

This year we will be using Sound Waves resources to support our teaching of reading and spelling. Sound Waves aligns with the Australian Curriculum and is informed by current scientific evidence on how children best learn to read and spell.

## What will children learn in Sound Waves?

Sound Waves Foundation has two phases of teaching that run across the year. Children build their knowledge and learn different skills in each phase.

### Phase 1

In Phase 1, children are introduced to the 43 sounds of spoken Australian English. They participate in a whole-class lesson on each sound followed by lots of fun sound-based games and activities.

This phase focuses on establishing children's ability to work with sounds, and they are not yet introduced to matching letters to sounds. Dedicating this time to exploring sounds is crucial for children's later reading and spelling success.

*You can support your child's progress throughout this phase by:*

- asking them to teach you the catchy little Chant and Action they've learned for each sound
- reading to them each day
- talking with them about the books you read together.

### Phase 2

In Phase 2, children learn how to represent the 43 sounds of spoken Australian English using the letters of the alphabet. They also read and spell words containing previously learned sounds and letters to represent them.

Children participate in whole-class lessons where their teacher models forming letters, and reading and spelling words. These lessons are followed by fun hands-on activities in which children practise their reading and spelling skills.

Lessons in this phase are taught in a very specific order to minimise confusion. First children learn to use a single letter for one sound. For example, they learn to read and spell words such as *top*, *pin* and *hen*. Then children learn that some sounds are represented by two letters. For example, they learn to read and spell words such as *ring*, *fish* and *moth*. They also learn that some sounds can be represented in different ways. For example, they learn that the sound at the end of *bee* can be shown in writing using **ee** as in *see*, **e** as in *we* or **ea** as in *eat*.

This order of teaching ensures children are 'up and running' with the essentials of reading and spelling by the end of their first year.

*You can support your child's progress throughout this phase by listening to them read and reading stories with them. Your child's teacher may send home Sound Waves Decodable Readers. These books follow the Phase 2 sequence and there is a book for each sound-letter relationship. Your child should be able to read the Decodable Reader accurately on their own without prompting. Encourage your child to read the same Decodable Reader multiple times to help them achieve accuracy, build their confidence and improve fluency and expression.*

We look forward to working with your child this year.

#### Did you know?

Australian English is produced using 43 speech sounds.

#### Did you know?

English uses the 26 letters of the alphabet to represent the 43 sounds in spoken language.

This mismatch between letters and sounds means sometimes more than one letter represents a sound. For example, the **ch** in *chin*, the **sh** in *ship* and the **ll** in *bell* are all two letters representing just one sound.