

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
	Discission Discission 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



Reading & Writing Scope & Sequence

Grade 6

Term 1

Term Key teaching Focus for Term Week 4 Week 1 Week 2 Week 3 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 AC9E6LE01 - identify responses to characters and events in literary Reading Skills: Unit - All the Unit -Unit -Unit -Lesson - ON Unit -Unit -Unit -Unit -Unit texts, drawn from historical, social or cultural contexts, by First - Emphasise comprehension strategies such as visualising, ways to be Compound Compound Narrative Narrative Narrative Narrative Narrative A WHITE BUS Connectives Writing with Writing with Nations Australian, and wide-ranging Australian and world authors predicting, connecting, summarising, monitoring and Sentences Sentences Sentence Sentence Sentence Lesson 1 Smart Complex AC9E6LY05 - use comprehension strategies such as visualising, Structures Structures Structures Sentences my Two my Two predicting, connecting, summarising, monitoring and questioning to Identify responses to characters and events in literary texts, Blankets Blankets build literal and inferred meaning, and to connect and compare focusing on historical, social and cultural contexts. content from a variety of sources - Connect and compare content from a variety of sources to build literal and inferred meaning. Lesson - If, **Vriting Outcomes** Lesson - I Lesson-Lesson -Unit -Unit - SIFT Lesson -Unit -Lesson - The Lesson -THAMO Narrative Analysis of Giving and Narrative f, If, Then More, The AC9E6LY06 - plan, create, edit and publish written and multimodal write Giving and Giving and Writing Skills: texts whose purposes may be imaginative, informative and ecause Receiving Conjunctive Receiving Sentence Texts Receiving Writing with Sentences More - Enhance creative writing activities with a focus on setting, Feedback Adverbs in Feedback Structures Feedback my Two Sentences persuasive, using paragraphs, a variety of complex sentences. character development and engaging narratives. expanded verb groups, tense, topic-specific and vivid vocabulary, (choose 1 Compound (choose 1 (choose 1 Blankets Identify themes in imaginative texts and demonstrate an punctuation, spelling and vivid features lesson) Sentences lesson) lesson) AC9E6LA09 - understand how to use the comma for lists, to awareness of themes in writing. - Experiment with embedding adjectival clauses within separate a dependent clause from an independent clause, and in Unit -Unit -Unit - SIFT Lesson dialogue What I Building Building Analysis of AC9E6LE05 - create and edit literary texts that adapt plot structure, Plan, draft, and publish all types of texts, choosing DIDN'T Do Texts Comprehensi Comprehens appropriate structure, language features, images and digital characters, settings and/or ideas from texts students have On The on Strategies on Strategies experienced, and experiment with literary devices The Lost Holidays The Lost Thing Thing

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similar topics, themes or plots

information, experiences and opinions

punctuation, spelling and visual features

author's individual style

they were created

ideas

a range of adverb groups

Reading & Writing Scope & Sequence

AC9E6LE03 - identify and explain characteristics that define an

paraphrasing, questioning, clarifying and interrogating ideas,

texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences,

variety of complex sentences to elaborate, extend and explain

AC9E6LA06 - understand how ideas can be expanded and

Grade 6

Term 2

AC9E6LE02 - identify similarities and differences in literary texts on AC9E6LY01 - examine texts including media texts that represent ideas and events, and identify how they reflect the context in which AC9E6LY02 - use interaction skills and awareness of formality when developing and supporting arguments, and sharing and evaluating AC9E6LY06 - plan, create, edit and publish written and multimodal expanded verb groups, tense, topic-specific and vivid vocabulary, AC9E6LA05 - understand how embedded clauses can expand the sharpened through careful choice of verbs, elaborated tenses and

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	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
on		Reading Skills:	Unit -	Unit -	Unit -	Unit - PESTO	Unit - If, If, If,	Unit - Diving	Unit - Diving	Unit -	Unit -	Unit -
		- Identify similarities and differences in literary texts on	Complex	Complex	Complex	<u>Paragraphs</u>	Then	<u>into</u>	<u>into</u>	<u>Dynamite</u>	<u>Dynamite</u>	Dynamite
		· · ·	Sentences	Sentences	Sentences		Sentences	Discussion	Discussion	Debates	Debates	Debates
		- Explain characteristics that define an author's individual style.						Texts	Texts			
		- Examine texts, including media texts, to identify how they										
nich		reflect the context in which they were created.										
		- Develop interaction skills for effective communication,										
nen		including paraphrasing, questioning, clarifying and										
		interrogating ideas.										
ng												
			Lesson -	Unit -	Unit -	Lesson -First	Lesson - The	1				
lal		Marin - Chille	Adverbial	Connectives	Connectives	Word Last	More, The					
	2	Writing Skills: - Enhance persuasive writing skills by choosing text formats	clause	Lesson 1, 2	Lesson 3	Word	More					
		with appropriate structures, features and language for	detectives			Sentences	Sentences					
',		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						4				
		persuasive techniques and developing debating skills.					Unit -					
ıd		- Use appropriate resources as evidence to support					Connectives					
		arguments.					Lesson 4					
		- Vary sentence structures and lengths using simple,										
		compound and complex sentences for clarity and effect.										
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Reading & Writing Scope & Sequence

Grade 6

Term 3

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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	
AC9E6LA07 - identify and explain how images, figures, tables, diagrams,		Reading Skills:	Unit -	Unit -	Unit - DICE	Unit -	Unit -	Lesson - De	Unit - Animal	Unit - Animal	Unit - Animal	Assessment/	
maps and graphs contribute to meaning		- Identify and explain how images, figures, tables,	Complex	Complex	Sentences	Exploring the	Walking in	De Sentences	<u>Adaptations</u>	<u>Adaptations</u>	<u>Adaptations</u>	Revision	
AC9E6LY04 - select, navigate and read texts for a range of purposes,		diagrams, maps and graphs contribute to meaning.	Sentences	Sentences		three Tiers of	Gagudju						
monitoring meaning and evaluating the use of structural features; for		- Select, navigate and read texts for a range of purposes,				Vocabulary	Country -						
example, table of contents, glossary, chapters, headings and		evaluating the use of structural features.					Adjectives						
subheadings		- Identify authors' use of vivid, emotive vocabulary, and					And						
AC9E6LA08 - identify authors' use of vivid, emotive vocabulary, such as		analyse how vocabulary choice, text structures and					Technical						
metaphors, similes, personification, idioms, imagery and hyperbole		language features work together to engage and					Language						
AC9E6LY03 - analyse how text structures and language features work		influence audiences.											
together to meet the purpose of a text, and engage and influence		- Use comprehension strategies to build literal and											
audiences		inferred meaning and connect and compare content											
AC9E6LY05 - use comprehension strategies such as visualising,		from various sources.											
predicting, connecting, summarising, monitoring and questioning to													
build literal and inferred meaning, and to connect and compare content													
from a variety of sources													
,													
Writing Outcomes			Lesson- <u>I</u>	Unit - Animal				Lesson -					
AC9E6LY06 - plan, create, edit and publish written and multimodal texts			SAW A	Conservation	Conservation			PAIRS					
whose purposes may be imaginative, informative and persuasive, using	3	Writing Skills:	WABUB					Compare and					
paragraphs, a variety of complex sentences, expanded verb groups,		- Enhance informative writing skills by creating projects	Complex					Contrast					
tense, topic-specific and vivid vocabulary, punctuation, spelling and		focused on comparison, contrast and cause-and-effect	Sentences					Paragraphs					
AC9E6LA06 - understand how ideas can be expanded and sharpened		discussions.											
through careful choice of verbs, elaborated tenses and a range of		- Choose text formats to inform and engage audiences,											
adverb groups		creating factual and historical accounts with broader											
AC9E6LA07 - identify and explain how images, figures, tables, diagrams,		contextual information.											
maps and graphs contribute to meaning		- Research and summarise information from several											
AC9E6LY02 - use interaction skills and awareness of formality when		sources, experimenting with non-finite verbs in											
paraphrasing, questioning, clarifying and interrogating ideas,		adverbial clauses and creating texts using digital											
developing and supporting arguments, and sharing and evaluating		technologies.											
information, experiences and opinions		- Plan writing by summarising information from multiple											
AC9E6LY07 - plan, create, rehearse and deliver spoken and multimodal													
presentations that include information, arguments and details that		sources Achieve outcomes such as using parentheses when											
develop a theme or idea, organising ideas using precise topic-specific		abbreviating names, acknowledging sources and											
and technical vocabulary, pitch, tone, pace, volume, and visual and		selecting text formats for combined purposes.											
digital features													
		- Craft hybrid texts tailored to specific target audiences											
		by choosing text formats that serve dual purposes.				1				l		4	



Reading & Writing Scope & Sequence

Grade 6

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
AC9E6LA08 - identify authors' use of vivid, emotive vocabulary,		Reading Skills:	Unit -	Unit - Slam	Unit - Slam	Unit -	Unit -	Unit -	Unit -	Unit -	Assessment	Assessment
such as metaphors, similes, personification, idioms, imagery and		- Recognise how authors use vivid and emotive language, including	Writing	Poetry	Poetry	Poetry -	Poetry -	Farewell	Farewell	Farewell	/ Revision	/ Revision
hyperbole		metaphors, similes, personification, idioms, imagery and hyperbole.	Poetry with			Maxine	Maxine	Year 6:	Year 6 :	Year 6 :		
AC9E6LE04 - explain the way authors use sound and imagery to		- Explain how authors use sound and imagery to create meaning and	Michael			Beneba	Beneba	Memorable	Memorable	Memorable		
create meaning and effect in poetry		effects in poetry.	Rosen			Clarke	Clarke	Moments	Moments	Moments		
AC9E6LA04 - understand that cohesion can be created by the		- Understand how repetition and word associations contribute to cohesion										
intentional use of repetition, and the use of word associations		in texts.										
Writing Outcomes		Writing Skills:										
AC9E6LY06 - plan, create, edit and publish written and multimodal		- Enhance a variety of writing skills, focusing on both informative and										
texts whose purposes may be imaginative, informative and		imaginative elements.										
persuasive, using paragraphs, a variety of complex sentences,	4	- Demonstrate an understanding of imagery, personification, and sound										
expanded verb groups, tense, topic-specific and vivid vocabulary,		devices in songs, narratives and poetry.										
punctuation, spelling and vivid features		- Identify and use language devices, including figurative language.										
AC9E6LA03 - explain how texts across the curriculum are typically		- Vary writing tasks with a specific emphasis on effective punctuation										
organised into characteristic stages and phases depending on		usage.										
purposes, recognising how authors often adapt text structures and		- Plan, create, edit and publish texts using complex sentences, vivid										
language features		vocabulary and appropriate text structures for different purposes.										
AC9E6LE05 - create and edit literary texts that adapt plot		- Create and edit literary texts, adapting plot structures, characters and										
structure, characters, settings and/or ideas from texts students		settings, and experiment with literary devices.										
have experienced, and experiment with literary devices												

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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				