

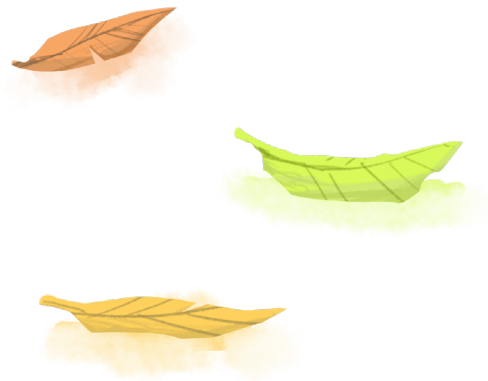
SOUND WAVES

WORD STUDY

Australian Curriculum Match

Version 9.0

Years 3–6



Contents



Use this document to understand how Sound Waves Word Study comprehensively meets the content descriptions for the Phonic and Word Knowledge sub-strand for Years 3 to 6 in the Australian Curriculum.

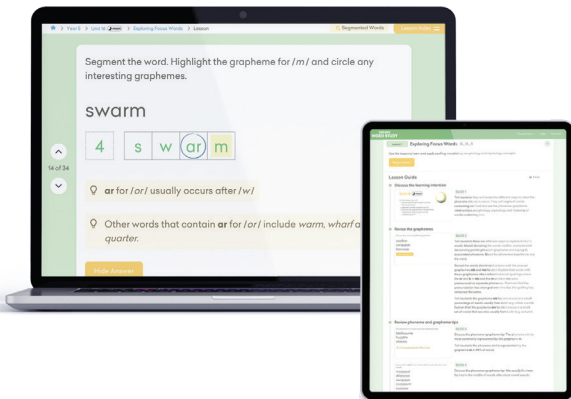
Program Resources.....	3
Year 3.....	4
Year 4	6
Year 5	8
Year 6	11

Program Resources

The Sound Waves Word Study program (Years 3 to 6) consists of online teaching resources, Student Books, charts and playing cards.

Sound Waves Online

Sound Waves Online is home to all your teaching resources. These include detailed lesson guides, slideshows (featuring interactive tools and discussion prompts), assessments and more.



Sound Waves Student Books

Student Book activities allow students to immediately apply the concepts taught in the corresponding lessons.



Also available as printable pages

Charts

Teaching Charts and **Student Charts** are essential reference tools to help with grapheme choice. Each chart features graphemes used to represent the 43 phonemes of Australian English, along with word examples.



Available in Standard and Extended versions

Cards

Playing cards and **A5 cards** are a great addition to every classroom.



What about Years F-2?

Use our companion series **Sound Waves Early Literacy**, which teaches essential spelling and reading skills from Foundation to Year 2, and includes Decodable Readers.

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 3
<p>AC9E3LY09: understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns.</p>	<ul style="list-style-type: none"> • reading and writing more complex words with consonant digraphs and consonant blends; for example, “shrinking”, “against” and “rocket” • reading and writing consonant digraphs representing different sounds; for example, “machine”, “change” and “school” 	<p><i>Model segmenting Focus Words and Complete the Student Book activities in Lesson 1:</i></p> <ul style="list-style-type: none"> • Units 1–36 <p>Note: Students are taught how to segment words into syllables and phonemes in Unit 1: Getting Started.</p>
<p>AC9E3LY10: understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words.</p>	<ul style="list-style-type: none"> • understanding how to use knowledge of prefixes to change the meaning of a base word; for example, “undone”, “remove” and “misunderstand” • using generalisations for adding a suffix to a base word to form a plural or past tense; for example, to make a word plural when it ends in “ss”, “sh”, “ch” or “z”, add “es” 	<p>Prefixes:</p> <ul style="list-style-type: none"> • Unit 11: un • Unit 16: mid, mis • Unit 20: pre, re • Unit 22: dis <p>Suffixes (inflectional):</p> <ul style="list-style-type: none"> • Unit 2: ed, ing (double) • Unit 3: ed, ing (double) • Unit 4: es (plurals) • Unit 6: ed, ing (double) • Unit 7: ed, ing (double), s, es (verbs) • Unit 8: ed, ing (double) • Unit 9: er, est (double) • Unit 10: er, est (double) • Unit 11: s, es (verbs) • Unit 13: ed, ing (drop e) • Unit 15: s, es (change y) • Unit 16: s, es (change y) • Unit 17: ing (drop e), ed, es, ing (change y) • Unit 19: s, es (plurals), ed, ing (drop e) • Unit 22: s, es (change y) • Unit 25: er, est (double) • Unit 26: s (change f and fe) • Unit 30: s, es (change y, change f and fe) <p>Suffixes (derivational):</p> <ul style="list-style-type: none"> • Unit 8: ful • Unit 10: ful • Unit 14: less • Unit 15: y • Unit 18: en • Unit 21: ness, ly • Unit 24: ist • Unit 30: y • Unit 36: er <p>Note: Additional morphology and vocabulary concepts are taught in Lesson 1 of each unit.</p>

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 3
<p>AC9E3LY11: use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words.</p>	<ul style="list-style-type: none"> • using phonic knowledge to explore less common letter patterns after short vowels; for example, words that end in “dge”, “badge”, “edge” and “fridge” • using phonic knowledge and knowledge of letter patterns to spell words with 3–letter blends; for example, “str-ip” 	<p>The following is a list of the more commonly occurring phoneme–grapheme relationships that are taught in the lessons and explored in the Focus Words:</p> <ul style="list-style-type: none"> • Unit 2: b, bb for /b/ • Unit 3: a for /a/ • Unit 4: k, c, q, ck, ch for /k/, x for /k/ and /s/ • Unit 5: e, ea, a, ai for /e/ • Unit 6: d, dd for /d/ • Unit 7: i, e, u, ui for /i/ • Unit 8: f, ff, ph for /f/ • Unit 9: o, a for /o/ • Unit 10: g, gg, gu for /g/ • Unit 11: u, o, ou for /u/ • Unit 12: h, wh for /h/, j, g, ge, dge for /j/ • Unit 13: ai, ay, a_e, a, ea, eigh for /ai/ • Unit 14: l, ll for /l/ • Unit 15: ee, ea, y, ey, ie, i, eo for /ee/ • Unit 16: m, mm, mb, me for /m/ • Unit 17: i_e, y, igh, i, ie, uy for /i_e/ as in <i>ice-cream</i> • Unit 18: n, nn, kn for /n/, ng, n for /ng/ • Unit 19: oa, o_e, ow, o, oe for /oa/ • Unit 20: p for /p/, r, rr, wr for /r/ • Unit 21: ar, a, al, au, are for /ar/ • Unit 22: s, ss, se, ce, c for /s/, x for /k/ and /s/ • Unit 23: ir, ur, or, er, ere, ear for /ir/ • Unit 24: t, tt for /t/ • Unit 25: or, ore, a, aw, au, oor, ough, augh, ar, al, o for /or/ • Unit 26: v, ve for /v/, w, wh, u for /w/ • Unit 27: oo, u, oul, o for /oo/ as in <i>book</i> • Unit 28: y for /y/ as in <i>yoyo</i>, u, ew, u_e, ue, eau for /y/ as in <i>yoyo</i> and /oo/ as in <i>boot</i> • Unit 29: oo, ew, ue, u_e, ui, o, ough, wo for /oo/ as in <i>boot</i> • Unit 30: z, zz, s, se, ze for /z/ • Unit 31: ou, ow, hou for /ou/ • Unit 32: ch, tch, t for /ch/, sh, ch, s for /sh/ • Unit 33: oy, oi for /oy/, eer, ear, ere for /eer/ • Unit 34: th for /th/ as in <i>thong</i>, th for /th/ as in <i>feather</i> • Unit 35: air, are, ear, ere, eir, ey’re for /air/ • Unit 36: er, ar, a, e, o, re, ure for /ə/ <p>Additional and unusual phoneme–grapheme relationships are covered across all units.</p>
<p>AC9E3LY12: recognise and know how to write most high-frequency words including some homophones.</p>	<ul style="list-style-type: none"> • using context and syntactic knowledge to spell homophones; for example, “break” or “brake” and “ate” or “eight” 	<p>Homophones:</p> <ul style="list-style-type: none"> • Units 12, 13, 25, 28, 29, 31, 33, 34, 35 <p>Note: Students are taught high-frequency words in Units 1–36.</p>

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 4
<p>AC9E4LY09: understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes.</p> <p>AC9E4LY10: understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words.</p>	<ul style="list-style-type: none"> recognising unstressed vowels in multisyllabic words and how these vowel sounds are written; for example, “builder” and “animal” using phonic and morphemic knowledge to read and write multisyllabic words with more complex letter combinations; for example, “straightaway” and “thoughtful” applying generalisations for adding affixes; for example, “hope” – “hoping”, “begin” – “beginning”, “country” – “countries” building morphemic word families and exploring word origins; for example, “tricycle”, “tripod” and “triangle” 	<p>Syllables:</p> <ul style="list-style-type: none"> Unit 1: Getting Started <p>The following is a list of the more commonly occurring phoneme–grapheme relationships that are taught in the lessons and explored in the Focus Words:</p> <ul style="list-style-type: none"> Unit 2: b, bb for /b/ Unit 3: a for /a/ Unit 4: k, c, q, ck for /k/, x for /k/ and /s/ Unit 5: e, ea, a, ie for /e/ Unit 6: d, dd for /d/ Unit 7: i, e, u, ui for /i/ Unit 8: f, ph, gh for /f/ Unit 9: o, a for /o/ Unit 10: g, gg, gu for /g/ Unit 11: u, o, oo, ou for /u/ Unit 12: h, wh for /h/, j, g, ge, dge for /j/ Unit 13: ai, a_e, a, ea, ey, igh for /ai/ Unit 14: l, ll for /l/ Unit 15: ee, e, ea, y, ey, ie, eo for /ee/ Unit 16: m, mm, mb for /m/ Unit 17: i_e, y, igh, i, ie, uy, is, eye for /i_e/ as in <i>ice-cream</i> Unit 18: n, kn for /n/, ng, n for /ng/ Unit 19: oa, o_e, ow, o, oe, ough for /oa/ Unit 20: p, pp for /p/, r, rr, wr for /r/ Unit 21: ar, a, ear, al, au for /ar/ Unit 22: s, ss, se, ce, c for /s/, x for /k/ and /s/ Unit 23: ir, ur, or, er, ere, ear, our for /ir/ Unit 24: t, tt for /t/ Unit 25: or, ore, a, aw, au, oor, ough, augh, our, al, ure for /or/ Unit 26: v, ve for /v/, w, wh, u for /w/ Unit 27: oo, u, oul, o for /oo/ as in <i>book</i> Unit 28: y for /y/ as in <i>yoyo</i>, u, ew, u_e, ue, eau for /y/ as in <i>yoyo</i> and /oo/ as in <i>boot</i> Unit 29: oo, ew, ue, u_e, ui, oe, ough for /oo/ as in <i>boot</i> Unit 30: z, zz, s, se for /z/, s, si for /s/ as in <i>treasure</i> Unit 31: ou, ow, ough, hou for /ou/ Unit 32: ch, tch, t for /ch/, sh, ti, ci for /sh/ Unit 33: oy, oi for /oy/, eer, ear, ere, ier for /eer/ Unit 34: th for /th/ as in <i>thong</i>, th for /th/ as in <i>feather</i> Unit 35: air, are, ear, ere, eir, ai, ar, a, ey're for /air/ Unit 36: er, or, a, e, i, o, ai, ure, our for /ə/ <p>Additional and unusual phoneme–grapheme relationships are covered across all units.</p> <p>Spelling patterns:</p> <ul style="list-style-type: none"> Unit 4: ck, k, c Unit 9: a

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 4
<p>AC9E4LY09: understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes.</p> <p>(continued)</p> <p>AC9E4LY10: understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words.</p> <p>(continued)</p>	<ul style="list-style-type: none"> recognising unstressed vowels in multisyllabic words and how these vowel sounds are written; for example, “builder” and “animal” using phonic and morphemic knowledge to read and write multisyllabic words with more complex letter combinations; for example, “straightaway” and “thoughtful” <p>(continued)</p> <ul style="list-style-type: none"> applying generalisations for adding affixes; for example, “hope” – “hoping”, “begin” – “beginning”, “country” – “countries” building morphemic word families and exploring word origins; for example, “tricycle”, “tripod” and “triangle” <p>(continued)</p>	<p>Prefixes:</p> <ul style="list-style-type: none"> Unit 4: ex Unit 6: mis, dis, un Unit 7: in, im Unit 8: fore Unit 17: bi, tri Unit 20: pre, re Unit 22: sub Unit 24: inter Unit 29: super Unit 31: out <p>Suffixes (inflectional):</p> <ul style="list-style-type: none"> Unit 2: ed, ing (double) Unit 3: ed, ing (double) Unit 5: s, es (verbs) Unit 6: ed, ing (drop e) Unit 7: er, est (double) Unit 8: s, es (change y), s (change f and fe) Unit 9: ed, ing, s, es (double) Unit 10: ed, ing (double, drop e) Unit 11: es (change y) Unit 13: er, est (change y) Unit 17: ed, ing (drop e, change y), s, es (change y) Unit 19: s, es (change y, change f and fe) Unit 23: er, est (change y) Unit 30: s, es (change y, change f and fe) <p>Suffixes (derivational):</p> <ul style="list-style-type: none"> Unit 11: y Unit 13: y Unit 14: ful Unit 15: ly Unit 16: er, ment Unit 18: ness Unit 20: ship Unit 21: en Unit 22: ous Unit 23: y Unit 26: wards Unit 27: hood Unit 28: ish Unit 32: ion Unit 36: er, or, ist <p>Word Origins (Latin roots):</p> <ul style="list-style-type: none"> Unit 25: port Unit 30: vis <p>Note: Additional morphology and etymology concepts are taught in Lesson 1 of each unit.</p>
<p>AC9E4LY11: read and write high-frequency words including homophones and know how to use context to identify correct spelling.</p>	<ul style="list-style-type: none"> recognising that contextual and syntactical clues can be used to determine the use of homophones; for example, “We grow wheat on our farm.” “The train trip will take about an hour.” 	<p>Homophones:</p> <ul style="list-style-type: none"> Units 10, 12, 13, 15, 17, 19, 25, 30, 31, 34, 35 <p>Note: Students are taught high-frequency words in Units 1–36.</p>

Literacy: Phonic and Word Knowledge

Content Description	Elaborations	Sound Waves Year 5
<p>AC9E5LY08: use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations.</p>	<ul style="list-style-type: none"> recognising and writing less familiar words that share common letter patterns but have different pronunciations; for example, “journey”, “your”, “tour” and “sour” 	<p>The following is a list of graphemes that represent more than one phoneme. These are taught in the lessons and explored in the Focus Words.</p> <ul style="list-style-type: none"> a as in <i>apple, watch, lady, glass, area, pizza</i> c as in <i>car, pencil</i> ch as in <i>school, chicken</i> e as in <i>egg, me, cereal, bucket</i> ea as in <i>head, seat, weary</i> ay as in <i>says, hay</i> i as in <i>igloo, litre, spider, dolphin</i> y as in <i>syrup, baby, fly, yoyo</i> o as in <i>women, orange, monkey, comb, story, do, lemon</i> gh as in <i>laugh, spaghetti</i> au as in <i>sausage, laugh, sauce</i> ow as in <i>knowledge, window, flower</i> g as in <i>girl, giraffe</i> u as in <i>umbrella, queen, bush, computer, ruler, cactus</i> oo as in <i>flood, book, boot</i> ou as in <i>young, boulder, courier, group, cloud, famous</i> eigh as in <i>eight, height</i> n as in <i>net, wink</i> oa as in <i>boat, broad</i> ough as in <i>though, bought, through, plough</i> ar as in <i>star, war, scarce, dollar</i> s as in <i>seal, bears, treasure, sure</i> ss as in <i>kiss, dissolve, tissue</i> se as in <i>mouse, cheese</i> er as in <i>fern, ladder</i> or as in <i>world, horse</i> ear as in <i>early, ear</i> t as in <i>tiger, picture</i> our as in <i>your, colour</i> ure as in <i>sure, picture</i> u_e as in <i>volume, flute</i> ti as in <i>question, station</i> ere as in <i>here, where</i> th as in <i>thong, feather</i> <p>More commonly occurring and unusual phoneme–grapheme relationships are covered across all units.</p>

Literacy: Phonic and Word Knowledge

Content Description	Elaborations	Sound Waves Year 5
<p>AC9E5LY09: build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations.</p>	<ul style="list-style-type: none"> • using knowledge of known words and base words to spell new words; for example, the spelling and meaning connections between “vision”, “television” and “revision” • applying knowledge of spelling generalisations to spell new words; for example, “suitable”, “likeable” and “collapsible” 	<p>Prefixes:</p> <ul style="list-style-type: none"> • Unit 3: anti, dia • Unit 4: kilo, milli • Unit 5: ex, dec, deci, cent • Unit 6: dis, mis, in, de • Unit 7: in, im, il, ir • Unit 9: non, quad, oct • Unit 16: multi, semi, com • Unit 17: bi, tri • Unit 18: en • Unit 20: pre, re • Unit 23: circum • Unit 24: inter, tele, trans • Unit 25: auto • Unit 29: sub, super <p>Suffixes (inflectional):</p> <ul style="list-style-type: none"> • Unit 2: ed, ing (double, change y, drop e) • Unit 8: s, es (plural/verbs – change y, change f and fe) • Unit 10: ed, ing (drop e, double) • Unit 11: er, est (change y) • Unit 21: s, es (plurals – change y, change f and fe) • Unit 23: ed, ing (double) <p>Greek and Latin roots:</p> <ul style="list-style-type: none"> • Unit 3: astro, aster, ang, aqua, anim • Unit 8: graph, phon, photo • Unit 11: struct • Unit 12: ject • Unit 17: scrib, script • Unit 19: mot, pos • Unit 20: port • Unit 23: circ • Unit 24: rupt, sect • Unit 25: aud • Unit 36: cap, mit, pel <p>Word Origins:</p> <ul style="list-style-type: none"> • Unit 21 • Unit 28 • Unit 29

Literacy: Phonic and Word Knowledge

Content Description	Elaborations	Sound Waves Year 5
<p>AC9E5LY10: explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word.</p>	<ul style="list-style-type: none"> • using knowledge of word origins and roots, and related words, to interpret and spell unfamiliar words, and learning about how these roots affect plurals; for example, “cactus” and “cacti”, “louse” and “lice” • understanding how some suffixes change the grammatical form of words; for example, “-tion” and “-ment” can change verbs into nouns: “protect” to “protection” and “develop” to “development” 	<p>Plurals:</p> <ul style="list-style-type: none"> • Unit 21 <p>Note: Irregular plurals are explicitly taught in Year 3 and are revised in Years 4, 5 and 6.</p> <p>Suffixes (derivational):</p> <ul style="list-style-type: none"> • Unit 4: ion • Unit 7: ive • Unit 10: ness, ment • Unit 11: y • Unit 13: er, or, ee • Unit 14: ful, less, able • Unit 15: ly • Unit 18: en • Unit 22: ous • Unit 30: ise, ion • Unit 31: able • Unit 32: ion • Unit 35: ly, ous, y, less, ful, able, ness • Unit 36: al <p>Note: Additional morphology and etymology concepts are taught in Lesson 1 of each unit.</p>

Teachers may find Sound Waves resources also address other strands and sub-strands of the Australian Curriculum. For example, **AC9E5LA08:** *understand how vocabulary is used to express greater precision of meaning, including through specialist and technical terms, and explore the history of words* is covered in Lesson 1 as well as in Word Origin and Greek and Latin roots lessons.

Literacy: Phonic and Word Knowledge

Content Description	Elaborations	Sound Waves Year 6
<p>AC9E6LY08: use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words.</p>	<ul style="list-style-type: none"> • using phonic generalisations to read and write complex words with uncommon letter patterns; for example, “pneumonia”, “resuscitate” and “vegetation” 	<p>The following is a list of the more commonly occurring phoneme–grapheme relationships that are taught in the lessons and explored in the Focus Words:</p> <ul style="list-style-type: none"> • Unit 2: b, bb, pb for /b/ • Unit 3: a for /a/ • Unit 4: k, c, q, ck, x, ch, que for /k/, x for /k/ and /s/ • Unit 5: e, ea, a, eo for /e/ • Unit 6: d, dd for /d/ • Unit 7: i, y, e, ui, a for /i/ • Unit 8: f, ff, ph for /f/ • Unit 9: o, a, ho, au, ow, ach, e for /o/ • Unit 10: g, gu, gue for /g/ • Unit 11: u, o, ou for /u/ • Unit 12: h for /h/, j, g, ge, gg, d for /j/ • Unit 13: ai, ay, a_e, a, ei, eigh, et, e for /ai/ • Unit 14: l, ll for /l/ • Unit 15: ee, e, ea, y, ie, e_e, i, ei for /ee/ • Unit 16: m, mm, me for /m/ • Unit 17: i_e, y, igh, i, ir for /i_e/ as in <i>ice-cream</i> • Unit 18: n, kn, ne for /n/, ng, n, ngue for /ng/ • Unit 19: oa, o_e, ow, o, ough for /oa/ • Unit 20: p, pp for /p/, r, rr, rh for /r/ • Unit 21: ar, a, ear, au, er for /ar/ • Unit 22: s, ss, ce, c, sc, st, sw for /s/, x for /k/ and /s/ • Unit 23: ir, ur, er, ear, our, urr for /ir/ • Unit 24: t, tt for /t/ • Unit 25: or, ore, a, aw, au, augh, oa, hau, aur for /or/ • Unit 26: v, ve for /v/, wh, u for /w/ • Unit 27: oo, u, oul, o, ou for /oo/ as in <i>book</i> • Unit 28: i, u for /y/ as in <i>yoyo</i>, u, ui, eu, ew, u_e, ue, ueue for /y/ as in <i>yoyo</i> and /oo/ as in <i>boot</i> • Unit 29: oo, ew, ue, u_e, u, o, ough, ou, oeu for /oo/ as in <i>boot</i> • Unit 30: z, s, ss for /z/, x for /g/ and /z/, s, si for /s/ as in <i>treasure</i> • Unit 31: ou, ow, ough for /ou/ • Unit 32: ch, ti, t for /ch/, sh, ch, ti, ss, ssi for /sh/ • Unit 33: oy, oi for /oy/, eer, ere, ier, e, ir, ea for /eer/ • Unit 34: th for /th/ as in <i>thong</i>, th, the for /th/ as in <i>feather</i> • Unit 35: air, are, ere, ar, a, ayor, ea, aire, ae for /air/ • Unit 36: er, ar, a, e, i, o, u, ou for /ə/ <p>Additional and unusual phoneme–grapheme relationships are covered across all units.</p>

Literacy: Phonic and Word Knowledge

Content Description	Elaborations	Sound Waves Year 6
<p>AC9E6LY09: use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words.</p>	<ul style="list-style-type: none"> • using a dictionary to explore and using knowledge of word origins, including some Greek roots, to spell words; for example, the Greek root “ath” meaning “contest” or “outstanding skill”, “pent” meaning the number 5 and “dec” meaning the number 10 inform the spelling and meaning of the words “athlete”, “pentathlon” and “decathlon” • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, “ratio” and “synthesis” • expanding knowledge of prefixes and suffixes, and exploring meaning relationships between words; for example, “disappearance”, “submarine”, “subterranean”, “poisonous” and “nervous” • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, knowing how and why these words are spelt as follows: “reliability”, “handkerchief”, “receive”, “lollies”, “trolleys”, “climbing”, “designed” and “emergency” • spelling technical words by applying morphemic knowledge; for example, “metaphorical”, “biology” and “biodegradable” • investigating the meanings of words in languages of First Nations Australians using dictionaries or online resources from state libraries or universities 	<p>Prefixes:</p> <ul style="list-style-type: none"> • Unit 4: ex • Unit 5: dec, cent, kilo • Unit 7: dis, mis, in, im, il, ir • Unit 9: anti, non, con • Unit 12: hyper, hypo • Unit 14: mono, multi • Unit 16: com • Unit 19: co • Unit 20: pro • Unit 23: circum • Unit 25: auto, trans • Unit 28: uni • Unit 29: sub, super • Unit 31: out • Unit 34: syn, sym • Unit 36: inter, ad, ac <p>Suffixes (inflectional):</p> <ul style="list-style-type: none"> • Unit 2: ed, ing (change y, drop e, double), s, es (verbs – change y) • Unit 14: ed, ing (double) • Unit 23: ed, ing (double) <p>Suffixes (derivational):</p> <ul style="list-style-type: none"> • Unit 2: able • Unit 4: ion • Unit 10: ly • Unit 11: er, or, ist • Unit 13: ation • Unit 14: al • Unit 15: ty, ity • Unit 17: ify • Unit 18: ance, ence • Unit 22: ous • Unit 24: ment • Unit 26: ive • Unit 30: ise, sion • Unit 31: less • Unit 32: ion • Unit 35: ian <p>Greek and Latin roots:</p> <ul style="list-style-type: none"> • Unit 3: tract • Unit 5: cess, cep, sect • Unit 6: pod, ped, duc, duct, duce • Unit 8: flex, flect, frag, fract • Unit 10: graph, gram • Unit 11: struct, rupt • Unit 12: hydr, geo, bio, logy

Literacy: Phonic and Word Knowledge

Content Description	Elaborations	Sound Waves Year 6
<p>AC9E6LY09: use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words.</p> <p>(continued)</p>	<ul style="list-style-type: none"> • using a dictionary to explore and using knowledge of word origins, including some Greek roots, to spell words; for example, the Greek root “ath” meaning “contest” or “outstanding skill”, “pent” meaning the number 5 and “dec” meaning the number 10 inform the spelling and meaning of the words “athlete”, “pentathlon” and “decathlon” • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, “ratio” and “synthesis” • expanding knowledge of prefixes and suffixes, and exploring meaning relationships between words; for example, “disappearance”, “submarine”, “subterranean”, “poisonous” and “nervous” • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, knowing how and why these words are spelt as follows: “reliability”, “handkerchief”, “receive”, “lollies”, “trolleys”, “climbing”, “designed” and “emergency” • spelling technical words by applying morphemic knowledge; for example, “metaphorical”, “biology” and “biodegradable” • investigating the meanings of words in languages of First Nations Australians using dictionaries or online resources from state libraries or universities <p>(continued)</p>	<ul style="list-style-type: none"> • Unit 15: ceed, cede, cess • Unit 16: meter • Unit 19: mot, pos • Unit 20: spect, press • Unit 23: circ, vers, vert • Unit 24: ject, fact, fect • Unit 25: port, form • Unit 34: therm • Unit 35: aer, aero, aqua <p>Word Origins:</p> <ul style="list-style-type: none"> • Unit: 21 • Unit: 27 • Unit: 28 • Unit: 29 <p>Note: Additional morphology and etymology concepts are taught in Lesson 1 of each unit.</p>