



SOUND WAVES

LITERACY

AUSTRALIAN CURRICULUM MATCH

F-6

Version 9.0

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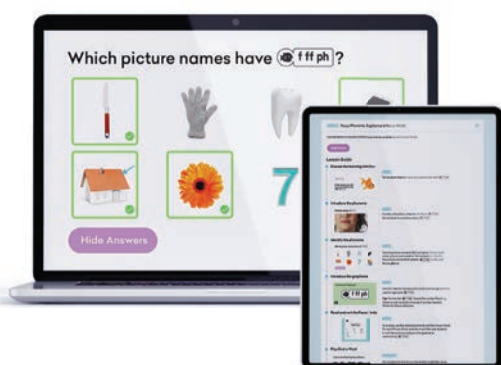
Sound Waves Literacy Components

The Sound Waves Literacy program (F–6) consists of online resources, Student Books, Decodable Readers and extra resources.

Use this document to understand how Sound Waves Literacy comprehensively meets the content descriptions for the Phonic and Word Knowledge sub-strand for Foundation to Year 6 in the Australian Curriculum, as well as elements of the Analysing, Interpreting and Evaluating sub-strand related to reading decodable texts for Foundation and Year 1.

Sound Waves Literacy Online

Sound Waves Literacy Online is home to all your teaching resources. These include lesson guides, slideshows (featuring videos and interactive tools), projectable Decodable Readers, assessments and more.



Student Books

Student Book activities provide students with immediate consolidation and practice of the knowledge and skills taught in the **Sound Waves Literacy Online** lessons.



Decodable Readers

Foundation and Year 1

The **Decodable Readers** provide Foundation and Year 1 students with targeted reading practice. The books follow the same sequence of phoneme–grapheme relationships taught in the lessons.

The Decodable Readers are available in three levels of difficulty: Support, Core and Extended.



Extra resources

































A variety of extra resources, such as charts and cards, is available to provide ongoing support for students' reading and spelling.



























Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
AC9EFLY09: recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness).	<ul style="list-style-type: none"> recognising and producing rhyming words when listening to rhyming stories or rhymes; for example, “funny” and “money” identifying patterns of alliteration in spoken words; for example, “helpful Henry” identifying syllables in spoken words; for example, clapping the rhythm of “Mon-day”, “Ja-cob” or “Si-en-na” 	<p>Phonemic awareness lessons teaching isolation, blending and segmenting:</p> <ul style="list-style-type: none"> Term 1, Week 1, Lessons 1–4: Initial Phonemes Term 1, Week 2, Lessons 1–4: Final Phonemes Term 1, Week 3, Lessons 1–4: Medial Phonemes Term 1, Week 4, Lessons 1–4: Blending and Segmenting <p>Phonemic awareness continues to be revised and extended in all lessons from Term 1, Week 6 onwards alongside the teaching of phoneme–grapheme relationships.</p> <p>Manipulation of phonemes is introduced in Term 1, Week 8 using graphemes:</p> <ul style="list-style-type: none"> <i>Build a Word</i> in Lesson 2 <p>Word awareness, rhyme and syllables resources are provided in the <i>Phonological Awareness Resources</i> pack.</p> <ul style="list-style-type: none"> Word Awareness: <ul style="list-style-type: none"> <i>Missing Word</i> <i>Word Jumps</i> Rhyme: <ul style="list-style-type: none"> <i>Odd One Out</i> <i>Rhyming Memory</i> <i>Rhyming Mystery Word</i> <i>Rhyming Rockets</i> <i>Onset-Rime Bingo</i> Syllables: <ul style="list-style-type: none"> <i>Syllable Stomp</i> <i>Syllable Circle</i> <p>Note: Lessons in the Foundation program begin with phonemic awareness (not larger units of sounds such as words, rhyme/onset-rime or syllables) because this is the most relevant component of phonological awareness for reading and spelling.</p>
AC9EFLY10: segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness).	<ul style="list-style-type: none"> saying the sounds when given a word; for example, “can” (“c-a-n”) or “ship” (“sh-i-p”) saying the word when given the sounds; for example, “l-i-p” (“lip”) or “m-u-n-ch” (“munch”) saying the new word when the beginning phoneme/medial/end phoneme in a word is replaced with a different phoneme; for example, “run” becomes “fun”, or “fun” becomes “fan” 	


















Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
<p>AC9EFLY11: recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents.</p> <p>AC9EFLY12: write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words.</p>	<ul style="list-style-type: none"> recognising letters in own name matching upper- and lower-case letters identifying sounds for upper- and lower-case letters 	<p>Graphs:</p> <ul style="list-style-type: none"> Term 1, Week 6: m for , a for  Term 1, Week 7: t for , s for  Term 1, Week 8: i for , d for  <p>Introductory Decodable Reader: Fold-up book d</p> <ul style="list-style-type: none"> Term 2, Week 1: f for , n for  <p>Introductory Decodable Readers: Fold-up book f Fold-up book n</p> <ul style="list-style-type: none"> Term 2, Week 2: p for , o for  <p>Introductory Decodable Readers: Fold-up book p Fold-up book o</p> <ul style="list-style-type: none"> Term 2, Week 3: r for , g for  <p>Decodable Readers: Book 1 r (support and core) Book 2 g (support and core)</p> <ul style="list-style-type: none"> Term 2, Week 4: e for , h for  <p>Decodable Readers: Book 3 e (support and core) Book 4 h (support and core)</p> <ul style="list-style-type: none"> Term 2, Week 5: k, c for  <p>Decodable Readers: Book 5 k (support and core) Book 6 c (support and core)</p> <ul style="list-style-type: none"> Term 2, Week 6: u for , b for  <p>Decodable Readers: Book 7 u (support and core) Book 8 b (support and core)</p> <ul style="list-style-type: none"> Term 2, Week 7: l for , j for  <p>Decodable Readers: Book 9 l (support and core) Book 10 j (support and core)</p> <ul style="list-style-type: none"> Term 2, Week 8: y for , v for  <p>Decodable Readers: Book 11 y (support and core) Book 12 v (support and core)</p> <ul style="list-style-type: none"> Term 3, Week 1: w for , z for  <p>Decodable Readers: Book 13 w (support and core) Book 14 z (support and core)</p> <ul style="list-style-type: none"> Term 3, Week 4: s for  <ul style="list-style-type: none"> Term 3, Week 5: q for , u for  <p>Decodable Readers: Book 22 q, u (support and core)</p> <ul style="list-style-type: none"> Term 4, Week 1: e for , y for  <p>Decodable Readers: Book 28.2 e (support) Book 29.2 y (support)</p> <ul style="list-style-type: none"> Term 4, Week 2: o for , a for  <p>Decodable Reader: Book 30.3 o (support)</p> <ul style="list-style-type: none"> Term 4, Week 3: a for  <ul style="list-style-type: none"> Term 4, Week 4: u for 

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
<p>AC9EFLY11: recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents.</p> <p>(continued)</p>	<ul style="list-style-type: none"> recognising letters in own name matching upper- and lower-case letters identifying sounds for upper- and lower-case letters <p>(continued)</p>	<p>Additionally, students learn these digraphs and trigraphs:</p> <ul style="list-style-type: none"> Term 3, Week 2: ck for , ng for  Decodable Readers: Book 15 ck (support and core) Book 16 ng (support and core) Term 3, Week 3: ss for , ff for  Decodable Readers: Book 17 ss (support and core) Book 18 ff (support and core) Term 3, Week 4: ll for , zz for  Decodable Readers: Book 19 ll (support and core) Book 20 zz, s (support and core) Term 3, Week 6: ch for , sh for  Decodable Readers: Book 23 ch (support and core) Book 24 sh (support and core) Term 3, Week 7: th for , th for  Decodable Readers: Book 25 th (support and core) Book 26 th (support and core) Term 3, Week 8: ai, ay, a_e for  Decodable Readers: Book 27.1 ai (support), Book 27.2 ay (support), Book 27.3 a_e (support), Book 27 ai, ay, a_e (core) Term 4, Week 1: ee, ea for , i_e for  Decodable Readers: Book 28.1 ee (support), Book 28.3 ea (support), Book 28 ee, e, ea (core) Book 29.1 i_e (support), Book 29 i_e, y (core) Term 4, Week 2: oa, o_e for , ar for  Decodable Readers: Book 30.1 oa (support), Book 30.2 o_e (support), Book 30 oa, o_e, o (core) Book 31 ar (support and core) Term 4, Week 3: ir, ur for , or for  Decodable Readers: Book 32 ir, ur (support and core) Book 33 or, a (support and core) Term 4, Week 4: oo for , oo for  Decodable Readers: Book 34 oo, u (support and core) Book 35 oo (support and core) Term 4, Week 5: ou, ow for , oy for  Decodable Readers: Book 36 ou, ow (support and core) Book 37 oy (support and core) Term 4, Week 6: eer, ear for , air for  Decodable Readers: Book 38 ear (support and core) Book 39 air (support and core) Term 4, Week 7: er for  Decodable Readers: Book 40 er (support and core)

Literacy: Phonic and Word Knowledge

Content Description	Elaboration	Sound Waves Foundation
AC9EFLY13: use knowledge of letters and sounds to spell words.	<ul style="list-style-type: none"> making plausible spelling choices using letter–sound correspondences and morphemic knowledge 	<p>Graphs:</p> <ul style="list-style-type: none"> Term 1, Week 6: m for  m, a for  a Term 1, Week 7: t for  t, s for  s Term 1, Week 8: i for  i, d for  d Term 2, Week 1: f for  f, n for  n Term 2, Week 2: p for  p, o for  o Term 2, Week 3: r for  r, g for  g Term 2, Week 4: e for  e, h for  h Term 2, Week 5: k, c for  k c Term 2, Week 6: u for  u, b for  b Term 2, Week 7: l for  l, j for  j Term 2, Week 8: y for  y, v for  v Term 3, Week 1: w for  w, z for  z Term 3, Week 4: s for  s z z z s Term 3, Week 5: q for  q k c q ck x, u for  u w u Term 4, Week 1: e for  ee e ea, y for  i_e y Term 4, Week 2: o for  oa o_e o, a for  ara Term 4, Week 3: a for  or a Term 4, Week 4: u for  oo u <p>Additionally, students learn these digraphs and trigraphs:</p> <ul style="list-style-type: none"> Term 3, Week 2: ck for  k c ck, ng for  ng Term 3, Week 3: ss for  s ss, ff for  f ff Term 3, Week 4: ll for  l ll, zz for  z zz Term 3, Week 6: ch for  ch, sh for  sh Term 3, Week 7: th for  th, th for  th Term 3, Week 8: ai, ay, a_e for  ai ay a_e Term 4, Week 1: ee, ea for  ee e ea, i_e for  i_e y Term 4, Week 2: oa, o_e for  oa o_e o, ar for  ara Term 4, Week 3: ir, ur for  ir ur, or for  or a Term 4, Week 4: oo for  oo, oo for  oo Term 4, Week 5: ou, ow for  ou ow, oy for  oy Term 4, Week 6: eer, ear for  eet ear, air for  air Term 4, Week 7: er for  er

Foundation Australian Curriculum Match

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation																																												
AC9EFLY14: read and write some high-frequency words and other familiar words.	<ul style="list-style-type: none">• knowing how to read and write some high-frequency words recognised in shared texts and texts being read independently; for example, “and”, “my”, “is”, “the” and “go”• knowing how to read and write some familiar words; for example, their name, the name of a character or the name of their school	<p><i>Sound Waves Foundation</i> features Special Words. These are high-frequency words that contain unusual or advanced phoneme–grapheme relationships. The following Special Words are explicitly taught in <i>Sound Waves Foundation</i> lessons and are revised in the <i>Sound Waves Foundation Decodable Readers</i>.</p> <p>Special Words:</p> <table><tr><td>I</td><td>you</td><td>there</td><td>would</td></tr><tr><td>a</td><td>no</td><td>come</td><td>should</td></tr><tr><td>is</td><td>have</td><td>some</td><td>do</td></tr><tr><td>off</td><td>was</td><td>they</td><td>two</td></tr><tr><td>has</td><td>his</td><td>one</td><td>who</td></tr><tr><td>the</td><td>we</td><td>goes</td><td>house</td></tr><tr><td>my</td><td>are</td><td>her</td><td>said</td></tr><tr><td>to</td><td>see</td><td>were</td><td>here</td></tr><tr><td>look</td><td>go</td><td>four</td><td>where</td></tr><tr><td>he</td><td>for</td><td>your</td><td></td></tr><tr><td>she</td><td>of</td><td>could</td><td></td></tr></table>	I	you	there	would	a	no	come	should	is	have	some	do	off	was	they	two	has	his	one	who	the	we	goes	house	my	are	her	said	to	see	were	here	look	go	four	where	he	for	your		she	of	could	
I	you	there	would																																											
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look	go	four	where																																											
he	for	your																																												
she	of	could																																												
AC9EFLY15: understand that words are units of meaning and can be made of more than one meaningful part.	<ul style="list-style-type: none">• learning that words are made up of meaningful parts; for example, “dogs” has 2 meaningful parts: “dog” and “s” meaning more than one	Term 3, Week 4: Suffix s (plurals)																																												











Outside the Phonic and Word Knowledge sub-strand, the use of Sound Waves Decodable Readers also covers the following content description under the Literacy: Analysing, Interpreting and Evaluating sub-strand.

Literacy: Analysing, Interpreting and Evaluating













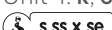





Content Description	Elaborations	Sound Waves Foundation
AC9EFLY04: read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge.	<ul style="list-style-type: none"> navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed and matching one spoken word to one written word attempting to work out unknown words by using phonic decoding and knowledge of high-frequency words pausing or asking for support when meaning breaks down 	<p>Introductory Decodable Readers: Fold-up books d, f, n, p, o</p> <p>Decodable Readers: Books 1–40 (support, core and extended)</p>

Note: Teachers may find Sound Waves Literacy resources also address other sub-strands of the Australian Curriculum. For example, *AC9EFLY08: form most lower-case and upper-case letters using learnt letter formations* is covered in the *Model writing the grapheme* step in Lesson 1 of Foundation units. In addition, parts of *AC9EFLA04: understand conventions of print and screen, including how books and simple digital texts are usually organised* can be covered when using the projectable or class sets of Sound Waves Decodable Readers.



















Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
AC9E1LY09: segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness).	<ul style="list-style-type: none"> saying sounds in order for a given spoken word; for example, “s-p-oo-n” and “f-i-s-t” 	<p><i>Model segmenting Focus Words and Complete the Student Book activities in Lesson 1:</i></p> <ul style="list-style-type: none"> Units 1–36
AC9E1LY10: orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness).	<ul style="list-style-type: none"> adding, substituting or deleting phonemes in any position in one-syllable words with up to 4 phonemes substituting medial sounds in spoken words to make new words; for example, “pin”, “pen”, “pan” substituting final sounds in spoken words; for example, substitute the “t” in “pet” with “g” to form a new word “peg” 	<p><i>Change One Sound in Games & Extra Activities:</i></p> <ul style="list-style-type: none"> Units 13, 21, 25, 31
<p>AC9E1LY11: use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words.</p> <p>AC9E1LY12: understand that a letter can represent more than one sound and that a syllable must contain a vowel sound.</p>	<ul style="list-style-type: none"> using knowledge of letters and sounds to write words with short vowels; for example, “man”, and common long vowel sounds; for example, “time” using knowledge of letter sounds to write single-syllable words with consonant digraphs and consonant blends; for example, “wish” and “rest” recognising that letters can have more than one sound; for example, the letter “u” in “cut”, “put”, “use” and the letter “a” in “cat”, “father”, “any” recognising sounds that can be produced by different letters; for example, the “s” sound in “sat” and “cent” 	<p>Phoneme–grapheme relationships</p> <p>Vowels:</p> <ul style="list-style-type: none"> Unit 3: a for  a Decodable Readers: Book 3 a (support, core and extended) Unit 5: e, ea, ai for  ee ea Decodable Readers: Book 5 e, ea (support, core and extended) Unit 7: i for  i Decodable Readers: Book 7 i (support, core and extended) Unit 9: o, a for  oa Decodable Readers: Book 9 o, a (support o, core o, a and extended o, a) Unit 11: u, o for  uo Decodable Readers: Book 11 u, o (support u, core u, o and extended u, o) Unit 13: ai, ay, a_e, ey, igh for  ai ay a_e Decodable Readers: Book 13.1 ai (support), Book 13.2 ay (support), Book 13.3 a_e (support), Book 13 ai, ay, a_e (core and extended) Unit 15: ee, e, ea, y for  ee e ea y Decodable Readers: Book 15.1 ee, e (support), Book 15.2 ea (support), Book 15 ee, e, ea, y (core and extended) Unit 17: i_e, y, igh for  i_e y igh Decodable Readers: Book 17.1 i_e, y (support), Book 17.2 igh (support), Book 17 i_e, y, igh (core and extended) Unit 19: oa, o_e, ow, o, oe for  oa o_e ow o Decodable Readers: Book 19.1 o_e, o (support), Book 19.2 oa, ow (support), Book 19 oa, o_e, ow, o (core and extended) Unit 21: ar, a, are for  ar a Decodable Readers: Book 21 ar, a (support ar, core ar, a and extended ar, a)

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
<p>AC9E1LY11: use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words.</p> <p>(continued)</p>	<ul style="list-style-type: none"> • using knowledge of letters and sounds to write words with short vowels; for example, “man”, and common long vowel sounds; for example, “time” • using knowledge of letter sounds to write single-syllable words with consonant digraphs and consonant blends; for example, “wish” and “rest” <p>(continued)</p>	<ul style="list-style-type: none"> • Unit 23: ir, ur, er, ere for  Decodable Readers: Book 23.1 ir, ur (support), Book 23.2 er (support), Book 23 ir, ur, er (core and extended) • Unit 25: or, ore, a, aw, au, our for  Decodable Readers: Book 25.1 or, a (support), Book 25.2 aw (support), Book 25 or, ore, a, aw (core and extended) • Unit 27: oo, u, oul for  Decodable Readers: Book 27 oo, u (support, core and extended) • Unit 29: oo, ew, o, ou, wo for  Decodable Readers: Book 29 oo, ew (support oo, core oo, ew and extended oo, ew) • Unit 31: ou, ow for  Decodable Readers: Book 31 ou, ow (support, core and extended) • Unit 33: oy, oi for eer, ear, ere for  Decodable Readers: Book 33.1 oy, oi (support, core and extended) Book 33.2 eer, ear (support, core and extended) • Unit 35: air, ere, eir for  Decodable Readers: Book 35 air (support, core and extended) • Unit 36: er for  Decodable Readers: Book 36 er (support, core and extended) <p>Consonants:</p> <ul style="list-style-type: none"> • Unit 2: b, bb for  Decodable Readers: Book 2 b, bb (support b, core b, bb and extended b, bb) • Unit 4: k, c, q, ck for x for   Decodable Readers: Book 4.1 c, k, ck (support), Book 4.2 x (support), Book 4.3 q (support), Book 4 k, c, q, ck, x (core and extended) • Unit 6: d, dd for  Decodable Readers: Book 6 d, dd (support d, core d, dd and extended d, dd) • Unit 8: f, ff for  Decodable Readers: Book 8 f, ff (support, core and extended) • Unit 10: g, gg for  Decodable Readers: Book 10 g, gg (support, core and extended) • Unit 12: h, wh for j for  Decodable Readers: Book 12.1 h (support, core and extended) Book 12.2 j (support, core and extended)
<p>AC9E1LY12: understand that a letter can represent more than one sound and that a syllable must contain a vowel sound.</p> <p>(continued)</p>	<ul style="list-style-type: none"> • recognising that letters can have more than one sound; for example, the letter “u” in “cut”, “put”, “use” and the letter “a” in “cat”, “father”, “any” • recognising sounds that can be produced by different letters; for example, the “s” sound in “sat” and “cent” <p>(continued)</p>	

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
<p>AC9E1LY11: use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words.</p> <p>(continued)</p>	<ul style="list-style-type: none"> • using knowledge of letters and sounds to write words with short vowels; for example, “man”, and common long vowel sounds; for example, “time” • using knowledge of letter sounds to write single-syllable words with consonant digraphs and consonant blends; for example, “wish” and “rest” <p>(continued)</p>	<ul style="list-style-type: none"> • Unit 14: I, II for  I I Decodable Readers: Book 14 I, II (support, core and extended) • Unit 16: m, mm for  m mm Decodable Readers: Book 16 m, mm (support m, core m, mm and extended m, mm) • Unit 18: n, nn for  n nn, ng for  ng Decodable Readers: Book 18.1 n, nn (support n, core n, nn and extended n, nn) Book 18.2 ng (support, core and extended) • Unit 20: p, pp for  p pp, r, rr for  r rr Decodable Readers: Book 20.1 p, pp (support p, core p, pp and extended p, pp) Book 20.2 r, rr (support r, core r, rr and extended r, rr) • Unit 22: s, ss, se for  s ss x se, x for  k c q ck x  s ss x se Decodable Readers: Book 22.1 s, ss, x (support), Book 22.2 se (support), Book 22 s, ss, x, se (core and extended) • Unit 24: t, tt for  t tt Decodable Readers: Book 24 t, tt (support t, core t, tt and extended t, tt) • Unit 26: v, ve for  v ve, w, wh, u for  w wh u Decodable Readers: Book 26.1 v, ve (support, core and extended) Book 26.2 w, wh, u (support w, wh, core w, wh, u and extended w, wh, u) • Unit 28: y for  y Decodable Readers: Book 28 y (support, core and extended) • Unit 30: z, zz, s for  z zz s Decodable Readers: Book 30 z, zz, s (support, core and extended) • Unit 32: ch for  ch, sh for  sh Decodable Readers: Book 32.1 ch (support, core and extended) Book 32.2 sh (support, core and extended) • Unit 34: th for  th, th for  th Decodable Readers: Book 34.1 th (support, core and extended) Book 34.2 th (support, core and extended) <p>Note: Students are taught how to orally break words into syllables and blend syllables to form words in Foundation using the <i>Syllable Stomp</i> and <i>Syllable Circle</i> games in the <i>Phonological Awareness Resources</i> pack (located on the Preparation and Planning page). Years 1 and 2 teachers can also use these games to review syllables with students. Students in Years 3–6 are taught to segment words into syllables in Unit 1: Getting Started.</p>

Literacy: Phonic and Word Knowledge		
Content Descriptions	Elaborations	Sound Waves Year 1
<p>AC9E1LY13: spell one- and two-syllable words with common letter patterns.</p>	<ul style="list-style-type: none"> writing one- and two-syllable words containing known blends; for example, “bl” and “st” 	<p>Grapheme patterns:</p> <ul style="list-style-type: none"> Unit 2: bb Unit 4: ck Unit 6: dd Unit 8: ff Unit 9: a Unit 10: gg Unit 11: o Unit 13: ay, ai Unit 14: ll Unit 15: y Unit 16: mm Unit 17: y Unit 20: rr Unit 21: a Unit 22: ss Unit 24: tt Unit 25: a Unit 27: oo, u Unit 30: zz <p>Blends:</p> <ul style="list-style-type: none"> Unit 2: br, bl Unit 4: cl, cr, qu, x Unit 6: dr, nd Unit 8: fl, fr, ft Unit 10: gr, gl Unit 14: bl, gl, cl, fl, lt, lp, lf, lk Unit 16: sm, mp Unit 18: sn Unit 20: pl, pr, sp, pt Unit 22: sk, sc, sl, x Unit 24: tr, st, nt Unit 26: sw, tw, qu <p>Note: Blends are taught as two separate phonemes. In Blends lessons, students learn to segment blends into individual phonemes.</p>

Literacy: Phonic and Word Knowledge																																																								
Content Descriptions	Elaborations	Sound Waves Year 1																																																						
<p>AC9E1LY14: read and write an increasing number of high-frequency words.</p>	<ul style="list-style-type: none"> learning an increasing number of high-frequency words and reading them independently; for example, “one”, “have” and “pretty” 	<p><i>Sound Waves Year 1 Decodable Readers</i> feature Special Words. These are high-frequency words that contain unusual or advanced phoneme–grapheme relationships. The following Special Words are taught and practised in <i>Sound Waves Year 1</i> lessons and/or in the <i>Sound Waves Year 1 Decodable Readers</i>.</p> <p>Special Words:</p> <table> <tr><td>have</td><td>done</td><td>people</td></tr> <tr><td>school</td><td>here</td><td>were</td></tr> <tr><td>when</td><td>who</td><td>could</td></tr> <tr><td>said</td><td>they</td><td>would</td></tr> <tr><td>does</td><td>love</td><td>should</td></tr> <tr><td>today</td><td>live</td><td>blue</td></tr> <tr><td>little</td><td>any</td><td>because</td></tr> <tr><td>friend</td><td>many</td><td>our</td></tr> <tr><td>what</td><td>family</td><td>their</td></tr> <tr><td>come</td><td>find</td><td></td></tr> <tr><td>some</td><td>know</td><td></td></tr> </table> <p>Additionally, the following high-frequency words with unusual phoneme–grapheme relationships are taught in <i>Sound Waves Year 1</i> lessons. Many more high-frequency words are taught, but they have simple phoneme–grapheme relationships (e.g. <i>it, and, on, then, had</i>), so they have not been listed here.</p> <p>Other high-frequency words:</p> <table> <tr><td>was</td><td>your</td><td>to</td></tr> <tr><td>want</td><td>four</td><td>into</td></tr> <tr><td>go</td><td>seven</td><td>two</td></tr> <tr><td>eight</td><td>eleven</td><td>about</td></tr> <tr><td>goes</td><td>why</td><td>these</td></tr> <tr><td>are</td><td>you</td><td>there</td></tr> <tr><td>more</td><td>do</td><td>where</td></tr> </table>	have	done	people	school	here	were	when	who	could	said	they	would	does	love	should	today	live	blue	little	any	because	friend	many	our	what	family	their	come	find		some	know		was	your	to	want	four	into	go	seven	two	eight	eleven	about	goes	why	these	are	you	there	more	do	where
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<p>AC9E1LY15: recognise and know how to use grammatical morphemes to create word families.</p>	<ul style="list-style-type: none"> building word families from common morphemes; for example, “play”, “plays”, “playing”, “played”, “playground” using morphemes to read words; for example, by recognising the base word in words such as “walk-ed” 	<p>Suffixes:</p> <ul style="list-style-type: none"> Unit 7: s (plurals) Unit 12: ed, ing Unit 16: ed, ing Unit 22: ed, ing Unit 27: ed, ing Unit 28: s, ed, ing Unit 30: s (plurals) <p>Note: The support, core and extended <i>Sound Waves Year 1 Decodable Readers</i> contain the suffix s from Book 2 onwards and the suffixes ed and ing from Book 12 onwards. Additionally, the core and extended Decodable Readers feature the suffixes er, ly and y.</p>																																																						









































Year 1 Australian Curriculum Match

Outside the Phonic and Word Knowledge sub-strand, the use of Sound Waves Decodable Readers also covers the following content description under the Literacy: Analysing, Interpreting and Evaluating sub-strand.








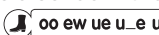
Literacy: Analysing, Interpreting and Evaluating

Content Description	Elaborations	Sound Waves Year 1
AC9E1LY04: read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge.	<ul style="list-style-type: none">• recognising most high-frequency words when reading a text• self-correcting or asking for assistance when meaning breaks down	Decodable Readers: Books 1–36 (support, core and extended)

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 2
AC9E2LY09: manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words.	<ul style="list-style-type: none"> • blending and segmenting sounds in words; for example, “b-r-o-th-er” or “c-l-ou-d-y” • deleting and substituting sounds (phonemes) in spoken words to form new words; for example, delete the initial “scr” in “scratch” and substitute new initial sounds (phonemes) to form words such as “catch”, “batch” and “hatch”; substituting a medial sound (phoneme) to form a new word; for example, “stack” becomes “stick” 	<p><i>Model segmenting Focus Words and Complete the Student Book activities in Lesson 1:</i></p> <ul style="list-style-type: none"> • Units 1–36 <p>Note: Students learn to manipulate sounds in Year 1 using the <i>Change One Sound</i> game in the Games & Extra Activities section of Units 13, 21, 25 and 31. Year 2 teachers can also use this game to review manipulation with students.</p>
AC9E2LY10: use phoneme-grapheme (sound-letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words.	<ul style="list-style-type: none"> • reading words with digraphs where one letter is not pronounced; for example, “knife” and “thumb”, when reading and using them in writing • providing the sounds for less common letter-sound matches; for example, “ight”, and using them in writing • reading words with vowel digraphs (“ee”, “oo”, “ai”, “ay”, “ea”) 	<p>Phoneme-grapheme relationships</p> <p>Vowels:</p> <ul style="list-style-type: none"> • Unit 3: a for  a • Unit 5: e, ea, a, ie, ai for  e ea • Unit 7: i, e for  i • Unit 9: o, a for  oa • Unit 11: u, o for  uo • Unit 13: ai, ay, a_e, a, eigh for  ai ay a_e a • Unit 15: ee, ea, y, ie, e_e for  ee ee ea y ey • Unit 17: i_e, y, igh, i, ie, uy for  i_e y igh i ie • Unit 19: oa, o_e, ow, o for  oa o_e ow o • Unit 21: ar, a, are for  ar a • Unit 23: ir, ur, or, er, ere, ear for  ir ur or er • Unit 25: or, ore, a, aw, au, our for  or ore a aw au • Unit 27: oo, u, oul for  oo u • Unit 29: oo, ew, ue, u_e, o, ou, wo for  oo ew ue u_e u • Unit 31: ou, ow, hou for  ou ow • Unit 33: oy, oi for  oy oi, eer, ear, ere for  eer ear • Unit 35: air, are, ear, ere, eir, ey're for  air are • Unit 36: er, a, e for  er ar or a e i o u <p>Consonants:</p> <ul style="list-style-type: none"> • Unit 2: b, bb for  b bb • Unit 4: k, c, q, ck, ch for  k c q ck x ch, x for  k c q ck x ch,  s ss se ce x c • Unit 6: d, dd for  d dd • Unit 8: f, ff, ph for  f ff ph • Unit 10: g, gg for  g gg • Unit 12: h, wh for  h, j, g, ge for  j g ge dge • Unit 14: l, ll for  l ll • Unit 16: m, mm, mb, me for  m mm mb • Unit 18: n, nn, kn for  n nn kn, ng, n for  ng n • Unit 20: p for  ppp, r, rr, wr for  r rr wr • Unit 22: s, ss, se, ce, c for  s ss se ce x c, x for  k c q ck x ch,  s ss se ce x c • Unit 24: t, tt for  t tt • Unit 26: v, ve for  v ve, w, wh, u for  w wh u

Literacy: Phonic and Word Knowledge














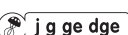



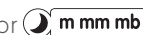
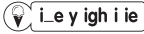







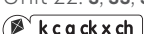
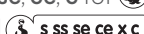







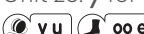
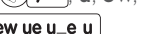
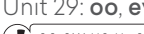
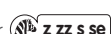








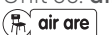

Content Descriptions	Elaborations	Sound Waves Year 2
<p>AC9E2LY10: use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words.</p> <p>(continued)</p>	<ul style="list-style-type: none"> • reading words with digraphs where one letter is not pronounced; for example, “knife” and “thumb”, when reading and using them in writing • providing the sounds for less common letter–sound matches; for example, “ight”, and using them in writing • reading words with vowel digraphs (“ee”, “oo”, “ai”, “ay”, “ea”) <p>(continued)</p>	<ul style="list-style-type: none"> • Unit 28: y for  y u • Unit 30: z, s, se for  z z z s se • Unit 32: ch, tch for  ch tch, sh, ch for  sh ch ti ci • Unit 34: th for  th, th for  th <p>Note: Students also learn the graphemes ew and u_e for  y u  oo ew ue u_e u in Unit 28.</p> <p>Compound words:</p> <ul style="list-style-type: none"> • Units 8, 19, 27, 31
<p>AC9E2LY11: use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words.</p>	<ul style="list-style-type: none"> • using known words and knowledge of spelling patterns and morphemes to write unknown words; for example, “one”, “once”, “only” and “lone” • using context to read the correct word when an unknown word has more than one plausible pronunciation 	<p>Spelling patterns:</p> <ul style="list-style-type: none"> • Unit 4: ck, k, c, cl, cr, qu, x • Unit 9: a • Unit 13: ay • Unit 14: ll • Unit 15: y • Unit 21: a • Unit 22: ss, c, ce • Unit 32: tch <p>Prefixes:</p> <ul style="list-style-type: none"> • Unit 17: un • Unit 20: re <p>Suffixes (inflectional):</p> <ul style="list-style-type: none"> • Unit 2: ed, ing (double) • Unit 3: s (plurals) • Unit 6: ed, ing (double) • Unit 7: er, est (double) • Unit 9: es (plurals), er, est (double) • Unit 10: ed, ing (double) • Unit 11: ed, ing (double) • Unit 13: ing (drop e) • Unit 15: es (change y) • Unit 16: ing (drop e) • Unit 17: es, ed (change y) • Unit 19: ed, ing (drop e) • Unit 21: er, est • Unit 22: ed, ing (drop e) • Unit 25: er, est • Unit 30: s, es (plurals), s, es (verbs) <p>Suffixes (derivational):</p> <ul style="list-style-type: none"> • Unit 31: y • Unit 35: less
<p>AC9E2LY12: build morphemic word families using knowledge of prefixes and suffixes.</p>	<ul style="list-style-type: none"> • using morphemic knowledge of words to spell unknown words; for example, “one”, “once”, “cover”, “covering”, “uncover” • writing unknown words using morphemic knowledge; for example, using the known word “friend” to write “friendly” and “friendship” 	

Literacy: Phonic and Word Knowledge		
Content Descriptions	Elaborations	Sound Waves Year 3
AC9E3LY09: understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns.	<ul style="list-style-type: none"> • reading and writing more complex words with consonant digraphs and consonant blends; for example, “shrinking”, “against” and “rocket” • reading and writing consonant digraphs representing different sounds; for example, “machine”, “change” and “school” 	<p><i>Model segmenting Focus Words and Complete the Student Book activities in Lesson 1:</i></p> <ul style="list-style-type: none"> • Units 1–36 <p>Note: Students are taught how to segment words into syllables and phonemes in Unit 1: Getting Started.</p>
AC9E3LY10: understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words.	<ul style="list-style-type: none"> • understanding how to use knowledge of prefixes to change the meaning of a base word; for example, “undone”, “remove” and “misunderstand” • using generalisations for adding a suffix to a base word to form a plural or past tense; for example, to make a word plural when it ends in “ss”, “sh”, “ch” or “z”, add “es” 	<p>Prefixes:</p> <ul style="list-style-type: none"> • Unit 11: un • Unit 16: mid, mis • Unit 20: pre, re • Unit 22: dis <p>Suffixes (inflectional):</p> <ul style="list-style-type: none"> • Unit 2: ed, ing (double) • Unit 3: ed, ing (double) • Unit 4: es (plurals) • Unit 6: ed, ing (double) • Unit 7: ed, ing (double), s, es (verbs) • Unit 8: ed, ing (double) • Unit 9: er, est (double) • Unit 10: er, est (double) • Unit 11: s, es (verbs) • Unit 13: ed, ing (drop e) • Unit 15: s, es (change y) • Unit 16: s, es (change y) • Unit 17: ing (drop e), ed, es, ing (change y) • Unit 19: s, es (plurals), ed, ing (drop e) • Unit 22: s, es (change y) • Unit 25: er, est (double) • Unit 26: s (change f and fe) • Unit 30: s, es (change y, change f and fe) <p>Suffixes (derivational):</p> <ul style="list-style-type: none"> • Unit 8: ful • Unit 10: ful • Unit 14: less • Unit 15: y • Unit 18: en • Unit 21: ness, ly • Unit 24: ist • Unit 30: y • Unit 36: er

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 3
<p>AC9E3LY11: use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words.</p>	<ul style="list-style-type: none"> • using phonic knowledge to explore less common letter patterns after short vowels; for example, words that end in “dge”, “badge”, “edge” and “fridge” • using phonic knowledge and knowledge of letter patterns to spell words with 3-letter blends; for example, “str-ip” 	<p>Phoneme–grapheme relationships:</p> <ul style="list-style-type: none"> • Unit 2: b, bb for  b bb • Unit 3: a for  a • Unit 4: k, c, q, ck, ch for  k c q ck x ch, x for  k c q ck x ch  s ss se ce x c • Unit 5: e, ea, a, ai for  e ea • Unit 6: d, dd for  d dd • Unit 7: i, e, u, ui for  i • Unit 8: f, ff, ph for  f ff ph • Unit 9: o, a for  o a • Unit 10: g, gg, gu for  g gg • Unit 11: u, o, ou for  u o • Unit 12: h, wh for  h, j, g, ge, dge for  j g ge dge • Unit 13: ai, ay, a_e, a, ea, eigh for  ai ay a_e a • Unit 14: l, ll for  l ll • Unit 15: ee, ea, y, ey, ie, i, eo for  ee e ea y ey • Unit 16: m, mm, mb, me for  m mm mb • Unit 17: i_e, y, igh, i, ie, uy for  i_e y igh i ie • Unit 18: n, nn, kn for  n nn kn, ng, n for  ng n • Unit 19: oa, o_e, ow, o, oe for  oa o_e ow o • Unit 20: p for  p pp, r, rr, wr for  r rr wr • Unit 21: ar, a, al, au, are for  ar a • Unit 22: s, ss, se, ce, c for  s ss se ce x c, x for  k c q ck x ch  s ss se ce x c • Unit 23: ir, ur, or, er, ere, ear for  ir ur or er • Unit 24: t, tt for  t tt • Unit 25: or, ore, a, aw, au, oor, ough, augh, ar, al, o for  or ore a aw au • Unit 26: v, ve for  v ve, w, wh, u for  w wh u • Unit 27: oo, u, oul, o for  oo u • Unit 28: y for  y u, u, ew, u_e, ue, eau for  y u  oo ew ue u_e u • Unit 29: oo, ew, ue, u_e, ui, o, ough, wo for  oo ew ue u_e u • Unit 30: z, zz, s, se, ze for  z zz s se • Unit 31: ou, ow, hou for  ou ow • Unit 32: ch, tch, t for  ch tch, sh, ch, s for  sh ch ti ci • Unit 33: oy, oi for  oy oi, eer, ear, ere for  eer ear • Unit 34: th for  th, th for  th • Unit 35: air, are, ear, ere, eir, ey're for  air are • Unit 36: er, ar, a, e, o, re, ure for  er ar or a e i o u
<p>AC9E3LY12: recognise and know how to write most high-frequency words including some homophones.</p>	<ul style="list-style-type: none"> • using context and syntactic knowledge to spell homophones; for example, “break” or “brake” and “ate” or “eight” 	<p>Homophones:</p> <ul style="list-style-type: none"> • Units 12, 13, 25, 28, 29, 31, 33, 34, 35 <p>Note: Students are taught high-frequency words in Units 1–36.</p>

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Content Descriptions	Elaborations	Sound Waves Year 4
<p>AC9E4LY09: understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes.</p> <p>AC9E4LY10: understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words.</p>	<ul style="list-style-type: none"> recognising unstressed vowels in multisyllabic words and how these vowel sounds are written; for example, “builder” and “animal” using phonic and morphemic knowledge to read and write multisyllabic words with more complex letter combinations; for example, “straightaway” and “thoughtful” applying generalisations for adding affixes; for example, “hope” – “hoping”, “begin” – “beginning”, “country” – “countries” building morphemic word families and exploring word origins; for example, “tricycle”, “tripod” and “triangle” 	<p>Syllables:</p> <ul style="list-style-type: none"> Unit 1: Getting Started <p>Phoneme–grapheme relationships:</p> <ul style="list-style-type: none"> Unit 2: b, bb for  b bb Unit 3: a for  a Unit 4: k, c, q, ck for  k c q ck x ch, x for  k c q ck x ch  s ss se ce x c Unit 5: e, ea, a, ie for  e ea Unit 6: d, dd for  d dd Unit 7: i, e, u, ui for  i Unit 8: f, ph, gh for  f ff ph Unit 9: o, a for  o a Unit 10: g, gg, gu for  g gg Unit 11: u, o, oo, ou for  u o Unit 12: h, wh for  h, j, g, ge, dge for  j g ge dge Unit 13: ai, a_e, a, ea, ey, eigh for  ai ay a_e a Unit 14: l, ll for  l ll Unit 15: ee, e, ea, y, ey, ie, eo for  ee e ea y ey Unit 16: m, mm, mb for  m mm mb Unit 17: i_e, y, igh, i, ie, uy, is, eye for  i_e y igh i ie Unit 18: n, kn for  n nn kn, ng, n for  ng n Unit 19: oa, o_e, ow, o, oe, ough for  oa o_e ow o Unit 20: p, pp for  p pp, r, rr, wr for  r rr wr Unit 21: ar, a, ear, al, au for  ar a Unit 22: s, ss, se, ce, c for  s ss se ce x c, x for  k c q ck x ch  s ss se ce x c Unit 23: ir, ur, or, er, ere, ear, our for  ir ur or er Unit 24: t, tt for  t tt Unit 25: or, ore, a, aw, au, oor, ough, augh, our, al, ure for  or ore a aw au Unit 26: v, ve for  v ve, w, wh, u for  w wh u Unit 27: oo, u, oul, o for  oo u Unit 28: y for  y u, u, ew, u_e, ue, eau, iew for  y u  oo ew ue u_e u Unit 29: oo, ew, ue, u_e, ui, oe, ough for  oo ew ue u_e u Unit 30: z, zz, s, se for  z zz s se, s, si for  s si Unit 31: ou, ow, ough, hou for  ou ow Unit 32: ch, tch, t for  ch tch, sh, ti, ci for  sh ch ti ci Unit 33: oy, oi for  oy oi, eer, ear, ere, ier for  eer ear Unit 34: th for  th, th for  th Unit 35: air, are, ear, ere, eir, ai, ar, a, ey're for  air are Unit 36: er, or, a, e, i, o, ai, ure, our for  er ar or a e i o u <p>Spelling patterns:</p> <ul style="list-style-type: none"> Unit 4: ck, k, c Unit 9: a

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Content Descriptions	Elaborations	Sound Waves Year 4
<p>AC9E4LY09: understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes.</p> <p>(continued)</p>	<ul style="list-style-type: none"> recognising unstressed vowels in multisyllabic words and how these vowel sounds are written; for example, “builder” and “animal” using phonic and morphemic knowledge to read and write multisyllabic words with more complex letter combinations; for example, “straightaway” and “thoughtful” <p>(continued)</p>	<p>Prefixes:</p> <ul style="list-style-type: none"> Unit 4: ex Unit 6: mis, dis, un Unit 7: in, im Unit 8: fore Unit 17: bi, tri Unit 20: pre, re Unit 22: sub Unit 24: inter Unit 29: super Unit 31: out <p>Suffixes (inflectional):</p> <ul style="list-style-type: none"> Unit 2: ed, ing (double) Unit 3: ed, ing (double) Unit 5: s, es (verbs) Unit 6: ed, ing (drop e) Unit 7: er, est (double) Unit 8: s, es (change y), s (change f and fe) Unit 9: ed, ing, s, es (double) Unit 10: ed, ing (double, drop e) Unit 11: es (change y) Unit 13: er, est (change y) Unit 17: ed, ing (drop e, change y), s, es (change y) Unit 19: s, es (change y, change f and fe) Unit 23: er, est (change y) Unit 30: s, es (change y, change f and fe) <p>Suffixes (derivational):</p> <ul style="list-style-type: none"> Unit 11: y Unit 13: y Unit 14: ful Unit 15: ly Unit 16: er, ment Unit 18: ness Unit 20: ship Unit 21: en Unit 22: ous Unit 23: y Unit 26: wards Unit 27: hood Unit 28: ish Unit 32: ion Unit 36: er, or, ist
<p>AC9E4LY10: understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words.</p> <p>(continued)</p>	<ul style="list-style-type: none"> applying generalisations for adding affixes; for example, “hope” – “hoping”, “begin” – “beginning”, “country” – “countries” building morphemic word families and exploring word origins; for example, “tricycle”, “tripod” and “triangle” <p>(continued)</p>	
<p>AC9E4LY11: read and write high-frequency words including homophones and know how to use context to identify correct spelling.</p>	<ul style="list-style-type: none"> recognising that contextual and syntactical clues can be used to determine the use of homophones; for example, “We grow wheat on our farm.” “The train trip will take about an hour.” 	<p>Homophones:</p> <ul style="list-style-type: none"> Units 10, 12, 13, 15, 17, 19, 25, 30, 31, 34, 35 <p>Note: Students are taught high-frequency words in Units 1–36.</p>

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Content Description	Elaboration	Sound Waves Year 5
AC9E5LY08: use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations.	<ul style="list-style-type: none"> recognising and writing less familiar words that share common letter patterns but have different pronunciations; for example, “journey”, “your”, “tour” and “sour” 	<p>Graphemes:</p> <ul style="list-style-type: none"> a as in <i>apple, watch, lady, glass, area, pizza</i> c as in <i>car, pencil</i> ch as in <i>school, chicken</i> e as in <i>egg, me, cereal, bucket</i> ea as in <i>head, seat, weary</i> ay as in <i>says, hay</i> i as in <i>igloo, litre, spider, dolphin</i> y as in <i>syrup, baby, fly, yoyo</i> o as in <i>women, orange, monkey, comb, story, do, lemon</i> gh as in <i>laugh, spaghetti</i> au as in <i>sausage, laugh, sauce</i> ow as in <i>knowledge, window, flower</i> g as in <i>girl, giraffe</i> u as in <i>umbrella, queen, bush, computer, ruler, cactus</i> oo as in <i>flood, book, boot</i> ou as in <i>young, boulder, courier, group, cloud, famous</i> eigh as in <i>eight, height</i> n as in <i>net, wink</i> oa as in <i>boat, broad</i> ough as in <i>though, bought, through, plough</i> ar as in <i>star, war, scarce, dollar</i> s as in <i>seal, bears, treasure, sure</i> ss as in <i>kiss, dissolve, tissue</i> se as in <i>mouse, cheese</i> er as in <i>fern, ladder</i> or as in <i>world, horse</i> ear as in <i>early, ear</i> t as in <i>tiger, picture</i> our as in <i>your, colour</i> ure as in <i>sure, picture</i> u_e as in <i>volume, flute</i> ti as in <i>question, station</i> ere as in <i>here, where</i> th as in <i>thong, feather</i>

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Content Description	Elaborations	Sound Waves Year 5
<p>AC9E5LY09: build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations.</p>	<ul style="list-style-type: none"> • using knowledge of known words and base words to spell new words; for example, the spelling and meaning connections between “vision”, “television” and “revision” • applying knowledge of spelling generalisations to spell new words; for example, “suitable”, “likeable” and “collapsible” 	<p>Prefixes:</p> <ul style="list-style-type: none"> • Unit 3: anti, dia • Unit 4: kilo, milli • Unit 5: ex, dec, deci, cent • Unit 6: dis, mis, in, de • Unit 7: in, im, il, ir • Unit 9: non, quad, oct • Unit 16: multi, semi, com • Unit 17: bi, tri • Unit 18: en • Unit 20: pre, re • Unit 23: circum • Unit 24: inter, tele, trans • Unit 25: auto • Unit 29: sub, super <p>Suffixes (inflectional):</p> <ul style="list-style-type: none"> • Unit 2: ed, ing (double, change y, drop e) • Unit 8: s, es (plural/verbs – change y, change f and fe) • Unit 10: ed, ing (drop e, double) • Unit 11: er, est (change y) • Unit 21: s, es (plurals – change y, change f and fe) • Unit 23: ed, ing (double) <p>Greek and Latin roots:</p> <ul style="list-style-type: none"> • Unit 3: astro, aster, ang, aqua, anim • Unit 8: graph, phon, photo • Unit 11: struct • Unit 12: ject • Unit 17: scrib, script • Unit 19: mot, pos • Unit 20: port • Unit 23: circ • Unit 24: rupt, sect • Unit 25: aud • Unit 36: cap, mit, pel

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Content Description	Elaborations	Sound Waves Year 5
AC9E5LY10: explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word.	<ul style="list-style-type: none"> • using knowledge of word origins and roots, and related words, to interpret and spell unfamiliar words, and learning about how these roots affect plurals; for example, “cactus” and “cacti”, “louse” and “lice” • understanding how some suffixes change the grammatical form of words; for example, “-tion” and “-ment” can change verbs into nouns: “protect” to “protection” and “develop” to “development” 	<p>Plurals:</p> <ul style="list-style-type: none"> • Unit 21 <p>Note: Irregular plurals are explicitly taught in Year 3 and are revised in Years 4, 5 and 6.</p> <p>Suffixes (derivational):</p> <ul style="list-style-type: none"> • Unit 4: ion • Unit 7: ive • Unit 10: ness, ment • Unit 11: y • Unit 13: er, or, ee • Unit 14: ful, less, able • Unit 15: ly • Unit 18: en • Unit 22: ous • Unit 30: ise, ion • Unit 31: able • Unit 32: ion • Unit 35: ly, ous, y, less, ful, able, ness • Unit 36: al

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Content Description	Elaboration	Sound Waves Year 6
AC9E6LY08: use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words.	<ul style="list-style-type: none"> using phonic generalisations to read and write complex words with uncommon letter patterns; for example, “pneumonia”, “resuscitate” and “vegetation” 	<p>Phoneme–grapheme relationships:</p> <ul style="list-style-type: none"> Unit 2: b, bb, pb for  b bb Unit 3: a for  a Unit 4: k, c, q, ck, x, ch, que for  k c q ck x ch, x for  k c q ck x ch  s ss se ce x c Unit 5: e, ea, a, eo for  e ea Unit 6: d, dd for  d dd Unit 7: i, y, e, ui, a for  i Unit 8: f, ff, ph for  f ff ph Unit 9: o, a, ho, au, ow, ach, e for  o a Unit 10: g, gu, gue for  g gg Unit 11: u, o, ou for  u o Unit 12: h for  h, j, g, ge, gg, d for  j g ge dge Unit 13: ai, ay, a_e, a, ei, eigh, et, e for  ai ay a_e a Unit 14: l, ll for  l ll Unit 15: ee, e, ea, y, ie, e_e, i, ei for  ee e ea y ey Unit 16: m, mm, me for  m mm mb Unit 17: i_e, y, igh, i, ir for  i_e y igh i ie Unit 18: n, kn, ne for  n nn kn, ng, n, ngue for  ng n Unit 19: oa, o_e, ow, o, ough for  oa o_e ow o Unit 20: p, pp for  p pp, r, rr, rh for  r rr wr Unit 21: ar, a, ear, au, er for  ar a Unit 22: s, ss, ce, c, sc, st, sw for  s ss se ce x c, x for  k c q ck x ch  s ss se ce x c Unit 23: ir, ur, er, ear, our, urr for  ir ur or er Unit 24: t, tt for  t tt Unit 25: or, ore, a, aw, au, augh, oa, hau, aur for  or ore a aw au Unit 26: v, ve for  v ve, wh, u for  wh u Unit 27: oo, u, oul, o, ou for  oo u Unit 28: i, u for  y u, u, ui, eu, ew, u_e, ue, ueue for  y u  oo ew ue u_e u Unit 29: oo, ew, ue, u_e, u, o, ough, ou, oeu for  oo ew ue u_e u Unit 30: z, s, ss for  z zz s se, x for  g gg  z zz s se, s, si for  s si Unit 31: ou, ow, ough for  ou ow Unit 32: ch, ti, t for  ch tch, sh, ch, ti, ss, ssi for  sh ch ti ci Unit 33: oy, oi for  oy oi, eer, ere, ier, e, ir, ea for  eer ear Unit 34: th for  th, the for  th Unit 35: air, are, ere, ar, a, ayor, ea, aire, ae for  air are Unit 36: er, ar, a, e, i, o, u, ou for  er ar or a e i o u

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Content Description	Elaborations	Sound Waves Year 6
<p>AC9E6LY09: use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words.</p>	<ul style="list-style-type: none"> • using a dictionary to explore and using knowledge of word origins, including some Greek roots, to spell words; for example, the Greek root “ath” meaning “contest” or “outstanding skill”, “pent” meaning the number 5 and “dec” meaning the number 10 inform the spelling and meaning of the words “athlete”, “pentathlon” and “decathlon” • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, “ratio” and “synthesis” • expanding knowledge of prefixes and suffixes, and exploring meaning relationships between words; for example, “disappearance”, “submarine”, “subterranean”, “poisonous” and “nervous” • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, knowing how and why these words are spelt as follows: “reliability”, “handkerchief”, “receive”, “lollies”, “trolleys”, “climbing”, “designed” and “emergency” • spelling technical words by applying morphemic knowledge; for example, “metaphorical”, “biology” and “biodegradable” • investigating the meanings of words in languages of First Nations Australians using dictionaries or online resources from state libraries or universities 	<p>Prefixes:</p> <ul style="list-style-type: none"> • Unit 4: ex • Unit 5: dec, cent, kilo • Unit 7: dis, mis, in, im, il, ir • Unit 9: anti, non, con • Unit 12: hyper, hypo • Unit 14: mono, multi • Unit 16: com • Unit 19: co • Unit 20: pro • Unit 23: circum • Unit 25: auto, trans • Unit 28: uni • Unit 29: sub, super • Unit 31: out • Unit 34: syn, sym • Unit 36: inter, ad, ac <p>Suffixes (inflectional):</p> <ul style="list-style-type: none"> • Unit 2: ed, ing (change y, drop e, double), s, es (verbs – change y) • Unit 14: ed, ing (double) • Unit 23: ed, ing (double) <p>Suffixes (derivational):</p> <ul style="list-style-type: none"> • Unit 2: able • Unit 4: ion • Unit 10: ly • Unit 11: er, or, ist • Unit 13: ation • Unit 14: al • Unit 15: ty, ity • Unit 17: ify • Unit 18: ance, ence • Unit 22: ous • Unit 24: ment • Unit 26: ive • Unit 30: ise, sion • Unit 31: less • Unit 32: ion • Unit 35: ian <p>Greek and Latin roots:</p> <ul style="list-style-type: none"> • Unit 3: tract • Unit 5: cess, cep, sect • Unit 6: pod, ped, duc, duct, duce • Unit 8: flex, flect, frag, fract • Unit 10: graph, gram • Unit 11: struct, rupt • Unit 12: hydr, geo, bio, logy

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Content Description	Elaborations	Sound Waves Year 6
<p>AC9E6LY09: use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words.</p> <p>(continued)</p>	<ul style="list-style-type: none"> • using a dictionary to explore and using knowledge of word origins, including some Greek roots, to spell words; for example, the Greek root “ath” meaning “contest” or “outstanding skill”, “pent” meaning the number 5 and “dec” meaning the number 10 inform the spelling and meaning of the words “athlete”, “pentathlon” and “decathlon” • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, “ratio” and “synthesis” • expanding knowledge of prefixes and suffixes, and exploring meaning relationships between words; for example, “disappearance”, “submarine”, “subterranean”, “poisonous” and “nervous” • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, knowing how and why these words are spelt as follows: “reliability”, “handkerchief”, “receive”, “lollies”, “trolleys”, “climbing”, “designed” and “emergency” • spelling technical words by applying morphemic knowledge; for example, “metaphorical”, “biology” and “biodegradable” • investigating the meanings of words in languages of First Nations Australians using dictionaries or online resources from state libraries or universities <p>(continued)</p>	<ul style="list-style-type: none"> • Unit 15: ceed, cede, cess • Unit 16: meter • Unit 19: mot, pos • Unit 20: spect, press • Unit 23: circ, vers, vert • Unit 24: ject, fact, fect • Unit 25: port, form • Unit 34: therm • Unit 35: aer, aero, aqua