



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 6

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
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 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	1	Reading Skills: <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 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 AC9E6LA09 - understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue 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			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, Then Sentences	Lesson - The More, The More Sentences
			Lesson - What I DIDN'T Do On The Holidays	Unit - Building Comprehension Strategies - The Lost	Unit - Building Comprehension Strategies - The Lost							



Reading & Writing Scope & Sequence

Grade 6

Term 2

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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
AC9E6LE02 - identify similarities and differences in literary texts on similar topics, themes or plots AC9E6LE03 - identify and explain characteristics that define an author's individual style AC9E6LY01 - examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created 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	2	Reading Skills: <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. Writing Skills: <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	Unit - Complex Sentences	Unit - Complex Sentences	Unit - Complex Sentences	Unit - PESTO Paragraphs	Lesson - If, If, If, Then Sentences	Unit - Diving into Discussion Texts	Unit - Diving into Discussion Texts	Unit - Dynamite Debates	Unit - Dynamite Debates	Revision/ Assessment
Writing Outcomes 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 AC9E6LA05 - understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas AC9E6LA06 - understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups			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	Unit - Powerful Persuasive Sentences	Unit - Powerful Persuasive Sentences	Unit - Powerful Persuasive Sentences	Unit - Powerful Persuasive Sentences	

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
<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 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, practising ideas using precise topic-specific</p>			Lesson - I SAW A WABUB Complex Sentences	Unit - Animal Conservation	Unit - Animal Conservation			Lesson - PAIRS Compare and Contrast Paragraphs				

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

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	