

SOUND WAVES

# WORD STUDY

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## NSW Stage 3 Syllabus Match

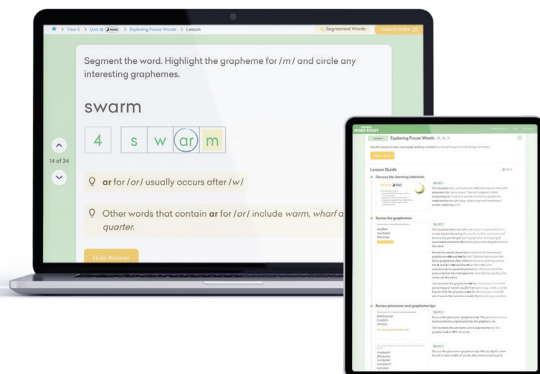
Use this document to understand how Years 5 and 6 of Sound Waves Word Study comprehensively meet the outcome and content for Spelling in the NSW Stage 3 Syllabus.

# 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 5	Sound Waves Year 6
<b>SPELLING</b> <b>EN3-SPELL-01:</b> automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words.	<b>Phonological component</b> segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling	Syllables: • Unit 1: Getting Started  Phonemes: • Units 1–36  <b>Note:</b> 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  <b>Note:</b> 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.
	<b>Orthographic component</b> apply and explain graphemes identified by their etymology	The following is a list of units that explore etymology of graphemes and word origins: • Unit 4: Grapheme <b>ch</b> for /k/ • Unit 21: Word origins – Indigenous Australian languages (Wemba Wemba, Yuwaalaraay, Guugu Yimidhirr, Dharug, Noongar, Gamilaraay, Wiradjuri) • Unit 28: Word origins – Turkish, Dutch, Portuguese, French, Latin, Spanish • Unit 29: Word origins – German, French, Latin, Dutch  Additional etymology concepts are taught in Lesson 1 in each unit.	The following is a list of units that explore etymology of graphemes and word origins: • Unit 8: Grapheme <b>ph</b> for /f/ • Unit 21: Word origins – Greek, Latin, Arabic, French, Japanese, German, Spanish, Persian • Unit 27: Word origins – German, Latin, Greek, Dutch, Arabic, Italian, Japanese • Unit 28: Word origins – Latin, French, Hawaiian • Unit 29: Word origins – German, French, Spanish, Japanese, Hindi  Additional etymology concepts are taught in Lesson 1 in each unit.
	apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts	The following is a list of the unusual phoneme–grapheme relationships that are taught in the lessons and explored in the Focus Words: • Unit 5: <b>ay</b> for /e/ • Unit 7: <b>o</b> for /i/ • Unit 8: <b>gh</b> for /f/ • Unit 9: <b>ho, au, ow</b> for /o/ • Unit 10: <b>gu, gh</b> for /g/ • Unit 11: <b>oo, ou</b> for /u/ • Unit 12: <b>gg, dj</b> for /j/ • Unit 13: <b>eigh, aigh</b> for /ai/ • Unit 15: <b>ie, ei</b> for /ee/ • Unit 16: <b>mb, mn</b> for /m/ • Unit 17: <b>eigh</b> for /i_e/ as in <i>ice-cream</i> • Unit 18: <b>kn</b> for /n/ • Unit 19: <b>ough, ou</b> for /oa/ • Unit 20: <b>wr</b> for /r/ • Unit 21: <b>al, au, ah</b> for /ar/ • Unit 22: <b>sc, sw</b> for /s/	The following is a list of the unusual phoneme–grapheme relationships that are taught in the lessons and explored in the Focus Words: • Unit 2: <b>pb</b> for /b/ • Unit 4: <b>que</b> for /k/ • Unit 5: <b>a, eo</b> for /e/ • Unit 7: <b>ui</b> for /i/ • Unit 9: <b>ho, au, ow, ach, e</b> for /o/ • Unit 10: <b>gu, gue</b> for /g/ • Unit 11: <b>ou</b> for /u/ • Unit 12: <b>gg, d</b> for /j/ • Unit 13: <b>ei, eigh, et, e</b> for /ai/ • Unit 15: <b>ie, ei</b> for /ee/ • Unit 16: <b>me</b> for /m/ • Unit 18: <b>kn, ne</b> for /n/, <b>ngue</b> for /ng/ • Unit 19: <b>ough</b> for /oa/ • Unit 20: <b>rh</b> for /r/ • Unit 21: <b>ear, au, er</b> for /ar/ • Unit 22: <b>sc, st, sw</b> for /s/

Outcome	Content	Sound Waves Year 5	Sound Waves Year 6
<p><b>SPELLING</b></p> <p><b>EN3-SPELL-01:</b> automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words.</p> <p>(continued)</p>	<p><b>Orthographic component</b> (continued)</p> <p>apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts (continued)</p>	<ul style="list-style-type: none"> <li>Unit 23: <b>urr</b> for /ir/</li> <li>Unit 24: <b>bt</b> for /t/</li> <li>Unit 25: <b>oar, ough, augh, our, o, ure, oa</b> for /or/</li> <li>Unit 27: <b>oul, o, ou</b> for /oo/ as in <i>book</i></li> <li>Unit 29: <b>ui, oe, ough, ou</b> for /oo/ as in <i>boot</i></li> <li>Unit 30: <b>ze, ss</b> for /z/</li> <li>Unit 31: <b>ough, hou</b> for /ou/</li> <li>Unit 32: <b>ti</b> for /ch/, <b>s, ss, xi</b> for /sh/</li> <li>Unit 33: <b>ier, ea</b> for /eer/</li> <li>Unit 34: <b>the</b> for /th/ as in <i>feather</i></li> <li>Unit 35: <b>ere, ayor</b> for /air/</li> <li>Unit 36: <b>ar, ure, our</b> for /ə/</li> </ul> <p>Additional unusual phoneme–grapheme relationships are covered in Lesson 1.</p>	<ul style="list-style-type: none"> <li>Unit 23: <b>our, urr</b> for /ir/</li> <li>Unit 25: <b>ough, oa, hau, aur</b> for /or/</li> <li>Unit 27: <b>oul, o, ou</b> for /oo/ as in <i>book</i></li> <li>Unit 28: <b>ui, eu, ueue</b> for /y/ and /oo/ as in <i>boot</i></li> <li>Unit 29: <b>ue, ough, ou, oeu</b> for /oo/ as in <i>boot</i></li> <li>Unit 30: <b>ss</b> for /z/, <b>x</b> for /g/ and /z/</li> <li>Unit 31: <b>ough</b> for /ou/</li> <li>Unit 32: <b>ti</b> for /ch/, <b>ch, ss</b> for /sh/</li> <li>Unit 33: <b>ier, ir, ea</b> for /eer/</li> <li>Unit 34: <b>the</b> for /th/ as in <i>feather</i></li> <li>Unit 35: <b>ere, ayor, aire, ae</b> for /air/</li> <li>Unit 36: <b>ar</b> for /ə/</li> </ul> <p>Additional unusual phoneme–grapheme relationships are covered in Lesson 1.</p>
	<p>recognise that the same grapheme can represent different phonemes</p>	<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"> <li><b>a</b> as in <i>apple, watch, lady, glass, area, pizza</i></li> <li><b>c</b> as in <i>car, pencil</i></li> <li><b>ch</b> as in <i>school, chicken</i></li> <li><b>e</b> as in <i>egg, me, cereal, bucket</i></li> <li><b>ea</b> as in <i>head, seat, weary</i></li> <li><b>ay</b> as in <i>says, hay</i></li> <li><b>i</b> as in <i>igloo, litre, spider, dolphin</i></li> <li><b>y</b> as in <i>syrup, baby, fly, yoyo</i></li> <li><b>o</b> as in <i>women, orange, monkey, comb, story, do, lemon</i></li> <li><b>gh</b> as in <i>laugh, spaghetti</i></li> <li><b>au</b> as in <i>sausage, laugh, sauce</i></li> <li><b>ow</b> as in <i>knowledge, window, flower</i></li> <li><b>g</b> as in <i>girl, giraffe</i></li> <li><b>u</b> as in <i>umbrella, queen, bush, computer, ruler, cactus</i></li> <li><b>oo</b> as in <i>flood, book, boot</i></li> <li><b>ou</b> as in <i>young, boulder, courier, group, cloud, famous</i></li> <li><b>eigh</b> as in <i>eight, height</i></li> <li><b>n</b> as in <i>net, wink</i></li> <li><b>oa</b> as in <i>boat, broad</i></li> </ul>	<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"> <li><b>a</b> as in <i>apple, any, cabbage, watch, lady, glass, ball, area, pizza</i></li> <li><b>c</b> as in <i>car, pencil</i></li> <li><b>ch</b> as in <i>school, chicken, chef</i></li> <li><b>x</b> as in <i>fox, exaggerate</i></li> <li><b>e</b> as in <i>egg, pretty, encore, cafe, me, cereal, bucket</i></li> <li><b>ea</b> as in <i>head, seat, weary, bearable</i></li> <li><b>i</b> as in <i>igloo, litre, spider, dolphin</i></li> <li><b>y</b> as in <i>syrup, baby, fly</i></li> <li><b>ui</b> as in <i>build, pursuit</i></li> <li><b>o</b> as in <i>orange, monkey, comb, woman, do, lemon</i></li> <li><b>au</b> as in <i>sausage, laugh, sauce</i></li> <li><b>ow</b> as in <i>knowledge, window, flower</i></li> <li><b>g</b> as in <i>girl, giraffe</i></li> <li><b>u</b> as in <i>umbrella, queen, bush, failure, computer, ruler, cactus</i></li> <li><b>ou</b> as in <i>young, courier, group, cloud, famous</i></li> <li><b>ir</b> as in <i>iron, bird, souvenir</i></li> <li><b>n</b> as in <i>net, wink</i></li> <li><b>oa</b> as in <i>boat, broad</i></li> </ul>

Outcome	Content	Sound Waves Year 5	Sound Waves Year 6
<p><b>SPELLING</b></p> <p><b>EN3-SPELL-01:</b> automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words.</p> <p>(continued)</p>	<p><b>Orthographic component</b> (continued)</p> <p>recognise that the same grapheme can represent different phonemes (continued)</p>	<ul style="list-style-type: none"> <li>• <b>ough</b> as in <i>though, bought, through, plough</i></li> <li>• <b>ar</b> as in <i>star, war, scarce, dollar</i></li> <li>• <b>s</b> as in <i>seal, bears, treasure, sure</i></li> <li>• <b>ss</b> as in <i>kiss, dissolve, tissue</i></li> <li>• <b>se</b> as in <i>mouse, cheese</i></li> <li>• <b>er</b> as in <i>fern, ladder</i></li> <li>• <b>or</b> as in <i>world, horse</i></li> <li>• <b>ear</b> as in <i>early, ear</i></li> <li>• <b>t</b> as in <i>tiger, picture</i></li> <li>• <b>our</b> as in <i>your, colour</i></li> <li>• <b>ure</b> as in <i>sure, picture</i></li> <li>• <b>u_e</b> as in <i>volume, flute</i></li> <li>• <b>ti</b> as in <i>question, station</i></li> <li>• <b>ere</b> as in <i>here, where</i></li> <li>• <b>th</b> as in <i>thong, feather</i></li> </ul> <p>More commonly occurring and unusual phoneme–grapheme relationships are covered across all units.</p>	<ul style="list-style-type: none"> <li>• <b>ough</b> as in <i>though, through, plough</i></li> <li>• <b>ar</b> as in <i>star, scarce, dollar</i></li> <li>• <b>er</b> as in <i>sergeant, fern, ladder</i></li> <li>• <b>ear</b> as in <i>heart, early</i></li> <li>• <b>s</b> as in <i>seal, bears, treasure</i></li> <li>• <b>ss</b> as in <i>kiss, dissolve, tissue</i></li> <li>• <b>t</b> as in <i>tiger, picture</i></li> <li>• <b>oo</b> as in <i>book, boot</i></li> <li>• <b>ew</b> as in <i>few, screw</i></li> <li>• <b>u_e</b> as in <i>volume, flute</i></li> <li>• <b>ue</b> as in <i>rescue, glue</i></li> <li>• <b>ti</b> as in <i>question, station</i></li> <li>• <b>ere</b> as in <i>here, where</i></li> <li>• <b>th</b> as in <i>thong, feather</i></li> </ul> <p>More commonly occurring and unusual phoneme–grapheme relationships are covered across all units.</p>
	<p>proofread written texts to correct misspellings, making use of spelling reference tools where required</p>	<p>Proofreading activities in the Student Book:</p> <ul style="list-style-type: none"> <li>• Units 1, 10, 14, 22, 23, 28, 35, 36</li> </ul> <p><b>Note:</b> 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.</p>	<p>Proofreading activities in the Student Book:</p> <ul style="list-style-type: none"> <li>• Units 2, 3, 6, 8, 11, 14, 17, 20, 23, 24, 27, 35</li> </ul> <p><b>Note:</b> 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.</p>
	<p><b>Morphological component</b></p>	<p>explain and use spelling conventions to add derivational suffixes such as <i>-ion, -ian, -ence, -ous</i> to base words or roots</p>	<p>Suffixes (derivational):</p> <ul style="list-style-type: none"> <li>• Unit 4: <b>ion</b></li> <li>• Unit 7: <b>ive</b></li> <li>• Unit 10: <b>ness, ment</b></li> <li>• Unit 11: <b>y</b></li> <li>• Unit 13: <b>er, or, ee</b></li> <li>• Unit 14: <b>ful, less, able</b></li> <li>• Unit 15: <b>ly</b></li> <li>• Unit 18: <b>en</b></li> <li>• Unit 22: <b>ous</b></li> </ul>

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<p><b>SPELLING</b></p> <p><b>EN3-SPELL-01:</b> automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words. (continued)</p>	<p><b>Morphological component</b> (continued)</p> <p>explain and use spelling conventions to add derivational suffixes such as <i>-ion, -ian, -ence, -ous</i> to base words or roots (continued)</p>	<ul style="list-style-type: none"> <li>• Unit 30: <b>ise, ion</b></li> <li>• Unit 31: <b>able</b></li> <li>• Unit 32: <b>ion</b></li> <li>• Unit 35: <b>ly, ous, y, less, ful, able, ness</b></li> <li>• Unit 36: <b>al</b></li> </ul>	<ul style="list-style-type: none"> <li>• Unit 22: <b>ous</b></li> <li>• Unit 24: <b>ment</b></li> <li>• Unit 26: <b>ive</b></li> <li>• Unit 30: <b>ise, sion</b></li> <li>• Unit 31: <b>less</b></li> <li>• Unit 32: <b>ion</b></li> <li>• Unit 35: <b>ian</b></li> </ul>
	<p>explain and use spelling conventions for assimilated prefixes such as <i>in-, ad-, com-</i></p>	<p>Prefixes (assimilated):</p> <ul style="list-style-type: none"> <li>• Unit 7: <b>in, im, il, ir</b></li> </ul> <p><b>Note:</b> Students also learn the prefixes <b>anti, dia, kilo, milli, ex, dec, deci, cent, dis, mis, de, non, quad, oct, multi, semi, com, bi, tri, en, pre, re, circum, inter, tele, trans, auto, sub</b> and <b>super</b> in Year 5.</p>	<p>Prefixes (assimilated):</p> <ul style="list-style-type: none"> <li>• Unit 7: <b>in, im, il, ir</b></li> <li>• Unit 9: <b>con</b></li> <li>• Unit 36: <b>ad, ac</b></li> </ul> <p><b>Note:</b> Students also learn the prefixes <b>ex, dec, cent, kilo, dis, mis, anti, non, hyper, hypo, mono, multi, com, co, pro, circum, auto, trans, uni, sub, super, out, syn, sym</b> and <b>inter</b> in Year 6.</p>
	<p>explain the etymology of taught roots and apply this knowledge when creating written texts</p>	<p>Greek roots:</p> <ul style="list-style-type: none"> <li>• Unit 3: <b>astro, aster</b></li> <li>• Unit 8: <b>graph, phon, photo</b></li> </ul> <p>Latin roots:</p> <ul style="list-style-type: none"> <li>• Unit 3: <b>ang, aqua, anim</b></li> <li>• Unit 11: <b>struct</b></li> <li>• Unit 12: <b>ject</b></li> <li>• Unit 17: <b>scrib, script</b></li> <li>• Unit 19: <b>mot, pos</b></li> <li>• Unit 20: <b>port</b></li> <li>• Unit 23: <b>circ</b></li> <li>• Unit 24: <b>rupt, sect</b></li> <li>• Unit 25: <b>aud</b></li> <li>• Unit 36: <b>cap, mit, pel</b></li> </ul>	<p>Greek roots:</p> <ul style="list-style-type: none"> <li>• Unit 6: <b>pod</b></li> <li>• Unit 10: <b>graph, gram</b></li> <li>• Unit 12: <b>hydr, geo, bio, logy</b></li> <li>• Unit 16: <b>meter</b></li> <li>• Unit 34: <b>therm</b></li> <li>• Unit 35: <b>aer, aero</b></li> </ul> <p>Latin roots:</p> <ul style="list-style-type: none"> <li>• Unit 3: <b>tract</b></li> <li>• Unit 5: <b>cess, cep, sect</b></li> <li>• Unit 6: <b>ped, duc, duct, duce</b></li> <li>• Unit 8: <b>flex, flect, frag, fract</b></li> <li>• Unit 11: <b>struct, rupt</b></li> <li>• Unit 15: <b>ceed, cede, cess</b></li> <li>• Unit 19: <b>mot, pos</b></li> <li>• Unit 20: <b>spect, press</b></li> </ul>

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<p><b>SPELLING</b></p> <p><b>EN3-SPELL-01:</b> automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words. (continued)</p>	<p><b>Morphological component</b> (continued)</p>	<p>explain the etymology of taught roots and apply this knowledge when creating written texts (continued)</p>		<ul style="list-style-type: none"> <li>• Unit 23: <b>circ, vers, vert</b></li> <li>• Unit 24: <b>ject, fact, fect</b></li> <li>• Unit 25: <b>port, form</b></li> <li>• Unit 35: <b>aqua</b></li> </ul>
		<p>correctly spell taught homophones when creating written texts across a range of writing topics and learning areas</p>	<p>Homophones: • Units 2, 13, 15, 19, 22, 25, 26, 28, 31, 35</p>	<p>Homophones: • Units 3, 13, 17, 22</p>