

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

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Reading & Writing Scope & Sequence

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Term 1												
Reading Outcomes Terr	m	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 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 AC9EFLV08 - form most lower-case and upper-case letters using learnt letter formations AC9EFLV15 - understand that words are units of meaning and can be made of more than one meaningful part AC9EFLV02 - interact in informal and		 Reading and Language Skills: 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. Writing Skills: 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 School Unit - Speaking and Listening Together	Unit - <u>All</u> <u>about my</u> <u>School</u> Unit - <u>Speaking</u> <u>and</u> <u>Listening</u> <u>Together</u>	Unit - All about my School	Unit - <u>Concepts</u> <u>about</u> <u>Print</u>	<u>Unit -</u> <u>Draw,</u> <u>Talk,</u> <u>Write,</u> <u>Share</u>	Unit - Exploring Spoken and Written Language	Unit - <u>Early</u> <u>Years</u> <u>Bookmaki</u> <u>ng</u> Unit - <u>Rhyme</u> <u>Time</u>	Unit - <u>Early</u> <u>Years</u> <u>Bookmaki</u> <u>ng</u>		Revision/ assessmen t

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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
AC9EFLA08 - recognise and develop awareness of		Reading and Language Skills	Unit -	Unit - <u>CVC</u>	Unit - <u>CVC</u>	Unit - <u>CVC</u>	Unit -	Unit -	Unit -	Unit -	Unit -	Revision/
vocabulary used in familiar contexts related to everyday		- Recognise and become aware of vocabulary related	Speaking	Words	<u>Words</u>	Words	Retelling	Retelling	Retelling	Exploring	Exploring	assessmen
experiences, personal interests and topics taught at school		to everyday experiences, personal interests and	and				a Story	a Story	a Story	Sentences	Sentences	t
AC9EFLE03 - recognise different types of literary texts and		school topics.	Listening							-	<u>-</u>	
identify features including events, characters, and		- Identify different types of literary texts and their	Together							Beginning	Beginning	
beginnings and endings		features, such as events, characters, and beginnings								Writing	Writing	
AC9EFLE05 - retell and adapt familiar literary texts through		and endings.										
play, performance, images or writing		 Retell and adapt familiar stories through play, 										
AC9EFLY05 - use comprehension strategies such as		performance, images, or writing.										
visualising, predicting, connecting, summarising and		 Use comprehension strategies like visualising, 										
questioning to understand and discuss texts listened to,		predicting, connecting, summarising, and questioning										
Writing Outcomes	2	to understand and discuss texts heard, viewed or										
AC9EFLA05 - recognise that sentences are key units for	2	read independently.										
expressing ideas		- Blend sounds associated with letters when reading										
AC9EFLY06 - create and participate in shared editing of		consonant-vowel-consonant (CVC) words, enhancing										
short written texts to record and report ideas and events		phonemic awareness and decoding skills.										
using some learnt vocabulary, basic sentence boundary												
punctuation and spelling some consonant-vowel-consonant		Writing Skills:										
words correctly		 Identify and incorporate words from their 										
AC9EFLY14 - Read and write some high frequency words and		surroundings and from books into their writing.										
other familiar words		 Recognise sentences as key units for expressing 										
AC9EFLY12 - write consonant-vowel-consonant (CVC)		ideas.										
words by representing sounds with the appropriate letters,		- Identify capital letters and full stops in sentences.										
and blend sounds associated with letters when reading CVC		- Write high-frequency sight words and known words.										

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

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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
AC9EFLE02 - respond to stories and share feelings and thoughts about their events and characters AC9EFLY05 - use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently		Reading Skills: - Discuss feelings and thoughts about the events and characters in stories Use comprehension strategies like visualising, predicting, connecting, summarising and questioning to understand and talk about texts heard, viewed, or read on your own. 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.	Unit - <u>Make</u> Your Story <u>Matter</u>	Unit - <u>Make</u> Your Story <u>Matter</u>	Unit - <u>Make</u> Your Story <u>Matter</u>	Unit - <u>Dive</u> into Writing	Unit - <u>Dive</u> into Writing	Unit - <u>Dive</u> into Writing	Unit - <u>Mister</u> <u>Seahorse</u>	Unit - <u>Mister</u> <u>Seahorse</u>	Unit - <u>Mister</u> <u>Seahorse</u>	Revision/ assessment
Writing Outcomes AC9EFLA07 - explore the contribution of images and words to meaning in stories and informative texts 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 AC9EFLA05 - recognise that sentences are key units for expressing ideas AC9EFLV03 - identify some differences	4	 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 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		