

## 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 <a href="mailto:app.cleverbean.co">app.cleverbean.co</a> 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



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#### Grade 1

#### Term 1

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
AC9E1LE01 - discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators  AC9E1LE02 - discuss literary texts and share responses by making connections with students' own experiences  AC9E1LY05 - use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures		Reading Skills: - Explore how authors and illustrators use language and images to develop characters, settings and events in various literary works, including those by First Nations' Australian authors and other diverse writers Share thoughts on literary texts by relating them to personal experiences, discussing how these texts connect with their own lives Use comprehension strategies such as visualising, predicting, making connections, summarising and questioning to understand and interpret texts. Use vocabulary and knowledge of context and text structures to build both	Unit - Possum Goes to School	Unit - Possum Goes to School	<u>Unit - All About</u> <u>You</u>	Unit - Simple Sentences	Unit - Simple Sentences	Unit - Recount Writing	Unit - Recount Writing	Unit - Recount Writing	Unit - Recount Writing	Revision/ Assessment
Writing Outcomes  AC9E1LA03 - explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain  AC9E1LA07 - understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)  AC9E1LA10 - understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns  AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a read or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words	1	literal and deeper meanings.  Writing Skills: - Describe, explain, give an opinion, recount an event and tell a story through written texts Sequence ideas and events logically in sentences across a text Understand and independently construct simple sentences with correct sentence structure Experiment with creative wordplay to captivate the reader Develop punctuation, including question marks and exclamation marks Show an awareness of criteria for successful task completion.				Unit - Talking and Listening - Little Yarns	Unit - Talking and Listening - Little Yarns					



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#### Grade 1

#### Term 2

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
AC9E1LY01 - discuss different texts and identify some		Reading Skills:	Lesson - 2 Stars	Unit - Splendid	Unit - Persuade	Unit - Persuade	Unit - Persuade	Unit - Exploring	Unit - Exploring	Unit - Explroing	Unit - Exploring	Revision/
features that indicate their purposes		- Discuss various texts and recognise features	and a Wish	<u>Sentences</u>	<u>Me</u>	<u>Me</u>	<u>Me</u>	Persuasion - Why I	Persuasion - Why	Persuasion - The	Persuasion - The	Assessment
AC9E1LY05 - use comprehension strategies such as		that reveal their intended purposes.						love Summer	love Summer	Very Sleepy Bear	Very Sleepy Bear	
visualising, predicting, connecting, summarising and		- Use comprehension strategies such as										
questioning when listening, viewing and reading to		visualising, predicting, making connections,										
build literal and inferred meaning by drawing on		summarising and questioning to understand and										
vocabulary and growing knowledge of context and		interpret texts Use vocabulary and knowledge										
text structures		of context and text structures to build both										
		literal and deeper meanings.										
				4								
Writing Outcomes			<u> Unit - Splendid</u>									
AC9E1LA02 - explore language to provide reasons for			<u>Sentences</u>									
likes, dislikes and preferences		- Develop their understanding of persuasive										
AC9E1LA06 - understand that a simple sentence		texts.										
consists of a single independent clause representing a	2	- Utilise effective strategies for planning their										
single event or idea		writing ideas, such as making notes, drawing,										
AC9E1LY03 - describe some similarities and		using diagrams, or planning a sequence of										
differences between imaginative, informative and		events or information.										
persuasive texts		- Identify the context, audience and purpose for										
AC9E1LY06 - create and re-read to edit short written		their own texts.										
and/or multimodal texts to report on a topic, express		- Craft a combination of simple and compound										
an opinion or recount a real or imagined event, using		sentences adeptly to captivate the reader when										
grammatically correct simple sentences, some topic-		shaping written texts.										
specific vocabulary, sentence boundary punctuation		- Demonstrate the ability to re-read and edit										
and correct spelling of some one- and two-syllable		their own texts following feedback.										
words												
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### Grade 1

## Term 3

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
AC9E1LA05 - understand how print		Reading Skills:	Unit - Compound	Unit - Compound	Unit - Life Cycles	Unit - Life Cycles	Unit -	Unit -	<u>Unit -</u>	Unit -	<u>Unit -</u>	Revision/
and screen texts are organised using		- Understand how print and digital texts are structured	Sentences for	Sentences for	<u>Ants</u>	Ants	<u>Informative</u>	<u>Informative</u>	<u>Informative</u>	<u>Procedures</u>	Procedures	Assessment
features such as page numbers,		through features like page numbers, tables of	Young Writers	Young Writers			Animal Texts	Animal Texts	Animal Texts			
tables of content, headings and		contents, headings, titles, navigation buttons, swipe										
titles, navigation buttons, swipe		screens, verbal commands, links and images.										
screens, verbal commands, links and		- Use comprehension strategies such as visualising,										
images		predicting, making connections, summarising and										
AC9E1LY05 - use comprehension		questioning to understand and interpret texts. Use										
strategies such as visualising,		vocabulary and knowledge of context and text										
predicting, connecting, summarising		structures to build both literal and deeper meanings.										
and questioning when listening,												
viewing and reading to build literal		Writing Skills:										
and inferred meaning by drawing on		- Focus on informative writing structures including										
vocabulary and growing knowledge		descriptions, cause & effect and problem/solution.										
of context and text structures		- Craft short, informative texts demonstrating a										
		developing understanding of appropriate text										
		structure, sentence-level grammar, word choice,										
		spelling, punctuation and multimodal elements,										
Writing Outcomes		including illustrations and diagrams.										
AC9E1LA09 - recognise the	3	- Sequence information and events in texts by										
vocabulary of learning area topics		employing time connectives.										
AC9E1LY06 - create and re-read to		- Create texts with contextually precise prepositional										
edit short written and/or		phrases for added detail and clarity.										
multimodal texts to report on a		- Enhance writing with vivid detail by incorporating										
topic, express an opinion or recount		action, saying, relating and sensing verbs.										
a real or imagined event, using		- Build descriptions of people and things by effectively										
grammatically correct simple		utilising noun groups.										
sentences, some topic-specific		- Begin to explore and experiment with various										
vocabulary, sentence boundary		sentence structures to convey information effectively.										
punctuation and correct spelling of		Develop basic editing skills, including self-revision and										
some one- and two-syllable words		peer review with guidance.										
some one- and two-synable words												

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### Grade 1

## 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
AC9E1LE03 - discuss plot, character		Reading Skills:	Unit - Fractured	Unit - An Aussie	Revision/							
and setting, which are features of		- Discuss plot, character, and setting, which	<u>Fairytales</u>	<u>Fairytales</u>	<u>Fairytales</u>	<u>Fairytales</u>	<u>Fairytales</u>	Christmas Text	Christmas Text	Christmas Text	Christmas Text	Assessment
stories		are features of stories.						<u>Innovation</u>	<u>Innovation</u>	<u>Innovation</u>	<u>Innovation</u>	
AC9E1LA08 - compare how images in		- Listen to and discuss poems, chants, rhymes										
different types of texts contribute to		and songs, and imitate and invent sound										
meaning		patterns including alliteration and rhyme.										
		- Compare how images in different types of										
Muiting Outermen		texts contribute to meaning.								•		
Writing Outcomes  AC9£1LA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs  AC9£1LE04 - listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme  AC9£1LE05 - orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools	4	Writing Skills:  - Concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices.  - Develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence.  - Develop understanding of quotation marks for simple dialogue.  - Create expressive and imaginative poetry, demonstrating an evolving mastery of poetic devices, figurative language, rhythm and sound patterns.										



# **Grade 1 Grammar Scope & Sequence**

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Concept	Term 1	Term 2	Term 3	Term 4
Parts of speech				
Nouns	Week 4, 5, 7, 9	Week 1, 8	Week 1, 2, 7	Week 6
Proper nouns	Week 7, 9			
Verbs	Week 4, 5, 7, 9	Week 1, 2, 4, 8, 9	Week 1, 2, 8, 9	
Pronouns			Week 7	
Noun groups (including articles, adjectives and nouns)				
Adjectives	Week 2, 5, 7, 9	Week 1, 8, 9	Week 4, 7	Week 2, 3, 4, 5, 6, 7
Adverbs			Week 8, 9	Week 7
Sentence-level				
Phrases			Week 7, 8	
Prepositional phrases	Week 5			
Clauses			Week 1	
Simple sentences	Week 4, 5		Week 1	Week 7
Compound sentences		Week 2, 3, 4, 5	Week 1, 2	Week 7
Conjunctions				Week 7
Cohesive ties	Week 2, 7, 9	Week 4		
Punctuation				
	Week 2, 4, 5, 7,			
Capital letters	9	Week 5	Week 7	Week 3, 5
	Week 2, 4, 5, 7,			
Full stops	9	Week 5	Week 7	Week 3, 5
Question marks	Week 7	Week 5		Week 3
Exclamation marks	Week 7	Week 5		Week 3
Commas	Week 7	Week 5	Week 2	Week 3