

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.
- o 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



Grade 4

Term 1

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

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Grade 4

Term 2

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AC9E4LE01 - recognise similar storylines, ideas and		Reading Skills:	Lesson - Blue	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit - Sorry	Unit - Sorry	Revision/
relationships in different contexts in literary texts by First		- Identify and compare similar storylines, ideas, and	Flower	Persuasive	Persuasive	Property	Property	Persuasive	Persuasive	Day	Day	Assessment
Nations Australian, and wide-ranging Australian and world		relationships in diverse literary texts, including those by	Compliments	Writing	Writing	Persuasion	Persuasion	Letter	<u>Letter</u>			
authors		First Nations Australian, Australian, and international		Lesson 1, 2, 3	Lesson 1, 2, 3	:		Writing	Writing			
AC9E4LE02 - describe the effects of text structures and		authors.										
language features in literary texts when responding to and		- Understand and articulate the effects of text	Unit -	+					Unit - Giving	1		
sharing opinions		structures and language features when responding to	Connectives									
		and discussing literary texts.	Connectives						and_			
									Receiving Feedback			
		Writing Skills:							Choose 1			
		- Creating persuasive texts using rhetorical devices for										
Writing Outcomes		effective argumentation, ensuring clear paragraph							lesson			
AC9E4LY06 - plan, create, edit and publish written and	2	organisation and appropriate punctuation.										
multimodal imaginative, informative and persuasive texts,	_	- Demonstrating proficiency in using quoted and										
using visual features, relevant linked ideas, complex		reported text effectively in personal writing to										
sentences, appropriate tense, synonyms and antonyms,		strengthen persuasive impact.										
correct spelling of multisyllabic words and simple		- Experimenting with topic-specific vocabulary and										
punctuation		modality to enhance the persuasive nature of their										
AC9E4LA02 - identify the subjective language of opinion		writing.				_						
and feeling, and the objective language of factual reporting		- Purposefully incorporating personal pronouns to		Lesson -	Unit - Giving							
AC9E4LA06 - understand that complex sentences contain		establish rapport and engage the audience at a personal		PESTO .	and							
one independent clause and at least one dependent clause		level in persuasive writing contexts.		Paragraphs	Receiving							
typically joined by a subordinating conjunction to create					<u>Feedback</u>							
relationships, such as time and causality					Choose 1							
AC9E4LA04 - identify how text connectives including					lesson							
temporal and conditional words, and tonic word												4



Grade 4

Term 3

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



Grade 4

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



Year 4 Grammar Scope & Sequence

Concept	Term 1	Term 2	Term 3	Term 4
Parts of speech				
Nouns	Week 1, 2, 7		Week 1	
	Week 1, 2, 3, 4,			
Verbs	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	