



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 4

Term 2

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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
AC9E4LE01 - recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E4LE02 - describe the effects of text structures and language features in literary texts when responding to and sharing opinions	2	Reading Skills: - Identify and compare similar storylines, ideas, and relationships in diverse literary texts, including those by First Nations Australian, Australian, and international authors. - Understand and articulate the effects of text structures and language features when responding to and discussing literary texts. 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 - Blue Flower Compliments	Unit - Persuasive Writing Lesson 1, 2, 3	Unit - Persuasive Writing Lesson 1, 2, 3	Unit - Property Persuasion	Unit - Property Persuasion	Unit - Persuasive Letter Writing	Unit - Persuasive Letter Writing	Unit - Sorry Day	Unit - Sorry Day	Revision/ Assessment
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 and at least one dependent 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 words			Unit - Connectives	Lesson - PESTO Paragraphs	Unit - Giving and Receiving Feedback Choose 1 lesson				Unit - Giving and Receiving Feedback Choose 1 lesson			

Reading & Writing Scope & Sequence

Grade 4

Term 3

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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
AC9E4LY03 - identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E4LA05 - identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout AC9E4LA03 - identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes	3	Reading Skills: - Recognise and distinguish between subjective language used for expressing opinions and feelings and objective language used for factual reporting. - 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. - Understand the functions and structures of adverb groups/phrases and prepositional phrases in providing specific circumstantial details about actions and events.	Lesson - What I DIDN'T Do On The Holidays	Unit - Three Tiers of Vocabulary	Unit - Incredibly Informative Texts	Unit - Incredibly Informative Texts	Unit - Incredibly Informative Texts	Unit - Connectives	Unit - Explanation Texts	Unit - Explanation Texts	Unit - I'm Australian Too	Revision/ Assessment
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 AC9E4LA08 - understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity AC9E4LA02 - identify the subjective language of opinion and feeling, and the objective language of factual reporting			Lesson - Sentence Generation - Matching Nouns and Verbs						Lesson - De Sentences	Lesson - Sentence Generation - Matching Verbs and Adverbs		

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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	