



# 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](http://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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### 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
<p>AC9E4LE01 - recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors</p> <p>AC9E4LE02 - describe the effects of text structures and language features in literary texts when responding to and sharing opinions</p>	2	<p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify and compare similar storylines, ideas, and relationships in diverse literary texts, including those by First Nations Australian, Australian, and international authors.</li> <li>- Understand and articulate the effects of text structures and language features when responding to and discussing literary texts.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>- Creating persuasive texts using rhetorical devices for effective argumentation, ensuring clear paragraph organisation and appropriate punctuation.</li> <li>- Demonstrating proficiency in using quoted and reported text effectively in personal writing to strengthen persuasive impact.</li> <li>- Experimenting with topic-specific vocabulary and modality to enhance the persuasive nature of their writing.</li> <li>- Purposefully incorporating personal pronouns to establish rapport and engage the audience at a personal level in persuasive writing contexts.</li> </ul>	<a href="#">Lesson - Blue Flower Compliments</a>  <a href="#">Unit - Connectives</a>	<a href="#">Unit - Persuasive Writing Lesson 1, 2, 3</a>	<a href="#">Unit - Persuasive Writing Lesson 1, 2, 3</a>	<a href="#">Unit - Property Persuasion</a>	<a href="#">Unit - Property Persuasion</a>	<a href="#">Unit - Persuasive Letter Writing</a>	<a href="#">Unit - Persuasive Letter Writing</a>	<a href="#">Unit - Sorry Day</a>	<a href="#">Unit - Sorry Day</a>	Revision/ Assessment
<p><b>Writing Outcomes</b></p> <p>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</p> <p>AC9E4LA02 - identify the subjective language of opinion and feeling, and the objective language of factual reporting</p> <p>AC9E4LA06 - understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality</p> <p>AC9E4LA04 - identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas</p>					<a href="#">Lesson - PESTO Paragraphs</a>	<a href="#">Unit - Giving and Receiving Feedback Choose 1 lesson</a>				<a href="#">Unit - Giving and Receiving Feedback Choose 1 lesson</a>		



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### 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
<p>AC9E4LY03 - identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>AC9E4LA05 - identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout</p> <p>AC9E4LA03 - identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes</p>	3	<p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>- Recognise and distinguish between subjective language used for expressing opinions and feelings and objective language used for factual reporting.</li> <li>- Identify and explain how various text navigation features in online texts, such as headlines, drop-down menus, links, graphics, and layout, contribute to enhancing readability and accessibility for readers.</li> <li>- Understand the functions and structures of adverb groups/phrases and prepositional phrases in providing specific circumstantial details about actions and events.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>- Generating factual and historical accounts with structured introductions, detailed event descriptions, and conclusive summaries for informative purposes.</li> <li>- Creating informative texts that incorporate clear headings, topic sentences, and concluding paragraphs to effectively organise and present information.</li> <li>- Developing explanation texts that clarify processes or reasons behind events through a sequence of steps, including an opening statement and a conclusive explanation.</li> <li>- Incorporating cause-and-effect statements to demonstrate relationships between actions and outcomes in informative writing.</li> </ul>	<a href="#">Lesson - What I DIDN'T Do On The Holidays</a>	<a href="#">Unit - Three Tiers of Vocabulary</a>	<a href="#">Unit - Incredibly Informative Texts</a>	<a href="#">Unit - Incredibly Informative Texts</a>	<a href="#">Unit - Incredibly Informative Texts</a>	<a href="#">Unit - Connectives</a>	<a href="#">Unit - Explanation Texts</a>	<a href="#">Unit - Explanation Texts</a>	<a href="#">Unit - I'm Australian Too</a>	Revision/ Assessment
<p><b>Writing Outcomes</b></p> <p>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</p> <p>AC9E4LA08 - understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity</p> <p>AC9E4LA02 - identify the subjective language of opinion and feeling, and the objective language of factual reporting</p>					<a href="#">Lesson - Sentence Generation - Matching Nouns and Verbs</a>					<a href="#">Lesson - Lesson De De Sentences</a>	<a href="#">Lesson - Sentence Generation - Matching Verbs and Adverbs</a>	





## Year 4 Grammar Scope & Sequence

Concept	Term 1	Term 2	Term 3	Term 4
<b>Parts of speech</b>				
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	
<b>Sentence-level</b>				
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	
<b>Punctuation</b>				
Capital letters				
Commas	Week 4, 6, 7			
Direct and Indirect Speech				
Semicolons/colons	Week 4		Week 7	