



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

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Grade 6

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
<p>AC9E6LE01 - identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors</p> <p>AC9E6LY05 - use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources</p>	1	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Emphasise comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning. - Identify responses to characters and events in literary texts, focusing on historical, social and cultural contexts. - Connect and compare content from a variety of sources to build literal and inferred meaning. 	Unit - All the ways to be Smart	Unit - Compound Sentences	Unit - Compound Sentences	Unit - Narrative Sentence Structures	Unit - Narrative Sentence Structures	Unit - Narrative Sentence Structures	Unit - Narrative Writing with my Two Blankets	Unit - Narrative Writing with my Two Blankets	Lesson - ON A WHITE BUS Complex Sentences	Unit - Connectives Lesson 1
Writing Outcomes			<p>Writing Skills:</p> <ul style="list-style-type: none"> - Enhance creative writing activities with a focus on setting, character development and engaging narratives. - Identify themes in imaginative texts and demonstrate an awareness of themes in writing. - Experiment with embedding adjectival clauses within sentences. - Plan, draft, and publish all types of texts, choosing appropriate structure, language features, images and digital resources. 	Lesson - I write because	Lesson- Giving and Receiving Feedback (choose 1 lesson)	Lesson - THAMO Conjunction Adverbs in Compound Sentences	Lesson - Giving and Receiving Feedback (choose 1 lesson)	Unit - SIFT Analysis of Texts	Unit - SIFT Analysis of Texts	Lesson - Giving and Receiving Feedback (choose 1 lesson)	Lesson - If, If, If, Then Sentences	Lesson - The More, The More Sentences
<p>AC9E6LY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and vivid features</p> <p>AC9E6LA09 - understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue</p> <p>AC9E6LE05 - create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices</p>			Lesson - What I DIDN'T Do On The Holidays	Unit - Building Comprehension Strategies - The Lost Thing	Unit - Building Comprehension Strategies - The Lost Thing							

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Grade 6

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
<p>AC9E6LE02 - identify similarities and differences in literary texts on similar topics, themes or plots</p> <p>AC9E6LE03 - identify and explain characteristics that define an author's individual style</p> <p>AC9E6LY01 - examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created</p> <p>AC9E6LY02 - use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions</p>	2	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Identify similarities and differences in literary texts on similar topics, themes or plots. - Explain characteristics that define an author's individual style. - Examine texts, including media texts, to identify how they reflect the context in which they were created. - Develop interaction skills for effective communication, including paraphrasing, questioning, clarifying and interrogating ideas. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Enhance persuasive writing skills by choosing text formats with appropriate structures, features and language for persuasion. - Create objective, impersonal arguments and combine them with personal arguments for persuasive effect. - Present arguments from one or multiple perspectives. - Engage in persuasive writing tasks, emphasising various persuasive techniques and developing debating skills. - Use appropriate resources as evidence to support arguments. - Vary sentence structures and lengths using simple, compound and complex sentences for clarity and effect. 	Unit - Complex Sentences	Unit - Complex Sentences	Unit - Complex Sentences	Unit - PESTO Paragraphs	Lesson - If, If, Then Sentences	Unit - Diving into Discussion Texts	Unit - Diving into Discussion Texts	Unit - Dynamite Debates	Unit - Dynamite Debates	Revision/ Assessment
<p>Writing Outcomes</p> <p>AC9E6LY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features</p> <p>AC9E6LA05 - understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas</p> <p>AC9E6LA06 - understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups</p>			Lesson - Adverbial clause detectives	Unit - Connectives Lesson 2	Unit - Connectives Lesson 3	Lesson - First Word Last Word Sentences	Lesson - The More, The More Sentences	Unit - Connectives Lesson 4				

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Grade 6

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
<p>AC9E6LA07 - identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>AC9E6LY04 - select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings</p> <p>AC9E6LA08 - identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>AC9E6LY03 - analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences</p> <p>AC9E6LY05 - use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources</p>	3	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning. - Select, navigate and read texts for a range of purposes, evaluating the use of structural features. - Identify authors' use of vivid, emotive vocabulary, and analyse how vocabulary choice, text structures and language features work together to engage and influence audiences. - Use comprehension strategies to build literal and inferred meaning and connect and compare content from various sources. 	Unit - Complex Sentences	Unit - Complex Sentences	Unit - DICE Sentences	Unit - Exploring the three Tiers of Vocabulary	Unit - Walking in Gagudju Country	Lesson - De De Sentences	Unit - Animal Adaptations	Unit - Animal Adaptations	Unit - Animal Adaptations	Assessment/ Revision
<p>Writing Outcomes</p> <p>AC9E6LY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and</p> <p>AC9E6LA06 - understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups</p> <p>AC9E6LA07 - identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>AC9E6LY02 - use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions</p> <p>AC9E6LY07 - plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features</p>		<p>Writing Skills:</p> <ul style="list-style-type: none"> - Enhance informative writing skills by creating projects focused on comparison, contrast and cause-and-effect discussions. - Choose text formats to inform and engage audiences, creating factual and historical accounts with broader contextual information. - Research and summarise information from several sources, experimenting with non-finite verbs in adverbial clauses and creating texts using digital technologies. - Plan writing by summarising information from multiple sources. - Achieve outcomes such as using parentheses when abbreviating names, acknowledging sources and selecting text formats for combined purposes. - Craft hybrid texts tailored to specific target audiences by choosing text formats that serve dual purposes. 	Lesson - I SAW A WABUB	Unit - Animal Conservation	Unit - Animal Conservation			Lesson - PAIRS Compare and Contrast Paragraphs				



Year 6 Grammar Scope & Sequence

Concept	Term 1	Term 2	Term 3	Term 4
Parts of speech				
Nouns	Week 8	Week 3, 7		
Verbs	Week 2, 3, 4	Week 1, 2, 3, 6, 7		
Pronouns	Week 4	Week 4		
Noun groups				
Adjectives	Week 8		Week 5	
Adverbs	Week 3			
Tense		Week 6		
Sentence-level				
Sentence types: Declarative, interrogative, command, exclamatory			Week 3	
Clauses	Week 2, 3, 9	Week 1, 2, 3	Week 1, 2	
Adverbial clauses		Week 1	Week 1	
Adjectival clauses		Week 2		
Compound sentences	Week 2, 3			
Complex sentences	Week 9	Week 1, 2, 3	Week 1, 2	
Conjunctions	Week 2, 3, 9	Week 1, 2, 3	Week 1, 2	
Cohesive ties	Week 10	Week 2, 3, 5, 7	Week 6	
Punctuation				
Capital letters				
Commas	Week 2, 9, 10	Week 1, 2, 3, 4, 5	Week 1, 2	
Direct and Indirect Speech	Week 4			
Apostrophe of contraction				
Semicolons/colons	Week 3		Week 6	