

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 <u>app.cleverbean.co</u> with a valid membership.

5-10 mins	Daily review
	Discission Discussion 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 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		Reading Skills:	Unit -	Unit -	Unit - All	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Revision/
create characters, settings and events in literature by First		- Explore how authors and illustrators use language	Possum	Possum	About You	Simple	<u>Simple</u>	Recount	Recount	Recount	Recount	Assessme
Nations Australian, and wide-ranging Australian and world		and images to develop characters, settings and events	Goes to	Goes to		<u>Sentences</u>	Sentences	Writing	Writing	Writing	Writing	nt
authors and illustrators		in various literary works, including those by First	<u>School</u>	School								
AC9E1LE02 - discuss literary texts and share responses by		Nations' Australian authors and other diverse writers.										
making connections with students' own experiences		- Share thoughts on literary texts by relating them to										
AC9E1LY05 - use comprehension strategies such as		personal experiences, discussing how these texts										
visualising, predicting, connecting, summarising and		connect with their own lives.										
questioning when listening, viewing and reading to build		- Use comprehension strategies such as visualising,										
literal and inferred meaning by drawing on vocabulary and		predicting, making connections, summarising and										
growing knowledge of context and text structures		questioning to understand and interpret texts. Use										
W St. O. A.		vocabulary and knowledge of context and text						 				
Writing Outcomes		structures to build both literal and deeper meanings.					Unit -					
AC9E1LA03 - explore how texts are organised according to							<u>Talking</u>					
their purpose, such as to recount, narrate, express opinion,		Writing Skills:					and_					
inform, report and explain	1	- Describe, explain, give an opinion, recount an event										
AC9E1LA07 - understand that words can represent people,		and tell a story through written texts.				<u>Little</u>	<u>Little</u>					
places and things (nouns, including pronouns), happenings		- Sequence ideas and events logically in sentences				<u>Yarns</u>	<u>Yarns</u>					
and states (verbs), qualities (adjectives) and details such as		across a text.										
when, where and how (adverbs)		- Understand and independently construct simple										
AC9E1LA10 - understand that written language uses		sentences with correct sentence structure.										
punctuation such as full stops, question marks and		- Experiment with creative wordplay to captivate the										
exclamation marks, and uses capital letters for familiar		reader.										
proper nouns		- Develop punctuation, including question marks and										
AC9E1LY06 - create and re-read to edit short written and/or		exclamation marks.										
multimodal texts to report on a topic, express an opinion or		- Show an awareness of criteria for successful task										
recount a real or imagined event, using grammatically		completion.										
correct simple sentences, some topic-specific vocabulary,												
sentence boundary punctuation and correct spelling of												
some one- and two-syllable words												



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



Grade 1

Term 3

Reading Outcomes	Term Rey teaching rocus for Term	week 1	Week 2	Weeks	Week 4	weeks	week o	week /	weeko	weeks	week 10
AC9E1LA05 - understand how print and screen texts are	Reading Skills:	Unit -	Unit -	<u>Unit - Life</u>	<u>Unit - Life</u>	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -
organised using features such as page numbers, tables of	- Understand how print and digital texts are structured through	Compoun	Compoun	Cycles -	Cycles -	<u>Informativ</u>	Informativ	<u>Informativ</u>	Procedure	<u>Procedure</u>	<u>Procedure</u>
content, headings and titles, navigation buttons, swipe	features like page numbers, tables of contents, headings, titles,	<u>d</u>	<u>d</u>	<u>Ants</u>	Ants	e Animal	e Animal	<u>e Animal</u>	<u>s</u>	<u>s</u>	<u>s</u>
screens, verbal commands, links and images	navigation buttons, swipe screens, verbal commands, links and images.	Sentences	Sentences			Texts	Texts	Texts			
AC9E1LY05 - use comprehension strategies such as	- Use comprehension strategies such as visualising, predicting, making	for Young	for Young						1 '		
visualising, predicting, connecting, summarising and	connections, summarising and questioning to understand and interpret	Writers	Writers								
questioning when listening, viewing and reading to build	texts. Use vocabulary and knowledge of context and text structures to										
literal and inferred meaning by drawing on vocabulary	build both literal and deeper meanings.										
and growing knowledge of context and text structures											
	Writing Skills:										
	- Focus on informative writing structures including descriptions, cause										
Writing Outcomes	& effect and problem/solution.										
AC9E1LA09 - recognise the vocabulary of learning area	 Craft short, informative texts demonstrating a developing 										
topics	understanding of appropriate text structure, sentence-level grammar,										
AC9E1LY06 - create and re-read to edit short written	word choice, spelling, punctuation and multimodal elements, including										
and/or multimodal texts to report on a topic, express an	illustrations and diagrams.										
opinion or recount a real or imagined event, using	- Sequence information and events in texts by employing time										
grammatically correct simple sentences, some topic-	connectives.										
specific vocabulary, sentence boundary punctuation and	- Create texts with contextually precise prepositional phrases for added										
correct spelling of some one- and two-syllable words	detail and clarity.										
	- Enhance writing with vivid detail by incorporating action, saying,										
	relating and sensing verbs.										
	- Build descriptions of people and things by effectively utilising noun										
	groups.										
	 Begin to explore and experiment with various sentence structures to convey information effectively. 										
	Develop basic editing skills, including self-revision and peer review with										
	guidance.								1		
	guidance.								1		
									1 '		1



Grade 1

Term 4

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 and		Reading Skills:	Unit -	Unit - An	Unit - An	Unit - An	Unit - An	Revision/				
setting, which are features of stories		- Discuss plot, character, and setting, which are features	Fractured	Fractured	Fractured	Fractured	Fractured	<u>Aussie</u>	Aussie	Aussie	Aussie	Assessmen
AC9E1LA08 - compare how images in		of stories.	Fairytales	Fairytales	Fairytales	Fairytales	Fairytales	Christmas	Christmas	Christmas	Christmas	t
different types of texts contribute to meaning		- Listen to and discuss poems, chants, rhymes and						<u>Text</u>	Text	Text	Text	
		songs, and imitate and invent sound patterns including						<u>Innovation</u>	Innovation	Innovation	Innovation	
		alliteration and rhyme.										
		- Compare how images in different types of texts										
		contribute to meaning.										
		Writing Skills:										
		- Concentrate on creative writing, delving into										
		imaginative texts and initiating the exploration of										
Writing Outcomes	4	crafting their own stories and poetic devices.										
AC9E1LA04 - explore how repetition, rhyme	•	- Develop engaging and well-crafted stories, displaying										
and rhythm create cohesion in simple poems,		an evolving proficiency in constructing narratives,										
chants and songs		incorporating elements such as plot development,										
AC9E1LE04 - listen to and discuss poems,		character dynamics, descriptive language, and a sense										
chants, rhymes and songs, and imitate and		of sequence.										
invent sound patterns including alliteration		- Develop understanding of quotation marks for simple										
and rhyme		dialogue.										
AC9E1LE05 - orally retell or adapt a familiar		- Create expressive and imaginative poetry,										
story using plot and characters, language		demonstrating an evolving mastery of poetic devices,										
features including vocabulary, and structure		figurative language, rhythm and sound patterns.										
of a familiar text, through role-play, writing,												
drawing or digital tools												



Grade 1 Grammar Scope & Sequence

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