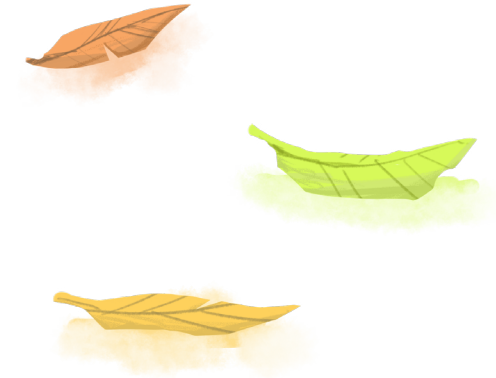


SOUND WAVES

WORD STUDY



NSW Stage 2 Syllabus Match

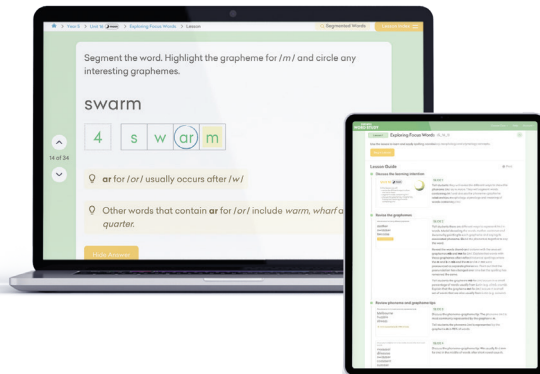
Use this document to understand how Years 3 and 4 of Sound Waves Word Study comprehensively meet the outcome and content for Spelling in the NSW Stage 2 Syllabus.

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.

Outcome	Content	Sound Waves Year 3	Sound Waves Year 4	
SPELLING EN2-SPELL-01: selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts.	Phonological component	explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling	Syllables: • Unit 1: Getting Started Phonemes: • Units 1–36 Note: Students are explicitly taught to break words into syllables and phonemes in Unit 1: Getting Started. The lessons in Units 2–36 focus on segmenting words into phonemes. Students can also apply their knowledge of syllables as a strategy for spelling multisyllabic words in these units.	Syllables: • Unit 1: Getting Started Phonemes: • Units 1–36 Note: Students are explicitly taught to break words into syllables and phonemes in Unit 1: Getting Started. The lessons in Units 2–36 focus on segmenting words into phonemes. Students can also apply their knowledge of syllables as a strategy for spelling multisyllabic words in these units.
		identify differences in vowel phonemes (short, long, diphthong and schwa vowels)	Vowel phonemes: • Unit 3: /a/ • Unit 5: /e/ • Unit 7: /i/ • Unit 9: /o/ • Unit 11: /u/ • Unit 13: /ai/ • Unit 15: /ee/ • Unit 17: /i_e/ as in <i>ice-cream</i> • Unit 19: /oa/ • Unit 21: /ar/ • Unit 23: /ir/ • Unit 25: /or/ • Unit 27: /oo/ as in <i>book</i> • Unit 29: /oo/ as in <i>boot</i> • Unit 31: /ou/ • Unit 33: /oy/, /eer/ • Unit 35: /air/ • Unit 36: /ə/	Vowel phonemes: • Unit 3: /a/ • Unit 5: /e/ • Unit 7: /i/ • Unit 9: /o/ • Unit 11: /u/ • Unit 13: /ai/ • Unit 15: /ee/ • Unit 17: /i_e/ as in <i>ice-cream</i> • Unit 19: /oa/ • Unit 21: /ar/ • Unit 23: /ir/ • Unit 25: /or/ • Unit 27: /oo/ as in <i>book</i> • Unit 29: /oo/ as in <i>boot</i> • Unit 31: /ou/ • Unit 33: /oy/, /eer/ • Unit 35: /air/ • Unit 36: /ə/

NSW Stage 2 Syllabus Match

Outcome	Content	Sound Waves Year 3	Sound Waves Year 4
SPELLING EN2-SPELL-01: selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts. (continued)	Phonological component (continued)	recognise stressed and unstressed syllables in multisyllabic words and apply this knowledge when spelling understand that the schwa occurs in an unstressed syllable and apply this knowledge when spelling	Unit 1: Getting Started Note: Students are taught how to segment words into syllables in Unit 1: Getting Started. This includes identifying the schwa in unstressed syllables. Students can apply this knowledge as a strategy for spelling multisyllabic words in Units 2–36.
	Orthographic component	understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling	Unit 1: Getting Started Note: Students are taught how to segment words into syllables in Unit 1: Getting Started. This includes identifying the schwa in unstressed syllables. Students can apply this knowledge as a strategy for spelling multisyllabic words in Units 2–36.
	understand that graphemes can be explained by their etymology	Graphemes: • Unit 4: ck, k • Unit 9: a • Unit 12: ge, dge • Unit 21: a • Unit 22: c, ce • Unit 23: or • Unit 32: tch	Graphemes: • Unit 4: ck, k, c • Unit 9: a • Unit 12: g
		<i>Phoneme and Grapheme Tips</i> in the Overview section of Units 2–36 provide teachers with information about graphemes with etymological origins. In Year 3 morphology and vocabulary concepts are introduced in Lesson 1.	<i>Phoneme and Grapheme Tips</i> in the Overview section of Units 2–36 provide teachers with information about graphemes with etymological origins. In Year 4 morphology and etymology concepts are introduced in Lesson 1. These concepts are developed in Years 5 and 6, supported by discrete Word Origin lessons.

Outcome	Content	Sound Waves Year 3	Sound Waves Year 4
SPELLING EN2-SPELL-01: selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts. (continued)	Orthographic component (continued)	apply knowledge of taught vowel graphemes when spelling	apply knowledge of taught vowel graphemes when spelling
		Vowel graphemes: • Unit 3: a for /a/ • Unit 5: e, ea, a, ai for /e/ • Unit 7: i, e, u, ui for /i/ • Unit 9: o, a for /o/ • Unit 11: u, o, ou for /u/ • Unit 13: ai, ay, a_e, a, ea, eigh for /ai/ • Unit 15: ee, ea, y, ey, ie, i, eo for /ee/ • Unit 17: i_e, y, igh, i, ie, uy for /i_e/ as in <i>ice-cream</i> • Unit 19: oa, o_e, ow, o, oe for /oa/ • Unit 21: ar, a, al, au, are for /ar/ • Unit 23: ir, ur, or, er, ere, ear for /ir/ • Unit 25: or, ore, a, aw, au, oor, ough, augh, ar, al, o for /or/ • Unit 27: oo, u, oul, o for /oo/ as in <i>book</i> • Unit 29: oo, ew, ue, u_e, ui, o, ough, wo for /oo/ as in <i>boot</i> • Unit 31: ou, ow, hou for /ou/ • Unit 33: oy, oi for /oy/, eer, ear, ere for /eer/ • Unit 35: air, are, ear, ere, eir, ey're for /air/ • Unit 36: er, ar, a, e, o, re, ure for /ə/	Vowel graphemes: • Unit 3: a for /a/ • Unit 5: e, ea, a, ie for /e/ • Unit 7: i, e, u, ui for /i/ • Unit 9: o, a for /o/ • Unit 11: u, o, oo, ou for /u/ • Unit 13: ai, a_e, a, ea, ey, eigh for /ai/ • Unit 15: ee, e, ea, y, ey, ie, eo for /ee/ • Unit 17: i_e, y, igh, i, ie, uy, is, eye for /i_e/ as in <i>ice-cream</i> • Unit 19: oa, o_e, ow, o, oe, ough for /oa/ • Unit 21: ar, a, ear, al, au for /ar/ • Unit 23: ir, ur, or, er, ere, ear, our for /ir/ • Unit 25: or, ore, a, aw, au, oor, ough, augh, our, al, ure for /or/ • Unit 27: oo, u, oul, o for /oo/ as in <i>book</i> • Unit 29: oo, ew, ue, u_e, ui, oe, ough for /oo/ as in <i>boot</i> • Unit 31: ou, ow, ough, hou for /ou/ • Unit 33: oy, oi for /oy/, eer, ear, ere, ier for /eer/ • 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/
	proofread, identify and correct misspellings when creating written texts	Proofreading activities in the Student Book: • Units 3, 5, 6, 8, 10, 12, 16, 21, 28, 31, 32, 34, 35	Proofreading activities in the Student Book: • Units 6, 7, 14, 19, 20, 21, 25, 35
use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word	Students are explicitly taught to use the <i>Sound Waves Student Chart</i> (standard or extended) as a reference tool to support spelling attempts and corrections. Additionally, students are prompted to use a dictionary in some Student Book activities for support with spelling or word meanings.	Students are explicitly taught to use the <i>Sound Waves Student Chart</i> (standard or extended) as a reference tool to support spelling attempts and corrections. Additionally, students are prompted to use a dictionary in some Student Book activities for support with word meanings.	

Outcome	Content	Sound Waves Year 3	Sound Waves Year 4
<p>SPELLING</p> <p>EN2-SPELL-01: selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts.</p> <p>(continued)</p>	<p>Morphological component</p> <p>identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling</p>	<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 (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>identify derivational suffixes such as <i>-able, -ness, -ian</i> and <i>-ment</i>, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling</p>	<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>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

NSW Stage 2 Syllabus Match

Outcome	Content	Sound Waves Year 3	Sound Waves Year 4	
SPELLING EN2-SPELL-01: selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts. (continued)	Morphological component (continued)	identify derivational suffixes such as <i>-able, -ness, -ian</i> and <i>-ment</i> , explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling (continued)	<ul style="list-style-type: none"> Unit 28: ish Unit 32: ion Unit 36: er, or, ist <p>Note: Students learn the suffix able in Year 5 and the suffix ian in Year 6.</p>	
		identify prefixes that require no change to the base word or root when they are affixed, and apply this knowledge when spelling	Prefixes: <ul style="list-style-type: none"> Unit 11: un Unit 16: mid, mis Unit 20: pre, re Unit 22: dis 	Prefixes: <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
		correctly spell irregular plural words across a range of written contexts	Irregular plurals: <ul style="list-style-type: none"> Unit 15 	Irregular plurals are explicitly taught in Year 3 and are revised in Years 4, 5 and 6.
		correctly spell taught homophones when creating written texts	Homophones: <ul style="list-style-type: none"> Units 12, 13, 25, 28, 29, 31, 33, 34, 35 	Homophones: <ul style="list-style-type: none"> Units 10, 12, 13, 15, 17, 19, 25, 30, 31, 34, 35

Teachers may find Sound Waves resources also address other outcomes and content of the NSW Syllabus. For example, **EN2-VOCAB-01: builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words** is covered across concept lessons, as well as in Lesson 1 of each unit.