



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	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

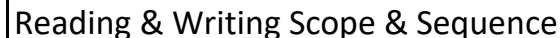
Reading & Writing Scope & Sequence

Grade 1

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>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</p> <p>AC9E1LE02 - discuss literary texts and share responses by making connections with students' own experiences</p> <p>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</p>	1	<p>Reading Skills:</p> <ul style="list-style-type: none"> - 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 literal and deeper meanings. <p>Writing Skills:</p> <ul style="list-style-type: none"> - 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 - Possum Goes to School	Unit - Possum Goes to School	Unit - All About You	Unit - Simple Sentences	Unit - Simple Sentences	Unit - Recount Writing	Unit - Recount Writing	Unit - Recount Writing	Unit - Recount Writing	Revision/Assessment
<p>Writing Outcomes</p> <p>AC9E1LA03 - explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain</p> <p>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)</p> <p>AC9E1LA10 - understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns</p> <p>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</p>						Unit - Talking and Listening - Little Yarns	Unit - Talking and Listening - Little Yarns					



Grade 1

Term 3

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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, 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, 9	Week 5	Week 7	Week 3, 5
Full stops	Week 2, 4, 5, 7, 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