



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 3

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>AC9E3LA03 - describe how texts across the curriculum use different language features and structures relevant to their purpose</p> <p>AC9E3LA09 - identify how images extend the meaning of a text</p> <p>AC9E3LY05 - use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p> <p>AC9E3LE02 - discuss connections between personal experiences and character experiences in literary texts and share personal preferences</p>	1	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Discuss how different texts use specific language features relevant to their purpose. - Identify how images enhance and extend the meaning of written texts. - Apply comprehension strategies to build literal and inferred meanings when listening and viewing. - Discuss connections between personal experiences and those of characters in literary texts. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Develop narrative writing skills by structuring narratives with an orientation-complication-resolution framework, ensuring coherence and engagement for readers. 	Unit - Under the Love Umbrella	Lesson - I write because	Unit - Simple Sentences	Unit - Simple Sentences	Unit - Planning Strategies for Persuasive	Lesson - PESTO Paragraphs	Unit - Planning strategies for Narrative	Unit - Splendid Sentences	Unit - Splendid Sentences	Revision/ Assessment
<p>Writing Outcomes</p> <p>AC9E3LA06 - understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree</p> <p>AC9E3LE01 - discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators</p> <p>AC9E3LE05 - create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</p>			<p>- Construct varied sentence structures using adverbial phrases and coordinating conjunctions, mastering declarative and exclamatory sentences for emphasis and expression.</p> <p>- Use capital letters and commas effectively in writing to clarify meaning and improve readability.</p> <p>- Enhance word-level language by incorporating descriptive features such as adjectives and creative expressions to enrich narrative content and engage readers.</p> <p>- Craft imaginative texts that engage audiences through first-person or third-person narrative voices, experimenting with dialogue to develop character interactions and advance plot development.</p> <p>- Recognise clauses as units of grammar containing subjects and verbs that must agree.</p>	Unit - Simple Sentences	Unit - Comprehension Strategies - Journey	Lesson - Sentence Generation - Making	Unit - Comprehension Strategies - Journey	Lesson - First Word Last Word Sentences	Unit - Exploring Point of View	Unit - Exploring Point of View	Unit - Questioning Jeremy	

Reading & Writing Scope & Sequence

Grade 3

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>AC9E3LY03 - identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images</p> <p>AC9E3LY01 - recognise how texts can be created for similar purposes but different audiences</p>	2	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Identify the audience and purpose of imaginative, informative and persuasive texts, through their use of language features and/or images. - Recognise how texts can be created for similar purposes but different audiences. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Explore structures for persuasive writing, including statements of position, sequenced paragraphs and conclusions. - Experiment with modality to amplify persuasive impact. - Utilise facts and opinions strategically to reinforce viewpoints. - Engage readers through the strategic use of interrogative sentences. - Develop planning, monitoring and revising skills to tailor language and structures for specific text purposes. 	Lesson - A-Z Of My Holidays	Unit - Persuasive writing	Unit - Persuasive writing	Lesson - Noun, Which, Where, Who Sentences	Unit - Compound sentences	Unit - Compound sentences	Unit - Persuasion Trees	Unit - Persuasion Trees	Lesson - I SAW A WABUB Complex Sentences	Revision/ Assessment
<p>Writing Outcomes</p> <p>AC9E3LA02 - understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful</p> <p>AC9E3LA04 - understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</p> <p>AC9E3LY02 - use interaction skills to contribute to conversations and discussions to share information and ideas</p> <p>AC9E3LY06 - plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p>			Lesson - Sentence Generation - Matching Nouns and Verbs	Lesson - Sentence Generation - Matching Verbs and Adverbs	Unit - Planning Strategies for Persuasive	Lesson - BOYS Sentences						



Reading & Writing Scope & Sequence

Grade 3

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
<p>AC9E3LE03 - discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative</p> <p>AC9E3LE04 - discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose</p>	4	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Describe how stories develop through characters and/or events. - Analyse how language and illustrations are used to portray characters, settings, and the tone of a narrative. - Understand how literary devices like rhythm and onomatopoeia affect meaning and the reader's reaction in poetry and prose. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Utilise various text features to serve multiple purposes. - Engage in experimenting with various poetic forms, including stanzas, for imaginative purposes. - Apply language creatively to construct imagery or humor, incorporating idioms, puns, similes, and personification when crafting poetry. - Create instructional and descriptive texts with multimodal features. - Develop proficiency in sentence-level grammar by selecting and using precise verbs and verb groups that align with the purposes of the text. 	Unit - Super Sentence Structures L3-5	Unit - Giving and Receiving Feedback	Unit - Crafting Poetry Lesson 3-4	Unit - Crafting Poetry L5-7	Lesson - Sloth Adaptations	Lesson - Sloth Adaptations	Unit - Unit - I'm Australian Too	Unit - Unit - I'm Australian Too	Revision/Assessment	Revision/Assessment
<p>AC9E3LE05 - create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</p> <p>AC9E3LY06 - plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p>					Unit - Crafting Poetry Lesson 1-2	Unit - Giving and Receiving Feedback (choose 1 lesson)	Unit - Giving and Receiving Feedback (choose 1 lesson)	Lesson - Speedy Sloth question poems	Lesson - Speedy Sloth question poems	Lesson - Speedy Sloth build a poem	Lesson - Speedy Sloth build a poem	



Year 3 Grammar Scope & Sequence

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