



# CLEVERBEAN Literacy Scope and Sequence User Guide

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## Cleverbean Literacy Scope & Sequence

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## 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](http://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 1**

#### **Reading Outcomes**

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

#### **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

#### **Term**

**1**

#### **Key teaching focus for Term**

##### **Reading Skills:**

- 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

##### **Writing Skills:**

- Enhance creative writing activities with a focus on setting, character development and engaging narratives.
- Identify themes in imaginative texts and demonstrate an awareness of themes in writing.
- Experiment with embedding adjectival clauses within sentences.
- Plan, draft, and publish all types of texts, choosing appropriate structure, language features, images and digital resources.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit – <a href="#">AI the ways to be Smart</a>	Unit – <a href="#">Compound Sentences</a>	Unit – <a href="#">Compound Sentences</a>	Unit – <a href="#">Narrative Sentence Structures</a>	Unit – <a href="#">Narrative Sentence Structures</a>	Unit – <a href="#">Narrative Sentence Structures</a>	Unit – <a href="#">Narrative Writing with my Two Blankets</a>	Unit – <a href="#">Narrative Writing with my Two Blankets</a>	Lesson – <a href="#">ON A WHITE BUS Complex Sentences</a>	Unit – <a href="#">Connectives</a> Lesson 1
Lesson – <a href="#">I write because</a>	Lesson – <a href="#">Giving and Receiving Feedback</a> (choose 1 lesson)	Lesson – <a href="#">THAMO Con'unctive Adverbs in Compound Sentences</a>	Lesson – <a href="#">Giving and Receiving Feedback</a> (choose 1 lesson)	Unit – <a href="#">Narrative Sentence Structures</a>	Unit – <a href="#">SIFT Analysis of Texts</a>	Lesson – <a href="#">Giving and Receiving Feedback</a> (choose 1 lesson)	Unit – <a href="#">Narrative Writing with my Two Blankets</a>	Lesson – <a href="#">If, If, If, Then Sentences</a>	Lesson – <a href="#">The More, The More Sentences</a>
Lesson – <a href="#">What I DIDN'T Do On The Holidays</a>	Unit – <a href="#">Building Comprehension Strategies- The Lost Thing</a>	Unit – Building Comprehension Strategies – The Lost Thing		Unit – SIFT Analysis of Texts					

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## Grade 6 Term 2

### Reading Outcomes

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

### 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

## Term

### Key teaching focus for Term

#### Reading Skills:

- 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:

- 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.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit – <a href="#">Complex Sentences</a>	Unit – <a href="#">Complex Sentences</a>	Unit – <a href="#">Complex Sentences</a>	Unit – <a href="#">PESTO Paragraphs</a>	Unit – <a href="#">If, If, Then Sentences</a>					
Lesson – <a href="#">Adverbial clause detectives</a>	Unit – <a href="#">Connectives</a> Lesson 1, 2	Unit – <a href="#">Connectives</a> Lesson 3	Lesson – <a href="#">First Word Last Word Sentences</a>	Lesson – <a href="#">The More, The More Sentences</a> Unit – <a href="#">Connectives</a> Lesson 4	Unit – <a href="#">Diving into Discussion Texts</a>	Unit – <a href="#">Diving into Discussion Texts</a>	<a href="#">Unit – Dynamite Debates</a>	Unit – <a href="#">Dynamite Debates</a>	Unit – <a href="#">Dynamite Debates</a>

### Grade 6

#### Term 3

#### Reading Outcomes

AC9E6LA07 – identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning

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

AC9E6LA08 – identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole

AC9E6LY03 – analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences

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

#### 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

AC9E6LA06 – understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups

AC9E6LA07 – identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning

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

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

## Term

3

### Key teaching focus for Term

#### Reading Skills:

- 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.

#### Writing Skills:

- 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.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit – <a href="#">Complex Sentences</a>	Unit – <a href="#">Complex Sentences</a>	Unit – <a href="#">DI CE Sentences</a>	Unit – <a href="#">Exploring the three Tiers of Vocabulary</a>	Unit – <a href="#">Walking in Gagudju Country – Adjectives And Technical Language</a>	Lesson – <a href="#">De De Sentences</a>	Unit – <a href="#">Animal Adaptations</a>	Unit – <a href="#">Animal Adaptations</a>	Unit – <a href="#">Animal Adaptations</a>	Assessment/ Revision
Lesson – <a href="#">I SAW A WABU B Complex Sentences</a>	Unit – <a href="#">Animal Conservation</a>	Unit – <a href="#">Animal Conservation</a>			Lesson – <a href="#">PAIRS Compare and Contrast Paragraphs</a>				

## Grade 6

## Term 4

### Reading Outcomes

AC9E6LA08 – identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole

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 intentional use of repetition, and the use of word associations

### 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

### Term

4

### Key teaching focus for Term

#### 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 settings, and experiment with literary devices.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit – <a href="#">Writing Poetry with Michael Rosen</a>	Unit – <a href="#">Slam Poetry</a>	Unit – <a href="#">Slam Poetry</a>	Unit – <a href="#">Poetry – Maxine Beneba Clarke</a>	Unit – <a href="#">Poetry – Maxine Beneba Clarke</a>	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Assessment/ Revision


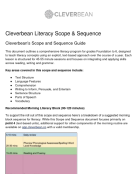


### Year 6 Grammar Scope & Sequence

Concept	Term 1	Term 2	Term 3	Term 4
<b>Parts of speech</b>				
Nouns	Week 4	Week 7		
Verbs	Week 4, 5	Week 7		
Pronouns	Week 4	Week 4		
Noun groups				
Adjectives				
Adverbs				
Tense		Week 6		
<b>Sentence-level</b>				
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	
<b>Punctuation</b>				
Capital letters				
Commas	Week 4, 8		Week 1, 2	
Direct and Indirect Speech				
Apostrophe of contraction				



**Documents / Resources**



	<p><a href="#">CLEVERBEAN Literacy Scope and Sequence</a> [pdf] User Guide Literacy Scope and Sequence, Scope and Sequence, Sequence</p>
	<p><a href="#">CLEVERBEAN Literacy Scope and Sequence</a> [pdf] User Guide Literacy Scope and Sequence, Scope and Sequence, Sequence</p>
	<p><a href="#">CLEVERBEAN Literacy Scope and Sequence</a> [pdf] User Guide Literacy Scope and Sequence, Scope and Sequence, Sequence</p>
	<p><a href="#">CLEVERBEAN Literacy Scope and Sequence</a> [pdf] Instructions Literacy Scope and Sequence, Scope and Sequence, Sequence</p>

## References

- [🕒 A-Z Of My Holidays | High quality literacy lesson - Cleverbean](#)
- [🕒 Adverbial Clause Detectives | High quality literacy lesson - Cleverbean](#)
- [🕒 DICE Sentences - Command | High quality literacy lesson - Cleverbean](#)
- [🕒 I SAW A WABUB Complex Sentences | High quality literacy lesson - Cleverbean](#)
- [🕒 I Write Because | High quality literacy lesson - Cleverbean](#)
- [🕒 National Simultaneous Storytime - Build a Poem | High quality literacy lesson - Cleverbean](#)
- [🕒 National Simultaneous Storytime - Sloth Adaptations | High quality literacy lesson - Cleverbean](#)
- [🕒 ON A WHITE BUS Complex Sentences | High quality literacy lesson - Cleverbean](#)
- [🕒 PAIRS Compare and Contrast Paragraphs | High quality literacy lesson - Cleverbean](#)
- [🕒 PESTO Persuasive Paragraphs | High quality literacy lesson - Cleverbean](#)
- [🕒 Giving and Receiving Feedback - 2 Stars and a Wish | High quality literacy lesson - Cleverbean](#)
- [🕒 Sentence Generation - Matching Nouns and Verbs | High quality literacy lesson - Cleverbean](#)
- [🕒 Sentence Generation - Matching Verbs and Adverbs | High quality literacy lesson - Cleverbean](#)
- [🕒 Splendid Sentences - Ad/Noun/Is Sentences | High quality literacy lesson - Cleverbean](#)
- [🕒 Super Sentence Structures - B.O.Y.S Sentences | High quality literacy lesson - Cleverbean](#)
- [🕒 Super Sentence Structures - De De Sentences | High quality literacy lesson - Cleverbean](#)
- [🕒 Super Sentence Structures - If, If, If, Then Sentences | High quality literacy lesson - Cleverbean](#)
- [🕒 Super Sentence Structures - Last Word, First Word Sentences | High quality literacy lesson - Cleverbean](#)
- [🕒 Super Sentence Structures - List Sentences | High quality literacy lesson - Cleverbean](#)

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- [!\[\]\(41f06fdeabb4e5a71d06fe8f32a46127\_img.jpg\) What I DIDN'T Do On The Holidays | High quality literacy lesson - Cleverbean](#)
- [!\[\]\(18eb66208e65404cce5042d73cf0a851\_img.jpg\) All About You | Cleverbean](#)
- [!\[\]\(14a9d4de9e6699d41b68e8807e2d5f76\_img.jpg\) All The Ways To Be Smart | Cleverbean](#)
- [!\[\]\(415790129e00c225ba52b81c8addfb14\_img.jpg\) Animal Adaptations | Cleverbean](#)
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- [User Manual](#)

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