

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
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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.
- o 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

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 language to		Reading and Language Skills:	Unit - Starting	Unit - All about	Unit - All about	Unit - Concepts	Unit - Draw, Talk,	Unit - Exploring	Unit - Early Years	Unit - Early Years	Unit - Early Years	Revision/
express preferences, likes and dislikes		- Explore different ways of using language to express preferences, likes and	School	my School	my School	about Print	Write, Share	Spoken and	Bookmaking	Bookmaking	Bookmaking	assessment
AC9EFLA04 - understand conventions of print and screen,		dislikes.						Written Language				
including how books and simple digital texts are usually		- Develop awareness of vocabulary used in familiar contexts related to										
organised		everyday experiences, personal interests and topics taught at school.										
AC9EFLE04 - explore and replicate the rhythms and sound		- Understand conventions of print and screen, including how books and										
patterns of literary texts such as poems, rhymes and songs		simple digital texts are usually organised.										
AC9EFLE02 - respond to stories and share feelings and thoughts		- Guide students to explore and replicate the rhythms and sound patterns										
about their events and characters		found in literary texts, including poems, rhymes, and songs.										
AC9EFLA08 - recognise and develop awareness of vocabulary												
used in familiar contexts related to everyday experiences,		Writing Skills:										
personal interests and topics taught at school		- Form most lowercase and uppercase letters using learned letter										
		formations.										
		 Understand that words are units of meaning and can be made of more 										
Writing Outcomes	1	than one meaningful part.	Unit - Speaking	Unit - Speaking				Unit - Rhyme	Unit - Rhyme			
AC9EFLA03 - understand that texts can take many forms such		 Participate in modelled, guided and independent writing activities 	and Listening	and Listening				Time	Time			
as signs, books and digital texts			Together	Together								
AC9EFLA06 - recognise that sentences are made up of groups		starting school and "All About Me".										
of words that work together in particular ways to make		- Understand the difference between spoken and written language while										
meaning		gaining an understanding of the various reasons for writing.										
AC9EFLY08 - form most lower-case and upper-case letters		 Create drawings, images and mind maps for planning and writing support. 										
using learnt letter formations		 Compose informative and imaginative texts using words and pictures. 										
AC9EFLY15 - understand that words are units of meaning and												
can be made of more than one meaningful part												
AC9EFLY02 - interact in informal and structured situations by												
listening while others speak and using features of voice												
including volume levels												



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		Reading and Language Skills	<u>Unit -</u>	Unit - CVC	Unit - CVC	Unit - CVC	<u>Unit -</u>	<u>Unit -</u>	<u>Unit -</u>	<u>Unit -</u>	Unit -	Revision/
of vocabulary used in familiar contexts related		- Recognise and become aware of vocabulary related to	Speaking and	Words	<u>Words</u>	Words	Retelling a	Retelling a	Retelling a	Exploring	Exploring	assessment
to everyday experiences, personal interests		everyday experiences, personal interests and school topics.	Listening				Story	Story	Story	Sentences -	Sentences -	
and topics taught at school		- Identify different types of literary texts and their	Together							Beginning	Beginning	
AC9EFLE03 - recognise different types of		features, such as events, characters, and beginnings and								Writing	Writing	
literary texts and identify features including		endings.										
events, characters, and beginnings and endings		- Retell and adapt familiar stories through play,										
AC9EFLE05 - retell and adapt familiar literary		performance, images, or writing.										
texts through play, performance, images or		- Use comprehension strategies like visualising, predicting,										
writing		connecting, summarising, and questioning to understand										
AC9EFLY05 - use comprehension strategies		and discuss texts heard, viewed or read independently.										
such as visualising, predicting, connecting,		- Blend sounds associated with letters when reading										
summarising and questioning to understand		consonant-vowel-consonant (CVC) words, enhancing										
and discuss texts listened to, viewed or read		phonemic awareness and decoding skills.										
independently												
Writing Outcomes AC9EFLA05 - recognise that sentences are key units for expressing ideas AC9EFLY06 - 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 spelling some consonant—vowel—consonant words correctly AC9EFLY14 - Read and write some high frequency words and other familiar words AC9EFLY12 - write consonant—vowel—consonant (CVC) words by representing sounds with the appropriate	2	Writing Skills: Identify and incorporate words from their surroundings and from books into their writing. Recognise sentences as key units for expressing ideas. Identify capital letters and full stops in sentences. Write high-frequency sight words and known words. Collaboratively edit texts for meaning, spelling, capitalisation and punctuation. Understand punctuation's impact on meaning; use capital letters, full stops, exclamation marks and question marks. Identify and use time connectives for sequencing 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.										
letters, and blend sounds associated with letters when reading CVC words												



Reading & Writing Scope & Sequence

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 /	Week 8	week 9	Week 10
AC9EFLE03 - recognise different types of literary texts and		Reading Skills:	Unit - Fact, Fiction,	Unit - Fact, Fiction,	Unit - Fact, Fiction,	Unit- Vocabuary	<u>Unit -</u>	Unit - Where the	Unit - Where the		Unit - Coming Soon	Revision/
identify features including events, characters, and		- Identify different types of literary texts and their features, such	Opinion	Opinion	Opinion	Knowledge - Mr	Comprehension - A	Wild Things Are:	Wild Things Are:	Wild Things Are:		assessment
beginnings and endings		as events, characters, and beginnings and endings.				McGee Goes to Sea	Day at the Beach	Character Creation	Character Creation	Character Creation		
AC9EFLE01 - share ideas about stories, poems and images in		- Share ideas about stories, poems and images, and reflect on										
literature, reflecting on experiences that are similar or		how they relate to or differ from personal experiences, using										
different to their own by engaging with texts by First		texts by First Nations' Australian authors, and Australian and										
Nations Australian, and wide-ranging Australian and world		worldwide authors and illustrators.										
authors and illustrators												
	ŀ	Writing Skills:										
Writing Outcomes		- Practice crafting simple sentences with proper punctuation.										
AC9EFLY13 - use knowledge of letters and sounds to spell		 Use knowledge of letters and sounds to spell words correctly. 										
words	3	- Spot and name nouns and noun groups in sentences.										
AC9EFLE05 - retell and adapt familiar literary texts through		 Use prepositional phrases to indicate time or place. 										
play, performance, images or writing		- Understand punctuation's impact on meaning; use capital										
AC9EFLA09 - identify punctuation as a feature of written		letters, full stops, exclamation marks and question marks.										
text different from letters; recognise that capital letters are		- Reread created texts, explaining why they were written.										
used for names, and that capital letters also signal the		 Retell and adapt familiar literary texts through play, 										
beginning of sentences while punctuation marks signal the		performance, images or writing.										
end												



Reading & Writing Scope & Sequence

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		Reading Skills:	Unit - Make Your	Unit - Make Your	Unit - Make Your	Unit - Dive into	Unit - Dive into	Unit - Dive into	<u>Unit - Mister</u>	Unit - Mister	Unit - Mister	Revision/
share feelings and thoughts about		- Discuss feelings and thoughts about the	Story Matter	Story Matter	Story Matter	Writing	Writing	Writing	<u>Seahorse</u>	<u>Seahorse</u>	<u>Seahorse</u>	assessment
their events and characters		events and characters in stories.										
AC9EFLY05 - use comprehension		- Use comprehension strategies like										
strategies such as visualising,		visualising, predicting, connecting,										
predicting, connecting, summarising		summarising and questioning to understand										
and questioning to understand and		and talk about texts heard, viewed, or read										
discuss texts listened to, viewed or		on your own.										
read independently												
Writing Outcomes ACSEFLA07 - explore the contribution of images and words to meaning in stories and informative texts ACSEFLA09 - 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 ACSEFLA05 - recognise that sentences are key units for expressing ideas ACSEFLY03 - identify some differences between imaginative and informative texts	4	Writing Skills: - Generate texts that weave together at least two connected ideas in a well-organised sequence Recognise that sentences are key units for expressing ideas Include recognisable structural features aligned with the text's purpose Develop written expression by incorporating descriptions, opinions, recounts and narratives Acknowledge the potential for writing improvement based on teacher feedback Actively edit texts based on constructive feedback Compose short texts with words and pictures for specific audiences.										



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									