

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



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Grade 4

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
AC9E4LA10 - explore the effect of choices		Key Teaching Focus for Term 1:	Unit - The Wild Guide	Unit - Simple	Lesson - Sentence	Unit - Compound	Unit - Narrative	Unit - Narrative	Unit - Super	Unit - Word Study	<u>Unit -</u>	Revision/
when framing an image, placement of			to Starting School	Sentence Lesson 7	Generation -	sentences	Writing with Luke's	Writing with Luke's	Sentence Structures	with Ish	Understanding the	Assessment
elements in the image and salience on		Reading Skills:			Matching Verbs and		Way of Looking	Way of Looking	<u>1-5</u>		Acknowledgement	
composition of still and moving images in		- Utilise comprehension strategies effectively,			<u>Adverbs</u>						of Country	
texts		including visualising, predicting, connecting,										
AC9E4LY05 - use comprehension strategies		summarising, monitoring, and questioning, to build										
such as visualising, predicting, connecting,		literal and inferred meanings, expand knowledge,										
summarising, monitoring and questioning to		and evaluate texts.										
build literal and inferred meaning, to		- Analyse how choices in framing images, placement										
expand topic knowledge and ideas, and		of elements, and emphasis affect the composition										
evaluate texts"		and meaning of both still and moving images in										
		texts.										
Writing Outcomes AC9E4LY06 - plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation AC9E4LA09 - understand past, present and future tenses and their impact on meaning in a sentence	1	Writing Skills: Organising ideas into paragraphs that reflect the stages of a narrative, detailing settings, character motives, and actions for imaginative purposes. Understanding and using conjunctions within and across sentences to maintain cohesion and clarity. Demonstrating proficiency in sentence-level grammar, including simple, compound, and complex sentences of varying lengths. Experimenting with the second-person narrative voice to achieve specific effects in imaginative writing contexts.		Unit - Comprehension Strategies Using the Gift Lesson 1, 2, 3	Unit - Comprehension Strategies Using the Gift Lesson 4, 5, 6, 7		Unit - Giving and Receiving Feedback (Choose 1 lesson)	Unit - Giving and Receiving Feedback (Choose 1 lesson)				



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Grade 4

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
AC9E4LE01 - recognise similar storylines,		Reading Skills:	Lesson - Blue	Unit - Persuasive	Unit - Persuasive	Unit - Property	Unit - Property	Unit - Persuasive	Unit - Persuasive	Unit - Sorry Day	Unit - Sorry Day	Revision/
ideas and relationships in different		- Identify and compare similar storylines,	<u>Flower</u>	Writing Lesson 1,	Writing Lesson 1,	Persuasion	<u>Persuasion</u>	Letter Writing	Letter Writing			Assessment
contexts in literary texts by First Nations		ideas, and relationships in diverse literary	Compliments	<u>2, 3</u>	<u>2, 3</u>							
Australian, and wide-ranging Australian		texts, including those by First Nations										
and world authors		Australian, Australian, and international	Unit - Connectives	1					Unit - Giving and			
AC9E4LE02 - describe the effects of text		authors.							Receiving			
structures and language features in		- Understand and articulate the effects of							Feedback Choose 1	1		
literary texts when responding to and		text structures and language features							lesson			
sharing opinions		when responding to and discussing										
		literary texts.										
Writing Outcomes AC9E4LY06 - plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation AC9E4LA02 - identify the subjective language of opinion and feeling, and the objective language of factual reporting AC9E4LA06 - understand that complex sentences contain one independent clause typically joined by a subordinating conjunction to create relationships, such as time and causality AC9E4LA04 - identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas	2	Writing Skills: - Creating persuasive texts using rhetorical devices for effective argumentation, ensuring clear paragraph organisation and appropriate punctuation. - Demonstrating proficiency in using quoted and reported text effectively in personal writing to strengthen persuasive impact. - Experimenting with topic-specific vocabulary and modality to enhance the persuasive nature of their writing. - Purposefully incorporating personal pronouns to establish rapport and engage the audience at a personal level in persuasive writing contexts.		Lesson - PESTO Paragraphs	Unit - Giving and Receiving Feedback Choose 1 lesson							



Grade 4

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
AC9E4LY03 - identify the characteristic		Reading Skills:	Lesson - What I	<u> Unit - Three</u>	<u>Unit -</u>	<u>Unit -</u>	<u>Unit -</u>	<u>Unit -</u>	<u>Unit -</u>	<u>Unit -</u>	<u>Unit - I'm</u>	Revision/
features used in imaginative, informative and		- Recognise and distinguish between	DIDN'T Do On	Tiers of	Incredibly	Incredibly	Incredibly	Connectives	Explanation	Explanation	Australian Too	Assessment
persuasive texts to meet the purpose of the		subjective language used for expressing	The Holidays	<u>Vocabulary</u>	<u>Informative</u>	<u>Informative</u>	<u>Informative</u>		<u>Texts</u>	<u>Texts</u>		
text		opinions and feelings and objective language			<u>Texts</u>	<u>Texts</u>	<u>Texts</u>					
AC9E4LA05 - identify text navigation features		used for factual reporting.										
of online texts that enhance readability		- Identify and explain how various text										
including headlines, drop-down menus, links,		navigation features in online texts, such as										
graphics and layout		headlines, drop-down menus, links, graphics,										
AC9E4LA03 - identify how texts across the		and layout, contribute to enhancing										
curriculum have different language features		readability and accessibility for readers.										
and are typically organised into characteristic		- Understand the functions and structures of										
stages depending on purposes		adverb groups/phrases and prepositional										
		phrases in providing specific circumstantial										
		details about actions and events.										
		Writing Skills:										
	3	- Generating factual and historical accounts		ļ							-	
Writing Outcomes		with structured introductions, detailed event	<u>Lesson -</u>						Lesson - Lesson			1
AC9E4LY06 - plan, create, edit and publish		descriptions, and conclusive summaries for	Sentence						De De	Sentence		
written and multimodal imaginative,		lillorillative purposes.	Generation -						Sentences	Generation -		
informative and persuasive texts, using visual		- Creating informative texts that incorporate	Matching							Matching Verbs		
features, relevant linked ideas, complex		iclear neadings, topic sentences, and	Nouns and							and Adverbs		
sentences, appropriate tense, synonyms and		concluding paragraphs to effectively organise	<u>verbs</u>									1
antonyms, correct spelling of multisyllabic		and present information.										
words and simple punctuation		- Developing explanation texts that clarify										
AC9E4LA08 - understand how adverb		processes or reasons behind events through a										
groups/phrases and prepositional phrases		sequence of steps, including an opening										
work in different ways to provide		statement and a conclusive explanation.										
circumstantial details about an activity		- Incorporating cause-and-effect statements										
AC9E4LA02 - identify the subjective language		to demonstrate relationships between actions										
of opinion and feeling, and the objective		and outcomes in informative writing.										
language of factual reporting												

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Grade 4

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
AC9E4LE03 - discuss how authors and illustrators		Reading Skills:	Unit -Exploring		<u>Unit -</u>	<u>Unit -</u>	Unit - Using			Unit - Poetic	Revision/	Revision/
make stories engaging by the way they develop			Theme with		<u>Character</u>	<u>Character</u>	Expression with	_	<u>devices</u>	<u>devices</u>	Assessment	Assessment
character, setting and plot tensions		(indirect) speech are used in texts, understanding their	<u>Stellarphant</u>	<u>Stellarphant</u>	Study - Meet	Study - Meet		Roald Dahl				
AC9E4LE04 - examine the use of literary devices and		purposes and impacts on narrative and dialogue.			the Twits	the Twits	<u>Characters</u>	<u>Characters</u>				
deliberate word play in literary texts, including		- Discuss and evaluate how authors and illustrators create										
poetry, to shape meaning		engaging stories by developing characters, settings, and										
AC9E4LY02 - listen for key points and information to		plot tensions, using specific examples from literary texts.										
carry out tasks and contribute to discussions,		- Examine the use of literary devices and deliberate word										
acknowledging another opinion, linking a response		play in poetry and other literary texts to shape meaning										
to the topic, and sharing and extending ideas and		and evoke reader responses.										
information		- Listen actively to identify key points and information in										
AC9E4LY01 - compare texts from different times		discussions, contributing relevant ideas and information										
with similar purposes and audiences to identify		while acknowledging different perspectives and extending										
similarities and differences in their depictions of		discussions on topics.										
events												
		Writing Skills:										
		- Experiment with innovative punctuation and word choices										
		in poetry and other imaginative texts to express ideas										
Writing Outcomes	4	creatively and evoke emotional responses.										
AC9E4LY06 - plan, create, edit and publish written		- Explore and apply poetic devices such as strategic word										
and multimodal imaginative, informative and		choices, order, and repetition to engage readers and create										
persuasive texts, using visual features, relevant		atmosphere in literary texts.										
linked ideas, complex sentences, appropriate tense,		- Proofread, revise, and edit written texts to improve										
synonyms and antonyms, correct spelling of		language use, correct spelling errors, and ensure coherence										
multisyllabic words and simple punctuation		for effective communication.										
AC9E4LA07 - investigate how quoted (direct) and		- Use definite and indefinite articles appropriately to										
reported (indirect) speech are used		enhance specificity and clarity in writing, maintaining										
AC9E4LA12 - understand that punctuation signals		cohesion and purpose in various types of texts.										
dialogue through quotation marks and that dialogue		conesion and purpose in various types of texts.										
follows conventions for the use of capital letters,												
commas and boundary punctuation												
AC9E4LE05 - create and edit literary texts by												
developing storylines, characters and settings												
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Year 4 Grammar Scope & Sequence

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