SOUND WAVES

EARLY LITERACY

F–2

SYSTEMATIC SYNTHETIC PHONICS, WORD STUDY & READING



Take a look inside!

As you explore these sample online lessons and Student Book pages for Foundation to Year 2, look out for these handy notes. They point out the important information and exciting features of the Sound Waves Early Literacy program.

Sampler

Firefly EDUCATION

Welcome to Sound Waves Early Literacy

Sound Waves Early Literacy is a three-year program for Foundation to Year 2. Lessons are effective, engaging and delivered to the whole class. Instruction is sequential and cumulative using an evidence-based systematic synthetic phonics approach.

The program:

- uses an evidence-based approach
- provides a clear and systematic sequence of instruction to deliver strong literacy outcomes
- explicitly teaches phoneme–grapheme relationships and focus concepts (including morphology)
- incorporates consolidation activities for every lesson
- has dedicated reading lessons and practice using Decodable Readers (Foundation and Year 1)
- assesses spelling and single word reading – with targeted remediation resources
- uses essential reference charts to support correct grapheme choice
- provides a wealth of engaging and meaningful games and activities
- includes free ongoing professional learning and support for schools.

View the Scope and Sequence

Sound Waves Early Literacy follows a logical and thorough scope and sequence that comprehensively covers your curriculum requirements.

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Program Resources 3
Online Sample Lessons 4
Foundation Student Book Sample Pages 6
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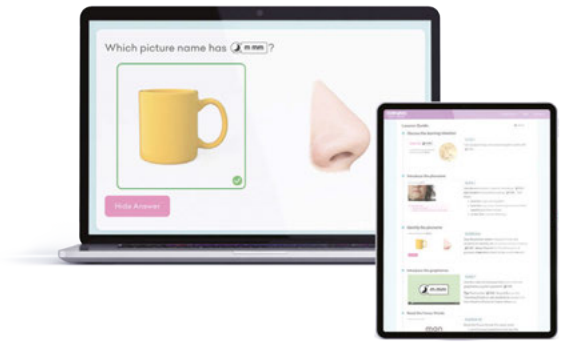
We recommend you read all pages (not just your year level) as we've included key information about the program throughout this booklet.

Program Resources: Foundation to Year 2

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

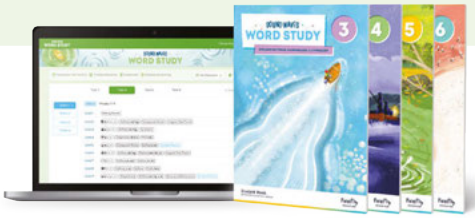
Extra Resources

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.



Phoneme–grapheme lesson

Turn to page 6 to see the corresponding Student Book activities for this Foundation sample online lesson.

Revise previous Focus Words Slides 1–20



Revise the previous 20 Focus Words. For each word:

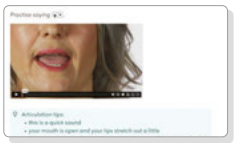
1. point to each grapheme
2. ask students to say the sound for each grapheme
3. ask students to blend the sounds to make the word.

Discuss the learning intention Slide 21



Tell students they will read and spell words with e.

Introduce the focus phoneme Slides 22–23



Use the articulation video to introduce e. Ask students to practise saying e. Tell them that:

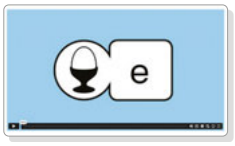
- this is a quick sound
- their mouths are open and their lips stretch out a little
- this is a vowel sound, so nothing gets in the way of the air coming out.



Ask students to find picture names that contain e in the Focus Sound Search.

Possible answers include: *beg*, *bench*, *bread*, *breakfast*, *check*, *chef*, *egg*, *elbow*, *elephant*, *elf*, *entry*, *exit*, *fence*, *hen*, *leg*, *men*, *mess*, *neck*, *nest*, *net*, ...[more]

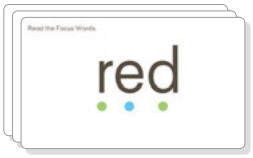
Introduce the grapheme Slide 24



Use the video to introdu

Tip: Point to the e Sc to locate it on their Stud

Read the Focus Words Slides 25–27



Read the Focus Words.

1. point to each graph
2. blend the sounds to
3. ask students to repe

Model writing the grapheme Slide 28



Model writing **e** and **E**.

Tip: Students can form practise writing the gra

Model segmenting the Focus Words Sli



Model segmenting the

1. say the word aloud
2. count the phoneme
3. on your whiteboard,
4. underline the graph

Complete the Student Book activities



Read the instructions fo Direct students to comp

Tip: Use the Student Bo

Conclude the lesson wi Decodable Reader.

Practical and engaging lesson guides and slideshows for every lesson!

One of the stand-out features of Sound Waves Early Literacy is the online teaching resources. The lesson guides include stepped-out instructions, helpful teaching notes and question and answer prompts – they're effective but not rigidly scripted, making them flexible, practical and easy to use. The slideshows feature interactive tools and videos to enhance student engagement.

Phoneme–grapheme lessons

These lessons cover a focus phoneme and grapheme/s and use a set of Focus Words to underpin your explicit teaching.

Foundation and Year 1 classrooms conclude these lessons with modelled and shared reading using the relevant projectable Decodable Reader.

Note: Year 2 follows a similar lesson sequence to the Year 1 example shown on page 5.

Focus Concept lessons

These are shorter lessons that focus on a specific concept. Foundation concept lessons teach Special Words or Sentence Writing. Years 1 and 2 concept lessons cover spelling patterns, vocabulary and morphology.

At the end of every lesson students consolidate their learning by completing the corresponding Student Book activities.

Phoneme–grapheme lesson

Turn to page 10 to see the corresponding Student Book activities for this Year 1 sample online lesson.

Discuss the learning intention Slide 1



Tell students they will read and spell words with oo u.

Introduce the phoneme Slide 2



Use the articulation video to introduce oo u. Ask students to practise saying oo u. Tell them that:

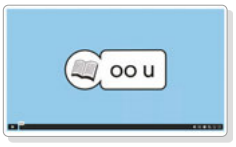
- this is a quick sound
- this is a vowel sound, so nothing gets in the way of the air coming out.

Identify the phoneme Slides 3–6



Say the picture names *bush* and *soap*. Ask students to identify which picture name contains oo u (*b**u**sh*). Repeat for the other pairs of pictures (*torch*/*f**oo**t*, *sock*/*w**oo**d*, *p**u**sh*/*shark*).

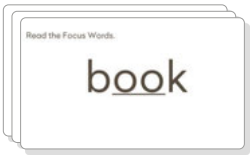
Introduce the graphemes Slide 7



Use the video to introduce the most common graphemes used to represent oo u.

Tip: Point to the oo u Sound Box on the Teaching Charts or ask students to locate it on their Student Charts for future reference.

Read the Focus Words Slides 8–23



Read the Focus Words. For each word:

1. point to each grapheme and say the phoneme
2. blend the phonemes to make the word
3. ask students to repe

Play Find a Word Slides 24–32



Ask students to find Foc

Model segmenting Focus Words Slides 3



Model segmenting the F

1. say the word aloud
2. count the phonemes
3. on your whiteboard,
4. underline the graphe

Complete the Student Book activities S



Direct students to comp

Students may continue t

Tip: Use the Student Bo

Conclude the lesson wit
Decodable Reader.

What's included in Sound Waves Online?

An all-inclusive Sound Waves package of online teaching resources covering Early Literacy (F–2) and Word Study (3–6).

Features include:

- phoneme and grapheme tips in each unit
- detailed lesson guides
- engaging and practical slideshows for the explicit teaching of concepts
- projectable Student Book pages and answers
- projectable Decodable Readers for modelled reading (F–1)
- assessments and remediation resources
- interactive tools
- hundreds of printable resources
- pronunciation videos
- online and offline spelling games
- curriculum matches and planning documents
- complimentary access to the student site.

Note: Features differ across year levels.

Sign up for a free trial today!
www.fireflyeducation.com.au/soundwaves

e

Lesson 1: Phoneme–Grapheme Relationship

1 **Colour** the letter for e in each Focus Word.

red peg get

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

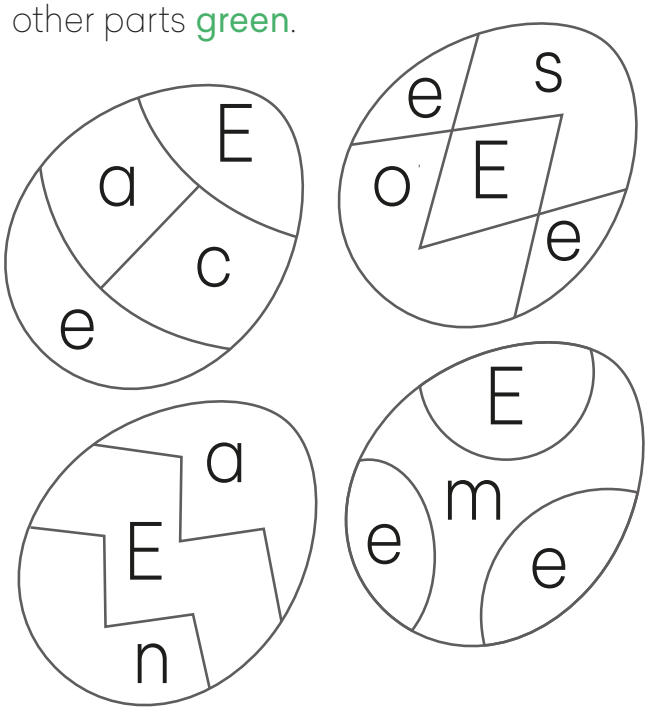




Explicit teaching followed by targeted practice

All Student Book activities are to be completed after you've taught the corresponding lesson using the online teaching resources.

3 **Colour** the parts of the egg with **e** or **E** on them blue. **Colour** all the other parts green.



4 **Draw** a line from the word to the picture.

net •

men •

peg •

• 

• 

• 

5 **Write** a Focus Word to match each picture.



_____



_____

Lesson 2: Sentence Writing

1 **Label** the picture with the words from the box.

peg
net
pen



2 **Listen** to your teacher read a sentence. **Write** the sentence.

A note about Foundation

To suit the specialised instruction required in the first year of school, the Foundation program has a different unit structure and teaching sequence from Years 1 and 2. The Student Book pages for Foundation are also nearly 30% larger than other year levels – perfect for little learners when they first learn how to read, write and spell.

Sound Waves Decodable Readers

Students in Foundation and Year 1 also use the Sound Waves Decodable Readers for targeted reading practice that directly aligns with the content taught in Sound Waves Online lessons.

Turn to page 18 in this Sampler for more information about the Sound Waves Decodable Readers.

ir ur

Lesson 1: Phoneme–Grapheme Relationships

1 **Colour** the letters for ir ur in each Focus Word.

girl bird third fur turn hurt

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






3 **Write** the letter for the first sound in each word.
Colour the letters for ir ur in each word.


__irl


__ird


__urt

4 **Write ir** in the first group and **ur** in the second group to finish the words.
Draw a line from the word to the picture.


• • b___


• • th___


• • g___

Curriculum covered

Sound Waves Early Literacy meets curriculum and syllabus requirements in Foundation to Year 2.

The program uses a systematic synthetic phonics approach and is organised around the 43 phonemes of Australian English and the graphemes used to represent them in written language.

Instruction builds across early primary starting with simple phoneme–grapheme relationships and decodable texts, progressing to more complex relationships, morphology and other key spelling and vocabulary concepts.

Download scope and sequence and curriculum documents
www.fireflyeducation.com.au/soundwaves

Lesson 2: Special Words

1 **Read** the Special Words.
Colour the special part of the words.

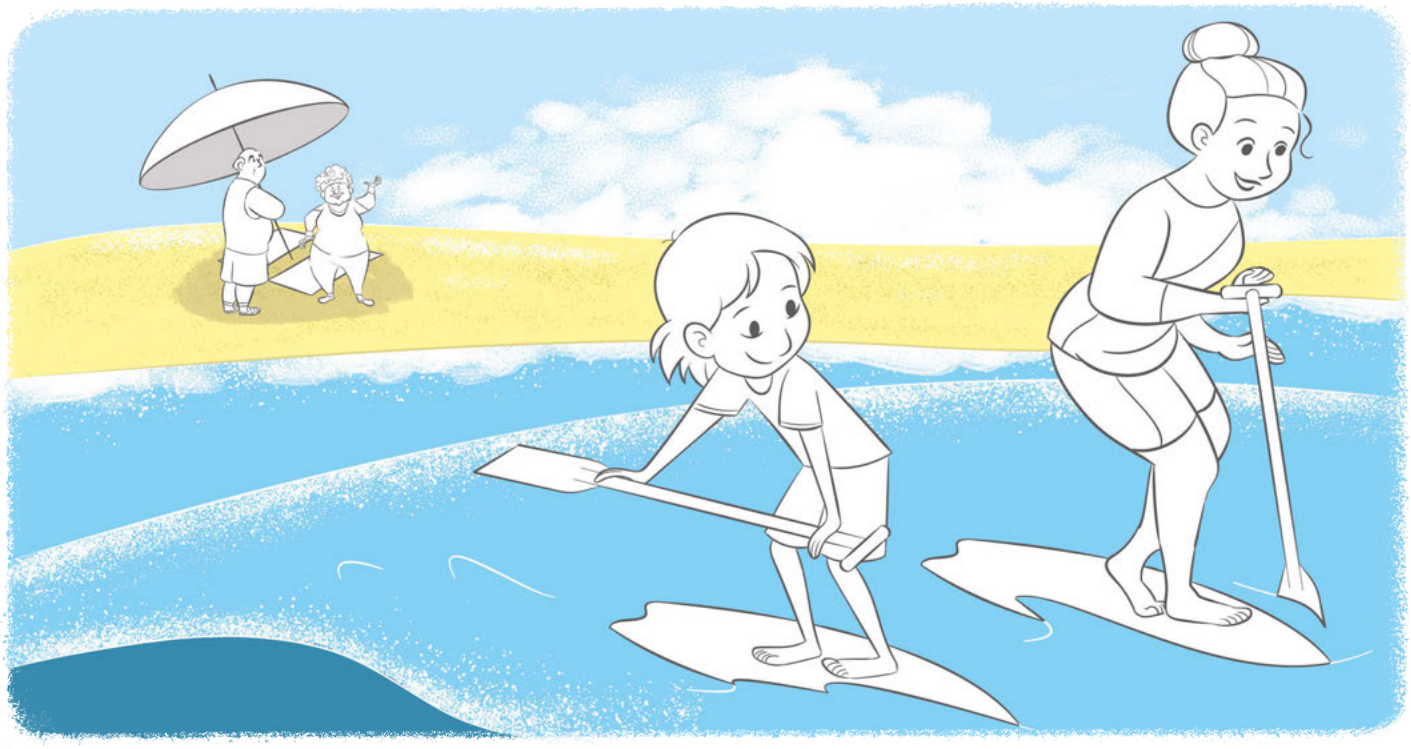
her were

2 **Segment** the Special Words.

her | | were | |

3 **Write** the Special Words to finish the sentence.

Shay and _____ mum _____ in the surf.



4 **Listen** to your teacher read a sentence. **Write** the sentence.

_____

_____

Student Books or Printable Pages

These student activity pages are available in two great formats. Enjoy the convenience of a physical Student Book, or opt for the flexibility of Printable Pages – the choice is yours.

UNIT 27

oo u book bush

Focus Words

book
look
took
cook
good
wood
foot
stood

Lesson 1 introduces the focus phoneme, grapheme/s and Focus Words

Years 1 and 2 both follow the same unit structure. In the first lesson of every week you use the online teaching resources to introduce students to the focus phoneme, grapheme/s and Focus Words. Students then consolidate their understanding by completing Student Book activities.

The activity page includes:

- a **Sound Box** that represents the focus phoneme
- a set of **Focus Words** that contain the focus phoneme and link to Focus Concepts
- a range of **Focus Word activities** that involve identifying the focus phoneme in words, segmenting words into phonemes, and reading and spelling words.

Year 1 lessons also include modelled and shared reading using the projectable Sound Waves Decodable Readers, followed by independent reading practice throughout the week using class sets of the Decodable Readers or eReaders.

1 **Underline** the letter or letters for oo u

2 **Draw** a stroke on the line for each sour
Colour the book if you hear oo u in th



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

look	shook	wook	took	cook	zook
hood	lood	good	stood	jood	wood

Graphemes oo, u

4 **Segment** the picture names.








5 **Write u** to finish the words. **Label** the pictures with some of the words.

p___t p___ll

b___ll p___sh

b___sh f___ll







Suffixes ed, ing

6 **Rewrite** the words adding **ed** and **ing**.

pull < ed _____ / ing _____

look < ed _____ / ing _____

7 **Colour** the correct word in each sentence.

I am looked looking at the book.

Brook looked looking at the stars.

The boy pulled pulling on his hood.

Questions with Could, Would

8 **Write** *Could* or *Would* to start each question. The first letter is there to help you. **Answer** the questions with *yes* or *no*.

C_____ a cat cook egg

C_____ you put on a ho

W_____ a goat chop w

W_____ you read a goo

Lessons 2+ teach Focus Concepts

In lessons 2–4 each week, you use the online teaching resources to teach a range of Focus Concepts. These concepts provide additional opportunities to reinforce grapheme choice, cover morphology concepts (such as suffixes) or teach other important vocabulary concepts (such as homophones).

The Student Book activities are clearly labelled to match the corresponding lesson.

UNIT 35

air chair

Focus Words

air	pair	stairs	there
hair	chair	where	their

1 **Underline** the letters for air in the Focus Words.

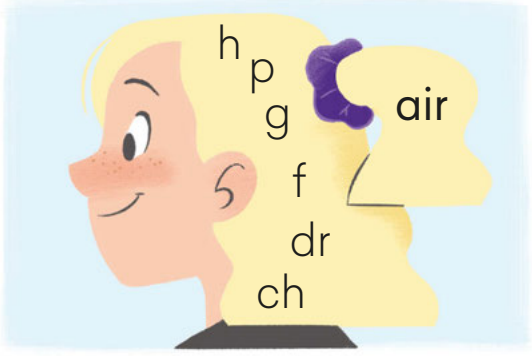
2 **Draw** a stroke on the line for each sound you hear in the picture name.
Colour the chair if you hear air in the picture name.



3 **Segment** the Focus Words.

air		stair
hair		where
pair		there
chair		their

4 **Make** real words with the word beginning



Assessment resources included in Sound Waves Online

As part of the online teaching resources, Sound Waves Early Literacy includes targeted spelling and reading assessments to inform your teaching and provide timely remediation.

- **Single Word Reading Assessments (F–1)** help you assess students' ability to decode and read words as a beginner reader.
- **Spelling Diagnostic Test (1–2)** helps you identify students' overall strengths and weaknesses.
- **Content Reviews (1–2)** help you assess students' long-term retention of previously learned Focus Concepts.

All assessments come with marking guides and tips, handy spreadsheets to capture students' results and suggested remediation activities.

Homophones

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

Clair and Blair are in _____ tent.

They have a torch in _____.

Clair and Blair ride to _____ house.

They will be _____ soon.

Compound Words

6 **Add** the picture names to make compound words.

 +  = _____

 +  = _____

 +  = _____

 +  =

 +  =

 +  =

Free professional learning and support

Ongoing professional learning is essential for consistent and successful implementation of instruction. Our team has a wealth of teaching experience and provides tailored professional learning opportunities to support you and your school throughout the year – at no extra cost.

Request a meeting or professional learning workshop for your school, register for one of our virtual workshops, browse our articles, or simply reach out to your local Education Consultant any time of the year with your questions.

UNIT 15

ee e ea y ey bee me seat baby money

Focus Words

feet	green	real	lady	twenty
meet	street	beach	ladies	sixty
week	meat	clean	ha	
keep	weak	these	ve	

Extend your super spellers with Extension Words

In addition to Focus Words, every unit in Years 1 and 2 includes a list of Extension Words located in the back of the Student Book.

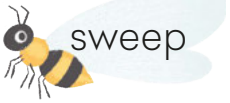
Extension Words are more challenging and contain more unusual phoneme–grapheme relationships.

1 **Underline** the letter or letters for ee e ea y ey in the Focu

2 **Write** the number of sounds you hear in the word. The


each
2


eat

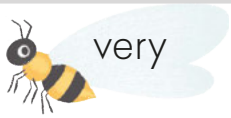

sweep


me


street


keep


green


very

3 **Write ee** to finish the words.
Match the words to the clues.

w____k	a road
str____t	an animal
sh____p	seven days
gr____n	give food to
f____d	colour of a leaf

4 **Write ea** to finish the words.
Match the words to the clues.

r____l	a fruit
p____ch	not fake
cl____n	not dirty
b____ch	not strong
w____k	by the sea

5 **Segment** the picture names.




3


6 **Write** a Focus Word that rhymes with each word.

eat _____ each _____ feel _____

beep _____ been _____ leak _____

Grapheme y

★ Hint 11

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

an___ jell___ lad___ part___ pupp___

man___ ver___ sixt___ happ___ twent___







20 60



Suffix es

★ Hint 14

8 **Rewrite** the words from the boxes usi

Pop reads me _____

The _____ are at

I love eating _____!

We went to two _____.

party
berry

The _____ play with blocks.

Henry put _____ on the cake.

lolly
baby

Refer to the helpful hints

A star in a Student Book page banner indicates there is one or more helpful hints for the Focus Concept. Helpful hints are taught in Years 1 and 2. These hints help students spell words correctly by explaining spelling patterns that relate to grapheme choice or suffix addition.

Helpful hints are collated at the back of the Student Book.

Homophones

9 **Finish** the sentences with the words from the brackets.

The _____ wants to _____ in its hive. [be bee]

Vaneet felt very _____ for one _____. [week weak]

I can _____ the _____ from my house. [see sea]

He has _____ eating black _____ soup. [bean been]

We can _____ you after buying the _____. [meet meat]

UNIT 17

i_e y igh i ie ice-cream fly night spider pie

Focus Words

fly	mine	light	v
cry	ride	night	b
try	white	right	v
dry	smile	might	k

Representing phonemes with Sound Boxes

In Sound Waves Early Literacy each of the 43 phonemes is represented by a Sound Box.

Each Sound Box includes:

- a Sound Icon that represents the focus phoneme (for this unit the Sound Icon is an ice-cream)
- the most common graphemes used to represent the phoneme (**i_e**, **y**, **igh**, **i** and **ie**)
- word examples containing the graphemes (*ice-cream*, *fly*, *night*, *spider* and *pie*).

1 **Underline** the letter or letters for i_e y igh i ie in the

2 **Colour** the ice-cream if you hear i_e y igh i ie in th



3 **Write i_e** to finish the Focus Words. **Match** the words to the clues.

r__d__ •	• grin
m__n__ •	• a number
wh__t__ •	• go on a bike
sm__l__ •	• belongs to me
n__n__ty •	• colour of snow

4 **Write igh** to finish the words. **Match** the words to the clues.

r____t •	• opposite of *low*
h____ •	• opposite of *left*
l____t •	• opposite of *day*
n____t •	• opposite of *dull*
br____t •	• opposite of *heavy*

5 **Write y** or **i** for i_e y igh i ie to finish the words. **Write** the words that match the clues.

fl__	dr__	not wet	_____
cr__	sk__	to sob	_____
sp__	ch__ld	a kid	_____
k__nd	wh__	caring	_____
tr__	f__nd	to have a go	_____



Suffixes es, ed

★ Hint 14

6 **Circle** the words that end with a **consonant** and **y**. **Rewrite** the words using **es**.

cry play _____

dry stay _____

pay try _____

buy fry _____

fly spray _____

7 **Find** the words you wrote in Activity 6. **Colour** each word a different colour.

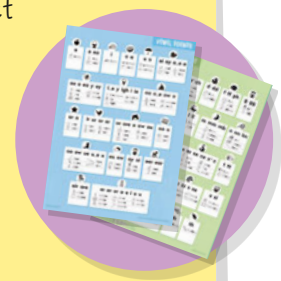
y	t	r	i	e	s	f
c	r	i	e	s	d	r

The importance of Teaching Charts and Student Charts

The Teaching Charts and Student Charts include all 43 Sound Boxes, which makes them an essential tool to use throughout the week.

Use the charts to introduce phonemes, play games, or simply as a reference to help students make correct spelling choices in their everyday writing.

Charts are available in Foundation and Standard versions to suit F–2 classrooms.



8 **Rewrite** the words from the brackets using **ed**.

The paint _____ in the sur

I _____ when I fell off my b

Pop _____ some fish in th

Tyler _____ to hide his ice-cream. [try]

I _____ a fox in the long brown grass. [spy]

Prefix un

9 **Rewrite** the words adding the prefix **un**. **Use** the words to label the pictures.

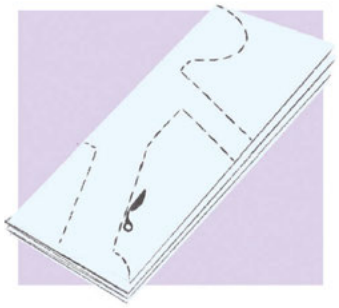
The prefix **un** means *not*.

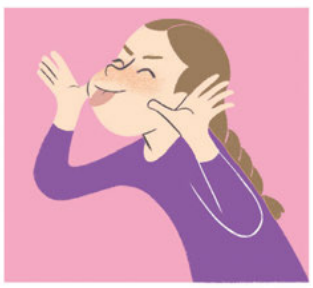
un + safe _____

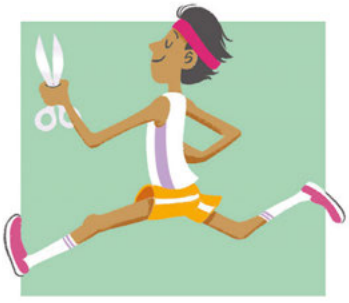
un + happy _____

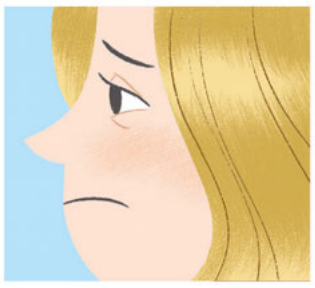
un + cut _____

un + kind _____









_____ _____ _____ _____

Essential reading practice

Modelled and shared reading

After teaching a phoneme–grapheme lesson, Foundation and Year 1 teachers use the projectable Decodable Readers and accompanying teaching notes to model reading to the class.



Independent reading practice

Foundation and Year 1 students participate in regular reading practice (using the class sets of Sound Waves Decodable Readers or eReaders).

Each unit includes three levels of difficulty to choose from: **Support**, **Core** and **Extended**!

Year 2 students should have transitioned on from decodable texts, however students that require extra reading support can continue to use books from the extensive range (Foundation and Year 1 Support, Core or Extended books).

Our Decodable Readers truly stand out from the crowd – they are pedagogically robust and they feature captivating stories, charming illustrations and a variety of themes.

View sample Decodable Readers
www.fireflyeducation.com.au/soundwavesreading

Also available as eReaders!



What about Years 3 to 6?

SOUND WAVES
WORD STUDY

Spelling patterns, morphology and etymology

Sound Waves Word Study is a deep dive into phoneme–grapheme relationships and spelling patterns (orthography), word parts (morphology) and word origins (etymology). Lessons are effective, engaging and delivered to the whole class. Instruction is systematic and explicit to build students' spelling and vocabulary skills.

The program:

- uses an evidence-based approach
- provides a clear and systematic sequence of instruction to deliver strong literacy outcomes
- explicitly teaches phoneme–grapheme relationships, spelling patterns and focus concepts
- incorporates consolidation activities for every lesson
- assesses spelling – with targeted remediation resources
- uses essential reference charts to support correct grapheme choice
- provides a wealth of engaging and meaningful games and activities
- includes free ongoing professional learning and support for schools.

Sound Waves Word Study builds on a systematic synthetic phonics foundation making it the perfect follow-on from Sound Waves Early Literacy or any other structured early literacy program.



SOUND WAVES
EARLY LITERACY

Take the next step in your literacy journey

VISIT WWW.FIREFLYEDUCATION.COM.AU/SOUNDWAVES TO:

Find out more about Sound Waves Early Literacy
Discover the features of the program, see the product range, download the curriculum matches and more!

Sign up for a free online trial
Explore the online teaching resources firsthand with a 30-day free trial. Features include lesson guides, teaching slideshows, interactive tools, projectable Decodable Readers, assessment, game ideas and more!

Book free professional learning for your school
Let us show you how to get the most out of your Sound Waves resources. We offer free in-school and virtual professional learning workshops throughout Australia.

Speak with an Education Consultant
Want to speak to someone in the know? Our Education Consultants are all former classroom teachers and are only a phone call, email or visit away.