

# SOUND WAVES™



## Alternative Yearly Plan and Implementation Guide

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# Foundation Program Overview

The Foundation program has a two-phase structure, which sets it apart from all other year levels of Sound Waves. This structure reflects the specialised nature of instruction required when formally introducing young students to written language.

## Phase 1: Exploring Sounds

Exploring Sounds is focused on equipping students with the sound-based skills required to begin reading and spelling in the next phase of the program. The aims of this stage are for students to:

- become familiar with the 43 sounds (phonemes) of Australian English
- identify the Sound Waves Sound Icons that represent the sounds
- learn the Chant and Action for each sound
- develop phonemic awareness skills (e.g. segmenting and blending).

Consonant sounds are introduced first, then vowel sounds. This order ensures students begin with the sounds that are easiest to identify in words (consonants in initial and final position) before working with those that are more difficult to identify (vowels in medial position).

## Phase 2: Discovering Graphemes

In Discovering Graphemes, students are systematically and explicitly taught phoneme–grapheme relationships so that they can begin reading and spelling. The aims of this stage are for students to:

- consolidate knowledge of the 43 sounds of Australian English and their Sound Waves Sound Icons
- consolidate and extend phonemic awareness skills
- learn the most common graphemes that represent the sounds
- practise letter formation
- read and spell VC and CVC words (Focus Words) containing regular phoneme–grapheme relationships
- read and spell high-frequency words (Special Words) containing unusual or advanced phoneme–grapheme relationships
- create and punctuate sentences.

Students are introduced to single-letter graphemes (e.g. **m, a, t, s, i, d**) before moving on to consonant digraphs (e.g. **sh, ch**) and then finally more complex vowel graphemes (e.g. **ay, ee, ar**). This order minimises confusion for students and maximises the pace at which they learn to read and spell.

*Sound Waves Foundation Decodable Readers* are available for the focus phoneme–grapheme relationships taught from Term 2, Week 6 onwards. The Decodable Readers provide students with the opportunity to practise reading words containing previously taught phoneme–grapheme relationships in a diverse range of engaging texts. Each book features one or more focus graphemes and should only be read after the associated Sound Waves Foundation Phase 2 lesson. The Decodable Readers are available in three levels of difficulty: support, core and extended.

### phoneme

the smallest unit of sound in a word, for example, the word *chat* has three phonemes: /**ch**/, /**a**/ and /**t**/

### grapheme

a letter or letter combination used to represent a phoneme in writing, for example, the graphemes **ch** or **tch** can be used to represent the phoneme /**ch**/ as in **chat** or **catch**

### phonemic awareness

the ability to work with phonemes, for example, segmenting a word into phonemes or blending phonemes to form a word

### synthetic phonics

an approach to phonics instruction that involves explicitly and systematically teaching the relationship between phonemes and graphemes

# Suggested and Alternative Yearly Plans Overview

The Sound Waves Foundation program can be implemented using either the *Suggested Yearly Plan* or the *Alternative Yearly Plan*.

## Suggested Yearly Plan

In the *Suggested Yearly Plan*, Exploring Sounds is taught in Term 1 and Discovering Graphemes is taught in Terms 2–4.

To implement this plan, simply follow the lesson guides for both phases exactly as they appear at *Sound Waves Online*.

Refer to page 5 for the *Suggested Yearly Plan*.

## Alternative Yearly Plan

The *Alternative Yearly Plan* condenses the Exploring Sounds phase from nine weeks into five weeks and brings the start date of Discovering Graphemes forward to Week 6 of Term 1.

If your school mandates that graphemes are introduced in the first term, or the majority of your students have participated in formal phonemic awareness instruction as part of a pre-school program, this alternative plan may be suitable for you.

The *Alternative Yearly Plan* requires adjusting lesson guides for the Exploring Sounds phase *only*. Refer to the *Alternative Yearly Plan Implementation Guide* on page 4 for instructions on how to conduct these lessons.

Discovering Graphemes lessons can be delivered exactly as outlined at *Sound Waves Online*. They will simply begin at an earlier point in the year than they do in the *Suggested Yearly Plan*.

Refer to page 6 for the *Alternative Yearly Plan*.

# Alternative Yearly Plan Implementation Guide

## Term 1: Weeks 1–5

In the first five weeks, introduce students to the 43 sounds of Australian English and teach phonemic awareness skills.

Each day:

1. Perform the Chants and Actions.
2. Introduce one or two focus sounds and their Sound Waves Sound Icons. Model and practise articulation of the sounds.
3. Play Segment, Blend and Select or Segment, Blend and Make for the sound/s.
4. Complete the Student Book page for *at least* one of the focus sounds. If you do not complete the pages for both sounds, don't worry! You can revisit any remaining pages when the sounds are retaught alongside graphemes in the Discovering Graphemes phase.

**Note:** An extra daily activity that is ideal for settling students after breaks or as part of supervised small-group rotations is the Focus Sound Search. You can find one of these illustrations in every Exploring Sounds lesson at *Sound Waves Online*.

At the end of Week 5, check that students are ready to start working with graphemes by using the Exploring Sounds section of the *Foundation Skills Checklist*. This section assesses students' ability to identify initial and final sounds, and segment words into sounds. If students demonstrate difficulty with these tasks, use the *Foundation Skills Remediation Resources* to conduct additional teaching.

## Term 1: Week 6 onwards

Begin Phase 2: Discovering Graphemes. The *Alternative Yearly Plan* outlines which phoneme–grapheme relationships to teach and when. Follow the lesson guides exactly as they appear at *Sound Waves Online*.




















































At the end of the term, use the Term 1 Discovering Graphemes section of the *Foundation Skills Checklist* to assess students' knowledge of the phoneme–grapheme relationships introduced. If students demonstrate difficulty with these tasks, use the *Foundation Skills Remediation Resources* to conduct additional teaching.

## Terms 2–4

Continue the Discovering Graphemes phase. The *Alternative Yearly Plan* outlines which phoneme–grapheme relationships to teach and when. Follow the lesson guides exactly as they appear at *Sound Waves Online*.






















































At the end of each term, use the relevant section of the *Foundation Skills Checklist* to assess students' knowledge of the phoneme–grapheme relationships introduced in each term. If students demonstrate difficulty with these tasks, use the *Foundation Skills Remediation Resources* to conduct additional teaching.

# Suggested Yearly Plan

	Week	Monday	Tuesday	Wednesday	Thursday	Friday
Term 1 Exploring Sounds	1	/b/ as in <b>balloon</b>	/k/ as in <b>kite</b>	/d/ as in <b>duck</b>	/f/ as in <b>fish</b>	/g/ as in <b>girl</b>
	2	/h/ as in <b>house</b>	/j/ as in <b>jellyfish</b>	/l/ as in <b>lizard</b>	/m/ as in <b>moon</b>	/n/ as in <b>net</b>
	3	/ng/ as in <b>ring</b>	/p/ as in <b>pig</b>	/r/ as in <b>robot</b>	/s/ as in <b>seal</b>	/t/ as in <b>tiger</b>
	4	/v/ as in <b>vase</b>	/w/ as in <b>web</b>	/y/ as in <b>yoyo</b>	/z/ as in <b>zebra</b>	/s/ as in <b>treasure</b>
	5	/ch/ as in <b>chicken</b>	/sh/ as in <b>shell</b>	/th/ as in <b>thong</b>	/th/ as in <b>feather</b>	consolidate
	6	/a/ as in <b>apple</b>	/e/ as in <b>egg</b>	/i/ as in <b>igloo</b>	/o/ as in <b>orange</b>	/u/ as in <b>umbrella</b>
	7	/ai/ as in <b>snail</b>	/ee/ as in <b>bee</b>	/i_e/ as in <b>ice-cream</b>	/oa/ as in <b>boat</b>	/ar/ as in <b>star</b>
	8	/ir/ as in <b>bird</b>	/or/ as in <b>horse</b>	/oo/ as in <b>book</b>	/oo/ as in <b>boot</b>	/ou/ as in <b>cloud</b>
	9	/oy/ as in <b>boy</b>	/eer/ as in <b>deer</b>	/air/ as in <b>chair</b>	/er/ as in <b>ladder</b>	assess and catch up
Term 2 Discovering Graphemes	1	m for  m			a for  a	consolidate
	2	t for  t			s for  s	consolidate
	3	i for  i			d for  d	consolidate
	4	f for  f			n for  n	consolidate
	5	p for  p			o for  o	consolidate
	6	r for  r			g for  g	consolidate
	7	e for  e			h for  h	consolidate
	8	k for  k			c for  c	consolidate
	9	u for  u			b for  b	assess
Term 3 Discovering Graphemes	1	l for  l			j for  j	consolidate
	2	y for  y			v for  v	consolidate
	3	w for  w			z for  z	consolidate
	4	ck for  ck			ng for  ng	consolidate
	5	ss for  ss			ff for  ff	consolidate
	6	ll for  ll			zz, s for  zz s	consolidate
	7	x for  ck ck x			q, u for  ck ck x	consolidate
	8	ch for  ch			sh for  sh	consolidate
	9	th for  th			th for  th	assess
Term 4 Discovering Graphemes	1	s for  s			ai, ay, a_e for  ai ay a_e	consolidate
	2	ee, e, ea for  ee e ea			i_e, y for  i_e y	consolidate
	3	oa, o_e, o for  oa o_e o			ar, a for  ar a	consolidate
	4	ir, ur for  ir ur			or, a for  or a	consolidate
	5	oo, u for  oo u			oo for  oo	consolidate
	6	ou, ow for  ou ow			oy for  oy	consolidate
	7	eer, ear for  eer ear			air for  air	consolidate
	8	er for  er			assess and catch up	

**Note:** Refer to the *Sound Waves Scope and Sequence* for an overview of the Focus Concepts taught in Terms 2–4.

# Alternative Yearly Plan

Term 1	Exploring Sounds	Week	Monday	Tuesday	Wednesday	Thursday	Friday
		1	/b/ as in <b>balloon</b> /k/ as in <b>kite</b>	/d/ as in <b>duck</b> /f/ as in <b>fish</b>	/g/ as in <b>girl</b> /h/ as in <b>house</b>	/j/ as in <b>jellyfish</b> /l/ as in <b>lizard</b>	/m/ as in <b>moon</b> /n/ as in <b>net</b>
		2	/ng/ as in <b>ring</b> /p/ as in <b>pig</b>	/r/ as in <b>robot</b> /s/ as in <b>seal</b>	/t/ as in <b>tiger</b> /v/ as in <b>vase</b>	/w/ as in <b>web</b> /y/ as in <b>yoyo</b>	/z/ as in <b>zebra</b> /s/ as in <b>treasure</b>
		3	/ch/ as in <b>chicken</b> /sh/ as in <b>shell</b>	/th/ as in <b>thong</b> /th/ as in <b>feather</b>	/a/ as in <b>apple</b>	/e/ as in <b>egg</b>	/i/ as in <b>igloo</b>
		4	/o/ as in <b>orange</b>	/u/ as in <b>umbrella</b>	/ai/ as in <b>snail</b> /ee/ as in <b>bee</b>	/i_e/ as in <b>ice-cream</b> /oa/ as in <b>boat</b>	/ar/ as in <b>star</b> /ir/ as in <b>bird</b>
	5	/or/ as in <b>horse</b> /oo/ as in <b>book</b>	/oo/ as in <b>boot</b> /ou/ as in <b>cloud</b>	/oy/ as in <b>boy</b> /eer/ as in <b>deer</b>	/air/ as in <b>chair</b> /er/ as in <b>ladder</b>	assess	
	Discovering Graphemes	Week	Monday	Tuesday	Wednesday	Thursday	Friday
		6		m for 		a for 	consolidate
		7		t for 		s for 	consolidate
		8		i for 		d for 	consolidate
9		f for 		n for 	assess		
Term 2	Discovering Graphemes	1	p for 		o for 	consolidate	
		2	r for 		g for 	consolidate	
		3	e for 		h for 	consolidate	
		4	k for 		c for 	consolidate	
		5	u for 		b for 	consolidate	
		6	l for 		j for 	consolidate	
		7	y for 		v for 	consolidate	
		8	w for 		z for 	consolidate	
	9	assess and catch up					
Term 3	Discovering Graphemes	1	ck for 		ng for 	consolidate	
		2	ss for 		ff for 	consolidate	
		3	ll for 		zz, s for 	consolidate	
		4	x for  		q, u for  	consolidate	
		5	ch for 		sh for 	consolidate	
		6	th for 		th for 	consolidate	
		7	s for 		ai, ay, a_e for 	consolidate	
		8	ee, e, ea for 		i_e, y for 	consolidate	
	9	assess and catch up					
Term 4	Discovering Graphemes	1	oa, o_e, o for 		ar, a for 	consolidate	
		2	ir, ur for 		or, a for 	consolidate	
		3	oo, u for 		oo for 	consolidate	
		4	ou, ow for 		oy for 	consolidate	
		5	eer, ear for 		air for 	consolidate	
		6	er for 				
	7	assess and catch up					