

SOUND WAVESTM

LITERACY

1

SYSTEMATIC SYNTHETIC PHONICS & WORD STUDY

























Student Book






















Barbara Murray and Terri Watson

firefly
EDUCATION

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Welcome to Sound Waves Literacy

Our structured literacy approach is the key to reading, writing and spelling success.

Sound Waves Literacy is an evidence-informed program. Instruction builds from Foundation to Year 6 and covers four key areas of teaching: phonemic awareness, synthetic phonics, morphology and etymology.

Year 1 Overview

Follow these two steps to teach, practise and consolidate reading and spelling skills.

Step 1: Teach with Sound Waves Literacy Online

Year 1 lessons start with explicit teaching using the lesson guides and interactive slideshows at *Sound Waves Literacy Online*.

The teaching resources at *Sound Waves Literacy Online* help you to deliver systematic and engaging lessons that directly correspond to the activities in this book and the Decodable Readers.

Step 2: Consolidate with the Student Book and Decodable Readers

After the associated lesson has been taught, students practise and consolidate their understanding with the Student Book and Decodable Readers.

Year 1 Student Book

Student Books in Years 1–6 all contain 36 units of work. Each unit is designed to take one week to complete.

In *Unit 1 Getting Started*, students demonstrate their understanding of the basic concepts needed to begin working with the program.

In *Units 2–36*, students complete Focus Word activities (reading and spelling words containing the focus phoneme), and Focus Concept activities (consolidating spelling and vocabulary concepts).

Year 1 Decodable Readers

Students use the Decodable Readers for targeted reading practice. Each Decodable Reader features one or more focus graphemes and is available in three levels of difficulty (support, core and extended).

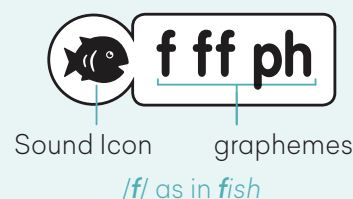
Additional resources, including *Teaching Charts*, *Student Charts* and *Playing Cards*, are also available to support teaching and learning.



Sound Boxes

In Sound Waves each phoneme is represented by a Sound Box. Each Sound Box contains a Sound Icon and the most common grapheme/s used to represent that phoneme.

When you see a Sound Box, say the phoneme it represents, not the name of the Sound Icon or the letter name. For example, say the phoneme /f/, not *fish* or the letter name *f*.



How to Use This Book

The activities in this book should only be completed after the associated lessons have been taught using the teaching resources at *Sound Waves Literacy Online*.

Sound Box

represents the focus phoneme

Focus Words

contain the focus phoneme and link to Focus Concepts

Focus Word activities

involve identifying the focus phoneme in words, segmenting words into phonemes, and reading and spelling words

Focus Concept activities

involve working with spelling and vocabulary concepts

★ A star in the banner indicates there is one or more hints for the Focus Concept. The Helpful Hints are located on page 80.

UNIT 1 **o a** orange watch

Focus Words

on	got	long	was
not	dog	doll	want
lot	rock	stop	what
hot	shop	drop	cannot

1 Underline the letter for **o a** in the Focus Words.

2 Circle the picture if you hear **o a** in the picture name.

3 Segment the picture names.

4 Look at the picture. Answer the questions with *can* or *cannot*.

Can Tom jog? He _____.

Can Tom skip? He _____.

Can Tom pat his dog? He _____.

Can Tom kick a ball? He _____.

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Lesson 1

Introduce the focus phoneme, grapheme/s and Focus Words using the online lesson guide and slideshow.

Students consolidate the knowledge taught in each lesson by completing the associated Student Book activities.

Model reading using the projectable Decodable Reader.

Rhyme

5 Write words that rhyme.

hop not dog

Word Building

6 Make real words with the word beginnings and the word endings.

s cl r pr v bl ock

s z y tr l th ong

Grapheme a ★ Hint 6

7 Write **a** to finish the Focus Words. Use the words to finish the sentences.

w__s I _____ on the rock.

Wh__t _____ did you drop?

w__nt I _____ a long hotdog.

8 Help the frog find its way to the log. Colour the words with **o a** orange.

win went bell rest

what was stop send

have hand said want shop

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Lessons 2-4

Teach each Focus Concept using the online lesson guide and slideshow.

Students consolidate the knowledge taught in each lesson by completing the associated Student Book activity.

Students use the class sets of Decodable Readers for reading practice throughout the week.


ee e ea y
bee me seat baby

Focus Words

me

she

three

each

be

see

sea

beach

we

been

eat

any

he

tree

seat

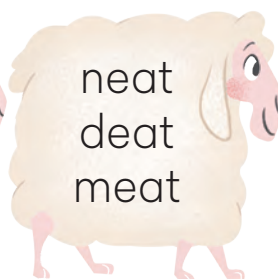
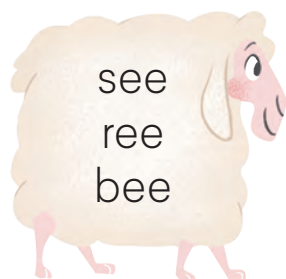
many

1 Underline the letter or letters for **ee e ea y** in the Focus Words.

2 Draw a stroke on the line for each sound you hear in the picture name.



3 Read the words. **Cross out** the ones that are not real words.



4 Finish the sentences with the words from the tree.

This is Abby. _____ is six.

This is Dean. _____ is three.

This is _____ with my dog.

Today _____ will _____ at the beach.



5 Write **ee** to finish the words. **Circle** the words that match the pictures.

s____ b____



m____t thr____

3

tr____ f____d



f____t k____p



6 Write **ea** to finish the words. **Circle** the words that match the pictures.

s____t ____t



t____m l____f



b____ch t____



m____t ____ch



7 Write **y** or **ea** to finish the words. **Label** the pictures with some of the words.

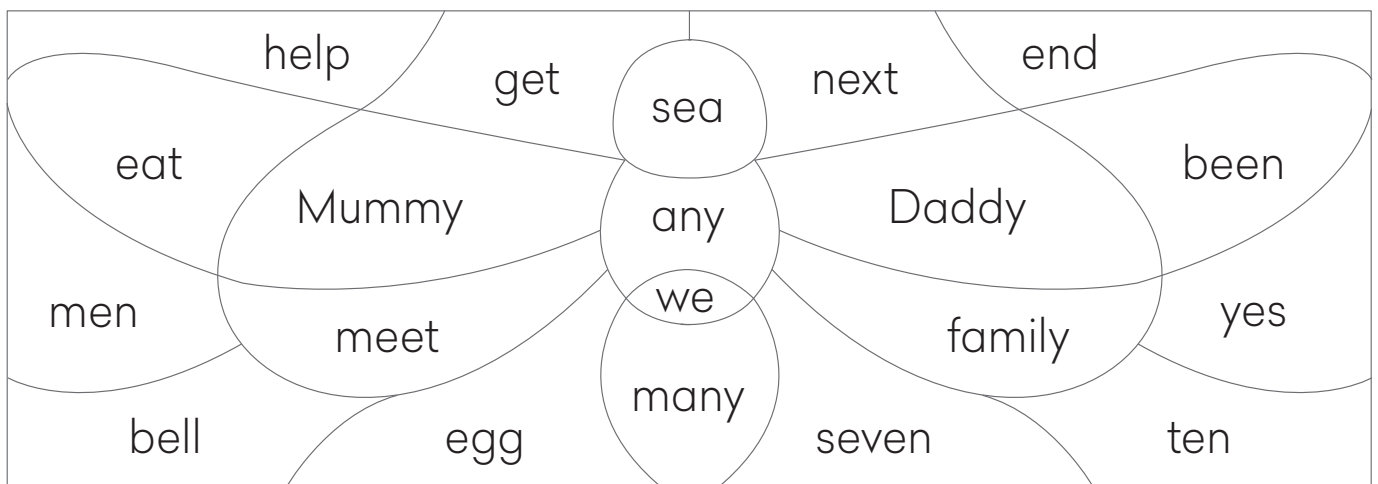
pupp____ s____t r____d b____ch cubb____

famil____ an____ ____ch man____ Dadd____



8 Say the words. **Colour** the shape **yellow** if you hear **eee eay**.

Colour the shape **blue** if you do not hear **eee eay**.





Focus Words


air
hair

pair
chair

stairs
where

there
their

1 Underline the letters for  in the Focus Words.

2 Draw a stroke on the line for each sound you hear in the picture name.
Colour the chair if you hear  in the picture name.



3 Segment the Focus Words.

air

--	--

stairs

--	--	--	--

hair

--	--

where

--	--	--	--

pair

--	--

there

--	--	--	--

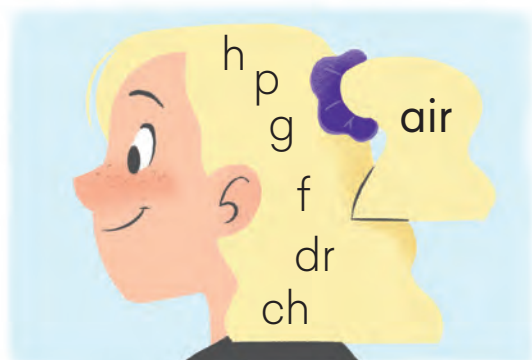
chair

--	--

their

--	--	--	--

4 Make real words with the word beginnings and the word ending.



Homophones

5 Write *their* or *there* to finish the sentences.

Clair and Blair are in _____ tent.

They have a torch in _____.

Clair and Blair ride to _____ house.

They will be _____ soon.

Compound Words

6 Add the picture names to make compound words.



+



=



+



=



+



=



+



=



+



=



+



=

SOUND WAVES

LITERACY

FOUNDATION TO YEAR 6

Our structured literacy approach is the key to reading, writing and spelling success. Sound Waves Literacy covers phonemic awareness, synthetic phonics, morphology and etymology, and:

- is evidence-informed
- follows a systematic synthetic phonics sequence of instruction
- is sequential and cumulative across the primary school years
- includes lesson resources to explicitly teach phoneme-grapheme relationships and vocabulary concepts
- incorporates early years reading lessons and practice
- provides assessment and remediation opportunities



EVERYTHING YOU NEED FROM FOUNDATION TO YEAR 6 ...



Start with Online teaching resources. These provide everything teachers need to deliver systematic, explicit, engaging lessons. Features include detailed lesson guides, interactive slideshows, videos, assessment and more.

Follow on with Student Book activities. These provide students with immediate consolidation of the synthetic phonics and word study knowledge taught in each lesson. Available as a workbook or printable pages.



Culminate with Decodable Readers. These high quality texts are essential for Foundation and Year 1 students to apply their phoneme-grapheme knowledge when reading.

Additional resources such as Teaching Charts, Student Charts and Playing Cards are available to support teaching and learning.



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