

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
	Discission Discission Assessment (Oscillary (March
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

Reading Outcomes To	erm	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 when framing an		Key Teaching Focus for Term 1:	Lesson - A-Z	Unit - Simple	Lesson -	Unit -	Unit -	Unit -	Unit - Super	Unit - Super	Lesson - ON A	Revision/
image, placement of elements in the image and salience on			Of My	Sentence	Sentence	Connectives	Narrative	Narrative	Sentence	Sentence	WHITE BUS	Assessment
composition of still and moving images in texts		Reading Skills:	Holidays	Lesson 5,6,7	Generation -	Lesson 1, 2	Writing with	Writing with	Structures	Structures	Complex	
AC9E4LY05 - use comprehension strategies such as		- Utilise comprehension strategies effectively, including			Matching		Luke's Way of	Luke's Way of	1-3	Lesson 4-6	Sentences	
visualising, predicting, connecting, summarising, monitoring		visualising, predicting, connecting, summarising,			Verbs and		Looking	Looking				
and questioning to build literal and inferred meaning, to		monitoring, and questioning, to build literal and inferred			Adverbs							
expand topic knowledge and ideas, and evaluate texts"		meanings, expand knowledge, and 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	1	Writing Skills:	Lesson - L	Unit -	Unit -	Unit -			Unit - Giving	Unit - Word	Unit - Strong	
multimodal imaginative, informative and persuasive texts,	1	- Organising ideas into paragraphs that reflect the stages	write because	Comprehensio	Compound	Comprehensio			and Receiving	Study with	Verbs with A	
using visual features, relevant linked ideas, complex		of a narrative, detailing settings, character motives, and			sentences	n Strategies			Feedback	<u>Ish</u>	Home for Luna	
sentences, appropriate tense, synonyms and antonyms,		actions for imaginative purposes.		Using the Gift		Using the Gift			Choose 1			
correct spelling of multisyllabic words and simple		- Understanding and using conjunctions within and							lesson)			
punctuation		across sentences to maintain cohesion and clarity.	Unit -		Unit -		+		Unit - Word			
AC9E4LA09 - understand past, present and future tenses		- Demonstrating proficiency in sentence-level grammar,			Comprehensio				Study with Ish			
and their impact on meaning in a sentence		including simple, compound, and complex sentences of	Understanding		n Strategies				Study With ISH			
		varying lengths.	Acknowledge		Using the Gift							
		- Experimenting with the second-person narrative voice	ment of		Osing the Gift							
		to achieve specific effects in imaginative writing contexts.	Country									
			Country									



Grade 4

Term 2

Term Key teaching Focus for Term **Reading Outcomes** Week 5 Week 7 Week 10 Week 1 Week 6 Lesson - Blue Lesson - Last AC9E4LE01 - recognise similar storylines, ideas and Reading Skills: Unit -Unit -Unit -Unit -Lesson -Lesson - If, If, Lesson Revision/ relationships in different contexts in literary texts by First - Identify and compare similar storylines, ideas, and Flower Property Property Persuasive Persuasive PESTO lf, Then Noun, Which, Word, First Assessment Nations Australian, and wide-ranging Australian and world relationships in diverse literary texts, including those by Compliments Persuasion Persuasion Letter Writing Letter Writing Paragraphs Sentences Where, Who Word First Nations Australian, Australian, and international esson Sentences Sentences AC9E4LE02 - describe the effects of text structures and authors. Connectives language features in literary texts when responding to and - Understand and articulate the effects of text structures Lesson -Lesson - The Unit -Unit - Giving sharing opinions and language features when responding to and more the Sentence Connectives and discussing literary texts. Lesson 3, 4 Generation more Receiving Matching sentences Feedback Choose 1 Verbs and - Creating persuasive texts using rhetorical devices for Adverhs lesson effective argumentation, ensuring clear paragraph **Vriting Outcomes** Unit -Unit - Giving Lesson organisation and appropriate punctuation. Connectives AC9E4LY06 - plan, create, edit and publish written and Giving and and - Demonstrating proficiency in using quoted and Receiving Lesson 2 Receiving multimodal imaginative, informative and persuasive texts, reported text effectively in personal writing to strengthen Feedback using visual features, relevant linked ideas, complex Feedback persuasive impact. Choose 1 Choose 1 sentences, appropriate tense, synonyms and antonyms, - Experimenting with topic-specific vocabulary and lesson lesson correct spelling of multisyllabic words and simple modality to enhance the persuasive nature of their punctuation AC9E4LA02 - identify the subjective language of opinion and Unit - Sorry Unit - Sorry Unit - Sorry - Purposefully incorporating personal pronouns to feeling, and the objective language of factual reporting Day Day establish rapport and engage the audience at a personal AC9E4LA06 - understand that complex sentences contain level in persuasive writing contexts. 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 word associations are used to sequence and connect ideas



Grade 4

Term 3

Reading Outcomes Term Key teaching Focus for Term Week 1 Week 2 Week 3 Week 4 Week 6 Week 7 Week 8 Week 9 Week 10 Week 5 AC9E4LY03 - identify the characteristic features used in Unit -Reading Skills: Lesson -Unit -Unit -Unit -Lesson -Lesson - De Lesson - ON Unit -Revision/ imaginative, informative and persuasive texts to meet the - Recognise and distinguish between subjective What I Incredibly Incredibly Incredibly De Sentences A WHITE BUS Explanation Explanation Assessment Noun, purpose of the text language used for expressing opinions and feelings and DIDN'T Do Informative Informative Informative Which, Complex Texts Texts AC9E4LA05 - identify text navigation features of online objective language used for factual reporting. On The Where, Who Texts Texts Texts Sentences texts that enhance readability including headlines, drop-- Identify and explain how various text navigation Holidays Sentences 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. Lesson -Lesson -Unit -Unit - Three Lesson -Writing Skills: AC9E4LY06 - plan, create, edit and publish written and Sentence Sentence Connectives Tiers of Sentence - Generating factual and historical accounts with Generation -Generation -Lesson 4-5 Vocabulary Generation multimodal imaginative, informative and persuasive texts, structured introductions, detailed event descriptions, Matching Matching Matching using visual features, relevant linked ideas, complex and conclusive summaries for informative purposes. Verbs and Verbs and Nouns and sentences, appropriate tense, synonyms and antonyms, - Creating informative texts that incorporate clear Verbs Adverbs Adverbs correct spelling of multisyllabic words and simple headings, topic sentences, and concluding paragraphs punctuation to effectively organise and present information. AC9E4LA08 - understand how adverb groups/phrases and Unit - <u>I'm</u> Unit - Giving - Developing explanation texts that clarify processes or prepositional phrases work in different ways to provide reasons behind events through a sequence of steps, Australian circumstantial details about an activity and Receiving including an opening statement and a conclusive Too AC9E4LA02 - identify the subjective language of opinion Feedback and feeling, and the objective language of factual reporting explanation. - Incorporating cause-and-effect statements to Choose 1 demonstrate relationships between actions and lesson) outcomes in informative writing.



Grade 4

Term 4

Term Key teaching Focus for Term **Reading Outcomes** Week 10 Week 2 Week 3 Unit - Using Unit - Using AC9E4LE03 - discuss how authors and illustrators make Reading Skills: Unit -Unit -Unit -Unit -Unit -Unit - Poetic Revision/ Revision/ stories engaging by the way they develop character, setting - Investigate and analyse how quoted (direct) and reported (indirect) Exploring Exploring Character Character Expression Expression Poetic devices Assessment Assessment and plot tensions speech are used in texts, understanding their purposes and impacts on Theme Theme Study -Study with Roald with Roald devices AC9E4LE04 - examine the use of literary devices and vith Meet the Meet the Dahl narrative and dialogue. deliberate word play in literary texts, including poetry, to - Discuss and evaluate how authors and illustrators create engaging stories Stellarphant Stellarphant Twits Twits Characters Ch<u>aracters</u> shape meaning by developing characters, settings, and plot tensions, using specific AC9E4LY02 - listen for key points and information to carry 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 sharing and other literary texts to shape meaning and evoke reader responses. and extending ideas and information - Listen actively to identify key points and information in discussions, AC9E4LY01 - compare texts from different times with similar contributing relevant ideas and information while acknowledging different purposes and audiences to identify similarities and perspectives and extending discussions on topics. differences in their depictions of events Writing Skills: - Experiment with innovative punctuation and word choices in poetry and other imaginative texts to express ideas creatively and evoke emotional AC9E4LY06 - plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, - Explore and apply poetic devices such as strategic word choices, order, using visual features, relevant linked ideas, complex and repetition to engage readers and create atmosphere in literary texts. sentences, appropriate tense, synonyms and antonyms, - Proofread, revise, and edit written texts to improve language use, correct spelling errors, and ensure coherence for effective communication. correct spelling of multisyllabic words and simple punctuation - Use definite and indefinite articles appropriately to enhance specificity AC9E4LA07 - investigate how quoted (direct) and reported and clarity in writing, maintaining cohesion and purpose in various types of (indirect) speech are used texts. AC9E4LA12 - understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation AC9E4LE05 - create and edit literary texts by developing storylines, characters and settings



Year 4 Grammar Scope & Sequence

Concept	Term 1	Term 2	Term 3	Term 4					
Parts of speech									
Nouns	Week 8	Week 8, 10	Week 1, 5	Week 7,8					
Verbs	Week 3, 7, 9	Week 2, 3, 6, 10	Week 1, 5, 9, 10	Week 7,8					
Pronouns		Week 6	Week 3						
Noun groups (including articles,									
adjectives and nouns)									
Adjectives	Week 2, 7, 8, 9		Week 3	Week 3,4,7,8					
Adverbs	Week 3, 9	Week 6	Week 5, 10						
Tense			Week 3						
Sentence-level									
Sentence types: Declarative,									
interrogative, command,									
exclamatory									
Phrases				Week 7,8					
Prepositional phrases	Week 2								
Clauses	Week 3, 6, 9	Week 10	Week 7						
Simple sentences	Week 2								
Compound sentences	Week 3, 7								
Complex sentences	Week 6, 9	Week 10	Week 7						
Conjunctions	Week 3, 6, 7	Week 10	Week 4, 6						
Cohesive ties	Week 4	Week 7, 8	Week 6, 8						
Punctuation									
Capital letters			Week 4						
Commas	Week 3, 6, 7, 8,	Week 8, 10	Week 4, 7						
Direct and Indirect Speech				Week 5, 6					
Semicolons	Week 3, 8	_	Week 6						