



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

Grade 3

Term 1

Important: This scope and sequence is for use across your whole school in accordance with Cleverbean's Terms of Use. Account sharing or saving Cleverbean materials to your school's drive for sharing across teachers is a breach of these terms of use. To use Cleverbean within our terms, please reach out to Lucy@cleverbean.co to have your school set up and to access additional support and features. Please support us, so we can continue to support you. ❤️

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>AC9E3LA03 - describe how texts across the curriculum use different language features and structures relevant to their purpose</p> <p>AC9E3LA09 - identify how images extend the meaning of a text</p> <p>AC9E3LY05 - use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p> <p>AC9E3LE02 - discuss connections between personal experiences and character experiences in literary texts and</p>	1	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Discuss how different texts use specific language features relevant to their purpose. - Identify how images enhance and extend the meaning of written texts. - Apply comprehension strategies to build literal and inferred meanings when listening and viewing. - Discuss connections between personal experiences and those of characters in literary texts. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Develop narrative writing skills by structuring narratives with an orientation-complication-resolution framework, ensuring coherence and engagement for readers. - Construct varied sentence structures using adverbial phrases and coordinating conjunctions, mastering declarative and exclamatory sentences for emphasis and expression. - Use capital letters and commas effectively in writing to clarify meaning and improve readability. - Enhance word-level language by incorporating descriptive features such as adjectives and creative expressions to enrich narrative content and engage readers. - Craft imaginative texts that engage audiences through first-person or third-person narrative voices, experimenting with dialogue to develop character interactions and advance plot development. 	Unit - Under the Love Umbrella	Lesson - I write because	Unit - Simple Sentences	Unit - Simple Sentences	Unit - Planning Strategies for Persuasive	Unit - PESTO Paragraphs	Unit - Planning strategies for Narrative	Unit - Splendid Sentences	Unit - Splendid Sentences	Revision/ Assessment
<p>Writing Outcomes</p> <p>AC9E3LA06 - understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree</p> <p>AC9E3LE01 - discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators</p> <p>AC9E3LE05 - create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</p>				Unit - Simple Sentences	Unit - Comprehension Strategies - Journey	Lesson - Sentence Generation - Matching		Lesson - First Word Last Word Sentences	Unit - Exploring Point of View	Unit - Exploring Point of View	Unit - Questioning Jeremy	
			Unit - Comprehension Strategies - Journey			Unit - Comprehension Strategies - Journey						

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
AC9E3LY03 - identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images AC9E3LY01 - recognise how texts can be created for similar purposes but different audiences	2	Reading Skills: - Identify the audience and purpose of imaginative, informative and persuasive texts, through their use of language features and/or images. - Recognise how texts can be created for similar purposes but different audiences.	Lesson - A-Z Of My Holidays	Unit - Compound Sentences	Unit - Compound Sentences	Unit - Planning Strategies for Persuasion	Unit - Persuasive Writing	Unit - Persuasive Writing	Unit - Persuasion - Trees	Unit - Persuasion - Trees	Lesson - I SAW A WABUB Complex Sentences	Revision/ Assessment
Writing Outcomes												
AC9E3LA02 - understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful AC9E3LA04 - understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together AC9E3LY02 - use interaction skills to contribute to conversations and discussions to share information and ideas AC9E3LY06 - plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words			Lesson - Sentence Generation Matching Nouns and Verbs								Lesson - BOYS Sentences	

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
AC9E3LA05 - identify the purpose of layout features in print and digital texts and the words used for navigation AC9E3LA10 - extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts	3	Reading Skills: - Identify the purpose of layout features (such as headings, subheadings and bullet points) and navigation words (such as "click here" and "next") in both print and digital texts to enhance understanding and ease of use. - Extend topic-specific and technical vocabulary and understand that words can have different meanings in different contexts.	Lesson - What I didnt do on the holidays	Unit - Animal - Non fiction texts	Unit - Animal - Non fiction texts	Unit - What is a Hybrid Text	Unit - What is a Hybrid Text	Unit - Procedures	Unit - Procedures	Unit - Splendid Sentences Lesson 3-5	Unit - The Mimis	Revision/ Assessment t
Writing Outcomes AC9E3LA07 - understand how verbs represent different processes for doing, feeling, thinking, saying and relating AC9E3LA08 - understand that verbs are anchored in time through tense AC9E3LY06 - plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words			Lesson - Noun, Which, Where, Who Sentences Unit - Sentence Generation - Matching Verbs and Adverbs			Lesson - Ad/Noun/Is Sentences	Unit - DICE Sentences	Unit - DICE Sentences	Lesson - Sentence Generation - Matching Verbs and Adverbs			

Reading & Writing Scope & Sequence

Grade 3

Term 4

Important: This scope and sequence is for use across your whole school in accordance with Cleverbean's Terms of Use. Account sharing or saving Cleverbean materials to your school's drive for sharing across teachers is a breach of these terms of use. To use Cleverbean within our terms, please reach out to Lucy@cleverbean.co to have your school set up and to access additional support and features. Please support us, so we can continue to support you. ❤️

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
AC9E3LE03 - discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative AC9E3LE04 - discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose	4	Reading Skills: - Describe how stories develop through characters and/or events. - Analyse how language and illustrations are used to portray characters, settings, and the tone of a narrative. - Understand how literary devices like rhythm and onomatopoeia affect meaning and the reader's reaction in poetry and prose.	Unit - Super Sentence Structures L3-5	Unit - Crafting Poetry Lesson 1-2	Unit - Crafting Poetry Lesson 3-4	Unit - Crafting Poetry Lesson 5-7	Lesson - Sloth Adaptations	Lesson - The Lucky Shack Personification Poems	Unit - I'm Australian Too	Unit - I'm Australian Too	Revision/Assessment	Revision/Assessment
Writing Outcomes AC9E3LE05 - create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts AC9E3LY06 - plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words		Writing Skills: - Utilise various text features to serve multiple purposes. - Engage in experimenting with various poetic forms, including stanzas, for imaginative purposes. - Apply language creatively to construct imagery or humor, incorporating idioms, puns, similes, and personification when crafting poetry. - Create instructional and descriptive texts with multimodal features. - Develop proficiency in sentence-level grammar by selecting and using precise verbs and verb groups that		Unit - Giving and Receiving Feedback (choose 1 lesson)	Unit - Giving and Receiving Feedback (choose 1 lesson)	Unit - Giving and Receiving Feedback (choose 1 lesson)	Lesson - Speedy Sloth question poems Lesson - Speedy Sloth build a poem	Lesson - Something Borrowed Something Blue Poem Lesson - If I was a Horse - Animal Poems				



Year 3 Grammar Scope & Sequence

Concept	Term 1	Term 2	Term 3	Term 4
Parts of speech				
Nouns	Week 1, 2, 4, 8	Week 1, 4	Week 1, 8	Week 1, 2
Verbs	Week 1, 2, 3, 4, 8, 9	Week 1, 3, 5, 7	Week 1, 2, 6, 7, 8	Week 1, 2
Pronouns	Week 6			
Noun groups (including articles, adjectives and nouns)				
Adjectives	Week 3, 8		Week 2, 8	Week 1, 3, 5
Adverbs	Week 8	Week 1, 6	Week 1, 6, 7	Week 3
Tense				
Sentence-level				
Sentence types: Declarative, interrogative, command, exclamatory			Week 5, 6	
Prepositional phrases	Week 2, 3			
Clauses	Week 1, 2, 3	Week 5		
Simple sentences	Week 1, 2, 3			
Compound sentences		Week 5, 9	Week 8	
Complex sentences		Week 9		
Conjunctions	Week 9	Week 5, 6, 9	Week 8	
Cohesive ties	Week 7			
Punctuation				
Capital letters				
Commas		Week 5, 9		
Direct and Indirect Speech				
Apostrophes - contraction and possession				
Semicolons/colons		Week 6		