

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

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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,	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	<u>School</u>	my School	my School	about Print	Talk, Write,	Spoken and	Bookmaking	Bookmaking	Bookmaking	assessment
AC9EFLA04 - understand conventions of print and screen,		and dislikes.					<u>Share</u>	<u>Written</u>				
including how books and simple digital texts are usually		- Develop awareness of vocabulary used in familiar contexts related to						<u>Language</u>				
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		- Guide students to explore and replicate the rhythms and sound										
thoughts about their events and characters		patterns found in literary texts, including poems, rhymes, and songs.										
AC9EFLA08 - recognise and develop awareness of												
vocabulary used in familiar contexts related to everyday		Writing Skills:										
experiences, 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										
Writing Outcomes	1		Unit - Speaking	Unit - Speaking				Unit - Rhyme	Unit - Rhyme			
AC9EFLA03 - understand that texts can take many forms		- Participate in modelled, guided and independent writing activities	and Listening	and Listening				<u>Time</u>	<u>Time</u>			
such as signs, books and digital texts		focusing on letter formation, writing their names, and books related to	Together	Together								
AC9EFLA06 - recognise that sentences are made up of		starting school and "All About Me".										
groups of words that work together in particular ways to		- Understand the difference between spoken and written language										
make meaning		while 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										
using learnt letter formations		support.										
AC9EFLY15 - understand that words are units of meaning		- Compose informative and imaginative texts using words and pictures.										
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									1		1	
including volume levels									1		1	
									1		1	



Foundation / Prep

Term 2

Reading Outcomes Term Key teaching Focus for Term Neek 2 Week 3 Veek 4 Week 7 Week 10 Week 1 Veek Week 6 Veek 8 Unit - CVC AC9EFLA08 - recognise and develop Reading and Language Skills Unit - CVC <u>Jnit -</u> Jnit - CVC Unit -<u>Unit -</u> Jnit -<u>Jnit -</u> <u>Unit -</u> Revision/ Retelling a Exploring awareness of vocabulary used in familiar Recognise and become aware of vocabulary related peaking Words **Words Words** Retelling a Retelling a Exploring assessment to everyday experiences, personal interests and school and Listenir Story Sentences contexts related to everyday experiences, Story Sentences personal interests and topics taught at topics. ogether Beginning Beginning Identify different types of literary texts and their school Writing Writing AC9EFLE03 - recognise different types of features, such as events, characters, and beginnings literary texts and identify features including land endings. events, characters, and beginnings and Retell and adapt familiar stories through play, endings performance, images, or writing. AC9EFLE05 - retell and adapt familiar literary Use comprehension strategies like visualising, texts through play, performance, images or predicting, connecting, summarising, and questioning to understand and discuss texts heard, viewed or read AC9EFLY05 - use comprehension strategies 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 Skills: - Identify and incorporate words from their **Writing Outcomes** surroundings and from books into their writing. AC9EFLA05 - recognise that sentences are Recognise sentences as key units for expressing ideas. key units for expressing ideas Identify capital letters and full stops in sentences. AC9EFLY06 - create and participate in shared Write high-frequency sight words and known words. editing of short written texts to record and Collaboratively edit texts for meaning, spelling, report ideas and events using some learnt capitalisation and punctuation. vocabulary, basic sentence boundary Understand punctuation's impact on meaning; use punctuation and spelling some consonantcapital letters, full stops, exclamation marks and vowel-consonant words correctly question marks. AC9EFLY14 - Read and write some high Identify and use time connectives for sequencing frequency words and other familiar words information and events. AC9EFLY12 - write consonant-vowel-Create and participate in shared editing of short consonant (CVC) words by representing written texts to record and report ideas and events sounds with the appropriate letters, and using some learnt vocabulary, basic sentence boundary blend sounds associated with letters when punctuation, and correct spelling of consonant-vowelreading CVC words consonant words.

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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 7	Week 8	Week 9	Week 10
AC9EFLE03 - recognise different types of literary texts		Reading Skills:	Unit - Fact, Fiction,	Unit - Fact, Fiction,	Unit - Fact, Fiction,	Unit- Vocabuary	<u>Unit -</u>	Unit - Where the	Unit - Where the	Unit - Where the	Unit - Coming Soon	Revision/
and identify features including events, characters, and		- Identify different types of literary texts and their features,	<u>Opinion</u>	<u>Opinion</u>	<u>Opinion</u>	Knowledge - Mr	Comprehension - A	Wild Things Are:	Wild Things Are:	Wild Things Are:		assessment
beginnings and endings		such 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	5	- Share ideas about stories, poems and images, and reflect on										
in 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		worldwide authors and illustrators.										
world authors and illustrators												
Writing Outcomes AC9EFLY13 - use knowledge of letters and sounds to spell words AC9EFLEO5 - retell and adapt familiar literary texts through play, performance, images or writing AC9EFLAO9 - 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	Writing Skills: - 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 Reread created texts, explaining why they were written Retell and adapt familiar literary texts through play, performance, images or writing.										

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Reading & Writing Scope & Sequence

Foundation / Prep

Term 4

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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
AC9EFLE02 - respond to stories and		Reading Skills:	Unit - Make Your	Unit - Make Your	Unit - Make Your	Unit - Dive into W	Unit - Dive into W	Unit - Dive into W	Unit - Mister Seal	Unit - Mister Seal	Unit - Mister Seal	Revision/
share feelings and thoughts about		- Discuss feelings and thoughts about the										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										
and questioning to understand and		understand and talk about texts heard,										
discuss texts listened to, viewed or		viewed, or read on your own.										
read independently												
Writing Outcomes		Writing Skills:										
AC9EFLA07 - explore the		- Generate texts that weave together at										
contribution of images and words to		least two connected ideas in a well-										
meaning in stories and informative	4	organised sequence.										
texts	4	- Recognise that sentences are key units										
AC9EFLA09 - identify punctuation as		for expressing ideas.										
a feature of written text different		- Include recognisable structural features										
from letters; recognise that capital		aligned with the text's purpose.										
letters are used for names, and that		- Develop written expression by										
capital letters also signal the		incorporating descriptions, opinions,										
beginning of sentences while		recounts and narratives.										
punctuation marks signal the end		- Acknowledge the potential for writing										
AC9EFLA05 - recognise that		improvement based on teacher feedback.										
sentences are key units for		- Actively edit texts based on constructive										
expressing ideas		feedback.										
AC9EFLY03 - identify some		- Compose short texts with words and										
differences between imaginative and		pictures for specific audiences.										
informative texts												



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		