

SOUND WAVES™

LITERACY

2

SYSTEMATIC SYNTHETIC PHONICS & WORD STUDY

























Student Book






















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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 2 Overview

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

Step 1: Teach with Sound Waves Literacy Online

Year 2 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.

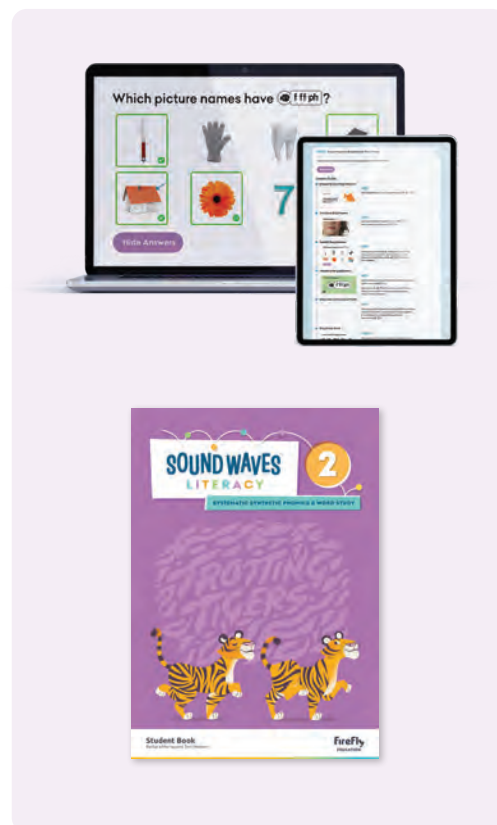
Step 2: Consolidate with the Student Book

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).

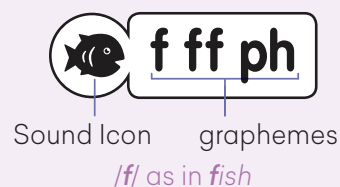
Additional resources, including *Teaching Charts*, *Student Charts* and *Playing Cards*, are also available to support teaching and learning.



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 pages 80 and 81.

UNIT 22 **s ss se ce x* c** seal kiss mouse juice fox pencil

Focus Words

mess	cross	horse	place	dancing
miss	sleep	mouse	cent	sister
dress	sky	ice	once	city
press	next	nice	dance	circle

* We can use x for the two sounds (e.g. **xc** as in fox).

1 Underline the letter or letters for (s ss se ce x* c) in the Focus Words.

2 Help the seal reach the rocks. Colour the words with (s ss se ce x* c).

3 Write the number of sounds you hear in the word.

ice ____ nice ____ six ____ first ____ sling ____ sister ____

city ____ star ____ next ____ crust ____ smell ____ mouse ____

4 Segment the picture names.

5 Finish the word sums. Label the pictures with some of the words.

horn	- n + se =	
spy	- p + k =	
nest	- s + x =	
spell	- p + m =	
mass	- a + i =	
sleep	- l + w =	

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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.

Grapheme ss ★ Hint 3

6 Write ss or s to finish the words. Label the pictures with some of the words.

ma ____ li ____ t ki ____

cro ____ me ____ ne ____ t

pre ____ de ____ k dre ____

Graphemes c, ce ★ Hint 4

7 Write 1st, 2nd, 3rd or 4th to show where you hear (s ss se ce x* c) in the words. The first one is done for you.

cent 1st ice ____ nice ____ twice ____

fence ____ race ____ centre ____ circle ____

city ____ dice ____ chance ____ place ____

8 Write c or ce to finish the words. Label the pictures with some of the words.

i ____ e on ____

ni ____ e ____ ircle

____ ity fa ____ e

dan ____ pla ____ e

Suffixes ed, ing ★ Hint 13

9 Rewrite the words from the brackets using **ed** or **ing**.

A clown was _____. [dance]

The acrobats _____ around the ring. [race]

A clown was _____ in the safety nets. [sleep]

The juggler _____ rings around his neck. [place]

A clown was _____ a cake upside down. [ice]

Trapeze artists were _____ from the ropes. [swing]

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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.



o a

orange watch

Focus Words

rock
long
stop
spot

drop
cross
clock
cost

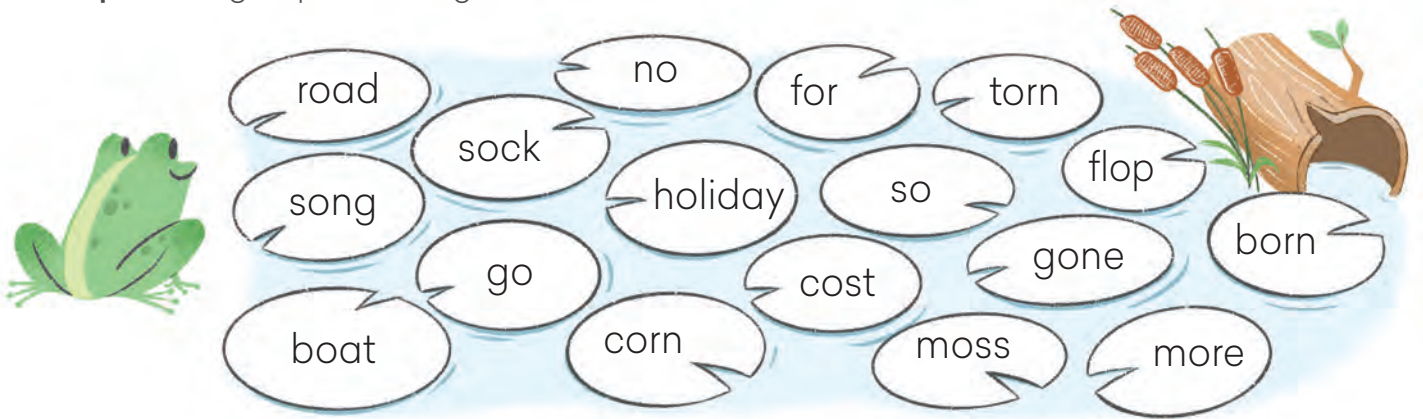
was
wash
want
what

gone
boxes
hotter
hottest

body
pocket
across
holiday

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

2 **Help** the frog hop to the log. **Colour** the words with .



3 **Segment** the picture names.



--	--	--	--



--	--	--	--



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4 **Match** the word beginnings to the word endings to make real words. **Write** the words.

sp •	• ox	_____
f •	• op	_____
dr •	• ot	_____

s •	• ost	_____
st •	• ong	_____
c •	• omp	_____

5 **Finish** the word sums. **Label** the pictures with some of the words.

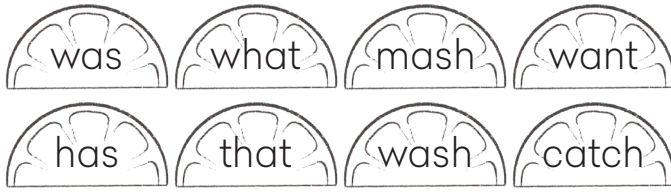
frog - g + m = _____

sock - s + r = _____

rocket - r + p = _____



6 Colour the words with **a** for . Write the words.



7 Write **a** or **o** for  to finish the words. Label the pictures with some of the words.

wh__t l__ck b__dy

c__st g__ne w__sh

dr__p w__s acr__ss



8 Rewrite the underlined words adding **es**.

Brock saw one fox. I saw four _____.

Jon drew one cross. I drew two _____.

I lifted one box. Oscar lifted three _____.

Olive has one boss. Holly has two _____.

9 Read the words. Write the best word for each picture.

hot
hotter
hottest



long
longer
longest



strong
stronger
strongest





Focus Words

now	brown	mouse	sound	about
how	out	house	ground	flower
down	loud	count	cloudy	our
town	mouth	round	around	hour

1 **Underline** the letters for **ou ow** in the Focus Words.

2 **Write** the number of sounds you hear in the picture name.



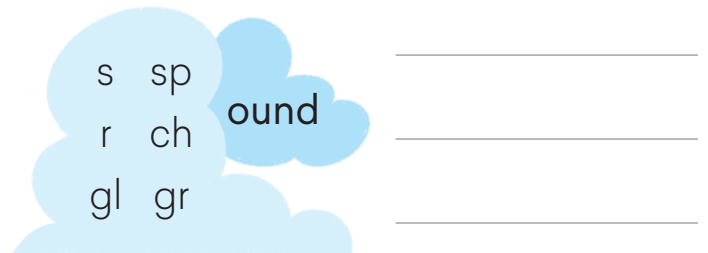
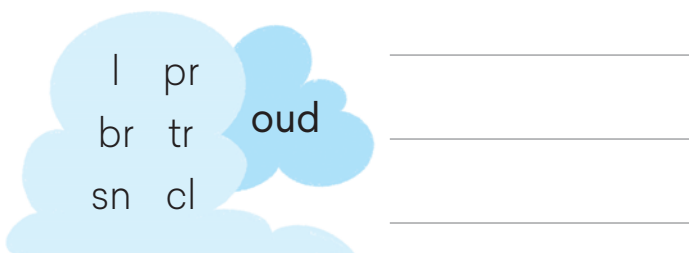
3 **Write** Focus Words that match the clues.

not up _____ a small animal _____

small city _____ at this time _____

not in _____ colour of mud _____

4 **Make** real words with the word beginnings and the word endings.



5 **Finish** the sentences with the words from the box.

Do you know _____ to get to _____
house? It is _____ the corner. It takes
_____ five minutes to walk there. You
should come over to play for an _____.

our
how
hour
about
around

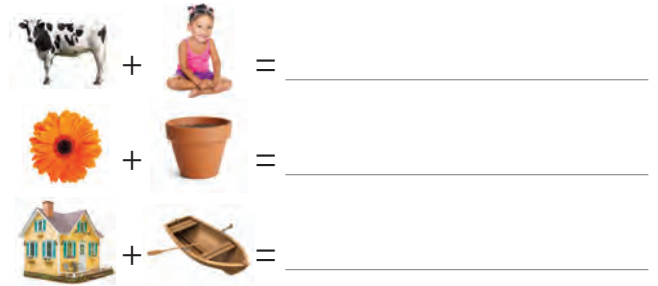
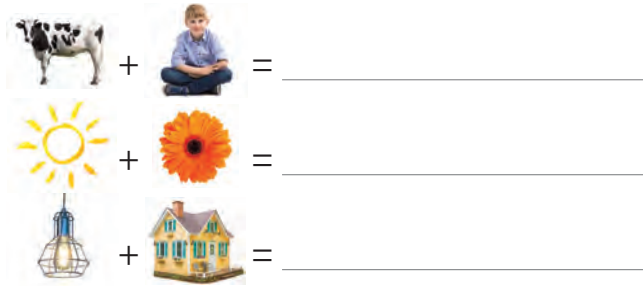
Compound Words

6 Write the two words that make each compound word. The first one is done for you.

some + how = somehow
 _____ + _____ = playground
 _____ + _____ = lookout
 _____ + _____ = without
 _____ + _____ = countdown
 _____ + _____ = outside



7 Add the picture names to make compound words.



Suffix y

8 Rewrite the words adding the suffix **y**.
Use the words to describe the pictures.

The suffix **y** means *having*.

bump _____
 mess _____
 cloud _____

dirt _____
 rain _____
 curl _____



a _____ room



a _____ sky



a _____ shell



a _____ wig



a _____ dog



a _____ day

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

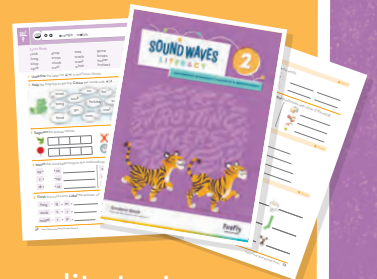


EVERYTHING YOU NEED FROM FOUNDATION TO YEAR 6 ...



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.



Book **FREE** professional learning for your school today!

www.fireflyeducation.com.au/soundwaves



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