



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 3

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>AC9E3LA03 - describe how texts across the curriculum use different language features and structures relevant to their purpose</p> <p>AC9E3LA09 - identify how images extend the meaning of a text</p> <p>AC9E3LY05 - use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p> <p>AC9E3LE02 - discuss connections between personal experiences and character experiences in literary texts and share personal preferences</p>	1	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Discuss how different texts use specific language features relevant to their purpose. - Identify how images enhance and extend the meaning of written texts. - Apply comprehension strategies to build literal and inferred meanings when listening and viewing. - Discuss connections between personal experiences and those of characters in literary texts. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Develop narrative writing skills by structuring narratives with an orientation-complication-resolution framework, ensuring coherence and engagement for readers. - Construct varied sentence structures using adverbial phrases and coordinating conjunctions, mastering declarative and exclamatory sentences for emphasis and expression. - Use capital letters and commas effectively in writing to clarify meaning and improve readability. - Enhance word-level language by incorporating descriptive features such as adjectives and creative expressions to enrich narrative content and engage readers. - Craft imaginative texts that engage audiences through first-person or third-person narrative voices, experimenting with dialogue to develop character interactions and advance plot development. - Recognise clauses as units of grammar containing subjects and verbs that must agree. 	Unit - Under the Love Umbrella	Lesson - I write because	Unit - Simple Sentences	Unit - Simple Sentences	Unit - Planning Strategies for Persuasive	Lesson - PESTO Paragraphs	Unit - Planning strategies for Narrative	Unit - Splendid Sentences	Unit - Splendid Sentences	Revision/ Assessment
<p>Writing Outcomes</p> <p>AC9E3LA06 - understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree</p> <p>AC9E3LE01 - discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators</p> <p>AC9E3LE05 - create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</p>					Unit - Simple Sentences	Unit - Comprehension Strategies - Journey	Lesson - Sentence Generation - Matching nouns and verbs	Lesson - First Word Last Word Sentences	Unit - Exploring Point of View	Unit - Exploring Point of View	Unit - Questioning, Jeremy	

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Grade 3

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>AC9E3LY03 - identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images</p> <p>AC9E3LY01 - recognise how texts can be created for similar purposes but different audiences</p>	2	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Identify the audience and purpose of imaginative, informative and persuasive texts, through their use of language features and/or images. - Recognise how texts can be created for similar purposes but different audiences. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Explore structures for persuasive writing, including statements of position, sequenced paragraphs and conclusions. - Experiment with modality to amplify persuasive impact. - Utilise facts and opinions strategically to reinforce viewpoints. - Engage readers through the strategic use of interrogative sentences. - Develop planning, monitoring and revising skills to tailor language and structures for specific text purposes. 	Lesson - A-Z Of My Holidays	Unit - Persuasive writing	Unit - Persuasive writing	Lesson - Noun, Which, Where, Who Sentences	Unit - Compound sentences	Unit - Compound sentences	Unit - Persuasion - Trees	Unit - Persuasion - Trees	Lesson - I SAW A WABUB Complex Sentences	Revision/ Assessment
<p>Writing Outcomes</p> <p>AC9E3LA02 - understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful</p> <p>AC9E3LA04 - understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</p> <p>AC9E3LY02 - use interaction skills to contribute to conversations and discussions to share information and ideas</p> <p>AC9E3LY06 - plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p>			Lesson - Sentence Generation - Matching Nouns and Verbs	Lesson - Sentence Generation - Matching Verbs and Adverbs	Unit - Planning Strategies for Persuasive	Lesson - BOYS Sentences						



Reading & Writing Scope & Sequence

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Grade 3

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>AC9E3LA05 - identify the purpose of layout features in print and digital texts and the words used for navigation</p> <p>AC9E3LA10 - extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts</p>	3	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Identify the purpose of layout features (such as headings, subheadings and bullet points) and navigation words (such as "click here" and "next") in both print and digital texts to enhance understanding and ease of use. - Extend topic-specific and technical vocabulary and understand that words can have different meanings in different contexts. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Create informative texts that feature headings, topic sentences and concluding paragraphs for informative purposes. - Implement effective text features such as bullet points and numbering for organized and impactful communication. - Refine sentence-level grammar by using 'verb' sentence openers and imperative sentences. - Use digital technologies in the planning, monitoring and revising stages of text creation. 	Lesson - What I didnt do on the holidays	Unit - Animal - Non fiction texts	Unit - Animal - Non fiction texts	Unit - What is a Hybrid Text	Unit - What is a Hybrid Text	Lesson - DICE Sentences - Command Lesson 3	Unit - Procedures	Unit - Splendid Sentences Lesson 3-5	Unit - The Mimis	Revision/ Assessment
<p>Writing Outcomes</p> <p>AC9E3LA07 - understand how verbs represent different processes for doing, feeling, thinking, saying and relating</p> <p>AC9E3LA08 - understand that verbs are anchored in time through tense</p> <p>AC9E3LY06 - plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p>			Unit - Noun, Which, Where, Who Sentences	Unit - Sentence Generation - Matching Verbs and Adverbs	Lesson - Ad/Noun/Is Sentences	Unit - DICE sentences Lesson 1-2	Unit - Procedures	Lesson - Sentence Generation - Matching Verbs and Adverbs				

Reading & Writing Scope & Sequence

Grade 3

Term 4

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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>AC9E3LE03 - discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative</p> <p>AC9E3LE04 - discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose</p>	4	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Describe how stories develop through characters and/or events. - Analyse how language and illustrations are used to portray characters, settings, and the tone of a narrative. - Understand how literary devices like rhythm and onomatopoeia affect meaning and the reader's reaction in poetry and prose. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Utilise various text features to serve multiple purposes. 	Unit - Giving and Receiving Feedback	Unit - Crafting Poetry Lesson 3-4	Unit - Crafting Poetry 1,5-7	Lesson - List sentences	Lesson - Sloth Adaptations	Lesson - Sloth Adaptations	Coming soon	Coming soon	Coming soon	Revision/ Assessment
<p>Writing Outcomes</p> <p>AC9E3LE05 - create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</p> <p>AC9E3LY06 -plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p>			<p>- Engage in experimenting with various poetic forms, including stanzas, for imaginative purposes.</p> <p>- Apply language creatively to construct imagery or humor, incorporating idioms, puns, similes, and personification when crafting poetry.</p> <p>- Create instructional and descriptive texts with multimodal features.</p> <p>- Develop proficiency in sentence-level grammar by selecting and using precise verbs and verb groups that align with the purposes of the text.</p>	Unit - Crafting Poetry Lesson 1-2	Unit - Giving and Receiving Feedback (choose 1 lesson)	Unit - Giving and Receiving Feedback (choose 1 lesson)		Lesson - Speedy Sloth question poems	Lesson - Speedy Sloth question poems			
							Lesson - Speedy Sloth build a poem	Lesson - Speedy Sloth build a poem				



Year 3 Grammar Scope & Sequence

Concept	Term 1	Term 2	Term 3	Term 4
Parts of speech				
Nouns	Week 1, 4, 8	Week 1, 4	Week 1, 8	Week 2, 5
Verbs	Week 1, 4, 8	Week 1, 3, 5	Week 1, 2, 6, 7, 8	Week 2
Pronouns	Week 6			
Noun groups (including articles, adjectives and nouns)				
Adjectives	Week 2, 8		Week 2, 8	Week 3, 4, 6
Adverbs		Week 1	Week 1, 6, 7	Week 2
Tense				
Sentence-level				
Sentence types: Declarative, interrogative, command, exclamatory			Week 5, 6	
Prepositional phrases	Week 2			
Clauses		Week 5		
Simple sentences	Week 2, 3, 4			
Compound sentences		Week 5, 9		
Complex sentences		Week 9		
Conjunctions	Week 9	Week 5, 6, 9	Week 9	
Cohesive ties				
Punctuation				
Capital letters				
Commas		Week 5, 9		
Direct and Indirect Speech				
Apostrophes - contraction and possession				