Updated Years 3–6 Program Coming Soon

This document includes information about the Years 3–6 program currently used in classrooms in 2026. A new edition of Sound Waves Years 3–6 will be ready for use in 2027.*

Contact us for updated planning and curriculum documents that relate to the new edition.

*Foundation to Year 2 will continue as the current edition for use in 2027.

SOUND WAVES

LITERACY

SCOPE AND SEQUENCE F–6

PHONEMIC AWARENESS • SYNTHETIC PHONICS • MORPHOLOGY • ETYMOLOGY

THE KEY TO READING, WRITING AND SPELLING SUCCESS

Firefly EDUCATION

05/26

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Welcome to Sound Waves Literacy

Sound Waves Literacy is a structured literacy program for Foundation to Year 6. The program follows a systematic synthetic phonics approach and has been a trusted favourite in Australian schools for more than two decades.

Our team of linguistic experts and experienced teachers continually examine the research on the best practices for teaching reading and spelling. Why? To ensure Sound Waves continues to meet the pedagogical and practical requirements of the modern classroom.

A whole-school approach

Sound Waves Literacy is a whole-school approach that supports you to deliver whole-class systematic, explicit and engaging lessons. A whole-school approach is essential for ensuring all students receive consistent and effective instruction across their primary school years.

Systematic, sequential and cumulative

All instruction within Sound Waves Literacy occurs in a systematic and carefully controlled sequence. Teaching moves from simple to more complex concepts, with revision within and across year levels.

Evidence-informed

The program aligns with research on the best practices for reading and spelling instruction. This includes the three significant reviews of reading research conducted in the last few decades and a wide range of independent research and reviews from the education, psychology and linguistics fields.

Four key areas

Teaching in Sound Waves Literacy covers four key areas of instruction required for reading and spelling success: phonemic awareness, synthetic phonics, morphology and etymology.

Explicit instruction

All the instruction in Sound Waves Literacy is direct. You are supported to deliver explicit instruction with thoughtfully structured lesson guides and interactive slideshows. Lessons include opportunities to check for student understanding and culminate in independent practice for students.

Assessment

Sound Waves Literacy includes an extensive set of reading and spelling assessments to monitor students' progress. Remediation resources are also provided to ensure students can be given targeted and timely support as requried.

Aligned with national and state curricula

Sound Waves Literacy 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.

Free professional learning and support

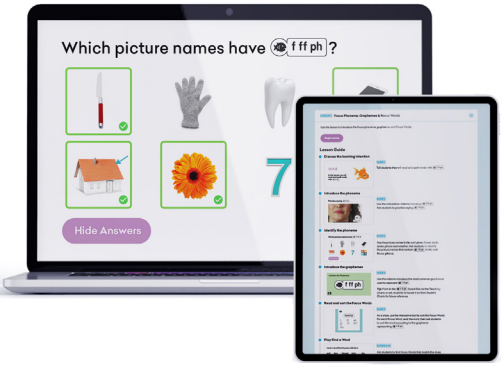
Sound Waves Literacy provides free professional learning and support to ensure the successful implementation of the program. Professional learning workshops are run by a highly experienced and knowledgeable team of education consultants, who are former classroom teachers, curriculum leaders, intervention teachers and principals.

Program Resources

Sound Waves Literacy offers a comprehensive, effective and engaging resource suite for Foundation to Year 6. Setting up your classroom is easy!

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.

Also available as printable pages

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.

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.

Key Information (All Year Levels)

Sound Waves Literacy covers Foundation to Year 6, with carefully crafted content to support students' reading and spelling success as they progress through their primary school years.

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 spelling patterns, morphology (prefixes, suffixes, and Greek and Latin roots), etymology and vocabulary. 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.

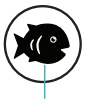
* To suit the specialised nature of instruction required in the first year of school, the Foundation program begins with five weeks of oral-only phonemic awareness lessons before commencing the Phoneme–Grapheme Relationship lessons and Focus Concept lessons from week six onwards.

Sound Icons and Sound Boxes

Sound Icons and Sound Boxes are a crucial component of Sound Waves Literacy. They 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 ***f****ish*

Sound Box

Sound Icon graphemes

/**f**/ as in ***f****ish*

Sequence of Teaching Phonics

In Sound Waves 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*.

The Years 1–6 sequence is organised differently to Foundation. Students in Years 1–6 work through the same sequence of phoneme–grapheme relationship units, but the complexity increases each year. Teaching of spelling patterns, morphology and etymology also increases each year.

Key Information (Foundation and Year 1)

Decodable Readers are included in the Foundation and Year 1 programs. These books provide students with 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.

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	• identifying the initial phoneme • identifying the final phoneme • identifying the medial phoneme • blending phonemes • segmenting words into phonemes • manipulating (deleting, adding and substituting phonemes) **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.
Phonics	**Phoneme–grapheme relationships** • **m** for m • **a** for a • **t** for t • **s** for s • **i** for i • **d** for d • **f** for f • **n** for n • **p** for p • **o** for o • **r** for r • **g** for g • **e** for e • **h** for h • **k** for k • **c** for k c • **u** for u • **b** for b • **l** for l • **j** for j • **y** for y • **v** for v • **w** for w • **z** for z • **ck** for k c ck • **ng** for ng • **ss** for s ss • **ff** for f ff • **ll** for l ll • **zz, s** for z zz s • **x** for k c ck x s ss x • **q, u** for k c q ck x w u • **ch** for ch • **sh** for sh • **th** for th • **th** for th • **s** for s • **ai, ay, a_e** for ai ay a_e • **ee, e, ea** for ee e ea • **i_e, y** for i_e y • **oa, o_e, o** for oa o_e o • **ar, a** for ar a • **ir, ur** for ir ur • **or, a** for or a • **oo, u** for oo u • **oo** for oo • **ou, ow** for ou ow • **oy** for oy • **eer, ear** for eer ear • **air** for air • **er** for er **Tips for grapheme choice** • **ck** for k c ck • **ss** for s ss • **ff** for f ff • **ll** for l ll • **x** for k c ck x s ss x • **q, u** for k c q ck x w u • **ay** for ai ay a_e **Special Words** *Sound Waves Foundation* 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. 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

Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy 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 Assesssment		
Week	**Focus Graphemes**	**Focus Concepts**	**Decodable Readers**
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** *Sam Tim*
9	Assessment: Term 1 Spelling Assessment and Single Word Reading Assessment		

Term 2

Week	Focus Graphemes	Focus Concepts	Decodable Readers
1	**f** for	Special Word *I*	Introductory Decodable Reader **f** *Sid*
	n for	Special Word *a*	Introductory Decodable Reader **n** *Dan*
2	**p** for	Special Word *is*	Introductory Decodable Reader **p** *Pip*
	o for	Special Word *off*	Introductory Decodable Reader **o** *Tom*
3	**r** for	Sentence Writing	Book 1 **r** support *1, 2, 3* Book 1 **r** core *Rat!* Book 1 **r** extended *Tram Trip*
	g for	Sentence Writing	Book 2 **g** support *Sid* Book 2 **g** core *Dot and Tig* Book 2 **g** extended *Spot a Frog*
4	**e** for	Sentence Writing	Book 3 **e** support *Peg Men* Book 3 **e** core *Red Pen* Book 3 **e** extended *5 in a Nest*
	h for	Special Word *has*	Book 4 **h** support *Not a Dog* Book 4 **h** core *Mop Top* Book 4 **h** extended *Hats*
5	**k** for	Special Word *the*	Book 5 **k** support *A Pom Pom Kit* Book 5 **k** core *The Kit* Book 5 **k** extended *Skip!*
	c for	Special Word *my*	Book 6 **c** support *A Nap* Book 6 **c** core *Mac and Tic Tac* Book 6 **c** extended *The Croc*
6	**u** for	Special Word *to*	Book 7 **u** support *Fun in the Sun* Book 7 **u** core *I am Gus* Book 7 **u** extended *I Must Drum*
	b for	Sentence Writing	Book 8 **b** support *The Bus* Book 8 **b** core *Bam!* Book 8 **b** extended *I am the Best*
7	**l** for	Special Word *look*	Book 9 **l** support *The Lab* Book 9 **l** core *The Bug* Book 9 **l** extended *Plum*
	j for	Special Words *he, she*	Book 10 **j** support *Red Jam* Book 10 **j** core *On the Mat* Book 10 **j** extended *Just Spin!*
8	**y** for	Special Words *you, no*	Book 11 **y** support *The Yak* Book 11 **y** core *Am I a ...?* Book 11 **y** extended *Yan Can. Can You?*
	v for	Special Word *have*	Book 12 **v** support *Vic the Vet* Book 12 **v** core *Tom Cat* Book 12 **v** extended *Val and the Van*
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 *The Web* Book 13 **w** core *Cop Dog and the Web* Book 13 **w** extended *Wet Dog*
	z for z	Special Word *his*	Book 14 **z** support *Fun!* Book 14 **z** core *The Big Top* Book 14 **z** extended *The Big Zip*
2	**ck** for k c ck	Special Word *we*	Book 15 **ck** support *A Duck in Luck* Book 15 **ck** core *My Duck* Book 15 **ck** extended *Stuck!*
	ng for ng	Special Word *are*	Book 16 **ng** support *Ding Dang Dong* Book 16 **ng** core *The Bip Bop Gang* Book 16 **ng** extended *We are ...?*
3	**ss** for s ss	Special Word *see*	Book 17 **ss** support *Poss* Book 17 **ss** core *Ring Toss* Book 17 **ss** extended *Floss and Bloss*
	ff for f ff	Special Word *go*	Book 18 **ff** support *Kick Off* Book 18 **ff** core *Off to See Pop* Book 18 **ff** extended *Dung*
4	**ll** for l ll	Sentence Writing	Book 19 **ll** support *The Bell* Book 19 **ll** core *The Hill* Book 19 **ll** extended *Sit Still*
	zz, **s** for z zz s	Suffix **s** (plurals)	Book 20 **zz**, **s** support *Fizz and Fuzz* Book 20 **zz**, **s** core *Is it a ...?* Book 20 **zz**, **s** extended *Bits and Bobs*
5	**x** for k c ck x s ss x	Sentence Writing	Book 21 **x** support *Max* Book 21 **x** core *Mick and Rex* Book 21 **x** extended *Cop Dog and the Jam Drop*
	qu for k c q ck x w u	Sentence Writing	Book 22 **q**, **u** support *Quiz!* Book 22 **q**, **u** core *Quick! Quick!* Book 22 **q**, **u** extended *Quin*
6	**ch** for ch	Special Word *for*	Book 23 **ch** support *Chaz and Rick* Book 23 **ch** core *Chad* Book 23 **ch** extended *The Jets*
	sh for sh	Special Word *of*	Book 24 **sh** support *The Gull* Book 24 **sh** core *Sh!* Book 24 **sh** extended *The Lost Ship*
7	**th** for th	Sentence Writing	Book 25 **th** support *Om Nom Nom* Book 25 **th** core *The King* Book 25 **th** extended *The Moth*
	th for th	Special Word *there*	Book 26 **th** support *Rip, Pat, Pop!* Book 26 **th** core *Chop Chop* Book 26 **th** extended *Spot the Bots*
8	**s** for s	Special Words *come, some*	**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 *Rain and Hail* Book 27.2 **ay** support *The Map* Book 27.3 **a_e** support *The Chase* Book 27 **ai**, **ay**, **a_e** core *Dane* Book 27 **ai**, **ay**, **a_e** extended *Will it Rain?*
9	Assessment: Term 3 Spelling Assessment and Single Word Reading Assessments		

Term 4

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

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.

Focus Area	Content Taught
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.
Phonics	**Phoneme–grapheme relationships** • **b**, **bb** for b bb • **a** for a • **k**, **c**, **q**, **ck** for k c q ck x, **x** for k c q ck x s ss x se • **e**, **ea**, **ai** for e ea • **d**, **dd** for d dd • **i** for i • **f**, **ff** for f ff • **o**, **a** for o a • **g**, **gg** for g gg • **u**, **o** for u o • **h**, **wh** for h • **j** for j • **ai**, **ay**, **a_e**, **ey**, **eigh** for ai ay a_e • **l**, **ll** for l ll • **ee**, **e**, **ea**, **y** for ee e ea y • **m**, **mm** for m mm • **i_e**, **y**, **igh** for i_e y igh • **n**, **nn** for n nn • **ng** for ng • **oa**, **o_e**, **ow**, **o**, **oe** for oa o_e ow o • **p**, **pp** for p pp • **r**, **rr** for r rr • **ar**, **a**, **are** for ar a • **s**, **ss**, **se** for s ss x se, **x** for k c q ck x s ss x se • **ir**, **ur**, **er**, **ere** for ir ur er • **t**, **tt** for t tt • **or**, **ore**, **a**, **aw**, **au**, **our** for or ore a aw au • **v**, **ve** for v ve • **w**, **wh**, **u** for w wh u • **oo**, **u**, **oul** for oo u • **y** for y • **oo**, **ew**, **o**, **ou**, **wo** for oo ew • **z**, **zz**, **s** for z zz s • **ou**, **ow** for ou ow • **ch** for ch • **sh** for sh • **oy**, **oi** for oy oi • **eer**, **ear**, **ere** for eer ear • **th** for th • **th** for th • **air**, **ere**, **eir** for air • **er** for er **Helpful Hints for grapheme choice** • **ck** for k c q ck x • Blending **cl**, **cr** • Blending **qu** • Blending **x** • **ff** for f ff • **a** for o a • **ay** for ai ay a_e • **ai** for ai ay a_e • **ll** for l ll • **y** for ee e ea y • **ss** for s ss x se • **a** for or ore a aw au **Special Words** *Sound Waves Year 1 Decodable Readers* 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.
Morphology	**Suffixes** **s** (plurals and verbs), **ed**, **ing** **Note:** The core and extended Year 1 Decodable Readers feature the suffixes **er**, **ly** and **y**.
Homophones	road/rode, nose/knows, no/know, to/two/too, hear/here, their/there

Year 1 Yearly Plan

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

Year 1 Yearly Plan

Term 2

Unit	Focus Graphemes	Focus Concepts	Decodable Readers
10	**g**, **gg** for g gg	Blending **gr**, **gl** Capital **G**, Grapheme **gg**	Book 10 **g**, **gg** support *Goog* Book 10 **g**, **gg** core *My Dog Gruff* Book 10 **g**, **gg** extended *All Sorts of Eggs*
11	**u**, **o** for u o	Rhyme Word Building Grapheme **o**	Book 11 **u** support *The Rub-a-dub Tub Cup* Book 11 **u**, **o** core *Stunt Spud* Book 11 **u**, **o** extended *The Bug Club Save the Day*
12	**h**, **wh** for h	Capital **H**	Book 12.1 **h** support *My Hat* Book 12.1 **h** core *Who am I?* Book 12.1 **h** extended *The Little Red Hen*
	j for j	Suffixes **ed**, **ing**	Book 12.2 **j** support *Jack and Jo* Book 12.2 **j** core *Jen's Jokes* Book 12.2 **j** extended *Jade's Trip*
13	**ai**, **ay**, **a_e**, **ey**, **eigh** for ai ay a_e	Grapheme **ay** Grapheme **ai** Grapheme **a_e**	Book 13.1 **ai** support *Red Tail and Bones at Gull Rock* Book 13.2 **ay** support *In the Bay with Jay* Book 13.3 **a_e** support *Jane and Kate* Book 13 **ai**, **ay**, **a_e** core *The Cave* Book 13 **ai**, **ay**, **a_e** extended *Rain, Rain, Go Away!*
14	**l**, **ll** for l ll	Blending **bl**, **gl**, **cl**, **fl** Blending **lt**, **lp**, **lf**, **lk** Grapheme **ll**	Book 14 **l**, **ll** support *Pin the Tail* Book 14 **l**, **ll** core *Dell* Book 14 **l**, **ll** extended *Frillnecks*
	Assessment: Content Review 3		
15	**ee**, **e**, **ea**, **y** for ee e ea y	Graphemes **ee**, **ea** Grapheme **y**	Book 15.1 **ee**, **e** support *Lee's Jeep* Book 15.2 **ea** support *Eat Your Peas* Book 15 **ee**, **e**, **ea**, **y** core *Leaf Printing* Book 15 **ee**, **e**, **ea**, **y** extended *Henry's Tea Shop*
16	**m**, **mm** for m mm	Blending **sm**, **mp** Suffixes **ed**, **ing** Capital **M**, Grapheme **mm**	Book 16 **m** support *Meet My Family* Book 16 **m**, **mm** core *The Mean Mud Crab* Book 16 **m**, **mm** extended *Monsters in the Swamp*
17	**i_e**, **y**, **igh** for i_e y igh	Grapheme **y** Grapheme **i_e** Grapheme **igh**	Book 17.1 **i_e**, **y** support *Hide-and-seek* Book 17.2 **igh** support *In the Night* Book 17 **i_e**, **y**, **igh** core *I Spy on a Sunday Drive* Book 17 **i_e**, **y**, **igh** extended *The Red Kite*
18	**n**, **nn** for n nn	Blending **sn**	Book 18.1 **n** support *Not Now* Book 18.1 **n**, **nn** core *I am Not a Fish* Book 18.1 **n**, **nn** extended *Ant Facts*
	ng for ng	Rhyme	Book 18.2 **ng** support *Sing a Song* Book 18.2 **ng** core *The Fangs* Book 18.2 **ng** extended *The Singing King*
	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 oa o_e ow o	Graphemes **o_e**, **oa** Grapheme **o** Homophones (*rode/road*, *nose/knows*, *no/know*)	Book 19.1 **o_e**, **o** support *Red Tail and Bones at Seal Cove* Book 19.2 **oa**, **ow** support *Row, Row, Row Your Boat* Book 19 **oa**, **o_e**, **ow**, **o** core *Mister Bello's Goats* Book 19 **oa**, **o_e**, **ow**, **o** extended *Did You Know?*
	Assessment: Lower Years Spelling Diagnostic Test		
20	**p**, **pp** for p pp	Blending **pl**, **pr**, **sp**, **pt**	Book 20.1 **p** support *Pip's Pets* Book 20.1 **p**, **pp** core *Nan and Poppy Day* Book 20.1 **p**, **pp** extended *I Feel So Happy*
	r, **rr** for r rr	Capital **R**, Grapheme **rr**	Book 20.2 **r** support *The Red Ring* Book 20.2 **r**, **rr** core *Hurry Scurry* Book 20.2 **r**, **rr** extended *Little Red*
21	**ar**, **a**, **are** for ar a	Grapheme **ar** Grapheme **a** Questions with *Are*	Book 21 **ar** support *The Jar* Book 21 **ar**, **a** core *Garfish* Book 21 **ar**, **a** extended *Farmer Mark*
22	**s**, **ss**, **se** for s ss x se, **x** for k c q ck x s ss x se	Grapheme **ss** Blending **sk**, **sc**, **sl**, **x** Suffixes **ed**, **ing**	Book 22.1 **s**, **ss**, **x** support *Miss Fix-it* Book 22.2 **se** support *Goose on the Loose* Book 22 **s**, **ss**, **x**, **se** core *What is Summer?* Book 22 **s**, **ss**, **x**, **se** extended *Sunny the Seahorse*
23	**ir**, **ur**, **er**, **ere** for ir ur er	Grapheme **ir** Grapheme **ur** Questions with *Were*	Book 23.1 **ir**, **ur** support *The Dirt Bike Cup* Book 23.2 **er** support *Fern* Book 23 **ir**, **ur**, **er** core *My Bird Book* Book 23 **ir**, **ur**, **er** extended *The Fern Street Kids*
	Assessment: Content Review 5		
24	**t**, **tt** for t tt	Blending **tr**, **st** Blending **nt**, **st** Capital **T**, Grapheme **tt**	Book 24 **t** support *Moon Boot* Book 24 **t**, **tt** core *Spot the Odd One Out* Book 24 **t**, **tt** extended *Tully and Silver*
25	**or**, **ore**, **a**, **aw**, **au**, **our** for or ore a aw au	Grapheme **or** Grapheme **a** Graphemes **ore**, **aw**, **au**, **our**	Book 25.1 **or**, **a** support *Look How Tall I am!* Book 25.2 **aw** support *Up at Dawn* Book 25 **or**, **ore**, **a**, **aw** core *My Trip to the Far North* Book 25 **or**, **ore**, **a**, **aw** extended *Red Claw and Small Fry*
26	**v**, **ve** for v ve		Book 26.1 **v**, **ve** support *Find Five* Book 26.1 **v**, **ve** core *The Hive* Book 26.1 **v**, **ve** extended *I Love My Town*
	w, **wh**, **u** for w wh u	Blending **sw**, **tw**, **qu** Questions with *Was*, *Why*, *What*, *When*	Book 26.2 **w**, **wh** support *Whale in the Lake* Book 26.2 **w**, **wh**, **u** core *I Went to Woop Woop* Book 26.2 **w**, **wh**, **u** extended *Wet Wombats*
27	**oo**, **u**, **oul** for oo u	Graphemes **oo**, **u** Suffixes **ed**, **ing** Questions with *Could*, *Would*	Book 27 **oo**, **u** support *Do Not Pull the Rope* Book 27 **oo**, **u** core *Chookyard Footy* Book 27 **oo**, **u** extended *Brook and Harry at the Funhouse*
	Assessment: Content Review 6 and Term 3 Single Word Reading Assessments		

Year 1 Yearly Plan

Term 4

Unit	Focus Graphemes	Focus Concepts	Decodable Readers
28	**y** for y	Suffixes **s**, **ed**, **ing** Questions Capital **Y**	Book 28 **y** support *You Do Not Eat Meat?* Book 28 **y** core *I Love Yellow* Book 28 **y** extended *Yacker*
29	**oo**, **ew**, **o**, **ou**, **wo** for oo ew	Grapheme **oo** Graphemes **ew**, **o**, **ou** Homophones (*to*/*two*/*too*)	Book 29 **oo** support *Where is All the Blue?* Book 29 **oo**, **ew** core *Moonfish* Book 29 **oo**, **ew** extended *The Blue Moon Crew*
30	**z**, **zz**, **s** for z zz s	Suffix **s** (plurals) Capital **Z**, Grapheme **zz**	Book 30 **z**, **zz**, **s** support *Bizz Buzz* Book 30 **z**, **zz**, **s** core *The Zop* Book 30 **z**, **zz**, **s** extended *Zoo Day*
	Focus phoneme s si	**Note:** Graphemes for s si are introduced in Year 4.	
31	**ou**, **ow** for ou ow	Grapheme **ow** Grapheme **ou**	Book 31 **ou**, **ow** support *Our Town* Book 31 **ou**, **ow** core *Helping Out* Book 31 **ou**, **ow** extended *Maggy and Mouse*
32	**ch** for ch		Book 32.1 **ch** support *Here, Chook Chook* Book 32.1 **ch** core *Hot Chips* Book 32.1 **ch** extended *Crunchy Munchy French Toast*
	sh for sh		Book 32.2 **sh** support *The Shell* Book 32.2 **sh** core *My Fish Book* Book 32.2 **sh** extended *Sharks*
	Assessment: Content Review 7		
33	**oy**, **oi** for oy oi		Book 33.1 **oy**, **oi** support *Boing!* Book 33.1 **oy**, **oi** core *The Lucky Coin* Book 33.1 **oy**, **oi** extended *Summer at Oyster Point*
	eer, **ear**, **ere** for eer ear	Homophones (*hear*/*here*)	Book 33.2 **eer**, **ear** support *A Dear Little Cat* Book 33.2 **eer**, **ear** core *Down Near the Bay* Book 33.2 **eer**, **ear** extended *My Ears*
34	**th** for th		Book 34.1 **th** support *Look at My Teeth* Book 34.1 **th** core *The Sloth Park Run* Book 34.1 **th** extended *The Path*
	th for th	Homophones (*their*/*there*)	Book 34.2 **th** support *Dogs* Book 34.2 **th** core *Feathers* Book 34.2 **th** extended *Family Farms*
35	**air**, **ere**, **eir** for air	Homophones (*their*/*there*) Compound Words	Book 35 **air** support *The Hair Nook* Book 35 **air** core *Where Does it Come From?* Book 35 **air** extended *A Chair for Brown Bear*
36	**er** for er		Book 36 **er** support *The Not So Eager Beaver* Book 36 **er** core *Dapper Snapper* Book 36 **er** extended *Hunter*
	Assessment: Content Review 8 and Term 4 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 and 19) for specific information about which concepts are taught and when.

Year 2

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 CVCCC 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.

Focus Area	Content Taught
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.
Phonics	**Phoneme–grapheme relationships** • **b**, **bb** for b bb • **a** for a • **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 • **e**, **ea**, **a**, **ie**, **ai** for e ea • **d**, **dd** for d dd • **i**, **e** for i • **f**, **ff**, **ph** for f ff ph • **o**, **a** for o a • **g**, **gg** for g gg • **u**, **o** for u o • **h**, **wh** for h • **j**, **g**, **ge** for j g ge dge • **ai**, **ay**, **a_e**, **a**, **eigh** for ai ay a_e a • **l**, **ll** for l ll • **ee**, **ea**, **y**, **ie**, **e_e** for ee e ea y ey • **m**, **mm**, **mb**, **me** for m mm mb • **i_e**, **y**, **igh**, **i**, **ie**, **uy** for i_e y igh i ie • **n**, **nn**, **kn** for n nn kn • **ng**, **n** for ng n • **oa**, **o_e**, **ow**, **o** for oa o_e ow o • **p** for p pp • **r**, **rr**, **wr** for r rr wr • **ar**, **a**, **are** for ar a • **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 • **ir**, **ur**, **or**, **er**, **ere**, **ear** for ir ur or er • **t**, **tt** for t tt • **or**, **ore**, **a**, **aw**, **au**, **our** for or ore a aw au • **v**, **ve** for v ve • **w**, **wh**, **u** for w wh u • **oo**, **u**, **oul** for oo u • **y** for y u, **ew**, **u_e** for y u oo ew ue u_e u • **oo**, **ew**, **ue**, **u_e**, **o**, **ou**, **wo** for oo ew ue u_e u • **z**, **s**, **se** for z zz s se • **ou**, **ow**, **hou** for ou ow • **ch**, **tch** for ch tch • **sh**, **ch** for sh ch ti ci • **oy**, **oi** for oy oi • **eer**, **ear**, **ere** for eer ear • **th** for th • **th** for th • **air**, **are**, **ear**, **ere**, **eir**, **ey're** for air are • **er**, **a**, **e** for er ar or a e i o u **Helpful Hints for grapheme choice** • **ck**, **k**, **c** for k c q ck x ch • Blending **cl**, **cr** • Blending **qu** • Blending **x** • **a** for o a • **ay** for ai ay a_e a • **ll** for l ll • **y** for ee e ea y ey • **ss** for s ss se ce x c • **c** for s ss se ce x c • **tch**, **ch** for ch tch
Morphology	**Prefixes and suffixes** Prefixes: **un**, **re** Suffixes (inflectional): **s** (plurals and verbs), **es** (plurals and verbs), **ed**, **ing**, **er**, **est** Suffixes (derivational): **y**, **less** **Helpful Hints for suffix addition** double, drop **e**, change **y**, add **es**
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	With *is/has*: it's, who's, here's, he's, she's With *will*: it'll, I'll, he'll, we'll, she'll, you'll, they'll With *I*: I'm, I'll, I've With *not*: wasn't, haven't, don't, isn't, weren't, aren't, didn't, couldn't, shouldn't, wouldn't With *have*: I've, you've, we've, they've With *you*: you're, you've, you'll

Year 2 Yearly Plan

Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy 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: Lower Years Spelling Diagnostic Test			
2	**b**, **bb** for b bb	Blending **br**, **bl**	Suffixes **ed**, **ing** (double)	
3	**a** for a	Rhyme	Word Building	Suffix **s** (plurals)
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	Grapheme **ck**	Graphemes **k**, **c**	Blending **cl**, **cr**, **qu**, **x**
5	**e**, **ea**, **a**, **ie**, **ai** for e ea	Word Building	Grapheme **ea**	
	Assessment: Content Review 1			
6	**d**, **dd** for d dd	Blending **dr**, **nd**	Suffixes **ed**, **ing** (double)	Correct Use of Verbs
7	**i**, **e** for i	Rhyme	Word Building	Suffixes **er**, **est** (double)
8	**f**, **ff**, **ph** for f ff ph	Blending **fl**, **fr**, **ft**	Compound Words	
9	**o**, **a** for o a	Grapheme **a**	Suffix **es** (plurals)	Suffixes **er**, **est** (double)
	Assessment: Content Review 2			

Term 2

10	**g**, **gg** for g gg	Blending **gr**, **gl**	Suffixes **ed**, **ing** (double)	Correct Use of Verbs
11	**u**, **o** for u o	Grapheme **o**	Suffixes **ed**, **ing** (double)	
12	**h**, **wh** for h	Contractions (with *is*, *has*)		
	j, **g**, **ge** for j g ge dge	Grapheme **g**		
13	**ai**, **ay**, **a_e**, **a**, **eigh** for ai ay a_e a	Grapheme **ay**	Suffix **ing** (drop **e**)	Homophones (*ate/eight*, *mail/male*, *plain/plane*, *sail/sale*)
14	**l**, **ll** for l ll	Grapheme **ll**	Blending **lt**, **lp**, **lf**, **ld**	Contractions (with *will*)
	Assessment: Content Review 3			
15	**ee**, **ea**, **y**, **ie**, **e_e** for ee e ea y ey	Grapheme **y**	Suffix **es** (change **y**)	Homophones (*be/bee*, *week/weak*, *see/sea*, *bean/been*, *meet/meat*)
16	**m**, **mm**, **mb**, **me** for m mm mb	Blending **sm**, **mp**	Suffix **ing** (drop **e**)	Contractions (with *I*)
17	**i_e**, **y**, **igh**, **i**, **ie**, **uy** for i_e y igh i ie	Suffixes **es**, **ed** (change **y**)	Prefix **un**	
18	**n**, **nn**, **kn** for n nn kn	Homophones (*no/know*, *new/knew*)		
	ng, **n** for ng n			
	Assessment: Content Review 4			

Term 3

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
19	**oa**, **o_e**, **ow**, **o** for oa o_e ow o	Suffixes **ed**, **ing** (drop **e**)	Compound Words	
	Assessment: Lower Years Spelling Diagnostic Test			
20	**p** for p pp			
	r, **rr**, **wr** for r rr wr	Prefix **re**		
21	**ar**, **a**, **are** for ar a	Grapheme **a**	Suffixes **er**, **est**	
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	Grapheme **ss**	Graphemes **c**, **ce**	Suffixes **ed**, **ing** (drop **e**)
23	**ir**, **ur**, **or**, **er**, **ere**, **ear** for ir ur or er	Grapheme **or**	Graphemes **ear**, **er**	Alphabetical Order
	Assessment: Content Review 5			
24	**t**, **tt** for t tt	Synonyms	Contractions (with *not*)	
25	**or**, **ore**, **a**, **aw**, **au**, **our** for or ore a aw au	Homophones (*knew/new, no/know, saw/sore, poor/paw, four/for, caught/court*)	Suffixes **er**, **est**	
26	**v**, **ve** for v ve	Contractions (with *have*)		
	w, **wh**, **u** for w wh u	Antonyms		
27	**oo**, **u**, **oul** for oo u	Compound Words	Homophones (*wood/would*)	Contractions (with *not*)
	Assessment: Content Review 6			

Term 4

28	**y** for y u, **ew**, **u_e** for y u oo ew ue u_e u	Contractions (with *you*)	Homophones (*your/you're, new/knew*)	Alphabetical Order
29	**oo**, **ew**, **ue**, **u_e**, **o**, **ou**, **wo** for oo ew ue u_e u	Grapheme **u_e**	Grapheme **ew**	Homophones (*to/two/too*)
30	**z**, **s**, **se** for z zz s se	Suffixes **s**, **es** (plurals)	Suffixes **s**, **es** (verbs)	
	Focus phoneme s si **Note:** Graphemes for s si are introduced in Year 4.			
31	**ou**, **ow**, **hou** for ou ow	Compound Words	Suffix **y**	
32	**ch**, **tch** for ch tch	Grapheme **tch**		
	sh, **ch** for sh ch ti ci			
	Assessment: Content Review 7			
33	**oy**, **oi** for oy oi			
	eer, **ear**, **ere** for eer ear	Homophones (*here/hear, deer/dear*)		
34	**th** for th			
	th for th			
35	**air**, **are**, **ear**, **ere**, **eir**, **ey're** for air are	Homophones (*pear/pair, hare/hair, bare/bear, we're/wear/where, their/there/they're*)	Suffix **less**	
36	**er**, **a**, **e** for er ar or a e i o u	Grapheme **a**		
	Assessment: Content Review 8			

Year 3 Scope and Sequence

Refer to this table for an overview of the scope of the Year 3 program and the sequence of phoneme–grapheme relationships. See the Yearly Plan (pages 21 and 22) for specific information about which concepts are taught and when.

Year 3

Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling single-syllable words with complex vowel graphemes and working with multisyllabic words. Students revise adding inflectional suffixes to words when a base change is required. They also learn a range of prefixes and derivational suffixes, and how to add the suffix **y** to words when a base change is required. Students continue to revise and learn homophones and contractions along with other Focus Concepts such as compound words and irregular past tense.

Focus Area	Content Taught
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.
Phonics	**Phoneme–grapheme relationships** • **b**, **bb** for b bb • **a** for a • **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 • **e**, **ea**, **a**, **ai** for e ea • **d**, **dd** for d dd • **i**, **e**, **u**, **ui** for i • **f**, **ff**, **ph** for f ff ph • **o**, **a** for o a • **g**, **gg**, **gu** for g gg • **u**, **o**, **ou** for u o • **h**, **wh** for h • **j**, **g**, **ge**, **dge** for j g ge dge • **ai**, **ay**, **a_e**, **a**, **ea**, **eigh** for ai ay a_e a • **l**, **ll** for l ll • **ee**, **ea**, **y**, **ey**, **ie**, **i**, **eo** for ee e ea y ey • **m**, **mm**, **mb**, **me** for m mm mb • **i_e**, **y**, **igh**, **i**, **ie**, **uy** for i_e y igh i ie • **n**, **nn**, **kn** for n nn kn • **ng**, **n** for ng n • **oa**, **o_e**, **ow**, **o**, **oe** for oa o_e ow o • **p** for p pp • **r**, **rr**, **wr** for r rr wr • **ar**, **a**, **al**, **au**, **are** for ar a • **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 • **ir**, **ur**, **or**, **er**, **ere**, **ear** for ir ur or er • **t**, **tt** for t tt • **or**, **ore**, **a**, **aw**, **au**, **oor**, **ough**, **augh**, **ar**, **al**, **o** for or ore a aw au • **v**, **ve** for v ve • **w**, **wh**, **u** for w wh u • **oo**, **u**, **oul**, **o** for oo u • **y** for y u, **u**, **ew**, **u_e**, **ue**, **eau** for y u oo ew ue u_e u • **oo**, **ew**, **ue**, **u_e**, **ui**, **o**, **ough**, **wo** for oo ew ue u_e u • **z**, **zz**, **s**, **se**, **ze** for z zz s se • **ou**, **ow**, **hou** for ou ow • **ch**, **tch**, **t** for ch tch • **sh**, **ch**, **s** for sh ch ti ci • **oy**, **oi** for oy oi • **eer**, **ear**, **ere** for eer ear • **th** for th • **th** for th • **air**, **are**, **ear**, **ere**, **eir**, **ey're** for air are • **er**, **ar**, **a**, **e**, **o**, **re**, **ure** for er ar or a e i o u **Helpful Hints for grapheme choice** • **ck**, **k** for k c q ck x ch • Blending **qu** • Blending **x** • **a** for o a • **dge**, **ge** for j g ge dge • **a** for ar a • **c** for s ss se ce x c • **tch**, **ch** for ch tch
Morphology	**Prefixes and suffixes** Prefixes: **un**, **mid**, **mis**, **pre**, **re**, **dis** Suffixes (inflectional): **s** (plurals and verbs), **es** (plurals and verbs), **ed**, **ing**, **er**, **est** Suffixes (derivational): **ful**, **less**, **y**, **en**, **ness**, **ly**, **ist**, **y**, **er** **Helpful Hints for suffix addition** double, drop **e**, change **y**, change **f** and **fe**, add **es**
Homophones	hear/here, hole/whole, who's/whose, wait/weight, tail/tale, ate/eight, brake/break, four/for, saw/sore, caught/court, poor/pour/paw, your/you're, new/knew, blue/blew, through/threw, to/two/too, flour/flower, our/hour, aloud/allowed, their/there/they're, bear/bare, hair/hare, pair/pear, where/we're/wear
Contractions	With *is*: it's, she's, that's, he's, here's, where's, how's, who's, what's With *will*: he'll, she'll, I'll, you'll, we'll, they'll, who'll, it'll With *not*: isn't, don't, wasn't, weren't, haven't, couldn't, didn't, can't, won't, wouldn't, shouldn't With *have*: I've, you've, we've, they've, could've, would've With *you*: you'd, you're, you'll, you've

Year 3 Yearly Plan

Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy 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: Lower Years Spelling Diagnostic Test			
2	**b**, **bb** for b bb	Suffixes **ed**, **ing** (double)	Irregular Past Tense	Antonyms
3	**a** for a	Suffixes **ed**, **ing** (double)	Alphabetical Order	
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	Graphemes **ck**, **k**	Blending **qu**, **x**	Suffix **es** (plurals)
5	**e**, **ea**, **a**, **ai** for e ea	Grapheme **ea**	Irregular Past Tense	
	Assessment: Content Review 1			
6	**d**, **dd** for d dd	Compound Words	Suffixes **ed**, **ing** (double)	Alphabetical Order
7	**i**, **e**, **u**, **ui** for i	Suffixes **ed**, **ing** (double)	Suffixes **s**, **es** (verbs)	Synonyms
8	**f**, **ff**, **ph** for f ff ph	Suffixes **ed**, **ing** (double)	Suffix **ful**	
9	**o**, **a** for o a	Grapheme **a**	Suffixes **er**, **est** (double)	
	Assessment: Content Review 2			

Term 2

10	**g**, **gg**, **gu** for g gg	Suffixes **er**, **est** (double)	Suffix **ful**	
11	**u**, **o**, **ou** for u o	Suffixes **s**, **es** (verbs)	Prefix **un**	
12	**h**, **wh** for h	Homophones (*hear/here*, *hole/whole*, *who's/whose*)	Contractions (with *is*)	
	j, **g**, **ge**, **dge** for j g ge dge	Grapheme **dge**		
13	**ai**, **ay**, **a_e**, **a**, **ea**, **eigh** for ai ay a_e a	Suffixes **ed**, **ing** (drop **e**)	Homophones (*wait/weight*, *tail/tale*, *ate/eight*, *brake/break*)	
14	**l**, **ll** for l ll	Irregular Past Tense	Suffix **less**	Contractions (with *will*)
	Assessment: Content Review 3			
15	**ee**, **ea**, **y**, **ey**, **ie**, **i**, **eo** for ee e ea y ey	Suffixes **s**, **es** (change **y**)	Suffix **y**	Irregular Plurals
16	**m**, **mm**, **mb**, **me** for m mm mb	Suffixes **s**, **es** (change **y**)	Prefix **mid**	Prefix **mis**
17	**i_e**, **y**, **igh**, **i**, **ie**, **uy** for i_e y igh i ie	Suffix **ing** (drop **e**)	Suffixes **ed**, **es**, **ing** (change **y**)	
18	**n**, **nn**, **kn** for n nn kn	Suffix **en**		
	ng, **n** for ng n			
	Assessment: Content Review 4			

Year 3 Yearly Plan

Term 3

19	**oa**, **o_e**, **ow**, **o**, **oe** for (oa o_e ow o)	Suffixes **s**, **es** (plurals)	Suffixes **ed**, **ing** (drop **e**)	Irregular Past Tense
	Assessment: Lower Years Spelling Diagnostic Test			
20	**p** for (p pp)	Irregular Past Tense	Prefix **pre**	
	r, **rr**, **wr** for (r rr wr)	Prefix **re**		
21	**ar**, **a**, **al**, **au**, **are** for (ar a)	Grapheme **a**	Suffix **ness**	Suffix **ly**
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)	Graphemes **c**, **ce**	Prefix **dis**	Suffixes **s**, **es** (change **y**)
23	**ir**, **ur**, **or**, **er**, **ere**, **ear** for (ir ur or er)	Grapheme **or**	Compound Words	
	Assessment: Content Review 5			
24	**t**, **tt** for (t tt)	Suffix **ist**	Contractions (with *not*)	
25	**or**, **ore**, **a**, **aw**, **au**, **oor**, **ough**, **augh**, **ar**, **al**, **o** for (or ore a aw au)	Suffixes **er**, **est** (double)	Homophones (*four/for, saw/sore, caught/court, poor/pour/paw*)	Irregular Past Tense
26	**v**, **ve** for (v ve)	Suffix **s** (change **f** and **fe**)	Contractions (with *have*)	
	w, **wh**, **u** for (w wh u)			
27	**oo**, **u**, **oul**, **o** for (oo u)	Irregular Past Tense	Contractions (with *not*)	
	Assessment: Content Review 6			

Term 4

28	**y** for (y u), **u**, **ew**, **u_e**, **ue**, **eau** for (y u) (oo ew ue u_e u)	Contractions (with *you*)	Homophones (*your/you're, new/knew*)
29	**oo**, **ew**, **ue**, **u_e**, **ui**, **o**, **ough**, **wo** for (oo ew ue u_e u)	Irregular Past Tense	Homophones (*blue/blew, through/threw, whose/who's, to/two/too*)
30	**z**, **zz**, **s**, **se**, **ze** for (z zz s se)	Suffixes **s**, **es** (change **y**, change **f** and **fe**)	Suffix **y**
	Focus phoneme (s si) **Note:** Graphemes for (s si) are introduced in Year 4.		
31	**ou**, **ow**, **hou** for (ou ow)	Compound Words	Homophones (*flour/flower, our/hour, aloud/allowed*)
32	**ch**, **tch**, **t** for (ch tch)	Grapheme **tch**	
	sh, **ch**, **s** for (sh ch ti ci)	Compound Words	
	Assessment: Content Review 7		
33	**oy**, **oi** for (oy oi)		
	eer, **ear**, **ere** for (eer ear)	Homophones (*here/hear*)	
34	**th** for (th)	Compound Words	
	th for (th)	Homophones (*their/there/they're*)	
35	**air**, **are**, **ear**, **ere**, **eir**, **ey're** for (air are)	Homophones (*bear/bare, hair/hare, pair/pear, there/their/they're, where/we're/wear*)	Compound Words
36	**er**, **ar**, **a**, **e**, **o**, **re**, **ure** for (er ar or a e i o u)	Suffix **er**	
	Assessment: Content Review 8		

Year 4 Scope and Sequence

Refer to this table for an overview of the scope of the Year 4 program and the sequence of phoneme–grapheme relationships. See the Yearly Plan (pages 24 and 25) for specific information about which concepts are taught and when.

Year 4

Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling single-syllable words with complex vowel graphemes and working with multisyllabic words. Due to the complexity of the words students are working with, there is a strong focus on vocabulary. Students revise adding inflectional suffixes to words when a base change is required. They also learn a range of prefixes and derivational suffixes, and how to add some of the derivational suffixes to words when a base change is required. Students continue to revise and learn homophones and contractions along with other Focus Concepts such as compound words and irregular past tense.

Focus Area	Content Taught
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.
Phonics	**Phoneme–grapheme relationships** • **b**, **bb** for b bb • **a** for a • **k**, **c**, **q**, **ck** for k c q ck x ch, **x** for k c q ck x ch s ss se ce x c • **e**, **ea**, **a**, **ie** for e ea • **d**, **dd** for d dd • **i**, **e**, **u**, **ui** for i • **f**, **ph**, **gh** for f ff ph • **o**, **a** for o a • **g**, **gg**, **gu** for g gg • **u**, **o**, **oo**, **ou** for u o • **h**, **wh** for h • **j**, **g**, **ge**, **dge** for j g ge dge • **ai**, **a_e**, **a**, **ea**, **ey**, **eigh** for ai ay a_e a • **l**, **ll** for l ll • **ee**, **e**, **ea**, **y**, **ey**, **ie**, **eo** for ee e ea y ey • **m**, **mm**, **mb** for m mm mb • **i_e**, **y**, **igh**, **i**, **ie**, **uy**, **is**, **eye** for i_e y igh i ie • **n**, **kn** for n nn kn • **ng**, **n** for ng n • **oa**, **o_e**, **ow**, **o**, **oe**, **ough** for oa o_e ow o • **p**, **pp** for p pp • **r**, **rr**, **wr** for r rr wr • **ar**, **a**, **ear**, **al**, **au** for ar a • **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 • **ir**, **ur**, **or**, **er**, **ere**, **ear**, **our** for ir ur or er • **t**, **tt** for t tt • **or**, **ore**, **a**, **aw**, **au**, **oor**, **ough**, **augh**, **our**, **al**, **ure** for or ore a aw au • **v**, **ve** for v ve • **w**, **wh**, **u** for w wh u • **oo**, **u**, **oul**, **o** for oo u • **y** for yu, **u**, **ew**, **u_e**, **ue**, **eau**, **iew** for yu oo ew ue u_e u • **oo**, **ew**, **ue**, **u_e**, **ui**, **oe**, **ough** for oo ew ue u_e u • **z**, **zz**, **s**, **se** for z zz s se • **s**, **si** for s si • **ou**, **ow**, **ough**, **hou** for ou ow • **ch**, **tch**, **t** for ch tch • **sh**, **ti**, **ci** for sh ch ti ci • **oy**, **oi** for oy oi • **eer**, **ear**, **ere**, **ier** for eer ear • **th** for th • **th** for th • **air**, **are**, **ear**, **ere**, **eir**, **ai**, **ar**, **a**, **ey're** for air are • **er**, **or**, **a**, **e**, **i**, **o**, **ai**, **ure**, **our** for er ar or a e i o u **Helpful Hints for grapheme choice** • **ck**, **k**, **c** for k c q ck x ch • **a** for o a
Morphology	**Prefixes and suffixes** Prefixes: **ex**, **mis**, **dis**, **un**, **in**, **im**, **fore**, **bi**, **tri**, **pre**, **re**, **sub**, **inter**, **super**, **out** Suffixes (inflectional): **s** (plurals and verbs), **es** (plurals and verbs), **ed**, **ing**, **er**, **est** Suffixes (derivational): **y**, **ful**, **ly**, **er**, **ment**, **ness**, **ship**, **en**, **ous**, **wards**, **hood**, **ish**, **ion**, **or**, **ist** **Helpful Hints for suffix addition** double, drop **e**, change **y**, change **f** and **fe**, add **es**
Homophones	great/grate, groan/grown, guest/guessed, herd/heard, whose/who's, hole/whole, break/brake, sail/sale, plane/plain, ate/eight, peace/piece, meter/metre, weak/week, storey/story, sea/see, scene/seen, hi/high, I/eye, right/write, mined/mind, tide/tied, tows/toes, know/nose, role/roll, rose/rows, throne/thrown, shore/sure, court/caught, poor/pour/paw, for/four, sore/saw, flour/flower, our/hour, aloud/allowed, their/there/they're, where/wear/we're, pair/pear, fare/fair, bear/bare, hair/hare, pears/pairs
Contractions	With *have/has/is*: I've, we've, you've, they've, he's, here's, who's, she's, could've, should've With *will*: I'll, you'll, he'll, we'll, she'll, they'll With *not*: don't, wasn't, shouldn't, wouldn't, can't, won't, couldn't, didn't, haven't

Year 4 Yearly Plan

Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy 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: Upper Years Spelling Diagnostic Test			
2	**b**, **bb** for b bb	Suffixes **ed**, **ing** (double)	Compound Words	Irregular Past Tense
3	**a** for a	Suffixes **ed**, **ing** (double)	Synonyms	
4	**k**, **c**, **q**, **ck** for k c q ck x ch, **x** for k c q ck x ch s ss se ce x c	Graphemes **ck**, **k**, **c**	Prefix **ex**	
5	**e**, **ea**, **a**, **ie** for e ea	Compound Words	Suffixes **s**, **es** (verbs)	
	Assessment: Content Review 1			
6	**d**, **dd** for d dd	Suffixes **ed**, **ing** (drop **e**)	Prefixes **mis**, **dis**, **un**	Irregular Past Tense
7	**i**, **e**, **u**, **ui** for i	Suffixes **er**, **est** (double)	Prefixes **in**, **im**	
8	**f**, **ph**, **gh** for f ff ph	Suffixes **s**, **es** (change **y**)	Suffix **s** (change **f** and **fe**)	Prefix **fore**
9	**o**, **a** for o a	Grapheme **a**	Suffixes **ed**, **ing**, **s**, **es** (double)	Synonyms & Antonyms
	Assessment: Content Review 2			

Term 2

10	**g**, **gg**, **gu** for g gg	Suffixes **ed**, **ing** (double, drop **e**)	Homophones (*great/grate*, *groan/grown*, *guest/guessed*)	
11	**u**, **o**, **oo**, **ou** for u o	Suffix **es** (change **y**)	Suffix **y**	
12	**h**, **wh** for h	Contractions (with *have*, *has*, *is*)	Homophones (*herd/heard*, *whose/who's*, *hole/whole*)	
	j, **g**, **ge**, **dge** for j g ge dge	Grapheme **g**		
13	**ai**, **a_e**, **a**, **ea**, **ey**, **eigh** for ai ay a_e a	Suffixes **y**, **er**, **est** (drop **e**, change **y**)	Homophones (*break/brake*, *great/grate*, *sail/sale*, *plane/plain*, *ate/eight*)	
14	**l**, **ll** for l ll	Suffix **ful**	Contractions (with *will*)	
	Assessment: Content Review 3			
15	**ee**, **e**, **ea**, **y**, **ey**, **ie**, **eo** for ee e ea y ey	Suffix **ly**	Homophones (*peace/piece*, *meter/metre*, *weak/week*, *storey/story*, *sea/see*, *scene/seen*)	
16	**m**, **mm**, **mb** for m mm mb	Suffix **er**	Suffix **ment**	
17	**i_e**, **y**, **igh**, **i**, **ie**, **uy**, **is**, **eye** for i_e y igh i ie	Suffixes **ed**, **ing**, **s**, **es** (drop **e**, change **y**)	Prefixes **bi**, **tri**	Homophones (*hi/high*, *I/eye*, *right/write*, *mined/mind*, *tide/tied*)
18	**n**, **kn** for n nn kn	Suffix **ness**	Contractions (with *not*)	
	ng, **n** for ng n			
	Assessment: Content Review 4			

Term 3

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
19	**oa**, **o_e**, **ow**, **o**, **oe**, **ough** for oa o_e ow o	Homophones (*tows/toes, knows/nose, role/roll, rose/rows, throne/thrown*)	Suffixes **s**, **es** (change **y**, change **f** and **fe**)	
	Assessment: Upper Years Spelling Diagnostic Test			
20	**p**, **pp** for p pp	Suffix **ship**		
	r, **rr**, **wr** for r rr wr	Prefixes **pre**, **re**		
21	**ar**, **a**, **ear**, **al**, **au** for ar a	Suffix **en**		
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	Suffix **ous**	Prefix **sub**	
23	**ir**, **ur**, **or**, **er**, **ere**, **ear**, **our** for ir ur or er	Suffixes **y**, **er**, **est** (change **y**)		
	Assessment: Content Review 5			
24	**t**, **tt** for t tt	Prefix **inter**	Contractions (with *not*)	
25	**or**, **ore**, **a**, **aw**, **au**, **oor**, **ough**, **augh**, **our**, **al**, **ure** for or ore a aw au	Homophones (*shore/sure, court/caught, poor/pour/paw, for/four, sore/saw*)	Irregular Past Tense	
26	**v**, **ve** for v ve	Contractions (with *have*)		
	w, **wh**, **u** for w wh u	Suffix **wards**		
27	**oo**, **u**, **oul**, **o** for oo u	Suffix **hood**	Irregular Past Tense	
	Assessment: Content Review 6			

Term 4

28	**y** for y u, **u**, **ew**, **u_e**, **ue**, **eau**, **iew** for y u oo ew ue u_e u	Suffix **ish**		
29	**oo**, **ew**, **ue**, **u_e**, **ui**, **oe**, **ough** for oo ew ue u_e u	Prefix **super**	Irregular Past Tense	
30	**z**, **zz**, **s**, **se** for z zz s se	Homophones (*whose/who's*)	Suffixes **s**, **es** (change **y**, change **f** and **fe**)	
	s, **si** for s si			
31	**ou**, **ow**, **ough**, **hou** for ou ow	Prefix **out**	Homophones (*flour/flower, our/hour, aloud/allowed*)	
32	**ch**, **tch**, **t** for ch tch			
	sh, **ti**, **ci** for sh ch ti ci	Suffix **ion**		
	Assessment: Content Review 7			
33	**oy**, **oi** for oy oi			
	eer, **ear**, **ere**, **ier** for eer ear			
34	**th** for th			
	th for th	Homophones (*their/there/they're*)		
35	**air**, **are**, **ear**, **ere**, **eir**, **ai**, **ar**, **a**, **ey're** for air are	Homophones (*where/wear/we're, pair/pear, fare/fair, bear/bare, their/there/they're, hair/hare, storey/story, pears/pairs*)		
36	**er**, **or**, **a**, **e**, **i**, **o**, **ai**, **ure**, **our** for er ar or a e i o u	Suffixes **er**, **or**, **ist**		
	Assessment: Content Review 8			

Year 5 Scope and Sequence

Refer to this table for an overview of the scope of the Year 5 program and the sequence of phoneme–grapheme relationships. See the Yearly Plan (pages 27 and 28) for specific information about which concepts are taught and when.

Year 5

Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling multisyllabic words. Due to the complexity of the words students are working with, there is a strong focus on vocabulary. Students revise adding inflectional suffixes to words when a base change is required. They also learn a wide range of prefixes and derivational suffixes, and how to add some of the derivational suffixes to words when a base change is required. Students learn common Greek and Latin roots, and the etymology of a variety of English words. They continue to revise and learn homophones and contractions.

Focus Area	Content Taught
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.
Phonics	**Phoneme–grapheme relationships** • **b**, **bb** for b bb • **a** for a • **k**, **c**, **q**, **ck**, **x**, **ch** for k c q ck x ch, **x** for k c q ck x ch, s ss se ce x c • **e**, **ea**, **ay** for e ea • **d**, **dd** for d dd • **i**, **y**, **o** for i • **f**, **ff**, **ph**, **gh** for f ff ph • **o**, **a**, **ho**, **au**, **ow** for o a • **g**, **gu**, **gh** for g gg • **u**, **o**, **oo**, **ou** for u o • **h** for h • **j**, **g**, **ge**, **dge**, **dg**, **gg**, **dj** for j g ge dge • **ai**, **ay**, **a_e**, **a**, **eigh**, **aigh** for ai ay a_e a • **l**, **ll**, **le** for l ll • **e**, **ea**, **y**, **ie**, **e_e**, **i**, **ei** for ee e ea y ey • **m**, **mm**, **mb**, **mn** for m mm mb • **i_e**, **y**, **igh**, **i**, **eigh** for i_e y igh i ie • **n**, **kn** for n nn kn • **ng**, **n** for ng n • **oa**, **o_e**, **ow**, **o**, **ough**, **ou** for oa o_e ow o • **p**, **pp** for p pp • **r**, **rr**, **wr** for r rr wr • **ar**, **a**, **al**, **au**, **ah** for ar a • **s**, **ss**, **se**, **ce**, **c**, **sc**, **sw** for s ss se ce x c, **x** for k c q ck x ch, s ss se ce x c • **ir**, **ur**, **or**, **er**, **ear**, **err**, **urr** for ir ur or er • **t**, **tt**, **te**, **bt** for t tt • **or**, **aw**, **au**, **oar**, **ough**, **augh**, **our**, **ar**, **o**, **ure**, **oa** for or ore a aw au • **v**, **ve** for v ve • **w**, **wh**, **u** for w wh u • **oo**, **u**, **oul**, **o**, **ou** for oo u • **y** for y u, **u**, **ew**, **u_e**, **ue** for y u, oo ew ue u_e u • **oo**, **u_e**, **u**, **ui**, **o**, **oe**, **ough**, **ou** for oo ew ue u_e u • **zz**, **s**, **se**, **ze**, **ss** for z zz s se • **s**, **si** for s si • **ou**, **ow**, **ough**, **hou** for ou ow • **ch**, **tch**, **ti**, **t** for ch tch • **ti**, **ci**, **s**, **ss**, **ssi**, **xi** for sh ch ti ci • **oy**, **oi** for oy oi • **eer**, **ear**, **ere**, **ier**, **e**, **ea** for eer ear • **th** for th • **th**, **the** for th • **air**, **are**, **ere**, **ar**, **a**, **ayor**, **ey're** for air are • **er**, **ar**, **a**, **e**, **i**, **o**, **u**, **ure**, **ou**, **our** for er ar or a e i o u
Morphology	**Prefixes and suffixes** Prefixes: **anti**, **dia**, **kilo**, **milli**, **ex**, **dec**, **deci**, **cent**, **dis**, **mis**, **in**, **de**, **im**, **il**, **ir**, **non**, **quad**, **oct**, **multi**, **semi**, **com**, **bi**, **tri**, **en**, **pre**, **re**, **circum**, **inter**, **tele**, **trans**, **auto**, **sub**, **super** Suffixes (inflectional): **s** (plurals and verbs), **es** (plurals and verbs), **ed**, **ing**, **er**, **est** Suffixes (derivational): **ion**, **ive**, **ness**, **ment**, **y**, **er**, **or**, **ee**, **ful**, **less**, **able**, **ly**, **en**, **ous**, **ise**, **al** **Helpful Hints for suffix addition** double, drop **e**, change **y**, change **f** and **fe**, add **es** **Greek and Latin roots** Greek roots: **astro**, **aster**, **graph**, **phon**, **photo** Latin roots: **ang**, **aqua**, **anim**, **struct**, **ject**, **scrib**, **script**, **mot**, **pos**, **port**, **circ**, **rupt**, **sect**, **aud**, **cap**, **mit**, **pel**
Etymology	• Grapheme **ch** for k c q ck x ch • Word origins – Indigenous Australian languages (Wemba Wemba, Yuwaalaraay, Guugu Yimidhirr, Dharug, Noongar, Gamilaraay, Wiradjuri) • Word origins – Turkish, Dutch, Portuguese, French, Latin, Spanish, German
Homophones	band/banned, bored/board, berry/bury, boarder/border, billed/build, buoy/boy, weight/wait, break/brake, pain/pane, rays/raise, days/daze, waist/waste, reel/real, peak/peek, seen/scene, steal/steel, creak/creek, piece/peace, mode/mowed, lone/loan, bolder/boulder, so/sew/sow, soared/sword, paced/paste, seller/cellar, scents/cents, sight/site, lesson/lessen, sure/shore, storey/story, foreword/forward, you're/your, coarse/course, sore/saw/soar, hoarse/horse, forth/fourth, week/weak, whale/wail, weather/whether, word/whirled, we're/wear/where, dew/due, ewe/you, cue/queue, allowed/aloud, flour/flower, council/counsel, hour/our, hair/hare, bare/bear, mare/mayor, they're/their/there, stares/stairs, fare/fair, flair/flare, pare/pair/pear, heir/air
Contractions	Contractions with *have*: should've, could've, would've

Year 5 Yearly Plan

Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy 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: Upper Years Spelling Diagnostic Test			
2	**b**, **bb** for b bb	Suffixes **ed**, **ing** (double, change **y**, drop **e**)	Homophones (*band/banned*, *bored/board*, *berry/bury*, *boarder/border*, *billed/build*, *buoy/boy*)	
3	**a** for a	Prefixes **anti**, **dia**	Greek Roots **astro**, **aster** & Latin Roots **ang**, **aqua**, **anim**	
4	**k**, **c**, **q**, **ck**, **x**, **ch** for k c q ck x ch, **x** for k c q ck x ch s ss se ce x c	Grapheme **ch**	Prefixes **kilo**, **milli**	Suffix **ion**
5	**e**, **ea**, **ay** for e ea	Prefix **ex**	Prefixes **dec**, **deci**, **cent**	
	Assessment: Content Review 1			
6	**d**, **dd** for d dd	Prefixes **dis**, **mis**	Prefixes **in**, **de**	
7	**i**, **y**, **o** for i	Prefixes **in**, **im**, **il**, **ir**	Suffix **ive**	
8	**f**, **ff**, **ph**, **gh** for f ff ph	Suffixes **s**, **es** (change **y**, change **f** and **fe**)	Greek Roots **graph**, **phon**, **photo**	
9	**o**, **a**, **ho**, **au**, **ow** for o a	Prefix **non**	Prefixes **quad**, **oct**	
	Assessment: Content Review 2			

Term 2

10	**g**, **gu**, **gh** for g gg	Suffixes **ed**, **ing** (drop **e**, double)	Suffixes **ness**, **ment**
11	**u**, **o**, **oo**, **ou** for u o	Suffixes **y**, **er**, **est** (change **y**, drop **e**)	Latin Root **struct**
12	**h** for h		
	j, **g**, **ge**, **dge**, **dg**, **gg**, **dj** for j g ge dge	Latin Root **ject**	
13	**ai**, **ay**, **a_e**, **a**, **eigh**, **aigh** for ai ay a_e a	Homophones (*weight/wait*, *break/brake*, *pain/pane*, *rays/raise*, *days/daze*, *waist/waste*)	Suffixes **er**, **or**, **ee**
14	**l**, **ll**, **le** for l ll	Suffixes **ful**, **less**	Suffix **able**
	Assessment: Content Review 3		
15	**e**, **ea**, **y**, **ie**, **e_e**, **i**, **ei** for ee e ea y ey	Suffix **ly**	Homophones (*reel/real*, *peak/peek*, *seen/scene*, *steal/steel*, *creak/creek*, *piece/peace*)
16	**m**, **mm**, **mb**, **mn** for m mm mb	Prefixes **multi**, **semi**	Prefix **com**
17	**i_e**, **y**, **igh**, **i**, **eigh** for i_e y igh i ie	Prefixes **bi**, **tri**	Latin Roots **scrib**, **script**
18	**n**, **kn** for n nn kn	Prefix & Suffix **en**	
	ng, **n** for ng n		
	Assessment: Content Review 4		

Term 3

19	**oa**, **o_e**, **ow**, **o**, **ough**, **ou** for oa o_e ow o	Homophones (*mode/mowed*, *lone/loan*, *bolder/boulder*, *so/sew/sow*)	Latin Roots **mot**, **pos**
	Assessment: Upper Years Spelling Diagnostic Test		

Year 5 Yearly Plan

Term 3 continued

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
20	**p**, **pp** for p pp	Latin Root **port**		
	r, **rr**, **wr** for r rr wr	Prefixes **pre**, **re**		
21	**ar**, **a**, **al**, **au**, **ah** for ar a	Word Origins	Plurals (irregular plurals, change **y**, change **f** and **fe**)	
22	**s**, **ss**, **se**, **ce**, **c**, **sc**, **sw** for s ss se ce x c, **x** for k c q ck x ch s ss se ce x c	Suffix **ous**	Homophones (*soared/sword, paced/paste, seller/cellar, scents/cents, sight/site, lesson/lessen*)	
23	**ir**, **ur**, **or**, **er**, **ear**, **err**, **urr** for ir ur or er	Suffixes **ed**, **ing** (double)	Prefix **circum** & Latin Root **circ**	
	Assessment: Content Review 5			
24	**t**, **tt**, **te**, **bt** for t tt	Prefixes **inter**, **tele**, **trans**	Latin Roots **rupt**, **sect**	
25	**or**, **aw**, **au**, **oar**, **ough**, **augh**, **our**, **ar**, **o**, **ure**, **oa** for or ore a aw au	Prefix **auto** & Latin Root **aud**	Homophones (*sure/shore, storey/story, foreword/forward, you're/your, coarse/course, sore/saw/soar, hoarse/horse, forth/fourth*)	
26	**v**, **ve** for v ve			
	w, **wh**, **u** for w wh u	Homophones (*week/weak, whale/wail, weather/whether, waist/waste, world/whirled, we're/wear/where*)		
27	**oo**, **u**, **oul**, **o**, **ou** for oo u	Compound Words	Contractions (with *have*)	
	Assessment: Content Review 6			

Term 4

28	**y** for y u, **u**, **ew**, **u_e**, **ue** for y u oo ew ue u_e u	Word Origins	Homophones (*dew/due, ewe/you, cue/queue*)	
29	**oo**, **u_e**, **u**, **ui**, **o**, **oe**, **ough**, **ou** for oo ew ue u_e u	Word Origins	Prefixes **sub**, **super**	
30	**zz**, **s**, **se**, **ze**, **ss** for z zz s se	Suffix **ise**		
	s, **si** for s si	Suffix **ion**		
31	**ou**, **ow**, **ough**, **hou** for ou ow	Homophones (*allowed/aloud, flour/flower, council/counsel, hour/our*)	Suffix **able**	
32	**ch**, **tch**, **ti**, **t** for ch tch			
	ti, **ci**, **s**, **ss**, **ssi**, **xi** for sh ch ti ci	Suffix **ion**		
	Assessment: Content Review 7			
33	**oy**, **oi** for oy oi			
	eer, **ear**, **ere**, **ier**, **e**, **ea** for eer ear			
34	**th** for th			
	th, **the** for th			
35	**air**, **are**, **ere**, **ar**, **a**, **ayor**, **ey're** for air are	Suffix Revision	Homophones (*hair/hare, bare/bear, mare/mayor, they're/their/there, stares/stairs, where/we're/wear, fare/fair, flair/flare, pare/pair/pear, heir/air*)	
36	**er**, **ar**, **a**, **e**, **i**, **o**, **u**, **ure**, **ou**, **our** for er ar or a e i o u	Suffix **al**	Latin Roots **cap**, **mit**, **pel**	
	Assessment: Content Review 8			

Year 6 Scope and Sequence

Refer to this table for an overview of the scope of the Year 6 program and the sequence of phoneme–grapheme relationships. See the Yearly Plan (pages 30 and 31) for specific information about which concepts are taught and when.

Year 6

Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling multisyllabic words. Due to the complexity of the words students are working with, there is a strong focus on vocabulary. Students revise adding inflectional suffixes to words when a base change is required. They also learn a wide range of prefixes and derivational suffixes, and how to add some of the derivational suffixes to words when a base change is required. Students learn complex Greek and Latin roots, and the etymology of a variety of English words. They continue to revise and learn homophones and contractions.

Focus Area	Content Taught
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.
Phonics	**Phoneme–grapheme relationships** • **b**, **bb**, **pb** for b bb • **a** for a • **k**, **c**, **q**, **ck**, **x**, **ch**, **que** for k c q ck x ch, **x** for k c q ck x ch s ss se ce x c • **e**, **ea**, **a**, **eo** for e ea • **d**, **dd** for d dd • **i**, **y**, **e**, **ui**, **a** for i • **f**, **ff**, **ph** for f ff ph • **o**, **a**, **ho**, **au**, **ow**, **ach**, **e** for o a • **g**, **gu**, **gue** for g gg • **u**, **o**, **ou** for u o • **h** for h • **j**, **g**, **ge**, **gg**, **d** for j g ge dge • **ai**, **ay**, **a_e**, **a**, **ei**, **eigh**, **et**, **e** for ai ay a_e a • **l**, **ll** for l ll • **ee**, **e**, **ea**, **y**, **ie**, **e_e**, **i**, **ei** for ee e ea y ey • **m**, **mm**, **me** for m mm mb • **i_e**, **y**, **igh**, **i**, **ir** for i_e y igh i ie • **n**, **kn**, **ne** for n nn kn • **ng**, **n**, **ngue** for ng n • **oa**, **o_e**, **ow**, **o**, **ough** for oa o_e ow o • **p**, **pp** for p pp • **r**, **rr**, **rh** for r rr wr • **ar**, **a**, **ear**, **au**, **er** for ar a • **s**, **ss**, **ce**, **c**, **sc**, **st**, **sw** for s ss se ce x c, **x** for k c q ck x ch s ss se ce x c • **ir**, **ur**, **er**, **ear**, **our**, **urr** for ir ur or er • **t**, **tt** for t tt • **or**, **ore**, **a**, **aw**, **au**, **augh**, **oa**, **hau**, **aur** for or ore a aw au • **v**, **ve** for v ve • **wh**, **u** for w wh u • **oo**, **u**, **oul**, **o**, **ou** for oo u • **i**, **u** for y u, **u**, **ui**, **eu**, **ew**, **u_e**, **ue**, **ueue** for y u oo ew ue u_e u • **oo**, **ew**, **ue**, **u_e**, **u**, **o**, **ough**, **ou**, **oeu** for oo ew ue u_e u • **z**, **s**, **ss** for z zz s se, **x** for g gg z zz s se • **s**, **si** for s si • **ou**, **ow**, **ough** for ou ow • **ch**, **ti**, **t** for ch tch • **sh**, **ch**, **ti**, **ss**, **ssi** for sh ch ti ci • **oy**, **oi** for oy oi • **eer**, **ere**, **ier**, **e**, **ir**, **ea** for eer ear • **th** for th • **th**, **the** for th • **air**, **are**, **ere**, **ar**, **a**, **ayor**, **ea**, **aire**, **ae** for air are • **er**, **ar**, **a**, **e**, **i**, **o**, **u**, **ure**, **ou** for er ar or a e i o u
Morphology	**Prefixes and suffixes** Prefixes: **ex**, **dec**, **cent**, **kilo**, **dis**, **mis**, **in**, **im**, **il**, **ir**, **anti**, **non**, **con**, **hyper**, **hypo**, **mono**, **multi**, **com**, **co**, **pro**, **circum**, **auto**, **trans**, **uni**, **sub**, **super**, **out**, **syn**, **sym**, **inter**, **ad**, **ac** Suffixes (inflectional): **s** (verbs), **es** (verbs), **ed**, **ing** Suffixes (derivational): **able**, **ion**, **ly**, **er**, **or**, **ist**, **ation**, **al**, **ty**, **ity**, **ify**, **ance**, **ence**, **ous**, **ment**, **ive**, **ise**, **sion**, **less**, **ian** **Helpful Hints for suffix addition** double, drop **e**, change **y** **Greek and Latin roots** Greek roots: **pod**, **graph**, **gram**, **hydr**, **geo**, **bio**, **logy**, **meter**, **therm**, **aer**, **aero** Latin roots: **tract**, **cess**, **cep**, **sect**, **ped**, **duc**, **duct**, **duce**, **flex**, **flect**, **frag**, **fract**, **struct**, **rupt**, **ceed**, **cede**, **cess**, **mot**, **pos**, **spect**, **press**, **circ**, **vers**, **vert**, **ject**, **fact**, **fect**, **port**, **form**, **aqua**
Etymology	• Grapheme **ph** for f ff ph • Word origins – Greek, Latin, Arabic, French, Japanese, German, Spanish, Persian, Dutch, Italian, Hawaiian, Hindi
Homophones	practice/practise, reign/rain, patience/patients, stationary/stationery, licence/license, minor/miner, site/sight, idol/idle, sauce/source, horse/hoarse, muscle/mussel, principal/principle
Contractions	Contractions with *have*: should've, could've, would've

Year 6 Yearly Plan

Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy 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: Upper Years Spelling Diagnostic Test			
2	**b**, **bb**, **pb** for b bb	Suffixes **ed**, **ing**, **s**, **es** (change **y**, drop **e**, double)	Suffix **able**	
3	**a** for a	Latin Root **tract**	Homophones (*practice/practise*)	
4	**k**, **c**, **q**, **ck**, **x**, **ch**, **que** for k c q ck x ch, **x** for k c q ck x ch s ss se ce x c	Prefix **ex**	Suffix **ion**	
5	**e**, **ea**, **a**, **eo** for e ea	Latin Roots **cess**, **cep**, **sect**	Prefixes **dec**, **cent**, **kilo**	
	Assessment: Content Review 1			
6	**d**, **dd** for d dd	Greek Root **pod** & Latin Root **ped**	Latin Roots **duc**, **duct**, **duce**	
7	**i**, **y**, **e**, **ui**, **a** for i	Prefixes **dis**, **mis**	Prefixes **in**, **im**, **il**, **ir**	
8	**f**, **ff**, **ph** for f ff ph	Grapheme **ph**	Latin Roots **flex**, **flect**, **frag**, **fract**	
9	**o**, **a**, **ho**, **au**, **ow**, **ach**, **e** for o a	Prefixes **anti**, **non**	Prefix **con**	
	Assessment: Content Review 2			

Term 2

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
10	**g**, **gu**, **gue** for g gg	Suffix **ly**	Greek Roots **graph**, **gram**	
11	**u**, **o**, **ou** for u o	Suffixes **er**, **or**, **ist**	Latin Roots **struct**, **rupt**	
12	**h** for h	Prefixes **hyper**, **hypo** & Greek Root **hydr**		
	j, **g**, **ge**, **gg**, **d** for j g ge dge	Greek Roots **geo**, **bio**, **logy**		
13	**ai**, **ay**, **a_e**, **a**, **ei**, **eigh**, **et**, **e** for ai ay a_e a	Suffix **ation**	Homophones (*reign/rain*, *patience/patients*, *stationary/stationery*)	
14	**l**, **ll** for l ll	Suffixes **ed**, **ing** (double)	Suffix **al**	Prefixes **mono**, **multi**
	Assessment: Content Review 3			
15	**ee**, **e**, **ea**, **y**, **ie**, **e_e**, **i**, **ei** for ee e ea y ey	Suffixes **ty**, **ity**	Latin Roots **ceed**, **cede**, **cess**	
16	**m**, **mm**, **me** for m mm mb	Prefix **com**	Greek Root **meter**	
17	**i_e**, **y**, **igh**, **i**, **ir** for i_e y igh i ie	Suffix **ify**	Homophones (*licence/license*, *minor/miner*, *site/sight*, *idol/idle*)	
18	**n**, **kn**, **ne** for n nn kn	Suffixes **ance**, **ence**		
	ng, **n**, **ngue** for ng n			
	Assessment: Content Review 4			

Term 3

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
19	**oa**, **o_e**, **ow**, **o**, **ough** for oa o_e ow o	Prefix **co**	Latin Roots **mot**, **pos**	
	Assessment: Upper Years Spelling Diagnostic Test			
20	**p**, **pp** for p pp	Latin Roots **spect**, **press**		
	r, **rr**, **rh** for r rr wr	Prefix **pro**		
21	**ar**, **a**, **ear**, **au**, **er** for ar a	Word Origins	Portmanteaus	
22	**s**, **ss**, **ce**, **c**, **sc**, **st**, **sw** for s ss se ce x c, **x** for k c q ck x ch s ss se ce x c	Suffix **ous**	Homophones (*sauce/source*, *horse/hoarse*, *muscle/mussel*, *principal/principle*)	
23	**ir**, **ur**, **er**, **ear**, **our**, **urr** for ir ur or er	Suffixes **ed**, **ing** (double)	Prefix **circum** & Latin Root **circ**	Latin Roots **vers**, **vert**
	Assessment: Content Review 5			
24	**t**, **tt** for t tt	Suffix **ment**	Latin Roots **ject**, **fact**, **fect**	
25	**or**, **ore**, **a**, **aw**, **au**, **augh**, **oa**, **hau**, **aur** for or ore a aw au	Prefix **auto**	Prefix **trans** & Latin Roots **port**, **form**	
26	**v**, **ve** for v ve	Suffix **ive**		
	wh, **u** for w wh u			
27	**oo**, **u**, **oul**, **o**, **ou** for oo u	Contractions (with *have*)	Word Origins	
	Assessment: Content Review 6			

Term 4

28	**i**, **u** for y u, **u**, **ui**, **eu**, **ew**, **u_e**, **ue**, **ueue** for y u oo ew ue u_e u	Word Origins	Prefix **uni**	
29	**oo**, **ew**, **ue**, **u_e**, **u**, **o**, **ough**, **ou**, **oeu** for oo ew ue u_e u	Word Origins	Prefixes **sub**, **super**	
30	**z**, **s**, **ss** for z zz s se, **x** for g gg z zz s se	Suffix **ise**		
	s, **si** for s si	Suffix **sion**		
31	**ou**, **ow**, **ough** for ou ow	Prefix **out**	Suffix **less**	
32	**ch**, **ti**, **t** for ch tch			
	sh, **ch**, **ti**, **ss**, **ssi** for sh ch ti ci	Suffix **ion**		
	Assessment: Content Review 7			
33	**oy**, **oi** for oy oi			
	eer, **ere**, **ier**, **e**, **ir**, **ea** for eer ear			
34	**th** for th	Prefixes **syn**, **sym** & Greek Root **therm**		
	th, **the** for th			
35	**air**, **are**, **ere**, **ar**, **a**, **ayor**, **ea**, **aire**, **ae** for air are	Suffix **ian**	Greek Roots **aer**, **aero** & Latin Root **aqua**	
36	**er**, **ar**, **a**, **e**, **i**, **o**, **u**, **ou** for er ar or a e i o u	Prefix **inter**	Prefixes **ad**, **ac**	
	Assessment: Content Review 8			

Years 1–6 Focus Concepts (Unit View)

This section of the document shows the Focus Concepts taught in Lessons 2–4 of each unit. In Lesson 1 of each unit, students are introduced to a focus phoneme, grapheme/s and words containing the focus phoneme. Refer to pages 13–31 for the Lesson 1 content.

Units 1–11

Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 Getting Started	This introductory unit establishes the basic concepts that students need to begin working with Sound Waves.					
2	• Blending **br**, **bl** • Capital **B**, Grapheme **bb**	• Blending **br**, **bl** • Suffixes **ed**, **ing**	• Suffixes **ed**, **ing** • Irregular Past Tense • Antonyms	• Suffixes **ed**, **ing** • Compound Words • Irregular Past Tense	• Suffixes **ed**, **ing** • Homophones	• Suffixes **ed**, **ing**, **s**, **es** • Suffix **able**
3	• Rhyme • Word Building	• Rhyme • Word Building • Suffix **s**	• Suffixes **ed**, **ing** • Alphabetical Order	• Suffixes **ed**, **ing** • Synonyms	• Prefixes **anti**, **dia** • Greek Roots **astro**, **aster** & Latin Roots **ang**, **aqua**, **anim**	• Latin Root **tract** • Homophones
4	• Grapheme **ck** • Blending **cl**, **cr** • Blending **qu**, **x**	• Grapheme **ck**, • Graphemes **k**, **c** • Blending **cl**, **cr**, **qu**, **x**	• Graphemes **ck**, **k** • Blending **qu**, **x** • Suffix **es**	• Graphemes **ck**, **k**, **c** • Prefix **ex**	• Grapheme **ch** • Prefixes **kilo**, **milli** • Suffix **ion**	• Prefix **ex** • Suffix **ion**
5	• Rhyme • Word Building	• Word Building • Grapheme **ea**	• Grapheme **ea** • Irregular Past Tense	• Compound Words • Suffixes **s**, **es**	• Prefix **ex** • Prefixes **dec**, **deci**, **cent**	• Latin Roots **cess**, **cep**, **sect** • Prefixes **dec**, **cent**, **kilo**
6	• Blending **dr** • Blending **nd** • Capital **D**, Grapheme **dd**	• Blending **dr**, **nd** • Suffixes **ed**, **ing** • Correct Use of Verbs	• Compound Words • Suffixes **ed**, **ing** • Alphabetical Order	• Suffixes **ed**, **ing** • Prefixes **mis**, **dis**, **un** • Irregular Past Tense	• Prefixes **dis**, **mis** • Prefixes **in**, **de**	• Greek Root **pod** & Latin Root **ped** • Latin Roots **duc**, **duct**, **duce**
7	• Rhyme • Word Building • Suffix **s**	• Rhyme • Word Building • Suffixes **er**, **est**	• Suffixes **ed**, **ing** • Suffixes **s**, **es** • Synonyms	• Suffixes **er**, **est** • Prefixes **in**, **im**	• Prefixes **in**, **im**, **il**, **ir** • Suffix **ive**	• Prefixes **dis**, **mis** • Prefixes **in**, **im**, **il**, **ir**
8	• Blending **fl**, **fr** • Blending **ft** • Capital **F**, Grapheme **ff**	• Blending **fl**, **fr**, **ft** • Compound Words	• Suffixes **ed**, **ing** • Suffix **ful**	• Suffixes **s**, **es** • Suffix **s** • Prefix **fore**	• Suffixes **s**, **es** • Greek Roots **graph**, **phon**, **photo**	• Grapheme **ph** • Latin Roots **flex**, **flect**, **frag**, **fract**
9	• Rhyme • Word Building • Grapheme **a**	• Grapheme **a** • Suffix **es** • Suffixes **er**, **est**	• Grapheme **a** • Suffixes **er**, **est**	• Grapheme **a** • Suffixes **ed**, **ing**, **s**, **es** • Synonyms & Antonyms	• Prefix **non** • Prefixes **quad**, **oct**	• Prefixes **anti**, **non** • Prefix **con**
10	• Blending **gr**, **gl** • Capital **G**, Grapheme **gg**	• Blending **gr**, **gl** • Suffixes **ed**, **ing** • Correct Use of Verbs	• Suffixes **er**, **est** • Suffix **ful**	• Suffixes **ed**, **ing** • Homophones	• Suffixes **ed**, **ing** • Suffixes **ness**, **ment**	• Suffix **ly** • Greek Roots **graph**, **gram**
11	• Rhyme • Word Building • Grapheme **o**	• Grapheme **o** • Suffixes **ed**, **ing**	• Suffixes **s**, **es** • Prefix **un**	• Suffix **es** • Suffix **y**	• Suffixes **y**, **er**, **est** • Latin Root **struct**	• Suffixes **er**, **or**, **ist** • Latin Roots **struct**, **rupt**

Units 12–21

Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
12	• Capital **H**	• Contractions	• Homophones • Contractions	• Contractions • Homophones		• Prefixes **hyper**, **hypo** & Greek Root **hydr**
	• Suffixes **ed**, **ing**	• Grapheme **g**	• Grapheme **dge**	• Grapheme **g**	• Latin Root **ject**	• Greek Roots **geo**, **bio**, **logy**
13	• Grapheme **ay** • Grapheme **ai** • Grapheme **a_e**	• Grapheme **ay** • Suffix **ing** • Homophones	• Suffixes **ed**, **ing** • Homophones	• Suffixes **y**, **er**, **est** • Homophones	• Homophones • Suffixes **er**, **or**, **ee**	• Suffix **ation** • Homophones
14	• Blending **bl**, **gl**, **cl**, **fl** • Blending **lt**, **lp**, **lf**, **lk** • Grapheme **ll**	• Grapheme **ll** • Blending **lt**, **lp**, **lf**, **ld** • Contractions	• Irregular Past Tense • Suffix **less** • Contractions	• Suffix **ful** • Contractions	• Suffixes **ful**, **less** • Suffix **able**	• Suffixes **ed**, **ing** • Suffix **al** • Prefixes **mono**, **multi**
15	• Graphemes **ee**, **ea** • Grapheme **y**	• Grapheme **y** • Suffix **es** • Homophones	• Suffixes **s**, **es** • Suffix **y** • Irregular Plurals	• Suffix **ly** • Homophones	• Suffix **ly** • Homophones	• Suffixes **ty**, **ity** • Latin Roots **ceed**, **cede**, **cess**
16	• Blending **sm**, **mp** • Suffixes **ed**, **ing** • Capital **M**, Grapheme **mm**	• Blending **sm**, **mp** • Suffix **ing** • Contractions	• Suffixes **s**, **es** • Prefix **mid** • Prefix **mis**	• Suffix **er** • Suffix **ment**	• Prefixes **multi**, **semi** • Prefix **com**	• Prefix **com** • Greek Root **meter**
17	• Grapheme **y** • Grapheme **i_e** • Grapheme **igh**	• Suffixes **es**, **ed** • Prefix **un**	• Suffix **ing** • Suffixes **ed**, **es**, **ing**	• Suffixes **ed**, **ing**, **s**, **es** • Prefixes **bi**, **tri** • Homophones	• Prefixes **bi**, **tri** • Latin Roots **scrib**, **script**	• Suffix **ify** • Homophones
18	• Blending **sn**	• Homophones	• Suffix **en**	• Suffix **ness** • Contractions	• Prefix & Suffix **en**	• Suffixes **ance**, **ence**
	• Rhyme					
19	• Graphemes **o_e**, **oa** • Grapheme **o** • Homophones	• Suffixes **ed**, **ing** • Compound Words	• Suffixes **s**, **es** • Suffixes **ed**, **ing** • Irregular Past Tense	• Homophones • Suffixes **s**, **es**	• Homophones • Latin Roots **mot**, **pos**	• Prefix **co** • Latin Roots **mot**, **pos**
20	• Blending **pl**, **pr**, **sp**, **pt**		• Irregular Past Tense • Prefix **pre**	• Suffix **ship**	• Latin Root **port**	• Latin Roots **spect**, **press**
	• Capital **R**, Grapheme **rr**	• Prefix **re**	• Prefix **re**	• Prefixes **pre**, **re**	• Prefixes **pre**, **re**	• Prefix **pro**
21	• Grapheme **ar** • Grapheme **a** • Questions with *Are*	• Grapheme **a** • Suffixes **er**, **est**	• Grapheme **a** • Suffix **ness** • Suffix **ly**	• Suffix **en**	• Word Origins • Plurals	• Word Origins • Portmanteaus

Units 22–31

Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
22	• Grapheme **ss** • Blending **sk**, **sc**, **sl**, **x** • Suffixes **ed**, **ing**	• Grapheme **ss** • Graphemes **c**, **ce** • Suffixes **ed**, **ing**	• Graphemes **c**, **ce** • Prefix **dis** • Suffixes **s**, **es**	• Suffix **ous** • Prefix **sub**	• Suffix **ous** • Homophones	• Suffix **ous** • Homophones
23	• Grapheme **ir** • Grapheme **ur** • Questions with *Were*	• Grapheme **or** • Graphemes **ear**, **er** • Alphabetical Order	• Grapheme **or** • Compound Words	• Suffixes **y**, **er**, **est**	• Suffixes **ed**, **ing** • Prefix **circum** & Latin Root **circ**	• Suffixes **ed**, **ing** • Prefix **circum** & Latin Root **circ** • Latin Roots **vers**, **vert**
24	• Blending **tr**, **st** • Blending **nt**, **st** • Capital **T**, Grapheme **tt**	• Synonyms • Contractions	• Suffix **ist** • Contractions	• Prefix **inter** • Contractions	• Prefixes **inter**, **tele**, **trans** • Latin Roots **rupt**, **sect**	• Suffix **ment** • Latin Roots **ject**, **fact**, **fect**
25	• Grapheme **or** • Grapheme **a** • Graphemes **ore**, **aw**, **au**, **our**	• Homophones • Suffixes **er**, **est**	• Suffixes **er**, **est** • Homophones • Irregular Past Tense	• Homophones • Irregular Past Tense	• Prefix **auto** & Latin Root **aud** • Homophones	• Prefix **auto** • Prefix **trans** & Latin Roots **port**, **form**
26		• Contractions	• Suffix **s** • Contractions	• Contractions		• Suffix **ive**
	• Blending **sw**, **tw**, **qu** • Questions with *Was*, *Why*, *What*, *When*	• Antonyms		• Suffix **wards**	• Homophones	
27	• Graphemes **oo**, **u** • Suffixes **ed**, **ing** • Questions with *Could*, *Would*	• Compound Words • Homophones • Contractions	• Irregular Past Tense • Contractions	• Suffix **hood** • Irregular Past Tense	• Compound Words • Contractions	• Contractions • Word Origins
28	• Suffixes **s**, **ed**, **ing** • Questions • Capital **Y**	• Contractions • Homophones • Alphabetical Order	• Contractions • Homophones	• Suffix **ish**	• Word Origins • Homophones	• Word Origins • Prefix **uni**
29	• Grapheme **oo** • Graphemes **ew**, **o**, **ou** • Homophones	• Grapheme **u_e** • Grapheme **ew** • Homophones	• Irregular Past Tense • Homophones	• Prefix **super** • Irregular Past Tense	• Word Origins • Prefixes **sub**, **super**	• Word Origins • Prefixes **sub**, **super**
30	• Suffix **s** • Capital **Z**, Grapheme **zz**	• Suffixes **s**, **es** • Suffixes **s**, **es**	• Suffixes **s**, **es** • Suffix **y**	• Homophones • Suffixes **s**, **es**	• Suffix **ise**	• Suffix **ise**
					• Suffix **ion**	• Suffix **sion**
31	• Grapheme **ow** • Grapheme **ou**	• Compound Words • Suffix **y**	• Compound Words • Homophones	• Prefix **out** • Homophones	• Homophones • Suffix **able**	• Prefix **out** • Suffix **less**

Units 32–36

Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
32		• Grapheme **tch**	• Grapheme **tch**			
			• Compound Words	• Suffix **ion**	• Suffix **ion**	• Suffix **ion**
33						
	• Homophones	• Homophones	• Homophones			
34			• Compound Words			• Prefixes **syn**, **sym** & Greek Root **therm**
	• Homophones		• Homophones	• Homophones		
35	• Homophones • Compound Words	• Homophones • Suffix **less**	• Homophones • Compound Words	• Homophones	• Suffix Revision • Homophones	• Suffix **ian** • Greek Roots **aer**, **aero** & Latin Root **aqua**
36		• Grapheme **a**	• Suffix **er**	• Suffixes **er**, **or**, **ist**	• Suffix **al** • Latin Roots **cap**, **mit**, **pel**	• Prefix **inter** • Prefixes **ad**, **ac**

Phonemic Awareness & Synthetic Phonics

Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	Unit 4 ck, k 5 ea 9 a 12 dge 21 a 22 c, ce 23 or 32 tch	Unit 4 ck, k, c 9 a 12 g **Note:** The graphemes listed are covered in Lessons 2–4, building on the introduction of focus graphemes in Lesson 1. Refer to pages 13–31 for all the graphemes introduced in Lesson 1 of each unit.	Unit 4 ch	Unit 8 ph

Morphology & Etymology

Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prefixes		Unit 17 **un** 20 **re**	Unit 11 **un** 16 **mid**, **mis** 20 **pre**, **re** 22 **dis**	Unit 4 **ex** 6 **mis**, **dis**, **un** 7 **in**, **im** 8 **fore** 17 **bi**, **tri** 20 **pre**, **re** 22 **sub** 24 **inter** 29 **super** 31 **out**	Unit 3 **anti**, **dia** 4 **kilo**, **milli** 5 **ex**, **dec**, **deci**, **cent** 6 **dis**, **mis**, **in**, **de** 7 **in**, **im**, **il**, **ir** 9 **non**, **quad**, **oct** 16 **multi**, **semi**, **com** 17 **bi**, **tri** 18 **en** 20 **pre**, **re** 23 **circum** 24 **inter**, **tele**, **trans** 25 **auto** 29 **sub**, **super**	Unit 4 **ex** 5 **dec**, **cent**, **kilo** 7 **dis**, **mis**, **in**, **im**, **il**, **ir** 9 **anti**, **non**, **con** 12 **hyper**, **hypo** 14 **mono**, **multi** 16 **com** 19 **co** 20 **pro** 23 **circum** 25 **auto**, **trans** 28 **uni** 29 **sub**, **super** 31 **out** 34 **syn**, **sym** 36 **inter**, **ad**, **ac**
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)	Unit 2 **ed**, **ing** (double) 3 **ed**, **ing** (double) 4 **es** (plurals) 6 **ed**, **ing** (double) 7 **ed**, **ing** (double), **s**, **es** (verbs) 8 **ed**, **ing** (double) 9 **er**, **est** (double) 10 **er**, **est** (double) 11 **s**, **es** (verbs) 13 **ed**, **ing** (drop **e**) 15 **s**, **es** (plurals – change **y**) 16 **s**, **es** (plurals – change **y**) 17 **ing** (drop **e**), **ed**, **es** (verbs – change **y**), **ing** (change **y**) 19 **s**, **es** (plurals), **ed**, **ing** (drop **e**) 22 **s**, **es** (plurals – change **y**) 25 **er**, **est** (double) 26 **s** (plurals – change **f** and **fe**) 30 **s**, **es** (plurals – change **y**, change **f** and **fe**)	Unit 2 **ed**, **ing** (double) 3 **ed**, **ing** (double) 5 **s**, **es** (verbs) 6 **ed**, **ing** (drop **e**) 7 **er**, **est** (double) 8 **s**, **es** (plurals – change **y**), **s** (plurals – change **f** and **fe**) 9 **ed**, **ing**, **s**, **es** (double) 10 **ed**, **ing** (double, drop **e**) 11 **es** (verbs – change **y**) 13 **er**, **est** (change **y**) 17 **ed**, **ing** (drop **e**, change **y**), **s**, **es** (verbs – change **y**) 19 **s**, **es** (plurals – change **y**, change **f** and **fe**) 23 **er**, **est** (change **y**) 30 **s**, **es** (plurals – change **y**, change **f** and **fe**)	Unit 2 **ed**, **ing** (double, change **y**, drop **e**) 8 **s**, **es** (plurals/verbs – change **y**, change **f** and **fe**) 10 **ed**, **ing** (drop **e**, double) 11 **er**, **est** (change **y**) 21 **s**, **es** (plurals – change **y**, change **f** and **fe**) 23 **ed**, **ing** (double) 35 Suffix Revision **ed**, **ing** (drop **e**)	Unit 2 **ed**, **ing** (change **y**, drop **e**, double), **s**, **es** (verbs – change **y**) 14 **ed**, **ing** (double) 23 **ed**, **ing** (double)

Morphology & Etymology

Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Suffixes (Derivational)		Unit 31 y 35 less	Unit 8 ful 10 ful 14 less 15 y 18 en 21 ness, ly 24 ist 30 y 36 er	Unit 11 y 13 y 14 ful 15 ly 16 er, ment 18 ness 20 ship 21 en 22 ous 23 y 26 wards 27 hood 28 ish 32 ion 36 er, or, ist	Unit 4 ion 7 ive 10 ness, ment 11 y 13 er, or, ee 14 ful, less, able 15 ly 18 en 22 ous 30 ise, ion 31 able 32 ion 35 Suffix Revision ly, ous, y, less, ful, able, ness 36 al	Unit 2 able 4 ion 10 ly 11 er, or, ist 13 ation 14 al 15 ty, ity 17 ify 18 ance, ence 22 ous 24 ment 26 ive 30 ise, sion 31 less 32 ion 35 ian
Greek Roots					Unit 3 astro, aster 8 graph, phon, photo	Unit 6 pod 10 graph, gram 12 hydr, geo, bio, logy 16 meter 34 therm 35 aer, aero
Latin Roots					Unit 3 ang, aqua, anim 11 struct 12 ject 17 scrib, script 19 mot, pos 20 port 23 circ 24 rupt, sect 25 aud 36 cap, mit, pel	Unit 3 tract 5 cess, cep, sect 6 ped, duc, duct, duce 8 flex, flect, frag, fract 11 struct, rupt 15 ceed, cede, cess 19 mot, pos 20 spect, press 23 circ, vers, vert 24 ject, fact, fect 25 port, form 35 aqua
Word Origins					Unit 21 Indigenous Australian languages (Wemba Wemba, Yuwaalaraay, Guugu Yimidhirr, Dharug, Noongar, Gamilaraay, Wiradjuri) 28 Turkish, Dutch, Portuguese, French, Latin, Spanish 29 German, French, Latin, Dutch	Unit 21 Greek, Latin, Arabic, French, Japanese, German, Spanish, Persian 27 German, Latin, Greek, Dutch, Arabic, Italian, Japanese 28 Latin, French, Hawaiian 29 German, French, Spanish, Japanese, Hindi

Morphology & Etymology

Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Portmanteaus						Unit 21 motel, email, blog, chortle, spork, hangry, smog, brunch, podcast, glamping

Other Focus Concepts

Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	Unit 12 hear/here, hole/whole, who's/whose 13 wait/weight, tail/tale, ate/eight, brake/break 25 four/for, saw/sore, caught/court, poor/pour/paw 28 your/you're, new/knew 29 blue/blew, through/threw, whose/who's, to/two/too 31 flour/flower, our/hour, aloud/allowed 33 here/hear 34 their/there/they're 35 bear/bare, hair/hare, pair/pear, there/their/they're, where/we're/wear	Unit 10 great/grate, groan/grown, guest/guessed 12 herd/heard, whose/who's, hole/whole 13 break/brake, great/grate, sail/sale, plane/plain, ate/eight 15 peace/piece, meter/metre, weak/week, storey/story, sea/see, scene/seen 17 hi/high, I/eye, right/write, mined/mind, tide/tied 19 tows/toes, knows/nose, role/roll, rose/rows, throne/thrown 25 shore/sure, court/caught, poor/pour/paw, for/four, sore/saw 30 whose/who's 31 flour/flower, our/hour, aloud/allowed 34 their/there/they're 35 where/wear/we're, pair/pear, fare/fair, bear/bare, their/there/they're, hair/hare, storey/story, pears/pairs	Unit 2 band/banned, bored/board, berry/bury, boarder/border, billed/build, buoy/boy 13 weight/wait, break/brake, pain/pane, rays/raise, days/daze, waist/waste 15 reel/real, peak/peek, seen/scene, steal/steel, creak/creek, piece/peace 19 mode/mowed, lone/loan, bolder/boulder, so/sew/sow 22 soared/sword, paced/paste, seller/cellar, scents/cents, sight/site, lesson/lessen 25 sure/shore, storey/story, foreword/forward, you're/your, coarse/course, sore/saw/soar, hoarse/horse, forth/fourth 26 week/weak, whale/wail, weather/whether, waist/waste, world/whirled, we're/wear/where 28 dew/due, ewe/you, cue/queue 31 allowed/aloud, flour/flower, council/counsel, hour/our 35 hair/hare, bare/bear, mare/mayor, they're/their/there, stares/stairs, where/we're/wear, fare/fair, flair/flare, pare/pair/pear, heir/air	Unit 3 practice/practise 13 reign/rain, patience/patients, stationary/stationery 17 licence/license, minor/miner, site/sight, idol/idle 22 sauce/source, horse/hoarse, muscle/mussel, principal/principle

Other Focus Concepts

Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	Unit 12 it's, she's, that's, he's, here's, where's, how's, who's, what's 14 he'll, she'll, I'll, you'll, we'll, they'll, who'll, it'll 24 isn't, don't, wasn't, weren't, haven't, couldn't, didn't, can't, won't 26 I've, you've, we've, they've, could've, would've 27 couldn't, wouldn't, shouldn't 28 you'd, you're, you'll, you've	Unit 12 I've, we've, you've, they've, he's, here's, who's, she's 14 I'll, you'll, he'll, we'll, she'll, they'll 18 don't, wasn't, shouldn't, wouldn't, can't, won't, couldn't, didn't 24 don't, can't, wasn't, shouldn't, haven't, won't 26 I've, you've, we've, they've, could've, should've	Unit 27 should've, could've, would've	Unit 27 should've, could've, would've
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	Unit 6 goldfish, playground, weekend, driveway, beside, downstairs, ladybird, daydream 23 artwork, bookworm, birthday, password, surfboard, worksheet, birdbath, worldwide 31 countdown, outside, houseboat, lighthouse, sunflower, playground, without, ourselves 32 hairbrush, toothbrush, paintbrush, goldfish, jellyfish, starfish, shoelace, shoebox, horseshoe 34 somebody, something, someone, anybody, anything, anyone 35 airport, anywhere, haircut, downstairs, upstairs, aircraft, everywhere, wheelchair	Unit 2 keyboard, notebook, jellybean, bathroom, bookshelf, blueberry, background, shoebox, somebody, basketball 5 anyone, anything, anywhere, anybody, anymore, anytime	Unit 27 bookshelf, courthouse, bushfire, guidebook, bulldozer, firewood, goodbye, sugarcane, footwear, barefoot, football, footprint, footpath, driftwood, woodwork, homework, homesick	
Synonyms		Unit 24	Unit 7	Unit 3 9		
Antonyms		Unit 26	Unit 2	Unit 9		

Other Focus Concepts

Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Irregular Plurals			Unit 15 foot/feet, tooth/teeth, child/children, sheep/sheep, goose/geese, person/people			
Irregular Past Tense			Unit 2 begin/began, break/broke, bring/brought, buy/bought, build/built 5 meet/met, spend/spent, hold/held, feel/felt, say/said, send/sent, keep/kept 14 fly/flew, tell/told, hold/held, fall/fell, blow/blew, feel/felt 19 sell/sold, ride/rode, grow/grew, break/broke 20 sleep/slept, creep/crept, leap/leapt, keep/kept, sweep/swept 25 catch/caught, buy/bought, draw/drew, see/saw, fall/fell 27 understand/understood, shake/shook, take/took, stand/stood 29 draw/drew, fly/flew, blow/blew, know/knew, grow/grew, throw/threw	Unit 2 bend/bent, begin/began, build/built, become/became, break/broke, buy/bought, bring/brought 6 ride/rode, sell/sold, draw/drew, drive/drove, stand/stood 25 teach/taught, buy/bought, catch/caught, bring/brought, think/thought, fight/fought 27 understand/understood, stand/stood, is/was, shake/shook, take/took 29 choose/chose, throw/threw, draw/drew, lose/lost, fly/flew, grow/grew, know/knew, withdraw/withdrew		
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	Unit 3 first letter, second letter, third letter 6 second letter, third letter			
Questions	Unit 21 23 26 27 28					

Notes

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