



SOUND WAVES

EARLY LITERACY



Victorian Curriculum Match

Version 2.0

Foundation to Year 2

firefly
EDUCATION



Use this document to understand how Sound Waves Early Literacy:

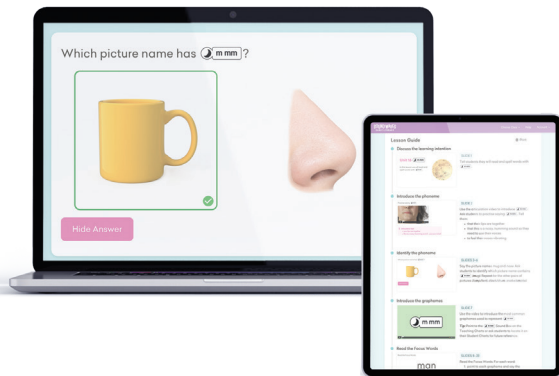
- comprehensively meets the content descriptions for the Phonic and Word Knowledge sub-strand for Foundation to Year 2 in the Victorian Curriculum
- covers elements of the Building Fluency and Making Meaning sub-strand related to reading decodable texts for Foundation and Year 1.

Program Resources.....	3
Foundation	4
Year 1.....	8
Year 2.....	13

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.














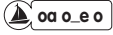





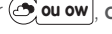




Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
<p>VC2EFLY03: recognise and generate syllables, rhyming words, alliteration patterns and phonemes in spoken words (phonological awareness).</p>	<ul style="list-style-type: none"> recognising and producing rhyming words when listening to rhyming stories or rhymes, for example 'funny' and 'money' identifying patterns of alliteration in spoken words, for example 'helpful Hasma' identifying syllables in spoken words (for example, clapping the rhythm of 'Mon-day', 'Ja-cob' or 'Si-en-na'), which is also known as syllabification 	<p>Phonemic awareness lessons teaching isolation, blending and segmenting:</p> <ul style="list-style-type: none"> Term 1, Week 1, Lessons 1–4: Initial Phonemes Term 1, Week 2, Lessons 1–4: Final Phonemes Term 1, Week 3, Lessons 1–4: Medial Phonemes Term 1, Week 4, Lessons 1–4: Blending and Segmenting <p>Phonemic awareness continues to be revised and extended in all lessons from Term 1, Week 6 onwards alongside the teaching of phoneme–grapheme relationships.</p>
<p>VC2EFLY04: orally blend, segment and manipulate one-syllable words (phonemic awareness).</p>	<ul style="list-style-type: none"> saying the sounds when given a word, for example 'can' ('c-a-n') or 'ship' ('sh-i-p') saying the word when given the sounds, for example 'l-i-p' ('lip') or 'm-u-n-ch' ('munch') saying the new word when the beginning phoneme, medial or end phoneme in a word is replaced with a different phoneme; for example, 'run' becomes 'fun', or 'fun' becomes 'fan' 	<p>Manipulation of phonemes is introduced in Term 1, Week 8 using graphemes:</p> <ul style="list-style-type: none"> <i>Build a Word</i> in Lesson 2 <p>Word awareness, rhyme and syllables resources are provided in the <i>Phonological Awareness Resources</i> pack.</p> <ul style="list-style-type: none"> Word Awareness: <ul style="list-style-type: none"> <i>Missing Word</i> <i>Word Jumps</i> Rhyme: <ul style="list-style-type: none"> <i>Odd One Out</i> <i>Rhyming Memory</i> <i>Rhyming Mystery Word</i> <i>Rhyming Rockets</i> <i>Onset-Rime Bingo</i> Syllables: <ul style="list-style-type: none"> <i>Syllable Stomp</i> <i>Syllable Circle</i> <p>Note: Lessons in the Foundation program begin with phonemic awareness (not larger units of sounds such as words, rhyme/onset-rime or syllables) because this is the most relevant component of phonological awareness for reading and spelling.</p>

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
<p>VC2EFLY05: use knowledge of letters and sounds to read and spell consonant-vowel-consonant (CVC) words (phoneme-grapheme correspondence knowledge).</p> <p>VC2EFLY06: recognise and name all upper- and lower-case letters and know the most common phoneme-grapheme correspondences (sound-letter relationships).</p>	<ul style="list-style-type: none"> writing consonant-vowel-consonant (CVC) words by representing sounds with the appropriate letters, and blending sounds associated with letters when reading CVC words making plausible spelling choices using sound-letter correspondences and morphemic knowledge recognising letters in their own name matching upper- and lower-case letters identifying sounds for upper- and lower-case letters 	<p>Graphs:</p> <ul style="list-style-type: none"> Term 1, Week 6: m for m, a for a Term 1, Week 7: t for t, s for s Term 1, Week 8: i for i, d for d <p>Introductory Decodable Reader: Fold-up book d</p> <ul style="list-style-type: none"> Term 2, Week 1: f for f, n for n <p>Introductory Decodable Readers: Fold-up book f Fold-up book n</p> <ul style="list-style-type: none"> Term 2, Week 2: p for p, o for o <p>Introductory Decodable Readers: Fold-up book p Fold-up book o</p> <ul style="list-style-type: none"> Term 2, Week 3: r for r, g for g <p>Decodable Readers: Book 1 r (support and core) Book 2 g (support and core)</p> <ul style="list-style-type: none"> Term 2, Week 4: e for e, h for h <p>Decodable Readers: Book 3 e (support and core) Book 4 h (support and core)</p> <ul style="list-style-type: none"> Term 2, Week 5: k, c for k c <p>Decodable Readers: Book 5 k (support and core) Book 6 c (support and core)</p> <ul style="list-style-type: none"> Term 2, Week 6: u for u, b for b <p>Decodable Readers: Book 7 u (support and core) Book 8 b (support and core)</p> <ul style="list-style-type: none"> Term 2, Week 7: l for l, j for j <p>Decodable Readers: Book 9 l (support and core) Book 10 j (support and core)</p> <ul style="list-style-type: none"> Term 2, Week 8: y for y, v for v <p>Decodable Readers: Book 11 y (support and core) Book 12 v (support and core)</p> <ul style="list-style-type: none"> Term 3, Week 1: w for w, z for z <p>Decodable Readers: Book 13 w (support and core) Book 14 z (support and core)</p> <ul style="list-style-type: none"> Term 3, Week 4: s for z z z s <ul style="list-style-type: none"> Term 3, Week 5: q for k c q c k x, u for w u <p>Decodable Readers: Book 22 q, u (support and core)</p> <ul style="list-style-type: none"> Term 4, Week 1: e for ee e ea, y for i e y <p>Decodable Readers: Book 28.2 e (support) Book 29.2 y (support)</p> <ul style="list-style-type: none"> Term 4, Week 2: o for oa o_e o, a for ar a <p>Decodable Reader: Book 30.3 o (support)</p> <ul style="list-style-type: none"> Term 4, Week 3: a for or a Term 4, Week 4: u for oo u

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
<p>VC2EFLY05: use knowledge of letters and sounds to read and spell consonant-vowel-consonant (CVC) words (phoneme-grapheme correspondence knowledge). (continued)</p>	<ul style="list-style-type: none"> writing consonant-vowel-consonant (CVC) words by representing sounds with the appropriate letters, and blending sounds associated with letters when reading CVC words making plausible spelling choices using sound-letter correspondences and morphemic knowledge 	<p>Additionally, students learn these digraphs and trigraphs:</p> <ul style="list-style-type: none"> Term 3, Week 2: ck for  ck, ng for  Decodable Readers: <ul style="list-style-type: none"> Book 15 ck (support and core) Book 16 ng (support and core) Term 3, Week 3: ss for  ss, ff for  Decodable Readers: <ul style="list-style-type: none"> Book 17 ss (support and core) Book 18 ff (support and core) Term 3, Week 4: ll for  ll, zz for  Decodable Readers: <ul style="list-style-type: none"> Book 19 ll (support and core) Book 20 zz, s (support and core) Term 3, Week 6: ch for  ch, sh for  Decodable Readers: <ul style="list-style-type: none"> Book 23 ch (support and core) Book 24 sh (support and core) Term 3, Week 7: th for  th, th for  Decodable Readers: <ul style="list-style-type: none"> Book 25 th (support and core) Book 26 th (support and core) Term 3, Week 8: ai, ay, a_e for  Decodable Readers: <ul style="list-style-type: none"> Book 27.1 ai (support), Book 27.2 ay (support), Book 27.3 a_e (support), Book 27 ai, ay, a_e (core) Term 4, Week 1: ee, ea for  ee ea, i_e for  i_e y Decodable Readers: <ul style="list-style-type: none"> Book 28.1 ee (support), Book 28.3 ea (support), Book 28 ee, e, ea (core) Book 29.1 i_e (support), Book 29 i_e, y (core) Term 4, Week 2: oa, o_e for  oa o_e o, ar for  ar a Decodable Readers: <ul style="list-style-type: none"> Book 30.1 oa (support), Book 30.2 o_e (support), Book 30 oa, o_e, o (core) Book 31 ar (support and core) Term 4, Week 3: ir, ur for  ir ur, or for  or a Decodable Readers: <ul style="list-style-type: none"> Book 32 ir, ur (support and core) Book 33 or, a (support and core) Term 4, Week 4: oo for  oo, oo for  oo Decodable Readers: <ul style="list-style-type: none"> Book 34 oo, u (support and core) Book 35 oo (support and core) Term 4, Week 5: ou, ow for  ou ow, oy for  oy Decodable Readers: <ul style="list-style-type: none"> Book 36 ou, ow (support and core) Book 37 oy (support and core) Term 4, Week 6: eer, ear for  eer ear, air for  air Decodable Readers: <ul style="list-style-type: none"> Book 38 ear (support and core) Book 39 air (support and core) Term 4, Week 7: er for  Decodable Readers: <ul style="list-style-type: none"> Book 40 er (support and core)
<p>VC2EFLY06: recognise and name all upper- and lower-case letters and know the most common phoneme-grapheme correspondences (sound-letter relationships). (continued)</p>	<ul style="list-style-type: none"> recognising letters in their own name matching upper- and lower-case letters identifying sounds for upper- and lower-case letters 	

Literacy: Phonic and Word Knowledge																																														
Content Descriptions	Elaborations	Sound Waves Foundation																																												
VC2EFLY07: read and write some high-frequency words and other familiar words.	<ul style="list-style-type: none"> knowing how to read and write some high-frequency words recognised in shared texts and texts read independently, for example 'and', 'my', 'is', 'the' and 'go' knowing how to read and write some familiar words, for example their name, the name of a character or the name of their school 	<p><i>Sound Waves Foundation</i> features Special Words. These are high-frequency words that contain unusual or advanced phoneme–grapheme relationships. The following Special Words are explicitly taught in <i>Sound Waves Foundation</i> lessons and are revised in the <i>Sound Waves Foundation Decodable Readers</i>.</p> <p>Special Words:</p> <table 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	
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																																												
VC2EFLY08: understand that words are units of meaning and can be made of more than one meaningful part (morphemic knowledge).	<ul style="list-style-type: none"> learning that words are made up of meaningful parts; for example, 'dogs' has 2 meaningful parts: 'dog' and 's', meaning more than one 	Term 3, Week 4: Suffix s (plurals)																																												

Outside the Phonic and Word Knowledge sub-strand, the use of Sound Waves Decodable Readers also covers the following content description under the Literacy: Building Fluency and Making Meaning sub-strand.

Literacy: Building Fluency and Making Meaning		
Content Description	Elaborations	Sound Waves Foundation
VC2EFLY09: read decodable and authentic texts using developing phonic knowledge, and make and monitor meaning using context and emerging grammatical knowledge.	<ul style="list-style-type: none"> navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed and matching one spoken word to one written word attempting to work out unknown words by using phonic decoding and knowledge of high-frequency words pausing or asking for support when meaning breaks down 	<p>Introductory Decodable Readers: Fold-up books d, f, n, p, o</p> <p>Decodable Readers: Books 1–40 (support, core and extended)</p>



















Note: Teachers may find Sound Waves Literacy resources also address other sub-strands of the Victorian Curriculum. For example, **VC2EFLY15:** *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 **VC2EFLA04:** *understand concepts about print in print and digital texts, 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>VC2E1LY03: blend, segment and manipulate phonemes in words (phonemic awareness), including words with consonant blends at the beginning and end, and words with more than one syllable.</p>	<ul style="list-style-type: none"> making sounds in order to say a given spoken word, for example 's-p-oo-n' and 'f-i-s-t' manipulating phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) adding, substituting or deleting phonemes in any position in one-syllable words with up to 4 phonemes substituting medial sounds in spoken words to make new words, for example 'pin', 'pen', 'pan' substituting final sounds in spoken words; for example, substituting the 't' in 'pet' with 'g' to form a new word, 'peg' 	<p><i>Model segmenting Focus Words and Complete the Student Book activities in Lesson 1:</i></p> <ul style="list-style-type: none"> Units 1–36 <p><i>Change One Sound in Games & Extra Activities:</i></p> <ul style="list-style-type: none"> Units 13, 21, 25, 31
<p>VC2E1LY04: use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and two-syllable words.</p> <p>VC2E1LY05: understand that a letter can represent more than one sound and that a syllable must contain a vowel sound.</p>	<ul style="list-style-type: none"> using knowledge of letters and sounds to write words with short vowels (for example, 'man') and with common long vowel sounds (for example, 'time') using knowledge of letter sounds to write one-syllable words with consonant digraphs and consonant blends, for example 'wish' and 'rest' recognising that letters can have more than one sound, for example the letter 'u' in 'cut', 'put' and 'use' and the letter 'a' in 'cat', 'father' and 'any' recognising sounds that can be produced by different letters, for example the 's' sound in 'sat' and 'cent' 	<p>Phoneme–grapheme relationships</p> <p>Vowels:</p> <ul style="list-style-type: none"> Unit 3: a for  a Decodable Readers: Book 3 a (support, core and extended) Unit 5: e, ea, ai for  e ea Decodable Readers: Book 5 e, ea (support, core and extended) Unit 7: i for  i Decodable Readers: Book 7 i (support, core and extended) Unit 9: o, a for  oa Decodable Readers: Book 9 o, a (support o, core o, a and extended o, a) Unit 11: u, o for  uo Decodable Readers: Book 11 u, o (support u, core u, o and extended u, o) Unit 13: ai, ay, a_e, ey, eigh for  ai ay a_e Decodable Readers: Book 13.1 ai (support), Book 13.2 ay (support), Book 13.3 a_e (support), Book 13 ai, ay, a_e (core and extended) Unit 15: ee, e, ea, y for  ee e ea y Decodable Readers: Book 15.1 ee, e (support), Book 15.2 ea (support), Book 15 ee, e, ea, y (core and extended) Unit 17: i_e, y, igh for  i_e y igh Decodable Readers: Book 17.1 i_e, y (support), Book 17.2 igh (support), Book 17 i_e, y, igh (core and extended) Unit 19: oa, o_e, ow, o, oe for  oa o_e ow o Decodable Readers: Book 19.1 o_e, o (support), Book 19.2 oa, ow (support), Book 19 oa, o_e, ow, o (core and extended) Unit 21: ar, a, are for  ar a Decodable Readers: Book 21 ar, a (support ar, core ar, a and extended ar, a)

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
<p>VC2E1LY04: use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and two-syllable words. (continued)</p> <p>VC2E1LY05: understand that a letter can represent more than one sound and that a syllable must contain a vowel sound. (continued)</p>	<ul style="list-style-type: none"> using knowledge of letters and sounds to write words with short vowels (for example, 'man') and with common long vowel sounds (for example, 'time') using knowledge of letter sounds to write one-syllable words with consonant digraphs and consonant blends, for example 'wish' and 'rest' <p>(continued)</p> <ul style="list-style-type: none"> recognising that letters can have more than one sound, for example the letter 'u' in 'cut', 'put' and 'use' and the letter 'a' in 'cat', 'father' and 'any' recognising sounds that can be produced by different letters, for example the 's' sound in 'sat' and 'cent' <p>(continued)</p>	<ul style="list-style-type: none"> Unit 23: ir, ur, er, ere for  ir ur er Decodable Readers: Book 23.1 ir, ur (support), Book 23.2 er (support), Book 23 ir, ur, er (core and extended) Unit 25: or, ore, a, aw, au, our for  or ore a aw au Decodable Readers: Book 25.1 or, a (support), Book 25.2 aw (support), Book 25 or, ore, a, aw (core and extended) Unit 27: oo, u, oul for  oo u Decodable Readers: Book 27 oo, u (support, core and extended) Unit 29: oo, ew, o, ou, wo for  oo ew Decodable Readers: Book 29 oo, ew (support oo, core oo, ew and extended oo, ew) Unit 31: ou, ow for  ou ow Decodable Readers: Book 31 ou, ow (support, core and extended) Unit 33: oy, oi for  oy oi, eer, ear, ere for  eer ear Decodable Readers: Book 33.1 oy, oi (support, core and extended) Book 33.2 eer, ear (support, core and extended) Unit 35: air, ere, eir for  air Decodable Readers: Book 35 air (support, core and extended) Unit 36: er for  er Decodable Readers: Book 36 er (support, core and extended) <p>Consonants:</p> <ul style="list-style-type: none"> Unit 2: b, bb for  b bb Decodable Readers: Book 2 b, bb (support b, core b, bb and extended b, bb) Unit 4: k, c, q, ck for  k c q ck, x for  k c q ck,  s s s x se Decodable Readers: Book 4.1 c, k, ck (support), Book 4.2 x (support), Book 4.3 q (support), Book 4 k, c, q, ck, x (core and extended) Unit 6: d, dd for  d dd Decodable Readers: Book 6 d, dd (support d, core d, dd and extended d, dd) Unit 8: f, ff for  f ff Decodable Readers: Book 8 f, ff (support, core and extended) Unit 10: g, gg for  g gg Decodable Readers: Book 10 g, gg (support, core and extended) Unit 12: h, wh for  h, j for  j Decodable Readers: Book 12.1 h (support, core and extended) Book 12.2 j (support, core and extended)

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
<p>VC2E1LY04: use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and two-syllable words. (continued)</p> <p>VC2E1LY05: understand that a letter can represent more than one sound and that a syllable must contain a vowel sound. (continued)</p>	<ul style="list-style-type: none"> • using knowledge of letters and sounds to write words with short vowels (for example, 'man') and with common long vowel sounds (for example, 'time') • using knowledge of letter sounds to write one-syllable words with consonant digraphs and consonant blends, for example 'wish' and 'rest' <p>(continued)</p> <ul style="list-style-type: none"> • recognising that letters can have more than one sound, for example the letter 'u' in 'cut', 'put' and 'use' and the letter 'a' in 'cat', 'father' and 'any' • recognising sounds that can be produced by different letters, for example the 's' sound in 'sat' and 'cent' <p>(continued)</p>	<ul style="list-style-type: none"> • Unit 14: I, II for  I II Decodable Readers: Book 14 I, II (support, core and extended) • Unit 16: m, mm for  m mm Decodable Readers: Book 16 m, mm (support m, core m, mm and extended m, mm) • Unit 18: n, nn for  n nn, ng for  ng Decodable Readers: Book 18.1 n, nn (support n, core n, nn and extended n, nn) Book 18.2 ng (support, core and extended) • Unit 20: p, pp for  p pp, r, rr for  r rr Decodable Readers: Book 20.1 p, pp (support p, core p, pp and extended p, pp) Book 20.2 r, rr (support r, core r, rr and extended r, rr) • Unit 22: s, ss, se for  s ss x se, x for  k c q ck x,  s ss x se Decodable Readers: Book 22.1 s, ss, x (support), Book 22.2 se (support), Book 22 s, ss, x, se (core and extended) • Unit 24: t, tt for  t tt Decodable Readers: Book 24 t, tt (support t, core t, tt and extended t, tt) • Unit 26: v, ve for  v ve, w, wh, u for  w wh u Decodable Readers: Book 26.1 v, ve (support, core and extended) Book 26.2 w, wh, u (support w, wh, core w, wh, u and extended w, wh, u) • Unit 28: y for  y Decodable Readers: Book 28 y (support, core and extended) • Unit 30: z, zz, s for  z zz s Decodable Readers: Book 30 z, zz, s (support, core and extended) • Unit 32: ch for  ch, sh for  sh Decodable Readers: Book 32.1 ch (support, core and extended) Book 32.2 sh (support, core and extended) • Unit 34: th for  th, th for  th Decodable Readers: Book 34.1 th (support, core and extended) Book 34.2 th (support, core and extended) <p>Note: Students are taught how to orally break words into syllables and blend syllables to form words in Foundation using the <i>Syllable Stomp</i> and <i>Syllable Circle</i> games in the <i>Phonological Awareness Resources</i> pack (located on the Preparation and Planning page). Years 1 and 2 teachers can also use these games to review syllables with students. Students in Years 3–6 are taught to segment words into syllables in Unit 1: Getting Started.</p>



Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
<p>VC2E1LY06: spell one- and two-syllable words with common letter patterns.</p>	<ul style="list-style-type: none"> writing one- and two-syllable words containing known blends, for example 'bl' and 'st' 	<p>Grapheme patterns:</p> <ul style="list-style-type: none"> Unit 2: bb Unit 4: ck Unit 6: dd Unit 8: ff Unit 9: a Unit 10: gg Unit 11: o Unit 13: ay, ai Unit 14: ll Unit 15: y Unit 16: mm Unit 17: y Unit 20: rr Unit 21: a Unit 22: ss Unit 24: tt Unit 25: a Unit 27: oo, u Unit 30: zz <p>Blending:</p> <ul style="list-style-type: none"> Unit 2: br, bl Unit 4: cl, cr, qu, x Unit 6: dr, nd Unit 8: fl, fr, ft Unit 10: gr, gl Unit 14: bl, gl, cl, fl, lt, lp, lf, lk Unit 16: sm, mp Unit 18: sn Unit 20: pl, pr, sp, pt Unit 22: sk, sc, sl, x Unit 24: tr, st, nt Unit 26: sw, tw, qu <p>Note: 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>VC2E1LY07: read and write an increasing number of high-frequency words.</p>	<ul style="list-style-type: none"> learning an increasing number of high-frequency words and reading them independently, for example 'one', 'have' and 'pretty' 	<p><i>Sound Waves Year 1 Decodable Readers</i> feature Special Words. These are high-frequency words that contain unusual or advanced phoneme–grapheme relationships.</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>VC2E1LY08: recognise and know how to use grammatical morphemes to create word families.</p>	<ul style="list-style-type: none"> building word families from common morphemes, for example 'play', 'plays', 'playing', 'played' and 'playground' using morphemes to read words; for example, by recognising the base word in words such as 'walk-ed' 	<p>Suffixes:</p> <ul style="list-style-type: none"> Unit 7: s (plurals) Unit 12: ed, ing Unit 16: ed, ing Unit 22: ed, ing Unit 27: ed, ing Unit 28: s, ed, ing Unit 30: s (plurals) <p>Note: The support, core and extended <i>Sound Waves Year 1 Decodable Readers</i> contain the suffix s from Book 2 onwards and the suffixes ed and ing from Book 12 onwards. Additionally, the core and extended Decodable Readers feature the suffixes er, ly and y.</p>																																	

Outside the Phonic and Word Knowledge sub-strand, the use of Sound Waves Decodable Readers also covers the following content description under the Literacy: Building Fluency and Making Meaning sub-strand.









Literacy: Building Fluency and Making Meaning

Content Description	Elaborations	Sound Waves Year 1
<p>VC2E1LY09: read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and make and monitor meaning using context and grammatical knowledge.</p>	<ul style="list-style-type: none"> recognising most high-frequency words when reading a text self-correcting or asking for assistance when meaning breaks down 	<p>Decodable Readers: Books 1–36 (support, core and extended)</p>

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 2
<p>VC2E2LY03: use knowledge of blending, segmenting and manipulating to read and write increasingly complex words (phonemic awareness).</p>	<ul style="list-style-type: none"> blending and segmenting sounds in words, for example 'b-r-o-th-er' or 'c-l-ou-d-y' deleting and substituting sounds (phonemes) in spoken words to form new words (for example, deleting the initial 'scr' in 'scratch' and substituting new initial sounds to form words such as 'catch', 'batch' and 'hatch') and substituting a medial sound to form a new word (for example, 'stack' becomes 'stick') 	<p><i>Model segmenting Focus Words and Complete the Student Book activities in Lesson 1:</i></p> <ul style="list-style-type: none"> Units 1–36 <p>Note: Students learn to manipulate sounds in Year 1 using the <i>Change One Sound</i> game in the Games & Extra Activities section of Units 13, 21, 25 and 31. Year 2 teachers can also use this game to review manipulation with students.</p>
<p>VC2E2LY04: use phoneme–grapheme correspondence knowledge to read and write words of one or more syllables with vowel digraphs, less common long vowel patterns, consonant blends and silent letters (phonetic knowledge).</p>	<ul style="list-style-type: none"> reading words with digraphs where one letter is not pronounced (for example, 'knife' and 'thumb') and using them in writing providing the sounds for less common sound–letter matches (for example, 'ight') and using them in writing reading words with vowel digraphs ('ee', 'oo', 'ai', 'ay' and 'ea') 	<p>Phoneme–grapheme relationships</p> <p>Vowels:</p> <ul style="list-style-type: none"> Unit 3: a for  a Unit 5: e, ea, a, ie, ai for  e ea Unit 7: i, e for  i Unit 9: o, a for  oa Unit 11: u, o for  uo Unit 13: ai, ay, a_e, a, eigh for  ai ay a_e a Unit 15: ee, ea, y, ie, e_e for  ee e ea y ey Unit 17: i_e, y, igh, i, ie, uy for  i_e y igh i ie Unit 19: oa, o_e, ow, o for  oa o_e ow o Unit 21: ar, a, are for  ar a Unit 23: ir, ur, or, er, ere, ear for  ir ur or er Unit 25: or, ore, a, aw, au, our for  or ore a aw au Unit 27: oo, u, oul for  oo u Unit 29: oo, ew, ue, u_e, o, ou, wo for  oo ew ue u_e u Unit 31: ou, ow, hou for  ou ow Unit 33: oy, oi for  oy oi, eer, ear, ere for  eer ear Unit 35: air, are, ear, ere, eir, ey're for  air are Unit 36: er, a, e for  er ar or a e i o u <p>Consonants:</p> <ul style="list-style-type: none"> Unit 2: b, bb for  b bb Unit 4: k, c, q, ck, ch for  k c q ck x ch, x for  k c q ck x ch,  s ss se ce x c Unit 6: d, dd for  d dd Unit 8: f, ff, ph for  f ff ph Unit 10: g, gg for  g gg Unit 12: h, wh for  h, j, g, ge for  j g ge dge Unit 14: l, ll for  l ll Unit 16: m, mm, mb, me for  m mm mb Unit 18: n, nn, kn for  n nn kn, ng, n for  ng n Unit 20: p for  p pp, r, rr, wr for  r rr wr Unit 22: s, ss, se, ce, c for  s ss se ce x c, x for  k c q ck x ch,  s ss se ce x c Unit 24: t, tt for  t tt Unit 26: v, ve for  v ve, w, wh, u for  w wh u

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 2
<p>VC2E2LY04: use phoneme–grapheme correspondence knowledge to read and write words of one or more syllables with vowel digraphs, less common long vowel patterns, consonant blends and silent letters (phonic knowledge). (continued)</p>	<ul style="list-style-type: none"> reading words with digraphs where one letter is not pronounced (for example, 'knife' and 'thumb') and using them in writing providing the sounds for less common sound–letter matches (for example, 'ight') and using them in writing reading words with vowel digraphs ('ee', 'oo', 'ai', 'ay' and 'ea') <p>(continued)</p>	<ul style="list-style-type: none"> Unit 28: y for  Unit 30: z, s, se for  Unit 32: ch, tch for , sh, ch for  Unit 34: th for  , th for  <p>Note: Students also learn the graphemes ew and u_e for   in Unit 28.</p> <p>Compound words:</p> <ul style="list-style-type: none"> Units 8, 19, 27, 31
<p>VC2E2LY05: 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>VC2E2LY06: build morphemic word families using knowledge of prefixes and suffixes.</p>	<ul style="list-style-type: none"> using known words and knowledge of spelling patterns and morphemes to write unknown words, for example 'one', 'once', 'only' and 'lone' using context to read the correct word when an unknown word has more than one plausible pronunciation using morphemic knowledge of words to spell unknown words, for example 'one', 'once', 'cover', 'covering' and 'uncover' writing unknown words using morphemic knowledge; for example, using the known word 'friend' to write 'friendly' and 'friendship' 	<p>Spelling patterns:</p> <ul style="list-style-type: none"> Unit 4: ck, k, c, cl, cr, qu, x Unit 9: a Unit 13: ay Unit 14: ll Unit 15: y Unit 21: a Unit 22: ss, c, ce Unit 32: tch <p>Prefixes:</p> <ul style="list-style-type: none"> Unit 17: un Unit 20: re <p>Suffixes (inflectional):</p> <ul style="list-style-type: none"> Unit 2: ed, ing (double) Unit 3: s (plurals) Unit 6: ed, ing (double) Unit 7: er, est (double) Unit 9: es (plurals), er, est (double) Unit 10: ed, ing (double) Unit 11: ed, ing (double) Unit 13: ing (drop e) Unit 15: es (change y) Unit 16: ing (drop e) Unit 17: es, ed (change y) Unit 19: ed, ing (drop e) Unit 21: er, est Unit 22: ed, ing (drop e) Unit 25: er, est Unit 30: s, es (plurals), s, es (verbs) <p>Suffixes (derivational):</p> <ul style="list-style-type: none"> Unit 31: y Unit 35: less