



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

Foundation / Prep

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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
AC9EFLA02 - explore different ways of using language to express preferences, likes and dislikes AC9EFLA04 - understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLE04 - explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs AC9EFLE02 - respond to stories and share feelings and thoughts about their events and characters AC9EFLA08 - recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school	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. - Participate in modelled, guided and independent writing activities focusing on letter formation, writing their names, and books related to starting school and "All About Me". - Understand the difference between spoken and written language while gaining an understanding of the various reasons for writing. - Create drawings, images and mind maps for planning and writing support. - Compose informative and imaginative texts using words and pictures. 	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
Writing Outcomes AC9EFLA03 - understand that texts can take many forms such as signs, books and digital texts AC9EFLA06 - recognise that sentences are made up of groups of words that work together in particular ways to make meaning AC9EFLY08 - form most lower-case and upper-case letters using learnt letter formations AC9EFLY15 - understand that words are units of meaning and can be made of more than one meaningful part AC9EFLY02 - interact in informal and			Unit - Speaking and Listening Together	Unit - Speaking and Listening Together				Unit - Rhyme Time	Unit - Rhyme Time			

Reading & Writing Scope & Sequence

Foundation / Prep

Term 2

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Reading & Writing Scope & Sequence

Foundation / Prep

Term 3

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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>AC9EFLE03 - recognise different types of literary texts and identify features including events, characters, and beginnings and endings</p> <p>AC9EFLE01 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators</p> <p>Writing Outcomes</p> <p>AC9EFLY13 - use knowledge of letters and sounds to spell words</p> <p>AC9EFLE05 - retell and adapt familiar literary texts through play, performance, images or writing</p> <p>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</p>	3	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Identify different types of literary texts and their features, such as events, characters, and beginnings and endings. - Share ideas about stories, poems and images, and reflect on how they relate to or differ from personal experiences, using texts by First Nations' Australian authors, and Australian and worldwide authors and illustrators. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Practice crafting simple sentences with proper punctuation. - Use knowledge of letters and sounds to spell words correctly. - Spot and name nouns and noun groups in sentences. - Use prepositional phrases to indicate time or place. - Understand punctuation's impact on meaning; use capital letters, full stops, exclamation marks and question marks. 	Unit - Fact , Fiction , Opinion	Unit - Fact , Fiction , Opinion	Unit - Fact , Fiction , Opinion	Unit- Vocabulary , Knowledge - Mr McGee Goes to Sea	Unit - Comprehension - A Day at the Beach	Unit - Where the Wild Things Are : Character Creation	Unit - Where the Wild Things Are : Character Creation	Unit - Where the Wild Things Are : Character Creation	Unit - Coming Soon	Revision/assessment

Reading & Writing Scope & Sequence

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Foundation / Prep

Term 4

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Foundation Grammar Scope & Sequence

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