



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



Reading & Writing Scope & Sequence

Grade 4

Term 1

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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		
<p>AC9E4LA10 - explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts</p> <p>AC9E4LY05 - use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts"</p>	1	<p>Key Teaching Focus for Term 1:</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> - Utilise comprehension strategies effectively, including visualising, predicting, connecting, summarising, monitoring, and questioning, to build literal and inferred 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. <p>Writing Skills:</p> <ul style="list-style-type: none"> - 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. 	Lesson - A-Z Of My Holidays	Unit - Simple Sentence Lesson 5,6,7	Lesson - Sentence Generation - Matching Verbs and Adverbs	Unit - Connectives Lesson 1, 2	Unit - Narrative Writing with Luke's Way of Looking	Unit - Narrative Writing with Luke's Way of Looking	Unit - Super Sentence Structures 1-3	Unit - Super Sentence Structures Lesson 4-6	Lesson - ON A WHITE BUS Complex Sentences	Revision/ Assessment		
<p>Writing Outcomes</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>AC9E4LA09 - understand past, present and future tenses and their impact on meaning in a sentence</p>					Lesson - I write because	Unit - Comprehension Strategies Using the Gift	Unit - Compound sentences	Unit - Comprehension Strategies Using the Gift			Unit - Giving and Receiving Feedback Choose 1 lesson)	Unit - Word Study with Ish	Unit - Strong Verbs with A Home for Luna	
					Unit - Understanding the Acknowledgement of Country		Unit - Comprehension Strategies Using the Gift				Unit - Word Study with Ish			



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
<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>Reading Skills:</p> <ul style="list-style-type: none"> - 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. <p>Writing Skills:</p> <ul style="list-style-type: none"> - 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 lesson	Unit - Property Persuasion	Unit - Property Persuasion	Unit - Persuasive Letter Writing	Unit - Persuasive Letter Writing	Lesson - PESTO Paragraphs	Lesson - If, If, Then Sentences	Lesson - Noun, Which, Where, Who Sentences	Lesson - Last Word, First Word Sentences Connectives	Revision/ Assessment
<p>Writing Outcomes</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>			Lesson - Sentence Generation - Matching Verbs and Adverbs	Lesson - The more the more sentences	Unit - Connectives Lesson 3, 4	Unit - Giving and Receiving Feedback Choose 1 lesson						
			Lesson - Giving and Receiving Feedback Choose 1 lesson	Unit - Connectives Lesson 2	Unit - Giving and Receiving Feedback Choose 1 lesson	Unit - Sorry Day	Unit - Sorry Day	Unit - Sorry Day				



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, 9	Week 8, 10	Week 4, 7	
Direct and Indirect Speech				Week 5, 6
Semicolons	Week 3, 8		Week 6	