



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

Grade 6

Term 2

Important: This scope and sequence is for use across your whole school in accordance with Cleverbean's Terms of Use. Account sharing or saving Cleverbean materials to your school's drive for sharing across teachers is a breach of these terms of use. To use Cleverbean within our terms, please reach out to Lucy@cleverbean.co to have your school set up and to access additional support and features. Please support us, so we can continue to support you.

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. 	Unit - Complex Sentences	Unit - Complex Sentences	Unit - Complex Sentences	Unit - PESTO Paragraphs	Unit - If, if, if, Then Sentences	Unit - Diving into Discussion Texts	Unit - Diving into Discussion Texts	Unit - Dynamite Debates	Unit - Dynamite Debates	Unit - Dynamite Debates
<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>			<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. 	Lesson - Adverbial clause detectives	Unit - Connectives Lesson 1, 2	Unit - Connectives Lesson 3	Lesson - First Word Last Word Sentences	Lesson - The More, The More Sentences	Unit - Connectives Lesson 4			

Reading & Writing Scope & Sequence

Grade 6

Term 3

Important: This scope and sequence is for use across your whole school in accordance with Cleverbean's Terms of Use. Account sharing or saving Cleverbean materials to your school's drive for sharing across teachers is a breach of these terms of use. To use Cleverbean within our terms, please reach out to Lucy@cleverbean.co to have your school set up and to access additional support and features. Please support us, so we can continue to support you.

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 - Adjectives And Technical Language	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 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 - J SAW A WABUB Complex Sentences	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 4	Week 7		Week 1,2,3,4,5
Verbs	Week 4, 5	Week 7		Week 1,2,3,4,5
Pronouns	Week 4	Week 4		
Noun groups				
Adjectives				Week 1,2,3,4,5
Adverbs				
Tense		Week 6		
Sentence-level				
Sentence types: Declarative, interrogative, command, exclamatory			Week 3	
Clauses	Week 2, 3	Week 1, 2	Week 1, 2	
Adverbial clauses		Week 1		
Adjectival clauses		Week 2		
Compound sentences	Week 2, 3			
Complex sentences	Week 8	Week 1, 2, 3	Week 1, 2	
Conjunctions	Week 3		Week 1, 2	
Cohesive ties	Week 10	Week 3, 5	Week 6	
Punctuation				
Capital letters				
Commas	Week 4, 8		Week 1, 2	Week 1,2,3,4,5
Direct and Indirect Speech				
Apostrophe of contraction				