



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
<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>AC9EFLE04 - explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs</p> <p>AC9EFLE02 - 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>		<ul style="list-style-type: none"> - 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 - 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 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		