



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 4

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>AC9E4LA10 - explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts</p> <p>AC9E4LY05 - use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts"</p>	1	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Utilise comprehension strategies effectively, including visualising, predicting, connecting, summarising, monitoring, and questioning, to build literal and inferred meanings, expand knowledge, and evaluate texts. - Analyse how choices in framing images, placement of elements, and emphasis affect the composition and meaning of both still and moving images in texts. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Organising ideas into paragraphs that reflect the stages of a narrative, detailing settings, character motives, and actions for imaginative purposes. - Understanding and using conjunctions within and across sentences to maintain cohesion and clarity. - Demonstrating proficiency in sentence-level grammar, including simple, compound, and complex sentences of varying lengths. - Experimenting with the second-person narrative voice to achieve specific effects in imaginative writing contexts. 	Lesson - A-Z Of My Holidays	Unit - Simple Sentence Lesson 5,6,7	Lesson - Sentence Generation - Matching Verbs and Adverbs	Unit - Connectives Lesson 1, 2	Unit - Narrative Writing with Luke's Way of Looking	Unit - Narrative Writing with Luke's Way of Looking	Unit - Super Sentence Structures 1-3	Unit - Super Sentence Structures Lesson 4-6	Lesson - ON A WHITE BUS Complex Sentences	Revision/ Assessment	
<p>Writing Outcomes</p> <p>AC9E4LY06 - plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation</p> <p>AC9E4LA09 - understand past, present and future tenses and their impact on meaning in a sentence</p>			Lesson - I write because	Unit - Comprehension Strategies Using the Gift	Unit - Compound sentences	Unit - Comprehension Strategies Using the Gift	Unit - Narrative Writing with Luke's Way of Looking	Unit - Narrative Writing with Luke's Way of Looking	Unit - Giving and Receiving Feedback (Choose 1 lesson)	Unit - Word Study with Ish	Unit - Strong Verbs with A Home for Luna		
			Unit - Understanding the Acknowledgement of Country	Unit - Comprehension Strategies Using the Gift					Unit - Word Study with Ish				

Reading & Writing Scope & Sequence

Grade 4

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>AC9E4LY03 - identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>AC9E4LA05 - identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout</p> <p>AC9E4LA03 - identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes</p>	3	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Recognise and distinguish between subjective language used for expressing opinions and feelings and objective language used for factual reporting. - Identify and explain how various text navigation features in online texts, such as headlines, drop-down menus, links, graphics, and layout, contribute to enhancing readability and accessibility for readers. - Understand the functions and structures of adverb groups/phrases and prepositional phrases in providing specific circumstantial details about actions and events. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Generating factual and historical accounts with structured introductions, detailed event descriptions, and conclusive summaries for informative purposes. - Creating informative texts that incorporate clear headings, topic sentences, and concluding paragraphs to effectively organise and present information. - Developing explanation texts that clarify processes or reasons behind events through a sequence of steps, including an opening statement and a conclusive explanation. - Incorporating cause-and-effect statements to demonstrate relationships between actions and outcomes in informative writing. 	Lesson - What I DIDN'T Do On The Holidays	Unit - Incredibly Informative Texts	Unit - Incredibly Informative Texts	Unit - Incredibly Informative Texts	Lesson - Noun, Which, Where, Who Sentences	Lesson - De De Sentences	Lesson - ON A WHITE BUS Complex Sentences	Unit - Explanation Texts	Unit - Explanation Texts	Revision/ Assessment
<p>Writing Outcomes</p> <p>AC9E4LY06 - plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation</p> <p>AC9E4LA08 - understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity</p> <p>AC9E4LA02 - identify the subjective language of opinion and feeling, and the objective language of factual reporting</p>			Lesson - Sentence Generation - Matching Nouns and Verbs	Unit - I'm Australian Too				Lesson - Sentence Generation - Matching Verbs and Adverbs	Unit - Connectives Lesson 4-5	Unit - Three Tiers of Vocabulary		Lesson - Sentence Generation - Matching Verbs and Adverbs



Year 4 Grammar Scope & Sequence

Concept	Term 1	Term 2	Term 3	Term 4
Parts of speech				
Nouns	Week 8	Week 8, 10	Week 1, 5	
Verbs	Week 3, 7, 9	Week 2, 3, 6, 10	Week 1, 5, 9, 10	
Pronouns		Week 6	Week 3	
Noun groups (including articles, adjectives and nouns)				
Adjectives	Week 2, 7, 8, 9		Week 3	
Adverbs	Week 3, 9	Week 6	Week 5, 10	
Tense			Week 3	
Sentence-level				
Sentence types: Declarative, interrogative, command, exclamatory				
Phrases				
Prepositional phrases	Week 2			
Clauses	Week 3, 6, 9	Week 10	Week 7	
Simple sentences	Week 2			
Compound sentences	Week 3, 7			
Complex sentences	Week 6, 9	Week 10	Week 7	
Conjunctions	Week 3, 6, 7	Week 10	Week 4, 6	
Cohesive ties	Week 4	Week 7, 8	Week 6, 8	
Punctuation				
Capital letters			Week 4	
Commas	Week 3, 6, 7, 8, 9	Week 8, 10	Week 4, 7	
Direct and Indirect Speech				
Semicolons	Week 3, 8		Week 6	