



# SOUND WAVES

EARLY LITERACY



## Australian Curriculum Match

Version 9.0

Foundation to Year 2

**firefly**  
EDUCATION



Use this document to understand how Sound Waves Early Literacy:

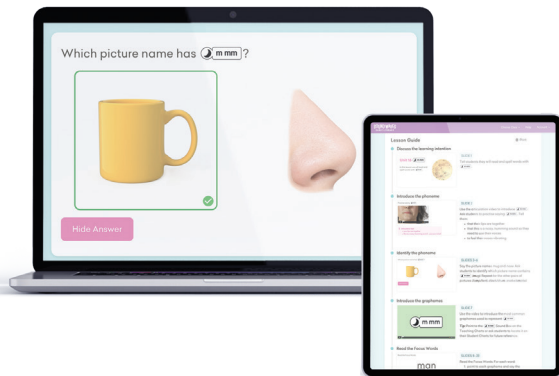
- comprehensively meets the content descriptions for the Phonic and Word Knowledge sub-strand for Foundation to Year 2 in the Australian Curriculum
- covers elements of the Analysing, Interpreting and Evaluating sub-strand related to reading decodable texts for Foundation and Year 1.

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The Sound Waves Early Literacy program (Foundation to Year 2) consists of online teaching resources, Student Books, Decodable Readers and extra resources.

## Sound Waves Online

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



## Sound Waves Student Books

**Student Book** activities provide students with immediate consolidation and practice of the knowledge and skills taught in the corresponding lessons.



Also available as printable pages

## Decodable Readers

Foundation and Year 1

**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.



Also available as eReaders

## Extra Resources

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



































## What about Years 3–6?

Use our companion series **Sound Waves Word Study**, which provides in-depth explicit teaching in spelling patterns, morphology, etymology and vocabulary for Years 3 to 6.





































## Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
<p><b>AC9EFLY09:</b> recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness).</p>	<ul style="list-style-type: none"> <li>recognising and producing rhyming words when listening to rhyming stories or rhymes; for example, “funny” and “money”</li> <li>identifying patterns of alliteration in spoken words; for example, “helpful Henry”</li> <li>identifying syllables in spoken words; for example, clapping the rhythm of “Mon-day”, “Ja-cob” or “Si-en-na”</li> </ul>	<p>Phonemic awareness lessons teaching isolation, blending and segmenting:</p> <ul style="list-style-type: none"> <li>Term 1, Week 1, Lessons 1–4: Initial Phonemes</li> <li>Term 1, Week 2, Lessons 1–4: Final Phonemes</li> <li>Term 1, Week 3, Lessons 1–4: Medial Phonemes</li> <li>Term 1, Week 4, Lessons 1–4: Blending and Segmenting</li> </ul> <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><b>AC9EFLY10:</b> segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness).</p>	<ul style="list-style-type: none"> <li>saying the sounds when given a word; for example, “can” (“c-a-n”) or “ship” (“sh-i-p”)</li> <li>saying the word when given the sounds; for example, “l-i-p” (“lip”) or “m-u-n-ch” (“munch”)</li> <li>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”</li> </ul>	<p>Manipulation of phonemes is introduced in Term 1, Week 8 using graphemes:</p> <ul style="list-style-type: none"> <li><i>Build a Word</i> in Lesson 2</li> </ul> <p>Word awareness, rhyme and syllables resources are provided in the <i>Phonological Awareness Resources</i> pack.</p> <ul style="list-style-type: none"> <li>Word Awareness: <ul style="list-style-type: none"> <li><i>Missing Word</i></li> <li><i>Word Jumps</i></li> </ul> </li> <li>Rhyme: <ul style="list-style-type: none"> <li><i>Odd One Out</i></li> <li><i>Rhyming Memory</i></li> <li><i>Rhyming Mystery Word</i></li> <li><i>Rhyming Rockets</i></li> <li><i>Onset-Rime Bingo</i></li> </ul> </li> <li>Syllables: <ul style="list-style-type: none"> <li><i>Syllable Stomp</i></li> <li><i>Syllable Circle</i></li> </ul> </li> </ul> <p><b>Note:</b> 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>

























































## Literacy: Phonic and Word Knowledge

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

## Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
<p><b>AC9EFLY11:</b> 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"> <li>recognising letters in own name</li> <li>matching upper- and lower-case letters</li> <li>identifying sounds for upper- and lower-case letters</li> </ul> <p>(continued)</p>	<p>Additionally, students learn these digraphs and trigraphs:</p> <ul style="list-style-type: none"> <li>Term 3, Week 2: <b>ck</b> for , <b>ng</b> for </li> </ul> <p>Decodable Readers: Book 15 <b>ck</b> (support and core) Book 16 <b>ng</b> (support and core)</p>
<p><b>AC9EFLY12:</b> write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words.</p> <p>(continued)</p>		<ul style="list-style-type: none"> <li>Term 3, Week 3: <b>ss</b> for , <b>ff</b> for </li> <li>Term 3, Week 3: <b>ss</b> for  Decodable Readers: Book 17 <b>ss</b> (support and core) Book 18 <b>ff</b> (support and core)</li> <li>Term 3, Week 4: <b>ll</b> for , <b>zz</b> for </li> <li>Term 3, Week 4: <b>ll</b> for  Decodable Readers: Book 19 <b>ll</b> (support and core) Book 20 <b>zz, s</b> (support and core)</li> <li>Term 3, Week 6: <b>ch</b> for , <b>sh</b> for </li> <li>Term 3, Week 6: <b>ch</b> for  Decodable Readers: Book 23 <b>ch</b> (support and core) Book 24 <b>sh</b> (support and core)</li> <li>Term 3, Week 7: <b>th</b> for , <b>th</b> for </li> <li>Term 3, Week 7: <b>th</b> for  Decodable Readers: Book 25 <b>th</b> (support and core) Book 26 <b>th</b> (support and core)</li> <li>Term 3, Week 8: <b>ai, ay, a_e</b> for </li> <li>Term 3, Week 8: <b>ai, ay, a_e</b> for  Decodable Readers: Book 27.1 <b>ai</b> (support), Book 27.2 <b>ay</b> (support), Book 27.3 <b>a_e</b> (support), Book 27 <b>ai, ay, a_e</b> (core)</li> <li>Term 4, Week 1: <b>ee, ea</b> for , <b>i_e</b> for </li> <li>Term 4, Week 1: <b>ee, ea</b> for  Decodable Readers: Book 28.1 <b>ee</b> (support), Book 28.3 <b>ea</b> (support), Book 28 <b>ee, e, ea</b> (core) Book 29.1 <b>i_e</b> (support), Book 29 <b>i_e, y</b> (core)</li> <li>Term 4, Week 2: <b>oa, o_e</b> for , <b>ar</b> for </li> <li>Term 4, Week 2: <b>oa, o_e</b> for  Decodable Readers: Book 30.1 <b>oa</b> (support), Book 30.2 <b>o_e</b> (support), Book 30 <b>oa, o_e, o</b> (core) Book 31 <b>ar</b> (support and core)</li> <li>Term 4, Week 3: <b>ir, ur</b> for , <b>or</b> for </li> <li>Term 4, Week 3: <b>ir, ur</b> for  Decodable Readers: Book 32 <b>ir, ur</b> (support and core) Book 33 <b>or, a</b> (support and core)</li> <li>Term 4, Week 4: <b>oo</b> for , <b>oo</b> for </li> <li>Term 4, Week 4: <b>oo</b> for  Decodable Readers: Book 34 <b>oo, u</b> (support and core) Book 35 <b>oo</b> (support and core)</li> <li>Term 4, Week 5: <b>ou, ow</b> for , <b>oy</b> for </li> <li>Term 4, Week 5: <b>ou, ow</b> for  Decodable Readers: Book 36 <b>ou, ow</b> (support and core) Book 37 <b>oy</b> (support and core)</li> <li>Term 4, Week 6: <b>eer, ear</b> for , <b>air</b> for </li> <li>Term 4, Week 6: <b>eer, ear</b> for  Decodable Readers: Book 38 <b>ear</b> (support and core) Book 39 <b>air</b> (support and core)</li> <li>Term 4, Week 7: <b>er</b> for </li> <li>Term 4, Week 7: <b>er</b> for  Decodable Readers: Book 40 <b>er</b> (support and core)</li> </ul>

## Literacy: Phonic and Word Knowledge

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

## Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation																																												
<b>AC9EFLY14:</b> read and write some high-frequency words and other familiar words.	<ul style="list-style-type: none"> <li>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”</li> <li>knowing how to read and write some familiar words; for example, their name, the name of a character or the name of their school</li> </ul>	<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 border="0"> <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	
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he	for	your																																												
she	of	could																																												
<b>AC9EFLY15:</b> understand that words are units of meaning and can be made of more than one meaningful part.	<ul style="list-style-type: none"> <li>learning that words are made up of meaningful parts; for example, “dogs” has 2 meaningful parts: “dog” and “s” meaning more than one</li> </ul>	Term 3, Week 4: Suffix <b>s</b> (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
<b>AC9EFLY04:</b> read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge.	<ul style="list-style-type: none"> <li>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</li> <li>attempting to work out unknown words by using phonic decoding and knowledge of high-frequency words</li> <li>pausing or asking for support when meaning breaks down</li> </ul>	<p>Introductory Decodable Readers: Fold-up books <b>d, f, n, p, o</b></p> <p>Decodable Readers: Books 1–40 (support, core and extended)</p>



















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

## Literacy: Phonic and Word Knowledge

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

## Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
<p><b>AC9E1LY11:</b> 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> <p><b>AC9E1LY12:</b> 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"> <li>• using knowledge of letters and sounds to write words with short vowels; for example, “man”, and common long vowel sounds; for example, “time”</li> <li>• using knowledge of letter sounds to write single-syllable words with consonant digraphs and consonant blends; for example, “wish” and “rest”</li> </ul> <p>(continued)</p> <ul style="list-style-type: none"> <li>• 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”</li> <li>• recognising sounds that can be produced by different letters; for example, the “s” sound in “sat” and “cent”</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>• Unit 14: <b>l, ll</b> for  <b>ll</b> Decodable Readers: Book 14 <b>l, ll</b> (support, core and extended)</li> <li>• Unit 16: <b>m, mm</b> for  <b>m mm</b> Decodable Readers: Book 16 <b>m, mm</b> (support <b>m</b>, core <b>m, mm</b> and extended <b>m, mm</b>)</li> <li>• Unit 18: <b>n, nn</b> for  <b>nn</b>, <b>ng</b> for  <b>ng</b> Decodable Readers: Book 18.1 <b>n, nn</b> (support <b>n</b>, core <b>n, nn</b> and extended <b>n, nn</b>) Book 18.2 <b>ng</b> (support, core and extended)</li> <li>• Unit 20: <b>p, pp</b> for  <b>pp</b>, <b>r, rr</b> for  <b>rr</b> Decodable Readers: Book 20.1 <b>p, pp</b> (support <b>p</b>, core <b>p, pp</b> and extended <b>p, pp</b>) Book 20.2 <b>r, rr</b> (support <b>r</b>, core <b>r, rr</b> and extended <b>r, rr</b>)</li> <li>• Unit 22: <b>s, ss, se</b> for  <b>ss x se</b>, <b>x</b> for  <b>kcqck x</b>  <b>s ss x se</b> Decodable Readers: Book 22.1 <b>s, ss, x</b> (support), Book 22.2 <b>se</b> (support), Book 22 <b>s, ss, x, se</b> (core and extended)</li> <li>• Unit 24: <b>t, tt</b> for  <b>ttt</b> Decodable Readers: Book 24 <b>t, tt</b> (support <b>t</b>, core <b>t, tt</b> and extended <b>t, tt</b>)</li> <li>• Unit 26: <b>v, ve</b> for  <b>v ve</b>, <b>w, wh, u</b> for  <b>wh u</b> Decodable Readers: Book 26.1 <b>v, ve</b> (support, core and extended) Book 26.2 <b>w, wh, u</b> (support <b>w, wh</b>, core <b>w, wh, u</b> and extended <b>w, wh, u</b>)</li> <li>• Unit 28: <b>y</b> for  <b>y</b> Decodable Readers: Book 28 <b>y</b> (support, core and extended)</li> <li>• Unit 30: <b>z, zz, s</b> for  <b>z zz s</b> Decodable Readers: Book 30 <b>z, zz, s</b> (support, core and extended)</li> <li>• Unit 32: <b>ch</b> for  <b>ch</b>, <b>sh</b> for  <b>sh</b> Decodable Readers: Book 32.1 <b>ch</b> (support, core and extended) Book 32.2 <b>sh</b> (support, core and extended)</li> <li>• Unit 34: <b>th</b> for  <b>th</b>, <b>th</b> for  <b>th</b> Decodable Readers: Book 34.1 <b>th</b> (support, core and extended) Book 34.2 <b>th</b> (support, core and extended)</li> </ul> <p><b>Note:</b> 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><b>AC9E1LY13:</b> spell one- and two-syllable words with common letter patterns.</p>	<ul style="list-style-type: none"> <li>• writing one- and two-syllable words containing known blends; for example, “bl” and “st”</li> </ul>	<p>Grapheme patterns:</p> <ul style="list-style-type: none"> <li>• Unit 2: <b>bb</b></li> <li>• Unit 4: <b>ck</b></li> <li>• Unit 6: <b>dd</b></li> <li>• Unit 8: <b>ff</b></li> <li>• Unit 9: <b>a</b></li> <li>• Unit 10: <b>gg</b></li> <li>• Unit 11: <b>o</b></li> <li>• Unit 13: <b>ay, ai</b></li> <li>• Unit 14: <b>ll</b></li> <li>• Unit 15: <b>y</b></li> <li>• Unit 16: <b>mm</b></li> <li>• Unit 17: <b>y</b></li> <li>• Unit 20: <b>rr</b></li> <li>• Unit 21: <b>a</b></li> <li>• Unit 22: <b>ss</b></li> <li>• Unit 24: <b>tt</b></li> <li>• Unit 25: <b>a</b></li> <li>• Unit 27: <b>oo, u</b></li> <li>• Unit 30: <b>zz</b></li> </ul> <p>Blending:</p> <ul style="list-style-type: none"> <li>• Unit 2: <b>br, bl</b></li> <li>• Unit 4: <b>cl, cr, qu, x</b></li> <li>• Unit 6: <b>dr, nd</b></li> <li>• Unit 8: <b>fl, fr, ft</b></li> <li>• Unit 10: <b>gr, gl</b></li> <li>• Unit 14: <b>bl, gl, cl, fl, lt, lp, lf, lk</b></li> <li>• Unit 16: <b>sm, mp</b></li> <li>• Unit 18: <b>sn</b></li> <li>• Unit 20: <b>pl, pr, sp, pt</b></li> <li>• Unit 22: <b>sk, sc, sl, x</b></li> <li>• Unit 24: <b>tr, st, nt</b></li> <li>• Unit 26: <b>sw, tw, qu</b></li> </ul> <p><b>Note:</b> In these focus concept Blending lessons, students learn to segment common consonant clusters into individual phonemes. They practise reading and spelling CCVC words.</p>

## Literacy: Phonic and Word Knowledge







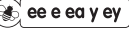



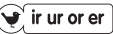
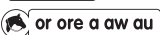

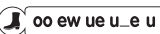




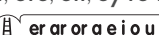


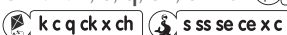





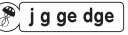







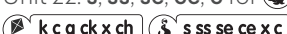
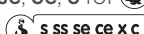



Content Descriptions	Elaborations	Sound Waves Year 1																																	
<p><b>AC9E1LY14:</b> read and write an increasing number of high-frequency words.</p>	<ul style="list-style-type: none"> <li>learning an increasing number of high-frequency words and reading them independently; for example, “one”, “have” and “pretty”</li> </ul>	<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.</p> <p>The following high-frequency words are featured as Special Words in the <i>Year 1 Decodable Readers</i>:</p> <table border="0"> <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 <i>Sound Waves Year 1</i> lessons also include high-frequency words that have simple phoneme–grapheme relationships such as <i>it</i> and <i>on</i>, as well as high-frequency words that have unusual phoneme–grapheme relationships such as <i>was</i> and <i>your</i>.</p>	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	
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																																		
<p><b>AC9E1LY15:</b> recognise and know how to use grammatical morphemes to create word families.</p>	<ul style="list-style-type: none"> <li>building word families from common morphemes; for example, “play”, “plays”, “playing”, “played”, “playground”</li> <li>using morphemes to read words; for example, by recognising the base word in words such as “walk-ed”</li> </ul>	<p>Suffixes:</p> <ul style="list-style-type: none"> <li>Unit 7: <b>s</b> (plurals)</li> <li>Unit 12: <b>ed, ing</b></li> <li>Unit 16: <b>ed, ing</b></li> <li>Unit 22: <b>ed, ing</b></li> <li>Unit 27: <b>ed, ing</b></li> <li>Unit 28: <b>s, ed, ing</b></li> <li>Unit 30: <b>s</b> (plurals)</li> </ul> <p><b>Note:</b> The support, core and extended <i>Sound Waves Year 1 Decodable Readers</i> contain the suffix <b>s</b> from Book 2 onwards and the suffixes <b>ed</b> and <b>ing</b> from Book 12 onwards. Additionally, the core and extended Decodable Readers feature the suffixes <b>er, ly</b> and <b>y</b>.</p>																																	

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

## Literacy: Phonic and Word Knowledge

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

## Literacy: Phonic and Word Knowledge

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