



NSW EARLY STAGE 1 SYLLABUS MATCH

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Sound Waves Literacy Components

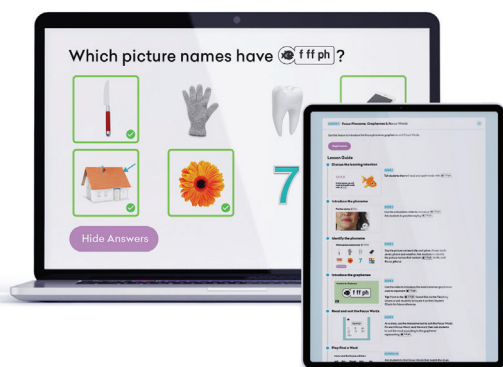
The Sound Waves Literacy program (F–6) consists of online teaching resources, Student Books, Decodable Readers and extra resources.

Use this document to understand how Sound Waves Foundation comprehensively meets the outcomes and content for Phonological Awareness, Phonic Knowledge, Spelling, Print Conventions and Reading Fluency in the NSW Early Stage 1 Syllabus.

Additionally, refer to this document to see how Sound Waves Foundation aligns with the suggested NSW Early Stage 1 instructional sequence for grapheme–phoneme correspondences.

Sound Waves Literacy Online

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



Student Books

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



Decodable Readers

Foundation and Year 1

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

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



Extra resources

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



































NSW Early Stage 1 Syllabus Match

Outcome	Content		Sound Waves Foundation
PHONOLOGICAL AWARENESS ENE-PHOAW-01: identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts.	Words	repeat words and phrases	Lessons in the Foundation program begin with phonemic awareness as this is the most relevant component of phonological awareness for reading and spelling. Resources to support the teaching of larger sound units (words, syllables, rhyme/onset-rime) are provided in the <i>Phonological Awareness Resources</i> pack. You can use these resources alongside the phonemic awareness lessons in Term 1, Weeks 1–5 of the Foundation program.
		complete familiar spoken phrases in texts, including chants, rhymes, songs and poems	
		segment a spoken sentence of 3 to 5 words into separate spoken words	
	Syllables	orally blend and segment syllables in words comprising up to 3 syllables	<ul style="list-style-type: none"> • Word Awareness: <i>Missing Word</i> <i>Word Jumps</i> • Syllables: <i>Syllable Stomp</i> <i>Syllable Circle</i> • Onset-Rime: <i>Odd One Out</i> <i>Rhyming Memory</i> <i>Rhyming Mystery Word</i> <i>Rhyming Rockets</i> <i>Onset-Rime Bingo</i>
		blend onset and rime to say a one-syllable word	
	Phonemes	provide a word when given a starting phoneme	Lessons 1–4:
		consistently say the first phoneme of a spoken one-syllable word	<ul style="list-style-type: none"> • Term 1, Week 1: Initial Phonemes This content continues to be revised in all lessons from Term 1, Week 6 onwards alongside the teaching of phoneme–grapheme relationships.
		listen to up to 4 words, indicate those that start with the same phoneme and say other words that start with that phoneme	<i>Odd One Out</i> in Lesson 2: <ul style="list-style-type: none"> • Term 1, Week 6: m for  a for 
		orally blend up to 4 phonemes together to make a one-syllable spoken word	Blending and segmenting: <ul style="list-style-type: none"> • Term 1, Week 4, Lesson 1: Blending • Term 1, Week 4, Lesson 2: Blending • Term 1, Week 4, Lesson 3: Segmenting • Term 1, Week 4, Lesson 4: Segmenting This content continues to be revised and extended in all lessons from Term 1, Week 6 onwards alongside the teaching of phoneme–grapheme relationships.
		orally segment one-syllable words comprised of up to 4 phonemes into separate phonemes	
		identify the number of phonemes that make up a spoken one-syllable word comprising fewer than 4 phonemes	

NSW Early Stage 1 Syllabus Match

Outcome	Content		Sound Waves Foundation
PHONOLOGICAL AWARENESS ENE-PHOAW-01: identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts. (continued)	Phonemes (continued)	identify the first, middle and final phonemes in a one-syllable word	Lessons 1–4: <ul style="list-style-type: none"> Term 1, Week 1: Initial Phonemes Term 1, Week 2: Final Phonemes Term 1, Week 3: Medial Phonemes This content continues to be revised in all lessons from Term 1, Week 6 onwards alongside the teaching of phoneme–grapheme relationships.
		identify the difference between a voiced phoneme and an unvoiced phoneme	<i>Introduce the focus phoneme</i> in Lesson 1: <ul style="list-style-type: none"> Term 1, Week 6 onwards
		blend aloud all phonemes when asked to delete, add or substitute an initial phoneme	<i>Build a Word</i> in Lesson 2: <ul style="list-style-type: none"> Term 1, Week 8 onwards This content is introduced and revised in the context of learning phoneme–grapheme relationships from Term 1, Week 6 onwards.
		blend aloud all phonemes when asked to delete, add or substitute a final phoneme	
		blend aloud all phonemes when asked to substitute a medial vowel phoneme	

NSW Early Stage 1 Syllabus Match

Outcome	Content		Sound Waves Foundation
PHONIC KNOWLEDGE ENE-PHOKW-01: uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts.	Single-letter graphemes	match a single-letter grapheme with a phoneme	Lesson 1:
		say the most common phoneme for single-letter graphemes (graphs)	<ul style="list-style-type: none"> Term 1, Week 6: m for  m, a for  a Term 1, Week 7: t for  t, s for  s Term 1, Week 8: i for  i, d for  d Term 2, Week 1: f for  f, n for  n Term 2, Week 2: p for  p, o for  o Term 2, Week 3: r for  r, g for  g Term 2, Week 4: e for  e, h for  h Term 2, Week 5: k, c for  k c Term 2, Week 6: u for  u, b for  b Term 2, Week 7: l for  l, j for  j Term 2, Week 8: y for  y, v for  v Term 3, Week 1: w for  w, z for  z Term 3, Week 4: s for  z z z s Term 3, Week 5: q for  k c q c k x, u for  w u Term 4, Week 1: e for  eee ea, y for  i e y Term 4, Week 2: o for  oa o e o, a for  ar a Term 4, Week 3: a for  or a Term 4, Week 4: u for  oo u
		blend single-letter grapheme–phoneme correspondences to decode VC and CVC words, and apply this knowledge when reading, including decodable texts	
		segment and encode single-letter VC and CVC words, and apply this knowledge when writing words and creating texts	Introductory Decodable Readers: <ul style="list-style-type: none"> Fold-up book d Fold-up book f Fold-up book n Fold-up book p Fold-up book o Decodable Readers: <ul style="list-style-type: none"> Book 1 r (support and core) Book 2 g (support and core) Book 3 e (support and core) Book 4 h (support and core) Book 5 k (support and core) Book 6 c (support and core) Book 7 u (support and core) Book 8 b (support and core) Book 9 l (support and core) Book 10 j (support and core) Book 11 y (support and core) Book 12 v (support and core) Book 13 w (support and core) Book 14 z (support and core) Book 22 q, u (support and core) Book 28.2 e (support) Book 29.2 y (support) Book 30.3 o (support)












NSW Early Stage 1 Syllabus Match

Outcome	Content		Sound Waves Foundation
PHONIC KNOWLEDGE ENE-PHOKW-01: uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts. (continued)	Single-letter graphemes (continued)	blend common single-letter grapheme–phoneme correspondences to read CCVC and CVCC words, and apply this when reading texts, including decodable texts	Lesson 1: • Term 3, Week 5: x for  k c ck x  s ss x q, u for  k c q ck x  w u
		segment common, single-letter grapheme–phoneme correspondences to encode CCVC and CVCC words	Lesson 2: • Term 3, Week 4: Suffix s (plurals) Decodable Readers: • Book 1 r (extended) • Book 2 g (extended) • Book 3 e (extended) • Book 4 h (extended) • Book 5 k (extended) • Book 6 c (extended) • Book 7 u (extended) • Book 8 b (extended) • Book 9 l (extended) • Book 10 j (extended) • Book 11 y (extended) • Book 12 v (extended) • Book 13 w (extended) • Book 14 z (extended) • Book 15 ck (extended) • Book 16 ng (extended) • Book 17 ss (extended) • Book 18 ff (extended) • Book 19 ll (extended) • Book 20 zz, s (extended) • Book 21 x (extended) • Book 22 q, u (extended) • Book 23 ch (extended) • Book 24 sh (extended) • Book 25 th (extended) • Book 26 th (extended) • Book 27 ai, ay, a_e (extended) • Book 28 ee, e, ea (extended) • Book 29 i_e, y (extended) • Book 30 oa, o_e, o (extended) • Book 31 ar, a (extended) • Book 32 ir, ur (extended) • Book 33 or, a (extended) • Book 34 oo, u (extended) • Book 35 oo (extended) • Book 36 ou, ow (extended) • Book 37 oy (extended) • Book 38 ear (extended) • Book 39 air (extended) • Book 40 er (extended)














NSW Early Stage 1 Syllabus Match

Outcome	Content		Sound Waves Foundation
PHONIC KNOWLEDGE ENE-PHOKW-01: uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts. (continued)	Digraphs	decode and blend words containing consonant digraphs and apply this when reading texts, including decodable texts	Lesson 1: • Term 3, Week 2: ck for  , ng for  • Term 3, Week 3: ss for  , ff for  • Term 3, Week 4: ll for  , zz for  • Term 3, Week 6: ch for  , sh for  • Term 3, Week 7: th for  , th for  Decodable Readers: • Book 15 ck (support, core and extended) • Book 16 ng (support, core and extended) • Book 17 ss (support, core and extended) • Book 18 ff (support, core and extended) • Book 19 ll (support, core and extended) • Book 20 zz, s (support, core and extended) • Book 23 ch (support, core and extended) • Book 24 sh (support, core and extended) • Book 25 th (support, core and extended) • Book 26 th (support, core and extended)
		segment and encode CVC words containing consonant digraphs	
		decode words containing split digraphs and vowel digraphs	Lesson 1: • Term 3, Week 8: ai, ay, a_e for  • Term 4, Week 1: ee, ea for  , i_e for  • Term 4, Week 2: oa, o_e for  , ar for  • Term 4, Week 3: ir, ur for  , or for  • Term 4, Week 4: oo for  , oo for  • Term 4, Week 5: ou, ow for  , oy for  • Term 4, Week 7: er for  Decodable Readers: • Book 27.1 ai (support) • Book 27.2 ay (support) • Book 27.3 a_e (support) • Book 27 ai, ay, a_e (core and extended) • Book 28.1 ee (support) • Book 28.3 ea (support) • Book 28 ee, e, ea (core and extended) • Book 29.1 i_e (support) • Book 29 i_e, y (core and extended) • Book 30.1 oa (support) • Book 30.2 o_e (support) • Book 30 oa, o_e, o (core and extended) • Book 31 ar, a (support ar , core ar and extended ar, a) • Book 32 ir, ur (support, core and extended) • Book 33 or, a (support, core and extended) • Book 34 oo, u (support, core and extended) • Book 35 oo (support, core and extended) • Book 36 ou, ow (support, core and extended) • Book 37 oy (support, core and extended) • Book 40 er (support, core and extended)
		experiment with encoding high-frequency words containing split digraphs and vowel digraphs	

NSW Early Stage 1 Syllabus Match

Outcome	Content		Sound Waves Foundation
SPELLING ENE-SPELL-01: applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts.	Integrated spelling components	combine phonological, phonic, orthographic and morphemic knowledge to spell taught high- frequency irregular words comprising up to 3 phonemes	Special Words: • Term 2, Week 1: <i>I, a</i> • Term 2, Week 2: <i>is, off</i> • Term 2, Week 4: <i>has</i> • Term 2, Week 5: <i>the, my</i> • Term 2, Week 6: <i>to</i> • Term 2, Week 7: <i>look, he, she</i> • Term 2, Week 8: <i>you, no, have</i> • Term 3, Week 1: <i>was, his</i> • Term 3, Week 2: <i>we, are</i> • Term 3, Week 3: <i>see, go</i> • Term 3, Week 6: <i>for, of</i> • Term 3, Week 7: <i>there</i> • Term 3, Week 8: <i>come, some, they</i> • Term 4, Week 1: <i>one</i> • Term 4, Week 2: <i>goes</i> • Term 4, Week 3: <i>her, were, four, your</i> • Term 4, Week 4: <i>could, would, should, do, two, who</i> • Term 4, Week 5: <i>house, said</i> • Term 4, Week 6: <i>here, where</i> Note: Special Words are high-frequency words with unusual spellings (e.g. <i>the</i>) or words containing phoneme–grapheme correspondences not yet introduced in the sequence.
		segment single-syllable words into phonemes as a strategy for spelling	All spelling tasks in Terms 1–4, Lessons 1 and 2, including: • <i>Model segmenting the Focus Words</i> • <i>Complete the Student Book activities</i> in Lesson 1 • <i>Focus Concepts</i> in Lesson 2 • <i>Creative Composing</i> in Games & Extra Activities
	Phonological component	segment multisyllabic words into syllables and phonemes as a strategy for spelling	Lesson 1: • Term 4, Week 7: er for 
		Orthographic component	Name Sounds Elimination in Games & Extra Activities: • Term 1, Week 6: m for  • Term 2, Week 6: u for  • Term 2, Week 7: l for  Whose Name? in Games & Extra Activities: • Term 3, Week 5: x for  ss  x Note: These games help students to identify the phonemes in their names.
		know that the digraphs <i>zz</i> , <i>ss</i> , <i>ll</i> , <i>ff</i> and <i>ck</i> do not usually start a word in Standard Australian English	Lesson 1: • Term 3, Week 2: ck for  • Term 3, Week 3: ss for  ff for  • Term 3, Week 4: ll for  zz for 

NSW Early Stage 1 Syllabus Match

Outcome	Content		Sound Waves Foundation
SPELLING ENE-SPELL-01: applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts. (continued)	Orthographic component (continued)	know that words do not usually end with the letter v, and that ve is commonly used	Lessons 1 and 2: • Term 2, Week 8: v for  , Special Word <i>have</i>
		experiment with some vowel digraphs and split digraphs to spell taught high-frequency words and/or personally significant words	Lesson 1: • Term 3, Week 8: ai, ay, a_e for  • Term 4, Week 1: ee, ea for  , i_e for  • Term 4, Week 2: oa, o_e for  , ar for  • Term 4, Week 3: ir, ur for  , or for  • Term 4, Week 4: oo for  , oo for  • Term 4, Week 5: ou, ow for  , oy for  • Term 4, Week 7: er for 
	Morphological component	add the plural-marking suffix (s) to base nouns that require no change when suffixed	Lesson 2: • Term 3, Week 4: Suffix s (plurals)
		experiment with the tense-marking suffixes to spell familiar base verbs	Students are explicitly taught tense-marking suffixes from Year 1 onwards.
		spell high-frequency compound words and homophones comprising taught graphemes	Students are explicitly taught compound words from Year 1 onwards. Students are taught several Focus Words and Special Words in <i>Sound Waves Foundation</i> that are homophones including: <i>to/too/two, for/four, hear/here</i> and <i>dear/deer</i> . Students are explicitly taught homophones from Year 1 onwards.

NSW Early Stage 1 Syllabus Match

Outcome	Content		Sound Waves Foundation
PRINT CONVENTIONS ENE-PRINT-01: tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print.	Features of print	understand that written Standard Australian English uses letters to represent sounds understand that print contains a message identify pictures in texts identify words in a variety of situations in school, the classroom and the environment know the difference between a letter and a word distinguish between punctuation, letters, words and numerals in texts identify spaces between words identify numerals in texts identify and name lower- and upper-case letters recognise symbols, icons and personally significant words in everyday situations and in texts	Modelled and Shared Reading in Lesson 1 in Terms 1–4: • Projectable Introductory Decodable Readers: Fold-up books d, f, n, p, o • Projectable Decodable Readers: Books 1–40 (support, core and extended) Reading Practice after Lesson 2 in Terms 1–4: • Printable Introductory Decodable Readers: Fold-up books d, f, n, p, o • Decodable Readers class sets: Books 1–40 (support, core and extended) Note: Introductory Decodable Readers are a short sequence of fold-up printable and projectable books that allow students to practise reading single words and simple sentences before moving on to reading longer text in the Sound Waves Foundation Decodable Readers.
	Directionality of print	show awareness of appropriate orientation of the text being read locate the front and back of a book and top and bottom of a page turn pages one at a time begin reading at the top of the page and conclude reading at the bottom of the page track text left to right and use return sweep consistently read left page before right page	Modelled and Shared Reading in Lesson 1 in Terms 1–4: • Projectable Introductory Decodable Readers: Fold-up books d, f, n, p, o • Projectable Decodable Readers: Books 1–40 (support, core and extended) Reading Practice after Lesson 2 in Terms 1–4: • Printable Introductory Decodable Readers: Fold-up books d, f, n, p, o • Decodable Readers class sets: Books 1–40 (support, core and extended)

NSW Early Stage 1 Syllabus Match





Outcome	Content		Sound Waves Foundation
READING FLUENCY ENE-REFLU-01: reads decodable texts aloud with automaticity.	Automaticity	read words automatically then apply to texts	<i>Warm Up</i> in Decodable Readers: <ul style="list-style-type: none"> Books 1–40 (support, core and extended) Note: The Warm Up at the start of each Decodable Reader introduces students to words that include the focus phoneme–grapheme correspondence featured in the text. This allows students to practise reading words in isolation before reading the words in the book.
		read texts with taught grapheme–phoneme correspondences and taught high-frequency words with automaticity	<i>Modelled and Shared Reading</i> in Lesson 1 in Terms 1–4: <ul style="list-style-type: none"> Projectable Introductory Decodable Readers: Fold-up books d, f, n, p, o Projectable Decodable Readers: Books 1–40 (support, core and extended)
		know that fluent reading involves recognising and reading words accurately and automatically	<i>Reading Practice</i> after Lesson 2 in Terms 1–4: <ul style="list-style-type: none"> Printable Introductory Decodable Readers: Fold-up books d, f, n, p, o Decodable Readers class sets: Books 1–40 (support, core and extended) Note: The Sound Waves Foundation Decodable Readers follow Sound Waves Literacy's systematic synthetic phonics sequence so each book only features words with phoneme–grapheme correspondences and Special Words (high-frequency words) students have been explicitly taught.
	Prosody	read phrases comprising 2 or 3 words aloud, in a rhythmic manner	<i>Modelled and Shared Reading</i> in Lesson 1 in Terms 1–4: <ul style="list-style-type: none"> Projectable Introductory Decodable Readers: Fold-up books d, f, n, p, o
		know that pace and expression vary when reading, according to the audience and purpose	<ul style="list-style-type: none"> Projectable Decodable Readers: Books 1–40 (support, core and extended)
		stop at the end of a sentence in response to a full stop	<i>Reading Practice</i> after Lesson 2 in Terms 1–4: <ul style="list-style-type: none"> Printable Introductory Decodable Readers: Fold-up books d, f, n, p, o
		regulate their voice to respond to punctuation such as question marks and exclamation marks	<ul style="list-style-type: none"> Decodable Readers class sets: Books 1–40 (support, core and extended)

Note: Teachers may find Sound Waves Literacy resources also address parts of other outcomes of the NSW Syllabus. For example, *ENE-RECOM-01: comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect* can be addressed when using the projectable or class sets of Sound Waves Foundation Decodable Readers, particularly when using the Book Chat questions at the back of each book. In addition, *ENE-HANDW-01: produces all lower-case and upper-case letters to create texts* by using the *Model writing the grapheme* step in Foundation lessons. Each week students explore a variety of Tier 1, 2 and 3 vocabulary using the Focus Words, this learning forms the foundation for covering the outcome *EN1-VOCAB-01: understands and effectively uses Tier 1 and Tier 2 words in familiar contexts*.

Understanding Different Instructional Sequences

What are the principles that underpin a well-organised sequence?

A sequence should be based on the four principles^{1,2}.

- Teach phoneme–grapheme relationships in an order that allows children to immediately begin reading and spelling several words.
- Teach simple phoneme–grapheme relationships before more complex relationships. For example, teach single-letter graphemes like **a** for  before teaching digraphs such as **ai**, **ay** and **a_e** for .
- Separate phonemes that sound similar. For example, do not introduce /s/ as in  and /z/ as in  in close proximity.
- Separate graphemes that look similar. For example, do not teach **m** and **n** in close proximity.

How are phoneme–grapheme relationships introduced in *Sound Waves Foundation*?

In *Sound Waves Foundation*, phoneme–grapheme relationships are introduced in a very specific order. This minimises confusion for students and ensures they are up and running quickly with reading and spelling. The order 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, nap* etc.

Why do systematic synthetic phonics programs have different sequences?

High-quality systematic synthetic phonics programs carefully sequence the teaching of phoneme–grapheme relationships. Most programs base their order of sounds on the Carnine order developed in 1997 according to the principles above. In *Sound Waves Foundation*, the graphemes **m, a, t, s, i, d** are introduced first. Other common starting orders are **mstapi, satpin** or **amtsif**.

These sequences differ only slightly and do not impact students' learning. The sequences adhere to the essential principles for the initial introduction of phoneme–grapheme relationships and result in students being able to read and spell about 20 CVC words. In addition, it is more productive and appropriate than using the first six letters of the alphabet, which results in children being able to read just 10 CVC words.



Many programs differ in their starting point. Keep in mind it is not just the first six phoneme–grapheme relationships that matter in a synthetic phonics teaching sequence. It is important to evaluate an entire program beyond the first six sounds.

How does *Sound Waves Foundation* align with the suggested NSW Early Stage 1 instructional sequence?

The suggested NSW Early Stage 1 instructional sequence for grapheme–phoneme correspondences provides general advice for sequencing the teaching of phoneme–grapheme relationships in Early Stage 1. The sequence is a 'suggested example that schools may adapt or adopt'⁴ and 'not all grapheme–phoneme combinations have been included'⁴.

Sound Waves Foundation covers all except five of the phoneme–grapheme relationships outlined in the suggested Early Stage 1 instructional sequence and these relationships are taught in a similar order (i.e. single-letter consonant and vowel graphemes, followed by consonant digraphs, followed by more complex vowel digraphs).

Additionally, *Sound Waves Foundation* covers 15 phoneme–grapheme relationships not listed in the suggested instructional sequence. These additional phoneme–grapheme relationships are important as they ensure students are able to represent all 43 phonemes in Australian English.

s for  **z z z s**, s for  **s**, o for  **o o o e o**, ar, a for  **ara**, ir, ur for  **irur**, or, a for  **ora**, oo, u for  **oo u**, eer, ear for  **eer ear**, air for  **air**, er for  **er**

Refer to pages 14 and 15 for more information about how *Sound Waves Foundation* aligns with the suggested NSW Early Stage 1 instructional sequence for grapheme–phoneme correspondences.

Understanding Different Instructional Sequences

References

1. Carnine, D., Silbert, J., Kame'enui, E. and Tarver, S., 2003. *Direct instruction reading* 4th ed. Pearson.
2. Moats, L., 2020. *Speech to print: language essentials for teachers* 3rd ed. Brookes Publishing.
3. Kenner, B., Terry, N., Friebling, A. and Namy, L., 2017. Phonemic awareness development in 2.5- and 3.5-year-old children: an examination of emergent, receptive, knowledge and skills. *Reading and Writing*, [online] 30(7), pp.1575-1594. Available at: <<https://link.springer.com/article/10.1007/s11145-017-9738-0>>.
4. NSW Department of Education, 2023. *K-2 – Instructional sequence – grapheme-phoneme correspondences*, [online]. Available at: <<https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-k-6/other-english-k-6-resources>>.

Sound Waves Foundation Mapped to the Suggested NSW Instructional Sequence

Suggested Instructional Sequence for Early Stage 1: Grapheme–phoneme Correspondences

Grapheme	Phoneme
s	/s/ sat
a	/a/ at
t	/t/ tap
p	/p/ pat
i	/i/ it
n	/n/ net
d	/d/ dog
m	/m/ map
g	/g/ gas
o	/o/ on
c	/k/ cat
k	/k/ kid
ck	/k/ sock
e	/e/ get
u	/u/ up
r	/r/ red
h	/h/ hen
b	/b/ bat
f/ff	/f/ fan
l/ll	/l/ leg
ss	/s/ mess
z/zz	/z/ zip
sh	/sh/ shop
ch	/ch/ chip
th	/th/ this
th	/th/ thin
ng	/ng/ sing
y	/y/ yes

Sound Waves Foundation

In *Sound Waves Foundation*, students are taught phonemic awareness skills at the start of Term 1 and they begin working with graphemes in Term 1, Week 6.

These graphemes are taught in a similar sequence in **Term 1, Weeks 6–9** and **Term 2, Weeks 1–9**.

Exceptions: Students learn the digraphs **ck**, **ff** and **ll** in Term 3, Weeks 2–4.




These graphemes are taught in a similar sequence in **Term 3, Weeks 1–9** (continued on next page).

Sound Waves Foundation Mapped to the Suggested NSW Instructional Sequence







Suggested Instructional Sequence for Early Stage 1: Grapheme–phoneme Correspondences	
Grapheme	Phoneme
y	/igh/ my
j	/j/ jam
v	/v/ van
ve	
w	/w/ wig
wh	
x	/k+s/ mix
q/qu	/k+w/ quit
i_e	/igh/ my
a_e	/ay/ say
o_e	/o/ pose
e_e	/ee/ me
u_e	/oo/ ute
oi	/oy/ boy
oy	
ou	/ow/ cow
ow	
oa	/ow/ own
ow	
ai	/ay/ say
ay	
ee	/ee/ me
ea	
e	
oo	/oo/ soon
ew	

Sound Waves Foundation

These graphemes are taught in a similar sequence in **Term 3, Weeks 1–9**.

Exceptions: Students learn the grapheme **y** for  in Term 4, Week 1. The digraphs **ve** for  and **wh** for  are introduced in the Special Words *have* and *where* in Terms 2 and 4.

These graphemes are taught in a similar sequence in **Term 4, Weeks 1–5**.

Exceptions: The split digraphs **e_e** for  and **u_e** for  or  are uncommon in words suitable for Foundation students. These digraphs are taught in Year 2. Students learn the digraphs **oi** for  **ow** for  and **ew** for  in Year 1.