SOUND WAVES

WORD STUDY

Spelling patterns, morphology and etymology

Years 3–6



Take a look inside!

As you explore these sample online lessons and Student Book pages for Years 3 to 6, look out for these handy notes. They point out the important information and exciting features of the Sound Waves Word Study program.

Sampler

Firefly EDUCATION

Welcome to Sound Waves Word Study

Sound Waves Word Study is a deep dive into phoneme–grapheme relationships and spelling patterns (orthography), word parts (morphology) and word origins (etymology). Lessons are effective, engaging and delivered to the whole class. Instruction is systematic and explicit to build students' spelling and vocabulary skills.

The program:

- uses an evidence-based approach
- provides a clear and systematic sequence of instruction to deliver strong literacy outcomes
- explicitly teaches phoneme–grapheme relationships, spelling patterns and focus concepts
- incorporates consolidation activities for every lesson
- assesses spelling – with targeted remediation resources
- uses essential reference charts to support correct grapheme choice
- provides a wealth of engaging and meaningful games and activities
- includes free ongoing professional learning and support for schools.

Sound Waves Word Study builds on a systematic synthetic phonics foundation making it the perfect follow-on from any structured early literacy program.

View the Scope and Sequence

Sound Waves Word Study follows a logical and thorough scope and sequence that comprehensively covers your curriculum requirements.

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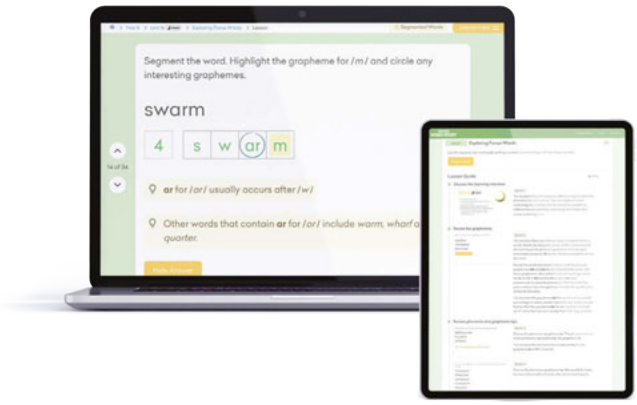
We recommend you read all pages (not just your year level) as we've included key information about the program throughout this booklet.

Program Resources: Years 3 to 6

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?

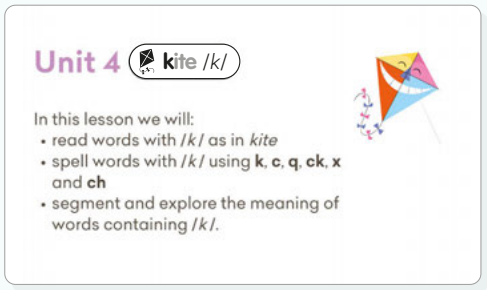
Use our companion series **Sound Waves Early Literacy**, which teaches essential spelling and reading skills from Foundation to Year 2, and includes Decodable Readers.



Phoneme–grapheme lesson

Turn to page 10 to see the corresponding Student Book activities for this Year 3 sample online lesson.

Slide 1



Teaching Notes

Discuss the learn

Tell students they
spell words with /
and explore the m

Slide 2



Teaching Notes

Introduce the pho

Tell students the f

Ask students to pr
practise saying /k
saying the phone

Tell students som
names *fork*, *watch*

Detailed, engaging lesson guides and slideshows for every lesson!

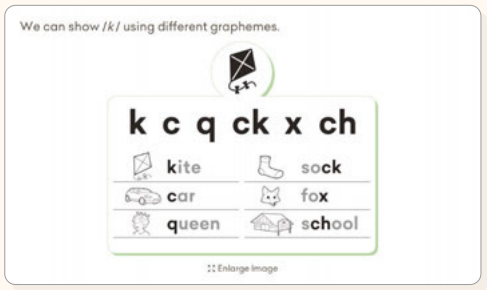
One of the stand-out features of Sound Waves Word Study is the online teaching resources that facilitate your explicit teaching lessons.

The lesson guides include stepped-out instructions, helpful teaching notes and question and answer prompts – they're detailed but not rigidly scripted, making them flexible, practical and enjoyable to use. The slideshows feature interactive tools and interesting on-slide discussion prompts to ensure student focus and engagement throughout the lesson.

At the end of every lesson students consolidate their learning by completing the corresponding Student Book activities.

Note: The example lesson on this page is from Year 3, a similar lesson sequence is followed in Year 4.

Slide 3



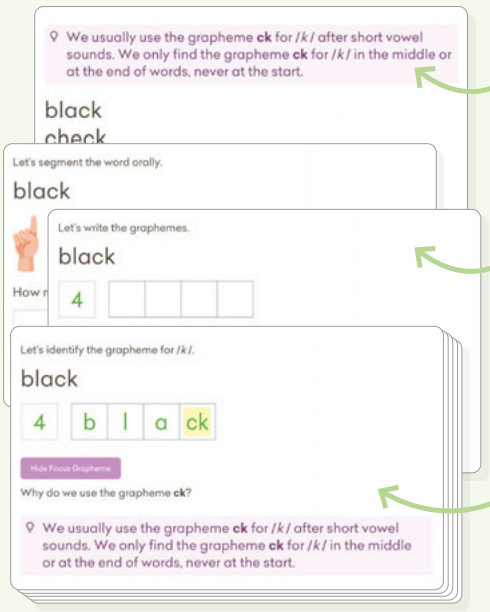
Teaching Notes

Introduce the graphemes

Tell students there are different ways to represent /k/ in words. Use the Standard Sound Box to introduce students to graphemes we can use to represent /k/.

Note: Point to the /k/ Sound Box on the Teaching Charts or ask students to locate it on their Student Charts for future reference.

Slides 4–28



Teaching Notes

Teach tips and practise segmenting

Discuss the phoneme–grapheme tip: We usually use the grapheme **ck** for /k/ after short vowel sounds. We only find the grapheme **ck** for /k/ in the middle or at the end of words, never at the start.

...[more]

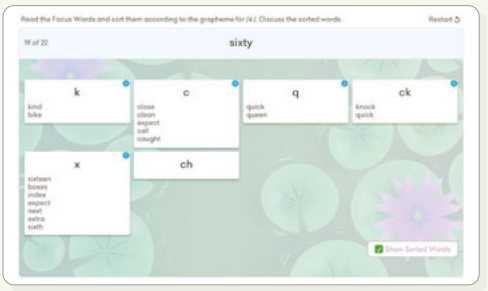
As a class, segment the word *black*. To segment the word:

1. say the word aloud
2. count the phonemes, holding up one finger for each phoneme
3. on your whiteboard, write the number of phonemes
4. write a grapheme to represent each phoneme
5. blend the phonemes to read the word.

As a class, identify the grapheme that represents /k/ in the word *black* (***ck***). Ask students why the grapheme **ck** is used.

...[more]

Slide 29



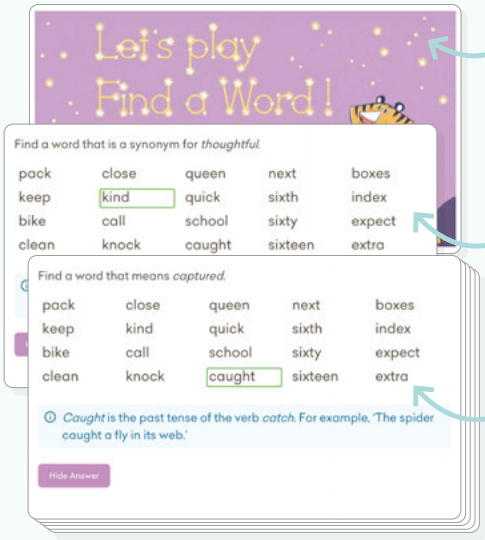
Teaching Notes

Read, sort and discuss the Focus Words

As a class, use the interactive tool to sort the Focus Words. Read each Focus Word, then ask students to sort the word according to the grapheme representing */k/*. Discuss the sorted words.

Tip: Discuss the grapheme patterns when sorting the words to support students with their spelling choices ...*[more]*

Slides 30–36



Teaching Notes

Play Find a Word

As a class, use the following slides to play Find a Word.

Note: Information about the etymology, morphology or meaning of the word is shown with each answer.

...*[more]*

Ask students to find a word that is a synonym for *thoughtful (kind)*.

Tell students *kind* can be used as a noun meaning *a type or sort of something* or an adjective meaning *helpful and friendly*.

...*[more]*

Ask students to find a word that means *captured (caught)*.

Tell students *caught* is the past tense of the verb *catch* (e.g. 'The spider caught a fly in its web.').

Slide 37

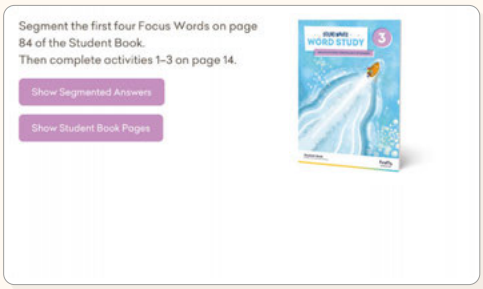


Teach

Segm

For fu
segm
knock

Slide 38



Teach

Comp

Direct
84 of
Have
remai

Note:
to mo

What's included in Sound Waves Online?

An all-inclusive Sound Waves package of online teaching resources covering Early Literacy (F–2) and Word Study (3–6).

Features include:

- phoneme and grapheme tips in each unit
- detailed lesson guides
- engaging and practical slideshows for the explicit teaching of concepts
- projectable Student Book pages and answers
- projectable Decodable Readers for modelled reading (F–1)
- assessments and remediation resources
- interactive tools
- hundreds of printable resources
- pronunciation videos
- online and offline spelling games
- curriculum matches and planning documents
- complimentary access to the student site.

Note: Features differ across year levels.

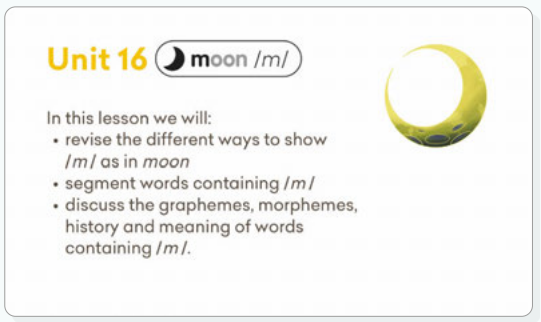
Sign up for a free trial today!
www.fireflyeducation.com.au/soundwaves

Note: This is a sample and doesn't include the entire set of teaching notes provided for this lesson.

Phoneme–grapheme lesson

Turn to page 14 to see the corresponding Student Book activities for this Year 5 sample online lesson.

Slide 1

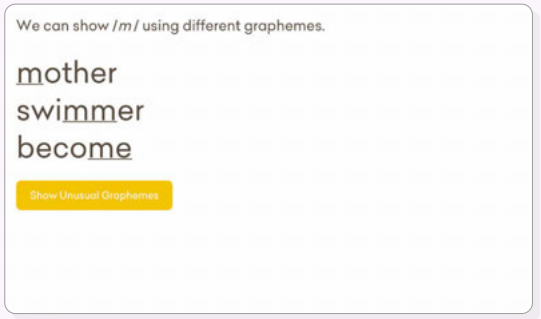


Teaching Notes

Discuss the learning intention

Tell students they will revise the different ways to show the phoneme /m/ as in *moon*. They will segment words containing /m/ and discuss the phoneme-grapheme relationships, morphology, etymology and meaning of words containing /m/.

Slide 2



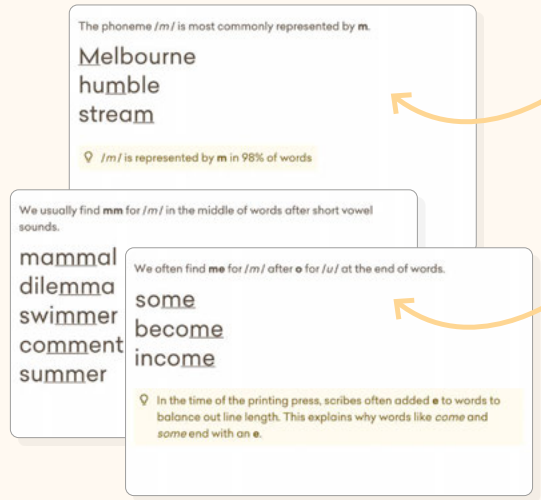
Teaching Notes

Revise the graphemes

Tell students there are different ways to represent /m/ in words. Model decoding the words *mother*, *swimmer* and *become* by pointing to each grapheme and saying its associated phoneme. Blend the phonemes together to say the word.

Reveal the words *thumb* and *column* with the unusual graphemes **mb** and **mn** for /m/. Explain that words with these graphemes often reflect historical spellings ...*[more]*

Slides 3–5



Teaching Notes

Review phoneme and grapheme tips

Discuss the phoneme–grapheme tip: The phoneme /m/ is most commonly represented by the grapheme **m**.

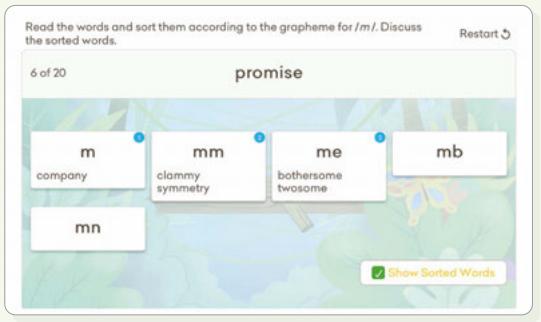
Tell students the phoneme /m/ is represented by the grapheme **m** in 98% of words.

...*[more]*

Discuss the phoneme–grapheme tip: We often find **me** for /m/ after **o** for /u/ at the end of words.

Tell students in the time of the printing press, scribes often added **e** to words to balance out line length, which explains why words

Slide 6



Teaching N

Read, sort

As a class,
each word,
grapheme

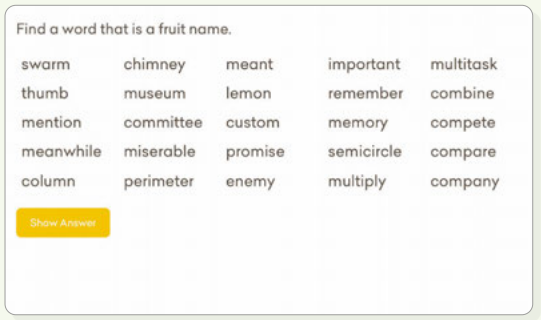
Weekly teaching plan

Each year level in Sound Waves Word Study includes a systematic sequence of 36 units of work. Each unit takes one week to complete and includes a series of lessons:

- Lesson 1 teaches phoneme–grapheme relationships and spelling patterns
- Lessons 2+ teach specific Focus Concepts covering morphology, etymology and more.

The weekly plan also allows time for you to conduct further review and consolidation, or assessment and remediation where required.

Slides 7–12



Teaching Notes

Identify the Focus Word

As a class, read the Focus Words. Ask students to find a Focus Word that matches the clue.

Continue identifying Focus Words to match the other clues.

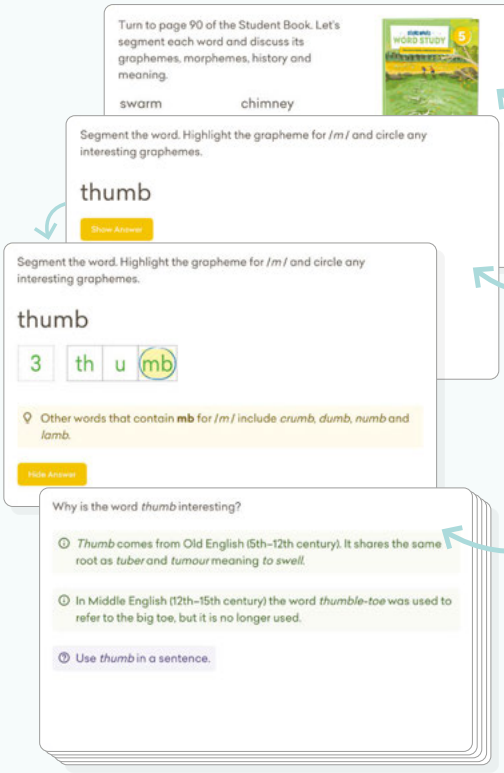
Lesson 1 teaches phoneme–grapheme relationships and spelling patterns

Each week begins with a comprehensive lesson that is organised around a focus phoneme and accompanying set of Focus Words to underpin the explicit teaching.

Use the online lesson to explicitly teach phoneme–grapheme relationships and word study skills. You'll revise and introduce graphemes, unpack spelling patterns, conduct guided segmenting practice and discuss word meanings and origins.

Note: The example lesson on this page is from Year 5, a similar lesson sequence is followed in Year 6.

Slides 13–33



Teaching No

Work toget

Direct stude
class, use th
Words and
morphology
...[more]

As a class, s
the grapher

Point out *th*
other words
and *lamb*.

Tell students *thumb* is from Old English (5th–12th century). Explain that it shares the same root as the words *tuber* and *tumour* meaning *to swell* (e.g. a *tuber* swells with nutrients as it grows and a *thumb* is thicker than the adjacent fingers).

Tell students in Middle English (12th–15th century) the word *thumble-toe* was used to refer to the big toe, but it is no longer used.

Ask students to use *thumb* in a sentence.
...[more]

Slide 34



Teaching Notes

Complete the Student Book activities

Direct students to complete activities 1–4 on page 38 of the Student Book. Students can also return to page 90 to practise segmenting the remaining Focus Words.

Students may continue to work on these activities independently throughout the week ...[more]

Note: This is a sample and doesn't include the entire set of teaching notes provided for this lesson.

Focus Concept lesson

Turn to page 13 to see the corresponding Student Book activities for this Year 4 sample online lesson.

Slide 1

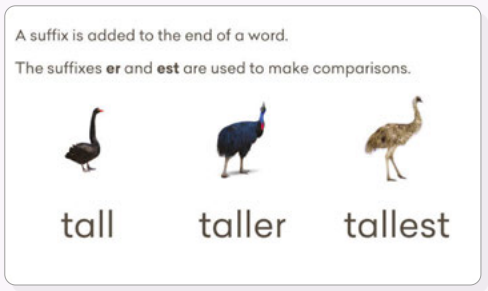


Teaching Notes

Discuss the learning intention

Tell students they will learn about the suffixes **er** and **est** and how they help us understand the meaning and spelling of words.

Slide 2

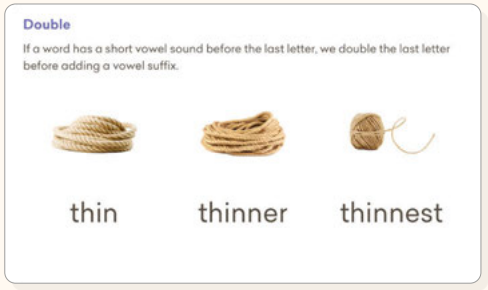


Teaching Notes

Introduce the concept

Remind students that a suffix is added to the end of a word and that the suffixes **er** and **est** are used to make comparisons. Read the words *tall*, *taller* and *tallest*.

Slide 3



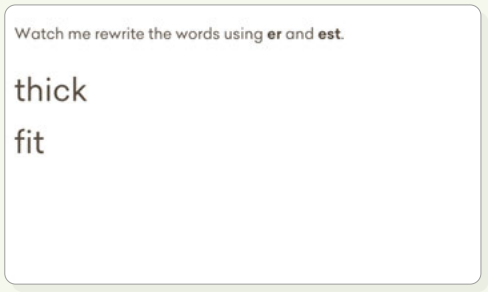
Teaching Notes

Teach the concept

Revise the suffix addition hint: If a word has a short vowel sound before the last letter, we double the last letter before adding a vowel suffix.

Read the words *thin*, *thinner* and *thinnest*. Point to the grapheme **i** in *thin*. Explain the process of applying the helpful hint when adding **er** and **est** to *thin*.

Slide 4



Teaching Notes

Model the concept

Model writing the words *thicker*, *thickest*, *fitter* and *fittest*.

Slide 5



Teaching Notes

Complete the Student Book activity

Direct students to complete activity 6 on page 21 of the Student Book.

Tip: Use the Student Book Pages, with the answers hidden, to model activities.

Focus Concept lesson

Turn to page 17 to see the corresponding Student Book activities for this Year 6 sample online lesson.

Slide 1



Teaching Notes

Discuss the learning intention

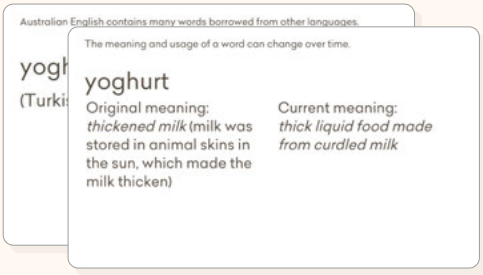
Tell students they will l
are borrowed from oth
usage of words can ch

Lessons 2+ teach Focus Concepts

The rest of the week continues with short Focus Concept lessons.

Use the online lessons to explicitly teach a specific concept covering morphology (prefixes, suffixes, and Greek and Latin roots), vocabulary (such as homophones or antonyms) or etymology.

Slides 2–3



Teaching Notes

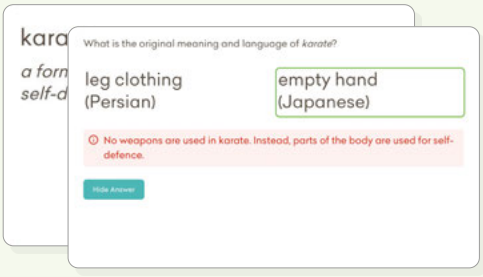
Introduce the concept

Explain that Australian English contains many words borrowed from other languages. Read the word *yoghurt* and point out that it originates from Turkish.

...[more]

Explain that the meaning and usage of a word can change over time. Read the word *yoghurt* and the original and current meanings. Discuss the similarities and differences between the meanings.

Slides 4–5



Teaching Notes

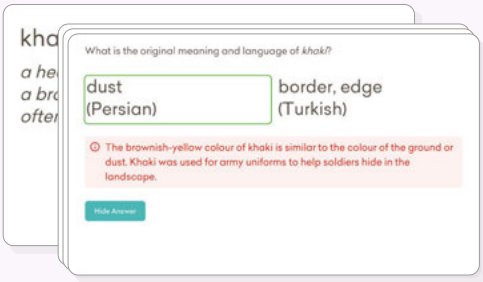
Teach the concept

Read the word *karate* and the current meaning – *a form of martial arts for self-defence.*

Read the original meanings and languages – *leg clothing* – Persian and *empty hand* – Japanese.

...[more]

Slides 6–13

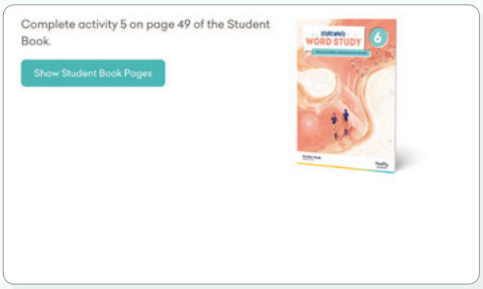


Teaching Notes

Work together

As a class, read the word and current meaning *khaki – a heavy cotton cloth with a brownish-yellow colour often worn by soldiers,* then read the original meanings and languages. Ask students to identify the original meaning and language of the word *khaki* (*dust* – Persian). Repeat for three other words.

Slide 14



Teaching Notes

Complete the Student Book activity

Direct students to complete activity 5 on page 49 of the Student Book.

Tip: Use the Student Book Pages, with the answers hidden, to model activities.

Note: This is a sample and doesn't include the entire set of teaching notes provided for this lesson.

UNIT 4

kite /k/

Concept Lessons

Graphemes **ck**, **k** | Blending **qu**, **x** | Suffix **es**

Lesson 1: Focus Phoneme, Graphemes & Focus Words

Focus Words

Segment four words each day (p84).

pack	close	queen	next	boxes
keep	kind	quick	sixth	index
bike	call	school	sixty	expect
clean	knock	caught	sixteen	extra

1 **Help** the cat reach its kittens. **Colour** the words that contain /k



knew | kept | talk

knife | weekend | beach

colour | school | knee | ri

dance | ice | which | chin

2 **Write cl** or **cr** to finish the words.

____ip ____iff ____ush ____ub

____ab ____oss ____oth ____ow

3 **Write** Focus Words that match the clues.

go here to learn _____ did catch _____

opposite of *dirty* _____ ring on the phone _____

opposite of *mean* _____ opposite of *throw out* _____

Lesson 1 Student Book activities

At the conclusion of the first lesson of every week, students complete the corresponding Student Book activities.

The lesson activities include:

- a set of **Focus Words** that contain the focus phoneme and may also link to Focus Concepts
- a range of **vocabulary building activities** that involve using the Focus Words, identifying graphemes, segmenting practice, and reading and spelling words.

Lesson 2: Graphemes ck, k

4 **Label** the pictures.

 _____  _____  _____

 _____  _____  _____

 _____  _____  _____

5 **Write ck** or **k** to finish the words.

si____	bar____	li____	pi____	li____e	shar____
dar____	chee____	lu____	pa____	qui____	bi____e
che____	sna____	for____	soa____	kno____	sta____

Lesson 3: Blending qu, x

6 **Write** Focus Words that match the clues.

number after 15	_____	fast	_____
number after 59	_____	more	_____
place after fifth	_____	at the back of a book	_____
wears a crown	_____	think something will happen	_____

7 **Finish** the word sums. **Label** the pictures with some of the words.

mix	–	m	+	s	=	_____
box	–	b	+	f	=	_____
nest	–	s	+	x	=	_____
quick	–	i	+	a	=	_____
squid	–	d	+	sh	=	_____
quick	–	ck	+	t	=	_____



_____



_____

Lessons 2+ Student Book activities

At the conclusion of each Focus Concept lesson, students complete the corresponding Student Book activities.

The Focus Concept activities are clearly labelled so it's easy for students to find which activity they need to complete.

Lesson 4: Suffix es

8 **Write** the missing words.



one bunch



two _____



one fox



three _____



one box



four _____



one bush



two _____



one bus



two _____



one cross



six _____

Challenge

Write animal names containing */k/* that match the clues. The first grapheme is there to help you.

produces milk	c_____	slithers on the ground	s_____
baby cat	k_____	water bird that quacks	d_____
lays eggs	ch_____	eats leaves, lives in a tree	k_____
scuttles sideways	c_____	large fish with a fin	sh_____
has a hump	c_____	bushy-tailed mammal	f_____

UNIT 7

igloo /i/

Concept Lessons

Suffixes **er**, **est** | Prefixes **in**, **im**

Lesson 1: Focus Phoneme, Graphemes & Focus Words

Focus Words

Segment four words each day (p85).

milk	string	quicker	chicken	picture
skin	sprint	quickest	busy	inactive
spill	since	finish	pretty	incorrect
bridge	build	sister	history	impossible

1 **Help** the cricket reach the stick. **Colour** the words that contain /i/ as in *igloo*.



island kind inactive winter find tidy
explain sprint join friend hidden idea
since swimming birthday thirty behind music picture



2 **Label** the pictures with Focus Words.








3 **Finish** the words with the graphemes from the box.

spr___nt	pr___tty	d___fferent	b___sy	b___lt	i u
___nglish	l___ttle	b___lder	electr___c	b___siness	e ui

4 **Underline** the eight mistakes. **Write** the words correctly.

I'm very busee working on my pikcha of the Sydney
Harbour Brij. I've been trying to get it do
Monday. It's starting to look really pritte
to study for my histury test, I could finus

5 **Use** the words and suffixes to make new wo

sister chicken picture	s

fi

Curriculum covered

Sound Waves Word Study meets curriculum and syllabus requirements in Years 3 to 6.

Instruction builds across the years, covering common and unusual phoneme–grapheme relationships and spelling patterns, as well as an increasing focus on morphology, etymology and key vocabulary concepts.

Download scope and sequence and curriculum documents
www.fireflyeducation.com.au/soundwaves

Lesson 2: Suffixes er, est

6 **Rewrite** the words from the boxes using **er** and **est**.

It's _____ to ride to school than walk, but driving there is _____.

quick

Your slice of toast is _____ than mine, but Matilda has the _____ slice.

thick

Queensland is _____ than Victoria. Western Australia is the _____ state.

big

I am _____ than Quinn, but Andrik is the _____ team member.

I can cut _____ slices of cheese than can, but Dad cuts the _____ slices!



Student Books or Printable Pages

These student activity pages are available in two great formats. Enjoy the convenience of a physical Student Book, or opt for the flexibility of Printable Pages – the choice is yours.

Lesson 3: Prefixes in, im

7 **Write** the words from the box that match the clues.

incomplete indirect inexpensive immobile immature imperfect

The prefixes **in** and **im** mean *not*.

not direct _____ not finished _____

not grown _____ not costly _____

not perfect _____ not able to move _____

8 **Use** the prefixes and words to make new words.

in	polite	visible
	active	correct
im	sensitive	possible

_____ _____

_____ _____

_____ _____

Challenge

Write words containing /i/ that are antonyms.

start _____ like _____ honest _____

idle _____ private _____ take _____

sweet _____ float _____ out _____

big _____ possible _____ correct _____

UNIT 16

moon /m/

Concept Lessons
Prefixes **multi**, **semi** | Prefix **com**

Lesson 1: Exploring Focus Words

Work together
Segment and discuss these words (p90).

swarm
thumb
mention
meanwhile
column
chimney
museum
committee
miserable
perimeter

Practise segmenting
Segment these words independently (p90).

meant
lemon
custom
promise
enemy
important
remember
memory
semicircle
multiply
multitask
combine
compete
compare
company

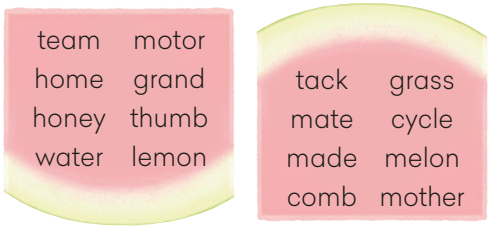
Apply your knowledge Complete the vocabulary building activities.

1 **Finish** the words with the graphemes from the box.

thu_____ honeyco_____ _____orning sole_____ peri_____eter
co_____ence colu_____ su_____it _____inute autu_____

m mm
mn mb

2 **Make** compound words using a word from each slice of watermelon.



_____
_____
_____
_____

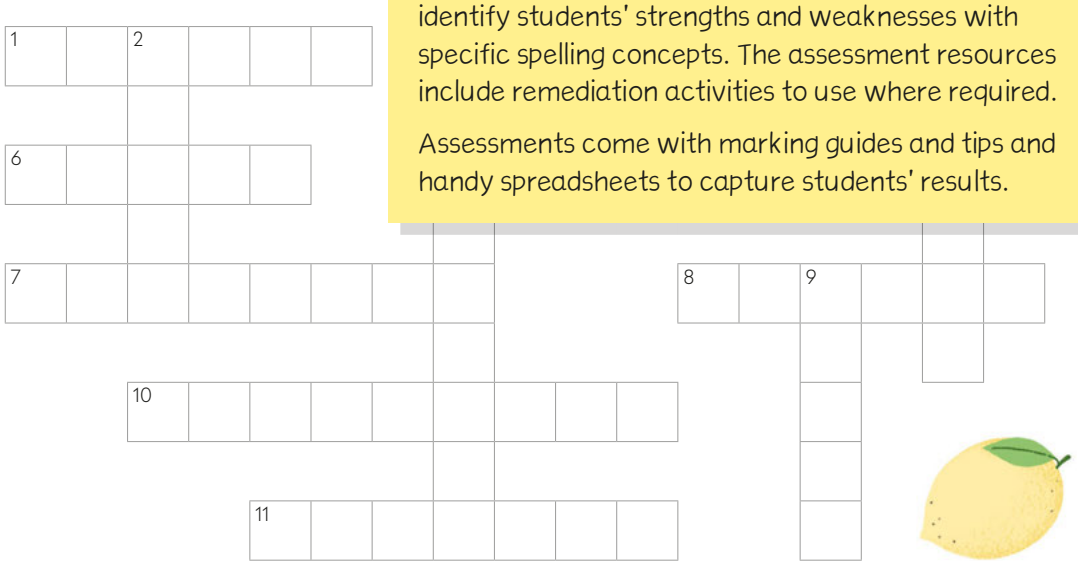
3 **Rewrite** the words as plurals.

lemon _____ promise _____
enemy _____ memory _____
column _____ museum _____

4 **Write** Focus Words that match the Crossword clues.

Across
1. tradition
4. at the same time
6. intended
7. recall
8. pillar
10. glum
11. refer to

Down
2. group of insects
3. crucial
5. foe
9. citrus fruit



Assessment resources included in Sound Waves Online

As part of the online teaching resources, Sound Waves Word Study includes frequent assessments to inform your teaching and provide timely remediation.

Content Reviews
Use these mid-term and end-of-term tests to assess students' understanding of phoneme–grapheme relationships and previously taught vocabulary, morphology and etymology concepts. The reviews also include single-word and sentence dictation.

Spelling Diagnostic Test
Use this diagnostic tool in Term 1 and Term 3 to identify students' strengths and weaknesses with specific spelling concepts. The assessment resources include remediation activities to use where required.

Assessments come with marking guides and tips and handy spreadsheets to capture students' results.

Lesson 2: Prefixes multi, semi

5 **Finish** the sentences with the words from the boxes.

The prefix **multi** means *many*. If you _____, you undertake many tasks at the same time. A _____ community includes people from many cultures. Someone who is _____ can speak many languages. To _____ means to *increase the number or the amount of something*.

multiply
multitask
multilingual
multicultural

The prefix **semi** means *half* or *somewhat*. A _____ is half a circle. A _____ stone is somewhat valuable but not as valuable as more precious stones. _____ clothing is somewhat formal, such as a pair of long pants and a collared shirt.

semiprecious
semi-formal
semicircle

6 **Use** the prefixes and words to make new words.

multi	final	player
	grain	purpose
semi	task	permanent

_____ _____
_____ _____
_____ _____

Lesson 3: Prefix com

7 **Write** the words from the box to match the definitions.

The prefix **com** means *with* or *together*.

to mix together _____
able to go together _____
to have everything together; to be finished _____
to put things together and examine their differences _____
to come together with others to take part in a contest
a group of people who come together to discuss issues
a group of people who come together to work in a busin
to put together words and notes to make music, texts or

compare
combine
compete

Free professional learning and support

Ongoing professional learning is essential for consistent and successful implementation of instruction. Our team has a wealth of teaching experience and provides tailored professional learning opportunities to support you and your school throughout the year – at no extra cost.

Request a meeting or professional learning workshop for your school, register for one of our virtual workshops, browse our articles, or simply reach out to your local Education Consultant any time of the year with your questions.

Challenge

Cross out the word in each set that is missing a phoneme a

home	employee	frame			
mangroves	bumpy	damage			
women	company	email			
motor	perimeter	animate	myself	parliament	chemist

UNIT 21

star /ar/

Concept Lessons
Word Origins | Portmanteaus

Lesson 1: Exploring Focus Words

Work together
Segment and discuss these words (p92).

lava	Antarctic
laughter	remarkable
guardian	disheartened
argument	sergeant
Arctic	parliament

Practise segmenting
Segment these words independently (p92).

plaster	sarcastic	podcast
courtyard	sarcasm	margin
masterful	partial	pyjamas
apartment	departure	architect
compartment	artificial	marsupial

Apply your knowledge Complete the vocabulary building activities.

1 **Write** graphemes for /ar/ as in *star* to finish the Focus Words.

pl_____ster	_____ctic	podc_____st	l_____va
s_____casm	m_____sterful	_____gument	dish_____tened
s_____geant	m_____gin	l_____ghter	gu_____dian
dep_____ture	pyj_____mas	rem_____kable	courty_____d



2 **Finish** the sentences with Focus Words that

On arrival, sign in at the office and then

All the real flowers wilted, so we replace

The architect had a complete view of th

The Arctic area surrounds the North Pol

The coach gave a hopeful speech to th

3 **Write** the words from the boxes to match th

podcast pyjamas architect marsup

in a drawer _____

in a burrow _____

on a phone _____

on a building site _____

attached to a house _____

outside of a volcano _____

4 **Match** the words to the suffixes to make new words. **Write** the words.

regard	. .	ly	_____	partial	. .	ment	_____
partner	. .	less	_____	apart	. .	ly	_____
remark	. .	ship	_____	master	. .	ist	_____
artificial	. .	ous	_____	depart	. .	ure	_____
marvel	. .	able	_____	art	. .	ful	_____

Additional tools to support grapheme choice

The program provides additional reference tools to help students with grapheme choice and further support their orthographic mapping skills.

Teaching and Student Charts
Charts are a must-have in every classroom and are available in Standard and Extended versions.

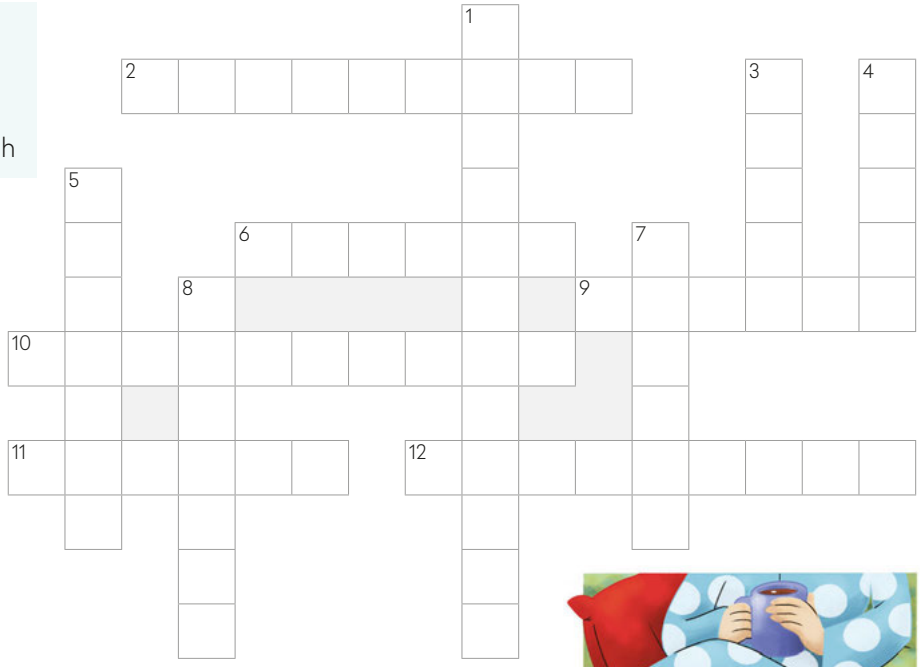
Each chart features common and unusual graphemes used to represent the 43 phonemes of Australian English, along with word examples.

Phoneme and grapheme tips
Powerful phoneme and grapheme tips are embedded as an integral component of the weekly lessons and are also available in a printable reference booklet at Sound Waves Online.

Lesson 2: Word Origins

5 **Write** the words from the box to match the Crossword clues. The clues show the original languages and meanings.

khaki	margin	plaza
market	marsupial	safari
pyjamas	kindergarten	karate
architect	camouflage	monarch



Across

2. Greek — bag, pouch
6. Latin — to trade
9. Arabic — a journey
10. French — disguise
11. Japanese — empty hand
12. Greek — head of building

Down

1. German — children's garden
3. Spanish — place
4. Persian — dust
5. Persian — leg clothing
7. Latin — border, edge
8. Greek — to rule alone

Lesson 3: Portmanteaus

6 **Write** the words from the box to match the word blends.

motor + hotel _____ chuckle

electronic + mail _____ spoon +

web + log _____ hungry +

7 **Write** the words that were blended to make each word. U

smog _____ + _____

brunch _____ + _____

Challenges, Extension Words and Extension Tasks

A helping hand for differentiation – each unit across Years 3 to 6 includes extra resources to keep your super spellers engaged.

Challenges are conveniently located in each unit of the Student Book for your fast finishers to tackle while the rest of the class completes their lesson activities.

Extension Words are listed at the back of the Student Book and can be used in a variety of ways from segmenting practice, to games and sentence writing.

Extension Tasks are printable worksheets available at Sound Waves Online.

Challenge

Colour placenames in the Word Search that match the clues. Some words go ←↑. **Write** the placenames.
Use the leftover letters to make the hidden word.

d	b	a	r	b	e	r	a	r	d	f
e	p	a	r	l	i	a	m	e	n	t

place to play _____

place for boats _____

place with shops _____

place to buy tools _____

where food is grown _____

where laws are made _____

where to get a haircut _____

where medicine is sold _____

hidden word: _____

Unit 20 pig /p/ robot /r/ Focus Words

Segment the first 5 words. **Highlight** the graphemes for */p/* as in *pig*. **Circle** any interesting graphemes and discuss. **Segment** the remaining words independently.

primary
precise
pressure
apparent
preparation

provide
develop
passenger
permanent
responsible
suspect
compress

Segment the first 5 words. **Highlight** the graphemes for */r/* as in *robot*. **Circle** any interesting graphemes and discuss. **Segment** the remaining words independently.

rhyme
reluctant
embarrass
luxury
restaurant

reveal
resource
narrative
structure
recognise
protest
progress

Unit 21 star /ar/ Focus Words

Segment the first 10 words. **Highlight** the graphemes for */ar/* as in *star*. **Circle** any interesting graphemes and discuss. **Segment** the remaining words independently.

lava
laughter
guardian
argument
Arctic
Antarctic
remarkable
disheartened
sergeant
parliament

plaster
courtyard
masterful
apartment
compartment
sarcastic
sarcasm
partial
departure
artificial
podcast
margin
pyjamas
architect
marsupial

Segmenting practice

Segmenting words into phonemes is an essential skill when learning to spell.

Guided segmenting and independent practice is embedded throughout the program and forms a crucial step in the first lesson of every unit.

The Student Books for Years 3 to 6 include these dedicated segmenting pages for students to segment every Focus Word.

What about Foundation to Year 2?

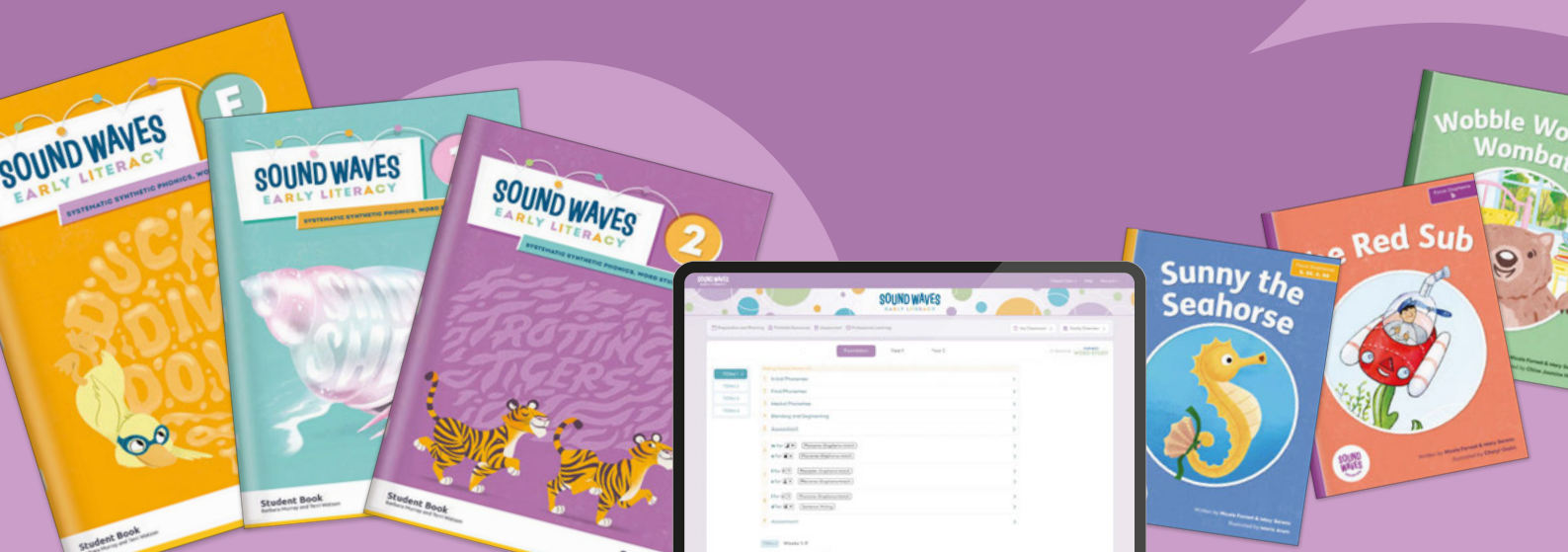
SOUND WAVES
EARLY LITERACY

SYSTEMATIC SYNTHETIC PHONICS, WORD STUDY & READING

Sound Waves Early Literacy is a three-year program for Foundation to Year 2. Lessons are effective, engaging and delivered to the whole class. Instruction is sequential and cumulative using an evidence-based systematic synthetic phonics approach.

The program:

- uses an evidence-based approach
- provides a clear and systematic sequence of instruction to deliver strong literacy outcomes
- explicitly teaches phoneme–grapheme relationships and focus concepts (including morphology)
- incorporates consolidation activities for every lesson
- has dedicated reading lessons and practice using Decodable Readers (Foundation and Year 1)
- assesses spelling and single word reading – with targeted remediation resources
- uses essential reference charts to support correct grapheme choice
- provides a wealth of engaging and meaningful games and activities
- includes free ongoing professional learning and support for schools.



SOUND WAVES

WORD STUDY

Take the next step in your literacy journey

Visit fireflyeducation.com.au/soundwaves to:

Find out more about Sound Waves Word Study

Discover the features of the program, see the product range, download the curriculum matches and more!

Sign up for a free online trial

Explore the online teaching resources firsthand with a 30-day free trial. Features include detailed lesson guides, teaching slideshows, interactive tools, assessment, game ideas and more!

Book free professional learning for your school

Let us show you how to get the most out of your Sound Waves resources. We offer free in-school and virtual professional learning workshops throughout Australia.

Speak with an Education Consultant

Want to speak to someone in the know? Our Education Consultants are all former classroom teachers and are only a phone call, email or visit away.