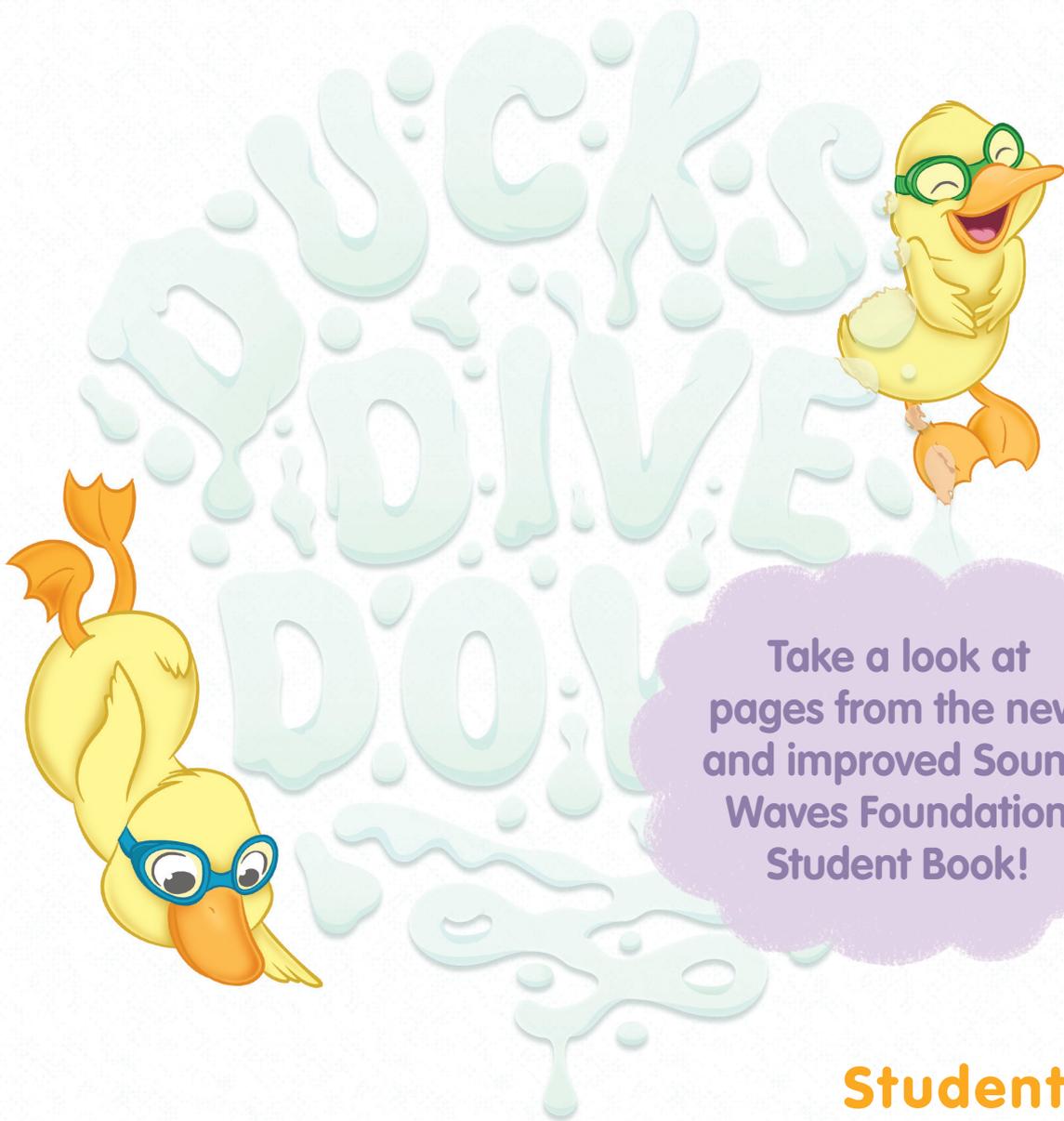


# SOUND WAVES<sup>TM</sup> FOUNDATION

# F

• An Introduction to Synthetic Phonics •



Take a look at  
pages from the new  
and improved Sound  
Waves Foundation  
Student Book!

# Welcome to Sound Waves

## What is Sound Waves?

The Sound Waves phonemic approach uses a sound-to-letter strategy which acknowledges that sounds can be represented in more than one way in written form. This *synthetic phonics* approach focuses first on the basic units of sound (*phonemes*). It then explores the single letters or letter combinations (*graphemes*) that can represent these sounds and how they can be put together to form written words.

Sound Waves Foundation includes a suite of essential resources designed to work together to maximise your students' introduction to the phonemic approach. These include the *Sound Waves Foundation Student Book*, *Sound Waves Foundation Teacher Book*, *Sound Waves Foundation Online* and the *Foundation Toolbox*.

## What is the Sound Waves Approach in Foundation?

**Phase 1: Exploring Sounds** is an oral, aural and kinaesthetic phase where students learn to hear and shape the 43 sounds (or phonemes) of Australian English. This stage develops *phonological awareness* and in particular *phonemic awareness* skills, which are essential for students to begin successfully reading and writing in the next phase of the program.

**Phase 2: Discovering Graphemes** introduces the most common graphemes used to represent each sound when writing, while revising and extending *phonemic awareness* skills.

These two phases are designed to be taught across a whole school year with Phase 1 implemented in Term 1 and Phase 2 in Terms 2, 3 and 4. It is strongly recommended that the explicit teaching or revision of sound awareness in Phase 1 is completed before commencing Phase 2. However, the time taken to complete these phases may vary with the experience or ability of your students.

### synthetic phonics

an approach to phonics instruction that involves *explicitly* and *systematically* teaching the relationship between sounds and letters

### phoneme

the smallest unit of sound in a word, for example, the word *chat* has three phonemes: /ch/, /a/ and /t/

### grapheme

a letter or letter combination used to represent a phoneme in writing, for example, the graphemes **ch** or **tch** can be used to represent the /ch/ phoneme, as in **chat** or **catch**

### phonological awareness

a broad concept that relates to the structure of spoken language and requires understanding of sounds, words, rhyme, syllables, and onset and rime

### phonemic awareness

a subset of phonological awareness that relates to the ability to identify and use individual phonemes in words (e.g. segmenting a word into sounds or blending sounds together to form a word)

## Questions You May Ask

### What are Sound Icons and Sound Boxes?

In Phase 1, each of the 43 sounds is represented by a Sound Icon. For example, the fish Sound Icon represents the /f/ sound as in *fish*. However, in Phase 2, each sound is represented by a Sound Box. Each Sound Box contains the Sound Icon *and* the most common grapheme/s used to represent that sound. Additional graphemes are added to some Sound Boxes as the year progresses.



### Can one grapheme represent more than one sound?

Yes. The grapheme **x** in *fox* represents the blend of two sounds: /k c ck xks/ and /s ss xks/.

Also, the graphemes **u** in *computer*, **u\_e** in *tube*, **eau** in *beauty*, **ew** in *few*, **iew** in *view* and **ui** in *pursuit* are classed as single graphemes that can all represent the blend of two sounds: /y/ and /oo/ or /yoo/.

If you are not sure if a /yoo/ blend is present in a word, say the word aloud with the /oo/ sound only, for example: Is new /n/ /oo/ or /n/ /y/ /oo/?

### What is a split digraph?

A split digraph is a grapheme where the letters **a, e, i, o** or **u** are separated from the final **e** in a word by **one sound only**, for example *stage* but not *paste*. The split digraphs are: **a\_e** as in *cake*, **e\_e** as in *these*, **i\_e** as in *ice-cream*, **o\_e** as in *rose* and **u\_e** as in *cube*.

### What is the schwa?

The schwa is the sound we hear at the end of the word *ladder*. It's not the same as the sound at the end of *her*. Its pronunciation is similar to the **u** in *cup* but softer. It is the sound of the **a** in *final*, the **e** in *bucket*, the **i** in *dolphin*, the **o** in *iron* and the **u** in *cactus*.

### What about blends?

Common blends such as **bl**, **cr** and **sn** are each two separate graphemes representing two separate sounds.

Similarly, blends like **spr**, **spl** and **scr** are each three separate graphemes representing three separate sounds.

Letters **al**, **el**, **il**, **ol**, **ul** and **le** can all be two separate graphemes representing the blend of two sounds – /r/ and /l/. For example: *moral*, *label*, *pencil*, *petrol*, *consul*, *table*.

The letters **qu** can also work as two separate graphemes representing the blend of two separate sounds – /k c ck xks/ and /w u/.

# How to Use This Book



## Before you get started ...

The activities in this book consolidate the explicit teaching of sounds and graphemes outlined in the lesson plans available in the *Sound Waves Foundation Teacher Book* or at *Sound Waves Online*. Each page should only be completed by students after the associated lesson has been explicitly taught.

## Phase 1: Exploring Sounds (pages 6–48)

**Sound Icon** ..... represents the focus sound

**phonemic awareness activity** ..... involves identifying the focus sound in words

**pre-writing activity** ..... involves tracing and colouring, and consolidates icon identification

1 Colour the balloon if you hear **b** at the start of the picture name.

2 Trace the dotted lines. Colour the balloons.

### Teacher notes

1. Teach the focus sound using the lesson plan and resources available in the *Sound Waves Foundation Teacher Book* or at *Sound Waves Online*.

2. Point to the Sound Icon. Model saying the sound, then have students say the sound.

3. Read the instructions to students and discuss the images used in the activities. Model what has to be done before students complete the activities independently.

Note: Sound Boxes are always used in instructions for clarity.

## Phase 2: Discovering Graphemes (pages 50–100)

**Sound Box** ..... shows the icon for the focus sound and the grapheme/s used to represent the sound at this stage

**List Words** ..... include the focus grapheme/s and previously learned graphemes

**phonemic awareness activity** ..... involves identifying the focus sound in words or segmenting words into sounds

**phonics activities** ..... involve letter identification, reading words and writing words

1 Colour the letter for **b** in each List Word. bat bed big

2 Circle the picture if you hear **b** in the picture name.

3 Colour the balloons with **b** or **B** on them to show the way to the party.

4 Write **b** in the spaces. Draw pictures to match the words.

### Teacher notes

1. Teach the grapheme/s using the lesson plan and resources available in the *Sound Waves Foundation Teacher Book* or at *Sound Waves Online*.

2. Discuss the icon and grapheme/s in the Sound Box.

3. Read the List Words. Read the instructions for Activity 1 and have students complete the activity.

4. Read the instructions for the remaining activities and discuss any images. Model what has to be done before students complete the activities independently.

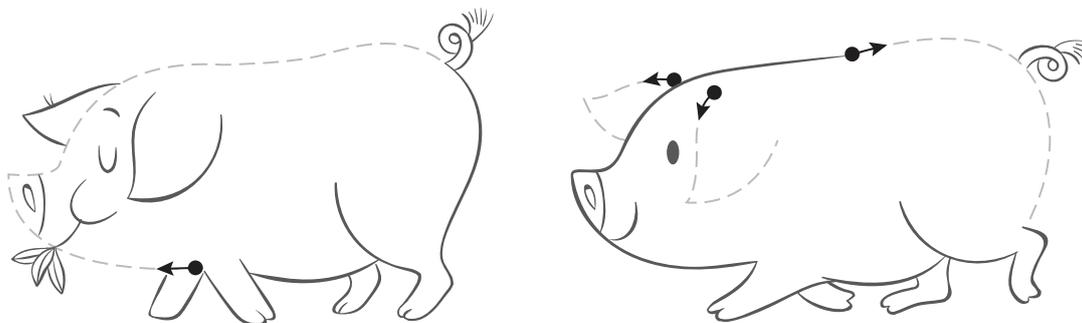
# Phase 1 Exploring Sounds: /p/ sound as in pig



- 1 **Colour** the shape **pink** if you hear **p** at the **start** of the picture name. **Colour** the shape **blue** if you hear **p** at the **end** of the picture name. What is hidden in the shapes?



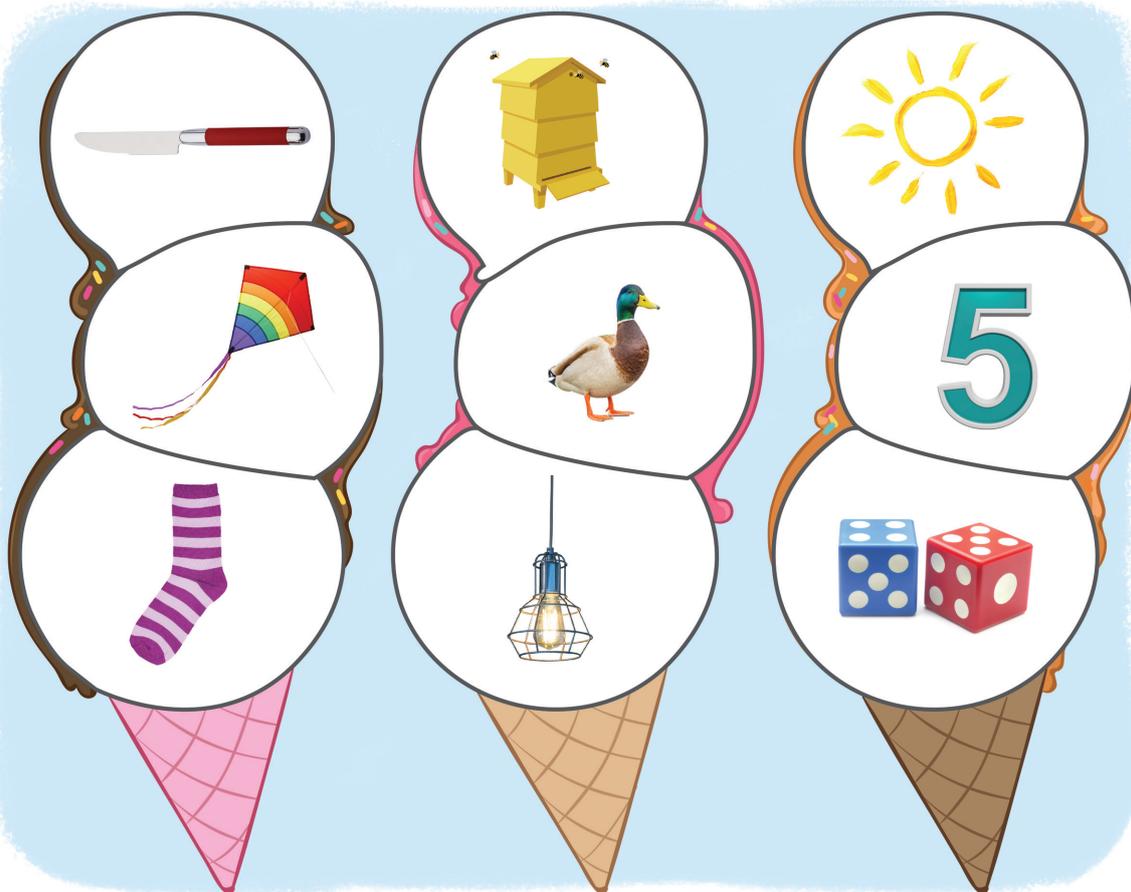
- 2 **Trace** the dotted lines. **Colour** the pigs.



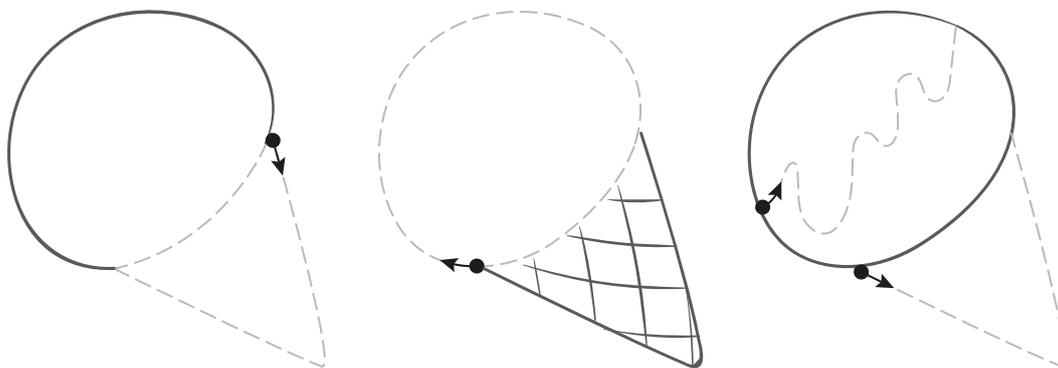
# Phase 1 Exploring Sounds: /i\_e/ sound as in ice-cream



1 **Colour** the scoop of ice-cream **pink** if you hear **i\_e** in the picture name.



2 **Trace** the dotted lines. **Colour** the ice-creams.



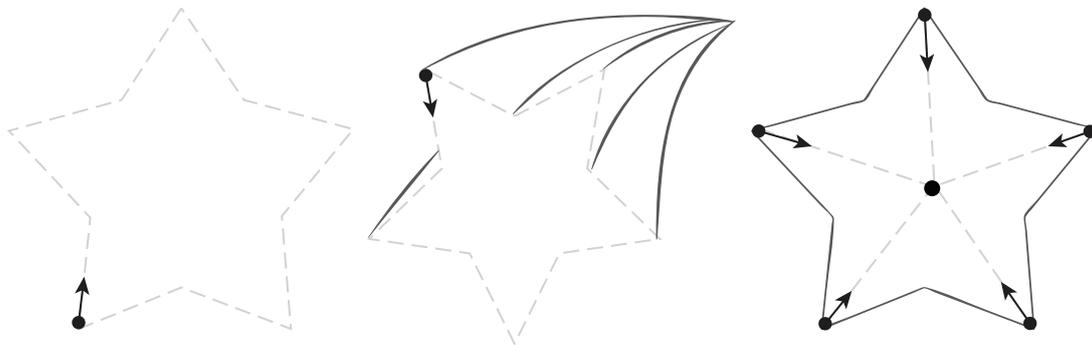
# Phase 1 Exploring Sounds: /ar/ sound as in star



1 Colour the star **yellow** if you hear **ar** in the picture name.



2 Trace the dotted lines. Colour the stars.



# Phase 2 Discovering Graphemes

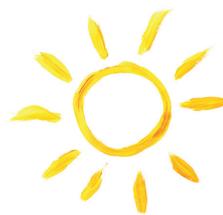


p

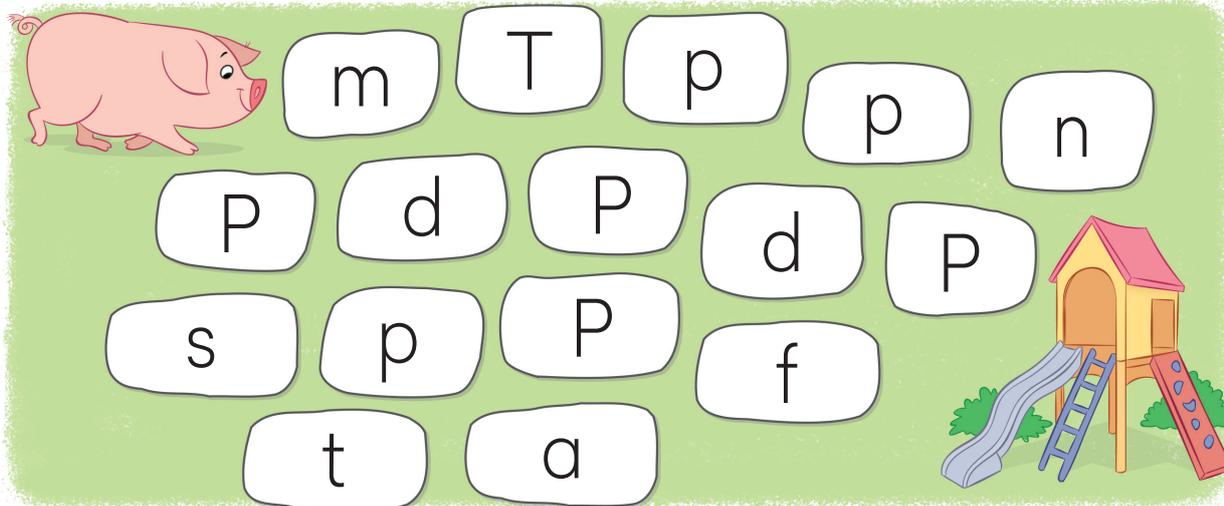
1 **Colour** the letter for p in each List Word.

pat tap

2 **Circle** the picture if you hear p in the picture name.



3 **Colour** the bricks with **p** or **P** on them to show the path to the park.



4 **Write** a List Word to match each picture.



# Phase 2 Discovering Graphemes



1 **Colour** the letter or letters for **i\_ey** in each List Word.

like  
five

nine  
by

my  
why

2 **Write** a stroke on the ice-cream scoop for each sound you hear in the picture name.



3 **Write i\_e** in the spaces to finish the words. **Draw** a line from the word to the picture.

9

• b\_k

l\_n



• k\_t

f\_v



• n\_n

r\_d

5

4 **Finish** the sentence with the words from the ice-cream.

I \_\_\_\_\_ to ride \_\_\_\_\_ bike.



# Phase 2 Discovering Graphemes



**ar a**

1 **Colour** the letter or letters for  in each List Word.

car  
card

far  
farm

ask  
fast

2 **Colour** a box for each sound you hear in the picture name.



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3 **Write** the letters for the first sound in each word.

**Colour** the letters for  in each word.



\_\_ arm



\_\_ ath



\_\_ ar



\_\_ tar



\_\_ ard



\_\_ art

4 **Finish** the sentences with the words from the star.

Look at that \_\_\_\_\_ car!

I will \_\_\_\_\_ to go to the park.

Is it \_\_\_\_\_ to the farm?



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