, books and digital texts</p> <p>AC9EFLA06 - recognise that sentences are made up of groups of words that work together in particular ways to make meaning</p> <p>AC9EFLY08 - form most lower-case and upper-case letters using learnt letter formations</p> <p>AC9EFLY15 - understand that words are units of meaning and can be made of more than one meaningful part</p> <p>AC9EFLY02 - interact in informal and structured situations by listening while others speak and using features of voice including volume levels</p>					Unit - Speaking and Listening Together	Unit - Speaking and Listening Together			Unit - Rhyme Time	Unit - Rhyme Time		



Foundation Grammar Scope & Sequence

Concept	Term 1	Term 2	Term 3	Term 4
Parts of speech				
Nouns	Week 5			Week 5
Proper nouns				Week 4,5,6
Verbs				Week 4, 5, 7
Adjectives				Week 5
Adverbs				
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		