

SOUND WAVES

EARLY LITERACY

SYSTEMATIC SYNTHETIC PHONICS, WORD STUDY & READING



Scope &
Sequence

F-2

firefly
EDUCATION

05/26



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Foundation–Year 2

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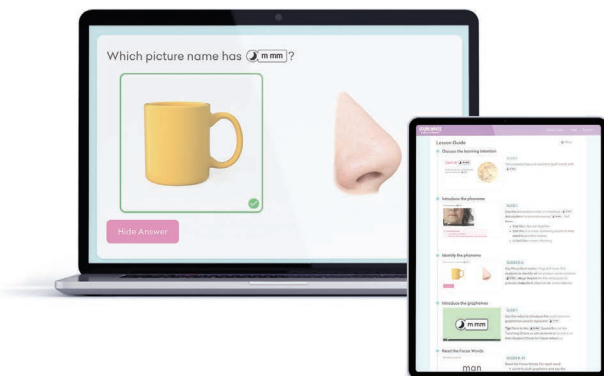
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The Sound Waves Early Literacy program (Foundation to Year 2) consists of online teaching resources, Student Books, Decodable Readers and extra resources.

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.

Systematic synthetic phonics, word study and reading

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.

Curriculum aligned

Sound Waves Early Literacy meets the requirements of national and state curricula for Foundation to Year 2.

The program comprehensively covers the content descriptions for the Phonic and Word Knowledge sub-strand of the Australian and Victorian Curriculums, as well as the outcomes and content for Phonological Awareness, Phonic Knowledge and Spelling in the NSW Syllabus.

In Foundation and Year 1, the program also covers elements of the Analysing, Interpreting and Evaluating sub-strand of the Australian Curriculum, as well as the Victorian Curriculum and NSW Syllabus equivalents, that are specifically related to reading decodable texts.

Refer to our curriculum match documents for more information.





Sequence of Teaching Phonics

In Sound Waves Early Literacy, the teaching of phoneme–grapheme relationships adheres to the principles of a well-organised sequence:

- phoneme–grapheme relationships are taught in an order that allows students to immediately begin reading and spelling several words
- simple phoneme–grapheme relationships are introduced before more complex relationships
- phonemes that sound similar are not introduced in close proximity
- graphemes that look similar are not taught in close proximity.

In Foundation, phoneme–grapheme relationships are introduced in a very specific order, which minimises confusion for students and ensures they are up and running quickly with reading and spelling. The sequence begins with **m, a, t, s, i, d, f, n** and **p** so students can read and spell CVC words such as *mat, sat, did* and *nap*.

In Years 1–2, the sequence of phoneme units is organised differently to reflect the increasing complexity of phoneme–grapheme relationships being taught. The teaching of morphology, spelling patterns and vocabulary concepts also increases each year.

Lesson Types

There are two types of lessons in the program*:

Phoneme–Grapheme Relationship lessons

In these lessons, you use the online teaching resources to introduce students to a focus phoneme, grapheme/s and Focus Words. At the end of each lesson students complete the corresponding Student Book activities to consolidate their learning.

Foundation and Year 1 teachers also conduct whole-class modelled and shared reading using the projectable Sound Waves Decodable Readers.

Focus Concept lessons

In these lessons, you use the online teaching resources to teach your students Focus Concepts related to morphology, spelling patterns and vocabulary concepts. At the end of each lesson students complete the corresponding Student Book activities to consolidate their learning.

Foundation and Year 1 students also participate in reading practice using the class sets of Sound Waves Decodable Readers.

** To suit the specialised nature of instruction required in the first year of school, the Foundation program begins with five weeks of oral-only phonemic awareness lessons before commencing the Phoneme–Grapheme Relationship lessons and Focus Concept lessons from week six onwards.*

Sound Icons and Sound Boxes

Sound Icons and Sound Boxes provide you and your students with a consistent code to understand and explore phonemes and phoneme–grapheme relationships.

When you see a Sound Icon or Sound Box, say the phoneme it represents, not the name of the Sound Icon or the letter name. For example say /f/, not *fish* or the letter name **f**.

Sound Icon



Sound Icon
/f/ as in *fish*

Sound Box



Sound Icon graphemes
/f/ as in *fish*

Decodable Reader Information (F-1)

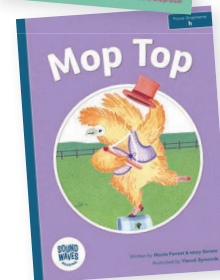
Decodable Readers are included in the Foundation and Year 1 programs. These books provide students with frequent practice reading connected texts to develop word recognition skills and fluency. The Sound Waves Decodable Readers are available in three levels of difficulty: Support, Core and Extended. Choose from physical books or e-Readers.

Foundation Decodable Readers: Difficulty Levels

The difficulty level is based on the featured word type/s (CVC, CCVC, CVCC) and the number of words in the book.

- **Support books** primarily feature CVC words and contain 20–75 words. There are 47 different books in the set.
- **Core books** also primarily feature CVC words, but contain 25–130 words. There are 40 different books in the set.
- **Extended books** feature CCVC and CVCC words (including words with the suffix **s**) alongside CVC words and contain 40–150 words. There are 40 different books in the set.

When words are described as CVC, CCVC or CVCC, the C stands for consonant phoneme and the V stands for vowel phoneme. A phoneme can be represented by multiple letters. Some examples include: CVC words – *sad/mash*, CCVC words – *grub/sweep*, CVCC words – *camp/bend*.

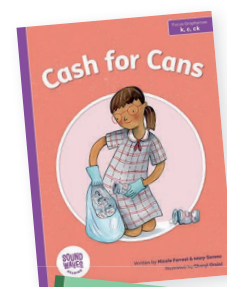


Year 1 Decodable Readers: Difficulty Levels

The difficulty level is based on the featured word type/s (CVC, CCVC, CVCC, CCVCC, CCCVC, CVCCC) and the number of words in the book.

- **Support books** primarily feature CVC words. They also feature some two-syllable words and words with the suffixes **s**, **ed** and **ing**. The word count is constrained to 50–100 words. There are 53 different books in the set.
- **Core books** primarily feature CCVC, CVCC and CCVCC words alongside CVC words. They also feature some two-syllable words and words with the suffixes **s**, **ed**, **ing**, **er**, **ly** and **y**. The word count steadily increases from 110–250 words. There are 43 different books in the set.
- **Extended books** feature CCCVC and CVCCC words alongside CVC, CCVC, CVCC and CCVCC words. They also feature some two-syllable words and words with the suffixes **s**, **ed**, **ing**, **er**, **ly** and **y**. The word count steadily increases from 130–290 words. There are 43 different books in the set.

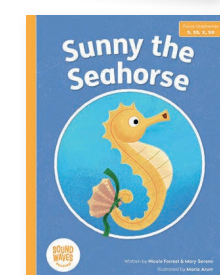
When words are described as CVC, CCVC, CVCC, CCVCC, CCCVC or CVCCC, the C stands for consonant phoneme and the V stands for vowel phoneme. A phoneme can be represented by multiple letters. Some examples include: CVC words – *sad/mash*, CCVC words – *grub/sweep*, CVCC words – *camp/bend*, CCVCC words – *friend/stamp*, CCCVC words – *splash/spring*, CVCCC words – *finds/jumped*.



Special Words

Foundation and Year 1 feature Special Words. These are high-frequency words that contain unusual or advanced phoneme–grapheme relationships.

Each Special Word is taught by explaining the phoneme–grapheme relationships in the word and identifying the tricky part/s of the word. Special Words are *not* taught as 'whole words' or 'pictures' that need to be memorised. Students are provided with opportunities to practise reading Special Words in the Decodable Readers.



Foundation Scope and Sequence

Refer to this table for an overview of the scope of the Foundation program and the sequence of phoneme–grapheme relationships. See the Yearly Plan (pages 8–11) for specific information about which concepts are taught and when.

Foundation								
Students are taught phonemic awareness skills and phoneme–grapheme relationships needed to begin reading and spelling. Teaching is focused on single-syllable CVC words, with the option to extend to CCVC and CVCC words. Students also learn high-frequency Special Words, the inflectional suffix s and other Focus Concepts such as sentence writing.								
Focus Area	Content Taught							
Phonemic awareness	<ul style="list-style-type: none"> identifying the initial phoneme identifying the final phoneme identifying the medial phoneme blending phonemes segmenting words into phonemes manipulating (deleting, adding and substituting phonemes) <p>Note: In Foundation, phonemic awareness skills are first taught in oral-only lessons then these skills are reinforced on an ongoing basis in the context of reading and spelling.</p>							
	<p>Phoneme–grapheme relationships</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> m for a for t for s for i for d for f for n for p for o for r for g for e for h for k for c for u for </td> <td> <ul style="list-style-type: none"> b for l for j for y for v for w for z for ck for ng for ss for ff for ll for zz, s for x for q, u for ch for sh for </td> <td> <ul style="list-style-type: none"> th for th for s for ai, ay, a_e for ee, e, ea for i_e, y for oa, o_e, o for ar, a for ir, ur for or, a for oo, u for oo for ou, ow for oy for eer, ear for air for er for </td> </tr> </table> <p>Tips for grapheme choice</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> ck for ss for ff for ll for </td> <td> <ul style="list-style-type: none"> x for q, u for ay for </td> </tr> </table> <p>Special Words</p> <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 Foundation lessons and are revised in the Foundation Decodable Readers.</p> <table border="0"> <tr> <td> I a is off has the my to look he she you no have </td> <td> was his we are see go for of there come some they one goes </td> <td> her were four your could would should do two who house said here where </td> </tr> </table>	<ul style="list-style-type: none"> m for a for t for s for i for d for f for n for p for o for r for g for e for h for k for c for u for 	<ul style="list-style-type: none"> b for l for j for y for v for w for z for ck for ng for ss for ff for ll for zz, s for x for q, u for ch for sh for 	<ul style="list-style-type: none"> th for th for s for ai, ay, a_e for ee, e, ea for i_e, y for oa, o_e, o for ar, a for ir, ur for or, a for oo, u for oo for ou, ow for oy for eer, ear for air for er for 	<ul style="list-style-type: none"> ck for ss for ff for ll for 	<ul style="list-style-type: none"> x for q, u for ay for 	I a is off has the my to look he she you no have	was his we are see go for of there come some they one goes
<ul style="list-style-type: none"> m for a for t for s for i for d for f for n for p for o for r for g for e for h for k for c for u for 	<ul style="list-style-type: none"> b for l for j for y for v for w for z for ck for ng for ss for ff for ll for zz, s for x for q, u for ch for sh for 	<ul style="list-style-type: none"> th for th for s for ai, ay, a_e for ee, e, ea for i_e, y for oa, o_e, o for ar, a for ir, ur for or, a for oo, u for oo for ou, ow for oy for eer, ear for air for er for 						
<ul style="list-style-type: none"> ck for ss for ff for ll for 	<ul style="list-style-type: none"> x for q, u for ay for 							
I a is off has the my to look he she you no have	was his we are see go for of there come some they one goes	her were four your could would should do two who house said here where						
Morphology	Suffix s (plurals)							

Foundation Yearly Plan

You teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Online*. Students consolidate their understanding with the Student Book activities and Decodable Readers.

Weeks 1–5

The Foundation program begins with five weeks of oral-only phonemic awareness lessons. These Getting Started lessons introduce students to the 43 phonemes of Australian English and teach basic phonemic awareness skills (identifying initial, final and medial sounds, blending and segmenting).

Week 6 onwards

Phonics teaching begins in Week 6 of Term 1 and continues for the remainder of the year. Each week you teach two Phoneme–Grapheme Relationship lessons and two Focus Concept lessons (Special Words, morphology or sentence writing). Lessons include either Modelled & Shared Reading or independent Reading Practice using Decodable Readers. The weekly plan also includes time to review and consolidate learning.

Weekly Plan

Monday

Lesson 1 Introduce the focus phoneme, grapheme/s and Focus Words.
Use projectable Decodable Reader for whole-class modelled and shared reading.

Tuesday

Lesson 2 Teach the Focus Concept.

Reading Use Decodable Readers for reading practice.

Wednesday

Lesson 1 Introduce the next focus phoneme, grapheme/s and Focus Words.
Use projectable Decodable Reader for whole-class modelled and shared reading.

Thursday

Lesson 2 Teach the Focus Concept.

Reading Use Decodable Readers for reading practice.

Friday

Review and consolidate Revise the phoneme–grapheme relationships and Focus Concepts taught throughout the week.
Re-read the week's Decodable Readers.

Term 1

Week Getting Started Lessons

1 Initial Phonemes

2 Final Phonemes

3 Medial Phonemes

4 Blending and Segmenting

5 **Assessment: Phonemic Awareness Assessment**

Week	Focus Graphemes	Focus Concepts	Decodable Readers
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6	m for 	Phoneme–Grapheme Match	
	a for 	Phoneme–Grapheme Match	

7	t for 	Phoneme–Grapheme Match	
	s for 	Phoneme–Grapheme Match	

8	i for 	Phoneme–Grapheme Match	
	d for 	Sentence Writing	Introductory Decodable Reader d <i>Sam Tim</i>

9 **Assessment: Term 1 Spelling Assessment and Single Word Reading Assessment**

Foundation Yearly Plan

Term 2			
Week	Focus Graphemes	Focus Concepts	Decodable Readers
1	f for  f	Special Word <i>I</i>	Introductory Decodable Reader f <i>Sid</i>
	n for  n	Special Word <i>a</i>	Introductory Decodable Reader n <i>Dan</i>
2	p for  p	Special Word <i>is</i>	Introductory Decodable Reader p <i>Pip</i>
	o for  o	Special Word <i>off</i>	Introductory Decodable Reader o <i>Tom</i>
3	r for  r	Sentence Writing	Book 1 r support <i>1, 2, 3</i> Book 1 r core <i>Rat!</i> Book 1 r extended <i>Tram Trip</i>
	g for  g	Sentence Writing	Book 2 g support <i>Sid</i> Book 2 g core <i>Dot and Tig</i> Book 2 g extended <i>Spot a Frog</i>
4	e for  e	Sentence Writing	Book 3 e support <i>Peg Men</i> Book 3 e core <i>Red Pen</i> Book 3 e extended <i>5 in a Nest</i>
	h for  h	Special Word <i>has</i>	Book 4 h support <i>Not a Dog</i> Book 4 h core <i>Map Top</i> Book 4 h extended <i>Hats</i>
5	k for  k	Special Word <i>the</i>	Book 5 k support <i>A Pom Pom Kit</i> Book 5 k core <i>The Kit</i> Book 5 k extended <i>Skip!</i>
	c for  c	Special Word <i>my</i>	Book 6 c support <i>A Nap</i> Book 6 c core <i>Mac and Tic Tac</i> Book 6 c extended <i>The Croc</i>
6	u for  u	Special Word <i>to</i>	Book 7 u support <i>Fun in the Sun</i> Book 7 u core <i>I am Gus</i> Book 7 u extended <i>I Must Drum</i>
	b for  b	Sentence Writing	Book 8 b support <i>The Bus</i> Book 8 b core <i>Bam!</i> Book 8 b extended <i>I am the Best</i>
7	l for  l	Special Word <i>look</i>	Book 9 l support <i>The Lab</i> Book 9 l core <i>The Bug</i> Book 9 l extended <i>Plum</i>
	j for  j	Special Words <i>he, she</i>	Book 10 j support <i>Red Jam</i> Book 10 j core <i>On the Mat</i> Book 10 j extended <i>Just Spin!</i>
8	y for  y	Special Words <i>you, no</i>	Book 11 y support <i>The Yak</i> Book 11 y core <i>Am I a ...?</i> Book 11 y extended <i>Yan Can. Can You?</i>
	v for  v	Special Word <i>have</i>	Book 12 v support <i>Vic the Vet</i> Book 12 v core <i>Tom Cat</i> Book 12 v extended <i>Val and the Van</i>
9	Assessment: Term 2 Spelling Assessment and Single Word Reading Assessments		

Foundation Yearly Plan



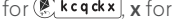
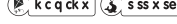
















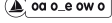







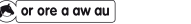


















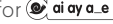




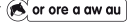
Term 3			
Week	Focus Graphemes	Focus Concepts	Decodable Readers
1	w for  w	Special Word was	Book 13 w support <i>The Web</i> Book 13 w core <i>Cop Dog and the Web</i> Book 13 w extended <i>Wet Dog</i>
	z for  z	Special Word his	Book 14 z support <i>Fun!</i> Book 14 z core <i>The Big Top</i> Book 14 z extended <i>The Big Zip</i>
2	ck for  ck	Special Word we	Book 15 ck support <i>A Duck in Luck</i> Book 15 ck core <i>My Duck</i> Book 15 ck extended <i>Stuck!</i>
	ng for  ng	Special Word are	Book 16 ng support <i>Ding Dang Dong</i> Book 16 ng core <i>The Bip Bop Gang</i> Book 16 ng extended <i>We are ...?</i>
3	ss for  ss	Special Word see	Book 17 ss support <i>Poss</i> Book 17 ss core <i>Ring Toss</i> Book 17 ss extended <i>Floss and Bloss</i>
	ff for  ff	Special Word go	Book 18 ff support <i>Kick Off</i> Book 18 ff core <i>Off to See Pop</i> Book 18 ff extended <i>Dung</i>
4	ll for  ll	Sentence Writing	Book 19 ll support <i>The Bell</i> Book 19 ll core <i>The Hill</i> Book 19 ll extended <i>Sit Still</i>
	zz, s for  zz s	Suffix s (plurals)	Book 20 zz, s support <i>Fizz and Fuzz</i> Book 20 zz, s core <i>Is it a ...?</i> Book 20 zz, s extended <i>Bits and Bobs</i>
5	x for  kcckx  sssx	Sentence Writing	Book 21 x support <i>Max</i> Book 21 x core <i>Mick and Rex</i> Book 21 x extended <i>Cop Dog and the Jam Drop</i>
	qu for  kcqckx  wuw	Sentence Writing	Book 22 q, u support <i>Quiz!</i> Book 22 q, u core <i>Quick! Quick!</i> Book 22 q, u extended <i>Quin</i>
6	ch for  ch	Special Word for	Book 23 ch support <i>Chaz and Rick</i> Book 23 ch core <i>Chad</i> Book 23 ch extended <i>The Jets</i>
	sh for  sh	Special Word of	Book 24 sh support <i>The Gull</i> Book 24 sh core <i>Sh!</i> Book 24 sh extended <i>The Lost Ship</i>
7	th for  th	Sentence Writing	Book 25 th support <i>Om Nom Nom</i> Book 25 th core <i>The King</i> Book 25 th extended <i>The Moth</i>
	th for  th	Special Word there	Book 26 th support <i>Rip, Pat, Pop!</i> Book 26 th core <i>Chop Chop</i> Book 26 th extended <i>Spot the Bots</i>
8	s for  s	Special Words <i>come, some</i>	Note: Decodable Readers are not available as words containing s for  s are too difficult for Foundation students to read independently.
	ai, ay, a_e for  ai ay a_e	Special Word they	Book 27.1 ai support <i>Rain and Hail</i> Book 27.2 ay support <i>The Map</i> Book 27.3 a_e support <i>The Chase</i> Book 27 ai, ay, a_e core <i>Dane</i> Book 27 ai, ay, a_e extended <i>Will it Rain?</i>
9	Assessment: Term 3 Spelling Assessment and Single Word Reading Assessments		

Foundation Yearly Plan

Term 4			
Week	Focus Graphemes	Focus Concepts	Decodable Readers
1	ee, e, ea for  ee ea	Sentence Writing	Book 28.1 ee support <i>The Reef</i> Book 28.2 e support <i>To the Top</i> Book 28.3 ea support <i>Pick Peck</i> Book 28 ee, e, ea core <i>A Big Job</i> Book 28 ee, e, ea extended <i>Green</i>
	i_e, y for  i_e y	Special Word one	Book 29.1 i_e support <i>Bike Ride</i> Book 29.2 y support <i>Made by Raf</i> Book 29 i_e, y core <i>My Job at the Mine</i> Book 29 i_e, y extended <i>By My Side</i>
2	oa, o_e, o for  oa o_e o	Special Word goes	Book 30.1 oa support <i>Joan, Toad and Goat</i> Book 30.2 o_e support <i>Kid Zone</i> Book 30.3 o support <i>Jo and Mo</i> Book 30 oa, o_e, o core <i>Wet Day</i> Book 30 oa, o_e, o extended <i>Feed the Goat</i>
	ar, a for  ar a	Sentence Writing	Book 31 ar support <i>Time for Art</i> Book 31 ar core <i>The Farm</i> Book 31 ar, a extended <i>Tag Art</i>
3	ir, ur for  ir ur	Special Words her, were	Book 32 ir, ur support <i>Time for a Feed</i> Book 32 ir, ur core <i>A Girl and a Bird</i> Book 32 ir, ur extended <i>Big Surf</i>
	or, a for  or a	Special Words four, your	Book 33 or, a support <i>Corn</i> Book 33 or, a core <i>North Beach</i> Book 33 or, a extended <i>The Falls</i>
4	oo, u for  oo u	Special Words could, would, should	Book 34 oo, u support <i>The Book Nook</i> Book 34 oo, u core <i>Could You? Would You?</i> Book 34 oo, u extended <i>Pick a Book</i>
	oo for  oo	Special Words do, two, who	Book 35 oo support <i>Moon Tooth</i> Book 35 oo core <i>Full Moon</i> Book 35 oo extended <i>The Land, Sky and Sea</i>
5	ou, ow for  ou ow	Special Word house	Book 36 ou, ow support <i>A Loud Bird</i> Book 36 ou, ow core <i>My House</i> Book 36 ou, ow extended <i>No Rain</i>
	oy for  oy	Special Word said	Book 37 oy support <i>Toys</i> Book 37 oy core <i>Bok Choy</i> Book 37 oy extended <i>The Toy Run</i>
6	eer, ear for  eer ear	Special Word here	Book 38 ear support <i>A Bug in My Tum</i> Book 38 ear core <i>My Job at the Sheep Farm</i> Book 38 ear extended <i>Gruff</i>
	air for  air	Special Word where	Book 39 air support <i>The Big Cup</i> Book 39 air core <i>Where am I?</i> Book 39 air extended <i>Up North</i>
7	er for  er	Sentence Writing	Book 40 er support <i>Have You Ever?</i> Book 40 er core <i>My Teacher</i> Book 40 er extended <i>Never Ever</i>
8	Assessment: Term 4 Spelling Assessment and Single Word Reading Assessments		

Year 1 Scope and Sequence

Refer to this table for an overview of the scope of the Year 1 program and the sequence of phoneme–grapheme relationships. See the Yearly Plan (pages 13–16) for specific information about which concepts are taught and when.



















Year 1		
<p>Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling single-syllable CCVC and CVCC words, and some two-syllable words. Students continue to encounter high-frequency Special Words. They revise the inflectional suffix s and learn the inflectional suffixes ed and ing along with some simple derivational suffixes in the Decodable Readers. Students are introduced to some commonly used homophones. They also learn other Focus Concepts such as compound words and word building.</p>		
Focus Area	Content Taught	
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.	
Phonics	<p>Phoneme–grapheme relationships</p> <ul style="list-style-type: none"> • b, bb for  • a for  • k, c, q, ck for  x for  • e, ea, ai for  • d, dd for  • i for  • f, ff for  • o, a for  • g, gg for  • u, o for  • h, wh for  • j for  • ai, ay, a_e, ey, igh for  • l, ll for  • ee, e, ea, y for  • m, mm for  • i_e, y, igh for  • n, nn for  • ng for  • oa, o_e, ow, o, oe for  • p, pp for  • r, rr for  • ar, a, are for  • s, ss, se for  x for  • ir, ur, er, ere for  • t, tt for  • or, ore, a, aw, au, our for  • v, ve for  • w, wh, u for  • oo, u, oul for  • y for  • oo, ew, o, ou, wo for  • z, zz, s for  • ou, ow for  • ch for  • sh for  • oy, oi for  • eer, ear, ere for  • th for  • th for  • air, ere, eir for  • er for  <p>Helpful Hints for grapheme choice</p> <ul style="list-style-type: none"> • ck for  • Blending cl, cr • Blending qu • Blending x • ff for  • a for  • ay for  • ai for  • ll for  • y for  • ss for  • a for  <p>Special Words <i>Sound Waves Year 1 Decodable Readers</i> feature Special Words. Special Words are high-frequency words that contain unusual or advanced phoneme–grapheme relationships not yet covered in the program’s sequence.</p>	
	Morphology	<p>Suffixes s (plurals and verbs), ed, ing Note: The core and extended Year 1 Decodable Readers feature the suffixes er, ly and y.</p>
	Homophones	road/rode, nose/knows, no/know, to/two/too, hear/here, their/there

Year 1 Yearly Plan


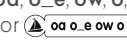







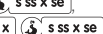






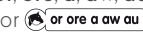






You teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Online*. Students consolidate their understanding with the Student Book activities and Decodable Readers. The lessons follow the same weekly plan, however the number of lessons in each week varies. Typically Lesson 1 is taught on the first day of the week, with the remaining lessons and reading practice sequenced throughout the rest of the week, depending on your literacy blocks.

Weekly Plan	
Lesson	Description
Lesson 1	Introduce the focus phoneme, grapheme/s and Focus Words. Use projectable Decodable Reader for whole-class modelled and shared reading.
Lesson 2	Teach the Focus Concept.
Reading	Use Decodable Readers for reading practice throughout the week.
Lesson 3	Teach the Focus Concept.
Lesson 4	Teach the Focus Concept.

Year 1 students are introduced to one or two focus phonemes each week. They begin reading Sound Waves Decodable Readers from Unit 1 onwards.

Term 1			
Unit	Focus Graphemes	Focus Concepts	Decodable Readers
1  Getting Started		Phonemes Phonemes & Graphemes	Book 1 Getting Started support <i>Red Gum</i> Book 1 Getting Started core <i>The Big Six</i> Book 1 Getting Started extended <i>The Maze Book</i>
Assessment: Spelling Diagnostic Test (Year 1)			
2 	b, bb for 	Blending br, bl Capital B , Grapheme bb	Book 2 b support <i>The Red Sub</i> Book 2 b, bb core <i>Wobble Wobble Wombat</i> Book 2 b, bb extended <i>The Bug Club</i>
3 	a for 	Rhyme Word Building	Book 3 a support <i>The Shack</i> Book 3 a core <i>Clap, Snap, Bang</i> Book 3 a extended <i>Max and the Cat</i>
4 	k, c, q, ck for  x for 	Grapheme ck Blending cl, cr Blending qu, x	Book 4.1 k, c, ck support <i>Cash for Cans</i> Book 4.2 x support <i>Fox and the Box</i> Book 4.3 q support <i>Quick is the Quoll</i> Book 4 k, c, q, ck, x core <i>Jack in a Box</i> Book 4 k, c, q, ck, x extended <i>Book Week</i>
5 	e, ea, ai for 	Rhyme Word Building	Book 5 e, ea support <i>Jen's Pet</i> Book 5 e, ea core <i>Fred Makes Lunch</i> Book 5 e, ea extended <i>Pep's Nest</i>
Assessment: Content Review 1			
6 	d, dd for 	Blending dr Blending nd Capital D , Grapheme dd	Book 6 d support <i>The Dip-a-doo</i> Book 6 d, dd core <i>Todd the Wood Duck</i> Book 6 d, dd extended <i>Dean's Birthday Cake</i>
7 	i for 	Rhyme Word Building Suffix s (plurals)	Book 7 i support <i>Is it a Cat?</i> Book 7 i core <i>The Big Fib</i> Book 7 i extended <i>I am a Big Sister</i>
8 	f, ff for 	Blending fl, fr Blending ft Capital F , Grapheme ff	Book 8 f, ff support <i>The Fun Run</i> Book 8 f, ff core <i>So Much Stuff</i> Book 8 f, ff extended <i>Jeff, the Frog and the Fish</i>
9 	o, a for 	Rhyme Word Building Grapheme a	Book 9 o support <i>A Lot of Socks</i> Book 9 o, a core <i>The Box</i> Book 9 o, a extended <i>Do You Hear What I Hear?</i>
Assessment: Content Review 2 and Term 2 Single Word Reading Assessments			

Term 2			
Unit	Focus Graphemes	Focus Concepts	Decodable Readers
10 	g, gg for 	Blending gr, gl Capital G , Grapheme gg	Book 10 g, gg support <i>Goog</i> Book 10 g, gg core <i>My Dog Gruff</i> Book 10 g, gg extended <i>All Sorts of Eggs</i>
11 	u, o for 	Rhyme Word Building Grapheme o	Book 11 u support <i>The Rub-a-dub Tub Cup</i> Book 11 u, o core <i>Stunt Spud</i> Book 11 u, o extended <i>The Bug Club Save the Day</i>
12  	h, wh for 	Capital H	Book 12.1 h support <i>My Hat</i> Book 12.1 h core <i>Who am I?</i> Book 12.1 h extended <i>The Little Red Hen</i>
	j for 	Suffixes ed, ing	Book 12.2 j support <i>Jack and Jo</i> Book 12.2 j core <i>Jen's Jokes</i> Book 12.2 j extended <i>Jade's Trip</i>
13 	ai, ay, a_e, ey, eigh for 	Grapheme ay Grapheme ai Grapheme a_e	Book 13.1 ai support <i>Red Tail and Bones at Gull Rock</i> Book 13.2 ay support <i>In the Bay with Jay</i> Book 13.3 a_e support <i>Jane and Kate</i> Book 13 ai, ay, a_e core <i>The Cave</i> Book 13 ai, ay, a_e extended <i>Rain, Rain, Go Away!</i>
14 	l, ll for 	Blending bl, gl, cl, fl Blending lt, lp, lf, lk Grapheme ll	Book 14 l, ll support <i>Pin the Tail</i> Book 14 l, ll core <i>Dell</i> Book 14 l, ll extended <i>Frillnecks</i>
Assessment: Content Review 3			
15 	ee, e, ea, y for 	Graphemes ee, ea Grapheme y	Book 15.1 ee, e support <i>Lee's Jeep</i> Book 15.2 ea support <i>Eat Your Peas</i> Book 15 ee, e, ea, y core <i>Leaf Printing</i> Book 15 ee, e, ea, y extended <i>Henry's Tea Shop</i>
16 	m, mm for 	Blending sm, mp Suffixes ed, ing Capital M , Grapheme mm	Book 16 m support <i>Meet My Family</i> Book 16 m, mm core <i>The Mean Mud Crab</i> Book 16 m, mm extended <i>Monsters in the Swamp</i>
17 	i_e, y, igh for 	Grapheme y Grapheme i_e Grapheme igh	Book 17.1 i_e, y support <i>Hide-and-peek</i> Book 17.2 igh support <i>In the Night</i> Book 17 i_e, y, igh core <i>I Spy on a Sunday Drive</i> Book 17 i_e, y, igh extended <i>The Red Kite</i>
18 	n, nn for 	Blending sn	Book 18.1 n support <i>Not Now</i> Book 18.1 n, nn core <i>I am Not a Fish</i> Book 18.1 n, nn extended <i>Ant Facts</i>
	ng for 	Rhyme	Book 18.2 ng support <i>Sing a Song</i> Book 18.2 ng core <i>The Fangs</i> Book 18.2 ng extended <i>The Singing King</i>
Assessment: Content Review 4 and Term 2 Single Word Reading Assessments			

Term 3			
Unit	Focus Graphemes	Focus Concepts	Decodable Readers
19 	oa, o_e, ow, o_oe for 	Graphemes o_e, oa Grapheme o Homophones (<i>rode/road, nose/knows, no/know</i>)	Book 19.1 o_e, o support <i>Red Tail and Bones at Seal Cove</i> Book 19.2 oa, ow support <i>Row, Row, Row Your Boat</i> Book 19 oa, o_e, ow, o core <i>Mister Bello's Goats</i> Book 19 oa, o_e, ow, o extended <i>Did You Know?</i>
Assessment: Spelling Diagnostic Test (Year 1)			
20 	p, pp for 	Blending pl, pr, sp, pt	Book 20.1 p support <i>Pip's Pets</i> Book 20.1 p, pp core <i>Nan and Poppy Day</i> Book 20.1 p, pp extended <i>I Feel So Happy</i>
	r, rr for 	Capital R, Grapheme rr	Book 20.2 r support <i>The Red Ring</i> Book 20.2 r, rr core <i>Hurry Scurry</i> Book 20.2 r, rr extended <i>Little Red</i>
21 	ar, a, are for 	Grapheme ar Grapheme a Questions with Are	Book 21 ar support <i>The Jar</i> Book 21 ar, a core <i>Garfish</i> Book 21 ar, a extended <i>Farmer Mark</i>
22 	s, ss, se for  x for 	Grapheme ss Blending sk, sc, sl, x Suffixes ed, ing	Book 22.1 s, ss, x support <i>Miss Fix-it</i> Book 22.2 se support <i>Goose on the Loose</i> Book 22 s, ss, x, se core <i>What is Summer?</i> Book 22 s, ss, x, se extended <i>Sunny the Seahorse</i>
23 	ir, ur, er, ere for 	Grapheme ir Grapheme ur Questions with Were	Book 23.1 ir, ur support <i>The Dirt Bike Cup</i> Book 23.2 er support <i>Fern</i> Book 23 ir, ur, er core <i>My Bird Book</i> Book 23 ir, ur, er extended <i>The Fern Street Kids</i>
Assessment: Content Review 5			
24 	t, tt for 	Blending tr, st Blending nt, st Capital T, Grapheme tt	Book 24 t support <i>Moon Boot</i> Book 24 t, tt core <i>Spot the Odd One Out</i> Book 24 t, tt extended <i>Tully and Silver</i>
25 	or, ore, a, aw, au, our for 	Grapheme or Grapheme a Graphemes ore, aw, au, our	Book 25.1 or, a support <i>Look How Tall I am!</i> Book 25.2 aw support <i>Up at Dawn</i> Book 25 or, ore, a, aw core <i>My Trip to the Far North</i> Book 25 or, ore, a, aw extended <i>Red Claw and Small Fry</i>
26 	v, ve for 		Book 26.1 v, ve support <i>Find Five</i> Book 26.1 v, ve core <i>The Hive</i> Book 26.1 v, ve extended <i>I Love My Town</i>
	w, wh, u for 	Blending sw, tw, qu Questions with Was, Why, What, When	Book 26.2 w, wh support <i>Whale in the Lake</i> Book 26.2 w, wh, u core <i>I Went to Woop Woop</i> Book 26.2 w, wh, u extended <i>Wet Wombats</i>
27 	oo, u, oul for 	Graphemes oo, u Suffixes ed, ing Questions with Could, Would	Book 27 oo, u support <i>Do Not Pull the Rope</i> Book 27 oo, u core <i>Chookyard Footy</i> Book 27 oo, u extended <i>Brook and Harry at the Funhouse</i>
Assessment: Content Review 6 and Term 3 Single Word Reading Assessments			









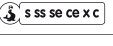































Year 2 Scope and Sequence

Refer to this table for an overview of the scope of the Year 2 program and the sequence of phoneme–grapheme relationships. See the Yearly Plan (pages 18–19) for specific information about which concepts are taught and when.


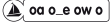

















































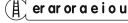
Year 2	
<p>Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling single-syllable CCVC, CVCC, CCVCC, CCCVC and CVCCO words, and some two-syllable words. Students revise the inflectional suffixes s, ed and ing, and learn the suffixes es, er and est. They also learn how to add some of these suffixes to words when a base change is required. Students learn some prefixes and derivational suffixes, and they are introduced to an expanded range of homophones and some contractions. They also learn and revise other Focus Concepts such as synonyms and antonyms.</p>	
Focus Area	Content Taught
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.
Phonics	<p>Phoneme–grapheme relationships</p> <ul style="list-style-type: none"> • b, bb for • a for • k, c, q, ck, ch for • x for • e, ea, a, ie, ai for • d, dd for • i, e for • f, ff, ph for • o, a for • g, gg for • u, o for • h, wh for • j, g, ge for • ai, ay, a_e, a, eigh for • l, ll for • ee, ea, y, ie, e_e for • m, mm, mb, me for • i_e, y, igh, i, ie, uy for • n, nn, kn for • ng, n for • oa, o_e, ow, o for • p for • r, rr, wr for • ar, a, are for • s, ss, se, ce, c for • x for • ir, ur, or, er, ere, ear for • t, tt for • or, ore, a, aw, au, our for • v, ve for • w, wh, u for • oo, u, oul for • y for • • oo, ew, ue, u_e, o, ou, wo for • z, s, se for • ou, ow, hou for • ch, tch for • sh, ch for • oy, oi for • eer, ear, ere for • th for • th for • air, are, ear, ere, eir, ey're for • er, a, e for
	<p>Helpful Hints for grapheme choice</p> <ul style="list-style-type: none"> • ck, k, c for • Blending cl, cr • Blending qu • Blending x • a for • ay for • ll for • y for • ss for • c for • tch, ch for
Morphology	<p>Prefixes and suffixes</p> <p>Prefixes: un, re</p> <p>Suffixes (inflectional): s (plurals and verbs), es (plurals and verbs), ed, ing, er, est</p> <p>Suffixes (derivational): y, less</p> <p>Helpful Hints for suffix addition</p> <p>double, drop e, change y, add es</p>
Homophones	ate/eight, mail/male, plain/plane, sail/sale, be/bee, week/weak, see/sea, bean/been, meet/meat, no/know, new/knew, saw/sore, poor/paw, four/for, caught/court, wood/would, your/you're, to/two/too, here/hear, deer/dear, pear/pair, hare/hair, bare/bear, we're/wear/where, their/there/they're
Contractions	<p>With <i>is/has</i>: it's, who's, here's, he's, she's</p> <p>With <i>will</i>: it'll, I'll, he'll, we'll, she'll, you'll, they'll</p> <p>With <i>I</i>: I'm, I'll, I've</p> <p>With <i>not</i>: wasn't, haven't, don't, isn't, weren't, aren't, didn't, couldn't, shouldn't, wouldn't</p> <p>With <i>have</i>: I've, you've, we've, they've</p> <p>With <i>you</i>: you're, you've, you'll</p>

Year 2 Yearly Plan

You teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Online*. Students consolidate their understanding with the Student Book activities.

















Term 1				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
1  Getting Started	Phonemes	Phonemes & Graphemes		
Assessment: Spelling Diagnostic Test (Year 2)				
2 	b, bb for 	Blending br, bl	Suffixes ed, ing (double)	
3 	a for 	Rhyme	Word Building	Suffix s (plurals)
4 	k, c, q, ck, ch for  x for  	Grapheme ck	Graphemes k, c	Blending cl, cr, qu, x
5 	e, ea, a, ie, ai for 	Word Building	Grapheme ea	
Assessment: Content Review 1				
6 	d, dd for 	Blending dr, nd	Suffixes ed, ing (double)	Correct Use of Verbs
7 	i, e for 	Rhyme	Word Building	Suffixes er, est (double)
8 	f, ff, ph for 	Blending fl, fr, ft	Compound Words	
9 	o, a for 	Grapheme a	Suffix es (plurals)	Suffixes er, est (double)
Assessment: Content Review 2				
Term 2				
10 	g, gg for 	Blending gr, gl	Suffixes ed, ing (double)	Correct Use of Verbs
11 	u, o for 	Grapheme o	Suffixes ed, ing (double)	
12 	h, wh for 	Contractions (with <i>is, has</i>)		
	j, g, ge for 	Grapheme g		
13 	ai, ay, a_e, a, eigh for 	Grapheme ay	Suffix ing (drop e)	Homophones (<i>ate/eight, mail/male, plain/plane, sail/sale</i>)
14 	l, ll for 	Grapheme ll	Blending lt, lp, lf, ld	Contractions (with <i>will</i>)
Assessment: Content Review 3				
15 	ee, ea, y, ie, e_e for 	Grapheme y	Suffix es (change y)	Homophones (<i>be/bee, week/weak, see/sea, bean/been, meet/meat</i>)
16 	m, mm, mb, me for 	Blending sm, mp	Suffix ing (drop e)	Contractions (with <i>l</i>)
17 	i_e, y, igh, i, ie, uy for 	Suffixes es, ed (change y)	Prefix un	
18 	n, nn, kn for 	Homophones (<i>no/know, new/knew</i>)		
	ng, n for 			
Assessment: Content Review 4				

Year 2 Yearly Plan


















Term 3				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
19 	oa, o_e, ow, o for 	Suffixes ed, ing (drop e)	Compound Words	
Assessment: Spelling Diagnostic Test (Year 2)				
20  	p for 			
	r, rr, wr for 	Prefix re		
21 	ar, a, are for 	Grapheme a	Suffixes er, est	
22 	s, ss, se, ce, c for  x for 	Grapheme ss	Graphemes c, ce	Suffixes ed, ing (drop e)
23 	ir, ur, or, er, ere, ear for 	Grapheme or	Graphemes ear, er	Alphabetical Order
Assessment: Content Review 5				
24 	t, tt for 	Synonyms	Contractions (with <i>not</i>)	
25 	or, ore, a, aw, au, our for 	Homophones (<i>knew/new, no/know, saw/sore, poor/paw, four/for, caught/court</i>)	Suffixes er, est	
26  	v, ve for 	Contractions (with <i>have</i>)		
	w, wh, u for 	Antonyms		
27 	oo, u, oul for 	Compound Words	Homophones (<i>wood/would</i>)	Contractions (with <i>not</i>)
Assessment: Content Review 6				
Term 4				
28 	y for  ew, u_e for  	Contractions (with <i>you</i>)	Homophones (<i>your/you're, new/knew</i>)	Alphabetical Order
29 	oo, ew, ue, u_e, o, ou, wo for 	Grapheme u_e	Grapheme ew	Homophones (<i>to/two/too</i>)
30  	z, s, se for  Focus phoneme  Note: Graphemes for  are introduced in Year 4.	Suffixes s, es (plurals)	Suffixes s, es (verbs)	
31 	ou, ow, hou for 	Compound Words	Suffix y	
32  	ch, tch for  sh, ch for 	Grapheme tch		
Assessment: Content Review 7				
33  	oy, oi for  eer, ear, ere for 	Homophones (<i>here/hear, deer/dear</i>)		
34  	th for  th for 			
35 	air, are, ear, ere, eir, ey're for 	Homophones (<i>pear/pair, hare/hair, bare/bear, we're/wear/where, their/there/they're</i>)	Suffix less	
36 	er, a, e for 	Grapheme a		
Assessment: Content Review 8				

Years 1–2 Focus Concepts (Unit View)








This section of the document shows the Focus Concepts taught in Lessons 2–4 of each unit.

Units 1–15		
Unit	Year 1	Year 2
1  Getting Started	This introductory unit establishes the basic concepts that students need to begin working with Sound Waves.	
2 	<ul style="list-style-type: none"> Blending br, bl Capital B, Grapheme bb 	<ul style="list-style-type: none"> Blending br, bl Suffixes ed, ing
3 	<ul style="list-style-type: none"> Rhyme Word Building 	<ul style="list-style-type: none"> Rhyme Word Building Suffix s
4 	<ul style="list-style-type: none"> Grapheme ck Blending cl, cr Blending qu, x 	<ul style="list-style-type: none"> Grapheme ck, Graphemes k, c Blending cl, cr, qu, x
5 	<ul style="list-style-type: none"> Rhyme Word Building 	<ul style="list-style-type: none"> Word Building Grapheme ea
6 	<ul style="list-style-type: none"> Blending dr Blending nd Capital D, Grapheme dd 	<ul style="list-style-type: none"> Blending dr, nd Suffixes ed, ing Correct Use of Verbs
7 	<ul style="list-style-type: none"> Rhyme Word Building Suffix s 	<ul style="list-style-type: none"> Rhyme Word Building Suffixes er, est
8 	<ul style="list-style-type: none"> Blending fl, fr Blending ft Capital F, Grapheme ff 	<ul style="list-style-type: none"> Blending fl, fr, ft Compound Words
9 	<ul style="list-style-type: none"> Rhyme Word Building Grapheme a 	<ul style="list-style-type: none"> Grapheme a Suffix es Suffixes er, est
10 	<ul style="list-style-type: none"> Blending gr, gl Capital G, Grapheme gg 	<ul style="list-style-type: none"> Blending gr, gl Suffixes ed, ing Correct Use of Verbs
11 	<ul style="list-style-type: none"> Rhyme Word Building Grapheme o 	<ul style="list-style-type: none"> Grapheme o Suffixes ed, ing
12 	<ul style="list-style-type: none"> Capital H 	<ul style="list-style-type: none"> Contractions
12 	<ul style="list-style-type: none"> Suffixes ed, ing 	<ul style="list-style-type: none"> Grapheme g
13 	<ul style="list-style-type: none"> Grapheme ay Grapheme ai Grapheme a_e 	<ul style="list-style-type: none"> Grapheme ay Suffix ing Homophones
14 	<ul style="list-style-type: none"> Blending bl, gl, cl, fl Blending lt, lp, lf, lk Grapheme ll 	<ul style="list-style-type: none"> Grapheme ll Blending lt, lp, lf, ld Contractions
15 	<ul style="list-style-type: none"> Graphemes ee, ea Grapheme y 	<ul style="list-style-type: none"> Grapheme y Suffix es Homophones

Years 1–2 Focus Concepts (Unit View)

Units 16–29		
Unit	Year 1	Year 2
16 	<ul style="list-style-type: none"> • Blending sm, mp • Suffixes ed, ing • Capital M, Grapheme mm 	<ul style="list-style-type: none"> • Blending sm, mp • Suffix ing • Contractions
17 	<ul style="list-style-type: none"> • Grapheme y • Grapheme i_e • Grapheme igh 	<ul style="list-style-type: none"> • Suffixes es, ed • Prefix un
18  	<ul style="list-style-type: none"> • Blending sn • Rhyme 	<ul style="list-style-type: none"> • Homophones
19 	<ul style="list-style-type: none"> • Graphemes o_e, oa • Grapheme o • Homophones 	<ul style="list-style-type: none"> • Suffixes ed, ing • Compound Words
20  	<ul style="list-style-type: none"> • Blending pl, pr, sp, pt • Capital R, Grapheme rr 	<ul style="list-style-type: none"> • Prefix re
21 	<ul style="list-style-type: none"> • Grapheme ar • Grapheme a • Questions with <i>Are</i> 	<ul style="list-style-type: none"> • Grapheme a • Suffixes er, est
22 	<ul style="list-style-type: none"> • Grapheme ss • Blending sk, sc, sl, x • Suffixes ed, ing 	<ul style="list-style-type: none"> • Grapheme ss • Graphemes c, ce • Suffixes ed, ing
23 	<ul style="list-style-type: none"> • Grapheme ir • Grapheme ur • Questions with <i>Were</i> 	<ul style="list-style-type: none"> • Grapheme or • Graphemes ear, er • Alphabetical Order
24 	<ul style="list-style-type: none"> • Blending tr, st • Blending nt, st • Capital T, Grapheme tt 	<ul style="list-style-type: none"> • Synonyms • Contractions
25 	<ul style="list-style-type: none"> • Grapheme or • Grapheme a • Graphemes ore, aw, au, our 	<ul style="list-style-type: none"> • Homophones • Suffixes er, est
26  	<ul style="list-style-type: none"> • Blending sw, tw, qu • Questions with <i>Was, Why, What, When</i> 	<ul style="list-style-type: none"> • Contractions • Antonyms
27 	<ul style="list-style-type: none"> • Graphemes oo, u • Suffixes ed, ing • Questions with <i>Could, Would</i> 	<ul style="list-style-type: none"> • Compound Words • Homophones • Contractions
28 	<ul style="list-style-type: none"> • Suffixes s, ed, ing • Questions • Capital Y 	<ul style="list-style-type: none"> • Contractions • Homophones • Alphabetical Order
29 	<ul style="list-style-type: none"> • Grapheme oo • Graphemes ew, o, ou • Homophones 	<ul style="list-style-type: none"> • Grapheme u_e • Grapheme ew • Homophones

Years 1–2 Focus Concepts (Unit View)

Units 30–36		
Unit	Year 1	Year 2
30 	<ul style="list-style-type: none"> • Suffix s • Capital Z, Grapheme zz 	<ul style="list-style-type: none"> • Suffixes s, es • Suffixes s, es
31 	<ul style="list-style-type: none"> • Grapheme ow • Grapheme ou 	<ul style="list-style-type: none"> • Compound Words • Suffix y
32 		<ul style="list-style-type: none"> • Grapheme tch
33 	<ul style="list-style-type: none"> • Homophones 	<ul style="list-style-type: none"> • Homophones
34 	<ul style="list-style-type: none"> • Homophones 	
35 	<ul style="list-style-type: none"> • Homophones • Compound Words 	<ul style="list-style-type: none"> • Homophones • Suffix less
36 		<ul style="list-style-type: none"> • Grapheme a

Years 1–2 Focus Concepts (Concept View)

Phonemic Awareness & Synthetic Phonics		
Focus Concept	Year 1	Year 2
Rhyme	Unit 3 -at, -ag, -ad, -am, -an 5 -ead/-ed, -ell, -eg/ -egg, -en, -et 7 -it, -in, -ig, -ip 9 -op, -ot, -og 11 -ut, -un, -ug, -um 18 -ing, -ang, -ong	Unit 3 -ack, -ap, -ash, -ang 7 -in, -ill, -ip, -ing
Word Building	Unit 3 -and, -ack 5 -est, -ent, -end 7 -ill, -ick, -ing 9 -ock, -ong 11 -uck, -ust, -ump	Unit 3 -amp, -and 5 -est, -end, -ent 7 -ing, -ill, -ist, -im, -ip, -ink, -ive, -ick, -ich
Blending	Unit 2 br-, bl- 4 cl-, cr-, qu-, -x 6 dr-, -nd 8 fl-, fr-, -ft 10 gr-, gl- 14 bl-, gl-, cl-, fl-, -lt, -lp, -lf, -lk 16 sm-, -mp 18 sn- 20 pl-, pr-, sp-, -pt 22 sk-, -sk, sc-, sl-, -x 24 tr-, st-, -nt, -st 26 sw-, tw-, qu-	Unit 2 br-, bl- 4 cl-, cr-, qu-, -x-, -x 6 dr-, -nd 8 fl-, fr-, -ft 10 gr-, gl- 14 -lt, -lp, -lf, -ld 16 sm-, -mp Note: In these focus concept Blending lessons, students learn to segment common consonant clusters into individual phonemes. They practise reading and spelling CCVC words.
Capitals & Graphemes	Unit 2 B, bb 4 ck 6 D, dd 8 F, ff 9 a 10 G, gg 11 o 12 H 13 ay, ai, a_e 14 ll 15 ee, ea, y 16 M, mm 17 y, i_e, igh 19 o_e, oa, o 20 R, rr 21 ar, a 22 ss 23 ir, ur 24 T, tt 25 or, a, ore, aw, au, our 27 oo, u 28 Y 29 oo, ew, o, ou 30 Z, zz 31 ow, ou	Unit 4 ck, k, c 5 ea 9 a 11 o 12 g 13 ay 14 ll 15 y 21 a 22 ss, c, ce 23 or, ear, er 29 u_e, ew 32 tch 36 a Note: The graphemes listed are covered in Lessons 2–4, building on the introduction of focus graphemes in Lesson 1. Refer to pages 13–19 for all the graphemes introduced in Lesson 1 of each unit.

Years 1–2 Focus Concepts (Concept View)

Morphology		
Focus Concept	Year 1	Year 2
Prefixes		Unit 17 un 20 re
Suffixes (Inflectional)	Unit 7 s (plurals) 12 ed, ing 16 ed, ing 22 ed, ing 27 ed, ing 28 s (verb) ed, ing 30 s (plurals)	Unit 2 ed, ing (double) 3 s (plurals) 6 ed, ing (double) 7 er, est (double) 9 es (plurals), er, est (double) 10 ed, ing (double) 11 ed, ing (double) 13 ing (drop e) 15 es (plurals – change y) 16 ing (drop e) 17 es (verbs – change y), ed (change y) 19 ed, ing (drop e) 21 er, est 22 ed, ing (drop e) 25 er, est 30 s, es (plurals), s, es (verbs)
Suffixes (Derivational)		Unit 31 y 35 less

Other Focus Concepts		
Focus Concept	Year 1	Year 2
Homophones	Unit 19 rode/road, nose/knows, no/know 29 to/two/too 33 hear/here 34 their/there 35 their/there	Unit 13 ate/eight, mail/male, plain/plane, sail/sale 15 be/bee, week/weak, see/sea, bean/been, meet/meat 18 no/know, new/knew 25 knew/new, no/know, saw/sore, poor/paw, four/for, caught/court 27 wood/would 28 your/you're, new/knew 29 to/two/too 33 here/hear, deer/dear 35 pear/pair, hare/hair, bare/bear, we're/wear/where, their/ there/they're
Contractions		Unit 12 it's, who's, here's, he's, she's 14 it'll, I'll, he'll, we'll, she'll, you'll, they'll 16 I'm, I'll, I've 24 wasn't, haven't, don't, isn't, weren't, aren't, didn't 26 I've, you've, we've, they've 27 couldn't, shouldn't, wouldn't 28 you're, you've, you'll
Compound Words	Unit 35 haircut, football, armchair, starfish, hairbrush, upstairs	Unit 8 flagpole, football, goldfish, afternoon, flyscreen, footprint, photograph, flowerbed 19 homemade, postcard, raincoat, speedboat, download, goalpost, notebook, tightrope, backbone, rainbow, sailboat, snowman, homework 27 football, footprint, footpath, bookmark, bookshelf, bookshop 31 somehow, playground, lookout, without, countdown, outside, cowboy, sunflower, lighthouse, cowgirl, flowerpot, houseboat

Years 1–2 Focus Concepts (Concept View)



Other Focus Concepts		
Focus Concept	Year 1	Year 2
Synonyms		Unit 24
Antonyms		Unit 26
Correct Use of Verbs		Unit 6 do, does, doing, done, did 10 go, goes, going, gone
Alphabetical Order		Unit 23 first letter 28 first letter
Questions	Unit 21 23 26 27 28	

SOUND WAVES

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