

Cleverbean Literacy Scope & Sequence

Cleverbean's Scope and Sequence Guide

Cleverbean's Scope and Sequence is designed to support teachers in delivering high-impact, explicit **text-based literacy instruction** from Foundation to Year 6.

It focuses exclusively on **Text-Based Units** (Component 4 of the literacy block), not the full literacy block. These units integrate reading, writing, vocabulary, and grammar instruction through carefully selected mentor texts.

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. Please note our scope and sequence **only** addresses **Component 4: Text-Based Units.**

5-10 mins	Daily review
20-30 mins	Phonics/ Phonological Awareness/Spelling/ Word Level Knowledge
15-20 mins	Reading and Fluency
45.55 mins	Taxt based Lipit
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 1

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Term 1												
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Reading Outcomes	_	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 -		Unit -		Revision/
create characters, settings and events in literature by First		- Explore how authors and illustrators use language	Possum	Possum	About You			Recount	Recount	Recount		Assessme
Nations Australian, and wide-ranging Australian and world		and images to develop characters, settings and	Goes to	Goes to		<u>Sentences</u>	Sentences	Writing	<u>Writing</u>	Writing	<u>Writing</u>	nt
authors and illustrators		events in various literary works, including those by	<u>School</u>	<u>School</u>								
AC9E1LE02 - discuss literary texts and share responses by		First Nations' Australian authors and other diverse										
making connections with students' own experiences		writers.										
AC9E1LY05 - use comprehension strategies such as		- Share thoughts on literary texts by relating them to										
visualising, predicting, connecting, summarising and		personal experiences, discussing how these texts										
questioning when listening, viewing and reading to build		connect with their own lives.										
literal and inferred meaning by drawing on vocabulary and		- Use comprehension strategies such as visualising,										
growing knowledge of context and text structures		predicting, making connections, summarising and										
Writing Outcomes		questioning to understand and interpret texts. Use				11	11					
		vocabulary and knowledge of context and text				Unit -	Unit -					
AC9E1LA03 - explore how texts are organised according to	1	structures to build both literal and deeper meanings.				Talking	Talking					
their purpose, such as to recount, narrate, express		Multine Chiller				and Listerian	and					
opinion, inform, report and explain AC9E1LA07 - understand that words can represent people,		Writing Skills:				Listening -	Listening -					
		- Describe, explain, give an opinion, recount an event				<u>Little</u>	<u>Little</u>					
places and things (nouns, including pronouns), happenings		and tell a story through written texts.				Yarns	<u>Yarns</u>					
and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)		- Sequence ideas and events logically in sentences										
AC9E1LA10 - understand that written language uses		across a text.										
punctuation such as full stops, question marks and		- Understand and independently construct simple sentences with correct sentence structure.										
exclamation marks, and uses capital letters for familiar												
		- Experiment with creative wordplay to captivate the										
proper nouns AC9E1LY06 - create and re-read to edit short written		reader.										
and/or multimodal texts to report on a topic, express an		- Develop punctuation, including question marks and exclamation marks.										
opinion or recount a real or imagined event, using		- Show an awareness of criteria for successful task										
grammatically correct simple sentences, some topic-		completion.										
grammatically correct simple sentences, some topic-		completion.										

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Grade 1

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

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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
Reading Outcomes AC9E1LA05 - understand how print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images 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 Writing Outcomes 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-	Term 3	Key teaching Focus for Term Reading Skills: - Understand how print and digital texts are structured through features like page numbers, tables of contents, headings, titles, navigation buttons, swipe screens, verbal commands, links and images. - 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 literal and deeper meanings. Writing Skills: - Focus on informative writing structures including descriptions, cause & effect and problem/solution. - Craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and multimodal	Unit - <u>Compoun</u> <u>d</u> <u>Sentences</u> <u>for</u> <u>Young</u>	Unit - <u>Compoun</u>	<u>Unit - Life</u> <u>Cycles -</u>	Week 4 Unit - Life Cycles - Ants	Unit -	Week 10 Revision/ Assessme nt				
specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words		elements, including illustrations and diagrams. - Sequence information and events in texts by employing time connectives. - Create texts with contextually precise prepositional phrases for added detail and clarity. - Enhance writing with vivid detail by incorporating action, saying,										

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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 setting, which are features of stories AC9E1LA08 - compare how images in different types of texts contribute to meaning		Reading Skills: - Discuss plot, character, and setting, which are features of stories. - Listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme. - Compare how images in different types of texts contribute to meaning. Writing Skills:	Unit - <u>Fractured</u> <u>Fairytales</u>	Unit - <u>An</u> <u>Aussie</u> <u>Christmas</u> <u>Text</u> <u>Innovation</u>	<u>Aussie</u> <u>Christmas</u> <u>Text</u>	Unit - <u>An</u> <u>Aussie</u> <u>Christmas</u> <u>Text</u> <u>Innovation</u>		Revision/ Assessmen t				
Writing Outcomes AC9E1LA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs AC9E1LE04 - listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme AC9E1LE05 - 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	 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

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	5, 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					
Capital letters	Week 2, 4, 5, 7,	Week 5	Week 7	Week 3, 5	
Full stops	Week 2, 4, 5, 7,	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	