

SOUND WAVES

WORD STUDY

Spelling patterns, morphology and etymology

Scope and Sequence

Years 3–6

firefly
EDUCATION

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Years 3–6

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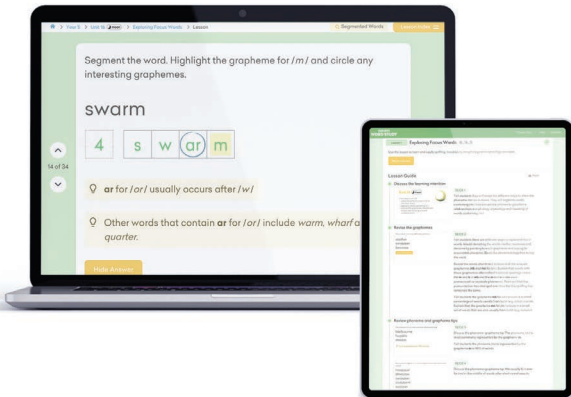
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The Sound Waves Word Study program (Years 3 to 6) consists of online teaching resources, Student Books, charts and playing cards.

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.

Spelling patterns, morphology and etymology for Years 3 to 6

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 Sound Waves Early Literacy or any other structured early literacy program.

Curriculum aligned

Sound Waves Word Study meets the requirements of national and state curricula for Years 3 to 6.

The program comprehensively covers the content descriptions for the Phonic and Word Knowledge sub-strand of the Australian and Victorian Curriculums, as well as the outcomes and content for Phonological Awareness, Phonic Knowledge and Spelling in the NSW Syllabus.

Additionally, teachers may find Sound Waves resources useful to help cover other English sub-strands of the Australian Curriculum, as well as the Victorian Curriculum and NSW Syllabus equivalents, as part of their entire literacy instruction.

Refer to our curriculum match documents for more information.



Weekly Plan and Lesson Information (Years 3 to 6)

Each year level includes a systematic sequence of 36 units of work. Each unit takes one week to complete and includes a series of lessons that follow a gradual release of responsibility framework to build students' spelling and vocabulary skills.

Monday

Lesson 1: 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 segmented practice and discuss word meanings and origins.

Students then complete the Student Book activities to apply their learning through a range of vocabulary building activities.

The lesson flow differs between Years 3 & 4 and Years 5 & 6 to suit the nature of instruction required for students as they transition from middle to upper primary.

Tuesday–Thursday

Lesson 2+: Focus concepts – morphology, etymology and more

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), etymology or vocabulary (such as homophones or antonyms).

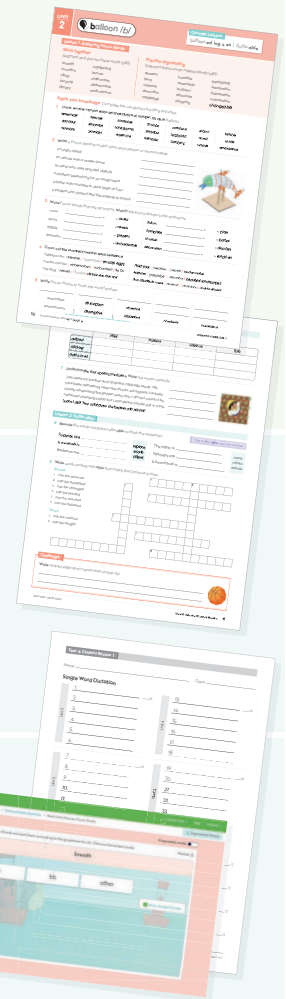
Students then complete the Student Book activities to apply their learning.

Friday

Consolidate, assess and remediate

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

For consolidation you can draw from the wealth of interactive and printable activities, and group games ideas at Sound Waves Online – a fun and engaging way to end the week.



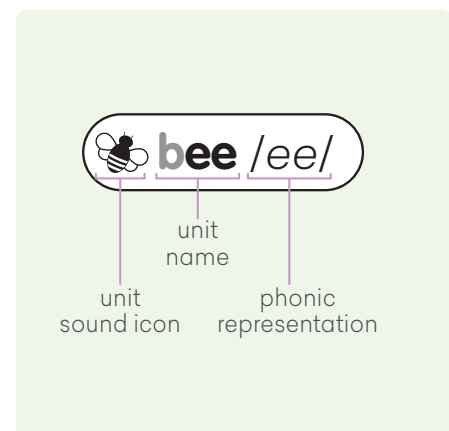
Phonics representation

Sound Waves Word Study uses a simple phonic representation that complements most structured early literacy programs.

Each unit is organised around a focus phoneme and is named after a word containing the phoneme, e.g. 'the bee unit'. The phonic representation uses the associated grapheme from the unit name, e.g. /ee/ as in *bee*, /j/ as in *jellyfish*, or /ai/ as in *snail*.

The exception is the schwa phoneme, which uses the IPA symbol /ə/.

Note: In some parts of lessons, unit resources and on charts you will also encounter Sound Boxes which include the unit sound icon along with common graphemes to represent that phoneme.



Year 3 Scope and Sequence

Refer to this table for an overview of the scope of the Year 3 program. See the Yearly Plan (pages 7–8) for specific information about which concepts are taught and when.

Year 3						
<p>Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling single-syllable words with complex vowel graphemes and working with multisyllabic words. Students revise adding inflectional suffixes to words when a base change is required. They also learn a range of prefixes and derivational suffixes, and how to add the suffix y to words when a base change is required. Students continue to revise and learn homophones and contractions along with other Focus Concepts such as compound words and irregular past tense.</p>						
Focus Area	Content Taught					
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling and practised in segmenting and blending.					
Phonics	<p>Phoneme–grapheme relationships</p> <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> <table border="0"> <tr> <td> <ul style="list-style-type: none"> • b, bb for /b/ • a for /a/ • k, c, q, ck, ch for /k/, x for /k/ and /s/ • e, ea, a, ai for /e/ • d, dd for /d/ • i, e, u, ui for /i/ • f, ff, ph for /f/ • o, a for /o/ • g, gg, gu for /g/ • u, o, ou for /u/ • h, wh for /h/ • j, g, ge, dge for /j/ • ai, ay, a_e, a, ea, igh for /ai/ • l, ll for /l/ • ee, ea, y, ey, ie, i, eo for /ee/ </td> <td> <ul style="list-style-type: none"> • m, mm, mb, me for /m/ • i_e, y, igh, i, ie, uy for /i_e/ as in <i>ice-cream</i> • n, nn, kn for /n/ • ng, n for /ng/ • oa, o_e, ow, o, oe for /oa/ • p for /p/ • r, rr, wr for /r/ • ar, a, al, au, are for /ar/ • s, ss, se, ce, c for /s/, x for /k/ and /s/ • ir, ur, or, er, ere, ear for /ir/ • t, tt for /t/ • or, ore, a, aw, au, oor, ough, augh, ar, al, o for /or/ • v, ve for /v/ • w, wh, u for /w/ • oo, u, oul, o for /oo/ as in <i>book</i> </td> <td> <ul style="list-style-type: none"> • 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> • oo, ew, ue, u_e, ui, o, ough, wo for /oo/ as in <i>boot</i> • z, zz, s, se, ze for /z/ • ou, ow, hou for /ou/ • ch, tch, t for /ch/ • sh, ch, s for /sh/ • oy, oi for /oy/ • eer, ear, ere for /eer/ • th for /th/ as in <i>thong</i> • th for /th/ as in <i>feather</i> • air, are, ear, ere, eir, ey're for /air/ • er, ar, a, e, o, re, ure for /er/ </td> </tr> </table> <p>Additional and unusual phoneme–grapheme relationships are covered across all units.</p> <p>Helpful hints for grapheme choice</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> • ck, k for /k/ • Blending qu • Blending x • a for /o/ </td> <td> <ul style="list-style-type: none"> • dge, ge for /j/ • a for /ar/ • c for /s/ as in <i>seal</i> • tch, ch for /ch/ </td> </tr> </table>	<ul style="list-style-type: none"> • b, bb for /b/ • a for /a/ • k, c, q, ck, ch for /k/, x for /k/ and /s/ • e, ea, a, ai for /e/ • d, dd for /d/ • i, e, u, ui for /i/ • f, ff, ph for /f/ • o, a for /o/ • g, gg, gu for /g/ • u, o, ou for /u/ • h, wh for /h/ • j, g, ge, dge for /j/ • ai, ay, a_e, a, ea, igh for /ai/ • l, ll for /l/ • ee, ea, y, ey, ie, i, eo for /ee/ 	<ul style="list-style-type: none"> • m, mm, mb, me for /m/ • i_e, y, igh, i, ie, uy for /i_e/ as in <i>ice-cream</i> • n, nn, kn for /n/ • ng, n for /ng/ • oa, o_e, ow, o, oe for /oa/ • p for /p/ • r, rr, wr for /r/ • ar, a, al, au, are for /ar/ • s, ss, se, ce, c for /s/, x for /k/ and /s/ • ir, ur, or, er, ere, ear for /ir/ • t, tt for /t/ • or, ore, a, aw, au, oor, ough, augh, ar, al, o for /or/ • v, ve for /v/ • w, wh, u for /w/ • oo, u, oul, o for /oo/ as in <i>book</i> 	<ul style="list-style-type: none"> • 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> • oo, ew, ue, u_e, ui, o, ough, wo for /oo/ as in <i>boot</i> • z, zz, s, se, ze for /z/ • ou, ow, hou for /ou/ • ch, tch, t for /ch/ • sh, ch, s for /sh/ • oy, oi for /oy/ • eer, ear, ere for /eer/ • th for /th/ as in <i>thong</i> • th for /th/ as in <i>feather</i> • air, are, ear, ere, eir, ey're for /air/ • er, ar, a, e, o, re, ure for /er/ 	<ul style="list-style-type: none"> • ck, k for /k/ • Blending qu • Blending x • a for /o/ 	<ul style="list-style-type: none"> • dge, ge for /j/ • a for /ar/ • c for /s/ as in <i>seal</i> • tch, ch for /ch/
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Morphology*	<p>Prefixes and suffixes</p> <p>Prefixes: un, mid, mis, pre, re, dis</p> <p>Suffixes (inflectional): s (plurals and verbs), es (plurals and verbs), ed, ing, er, est</p> <p>Suffixes (derivational): ful, less, y, en, ness, ly, ist, y, er</p> <p>Helpful hints for suffix addition</p> <p>double, drop e, change y, change f and fe, add es</p>					
Other Concepts**	<p>Homophones</p> <p>e.g. hear/here, wait/weight, new/knew, who's/whose, their/there/they're</p> <p>Contractions</p> <p>e.g. it's, he'll, don't, I've, you'd</p> <p>Compound Words</p> <p>e.g. goldfish, artwork, countdown, hairbrush, anywhere</p>					

*Additional morphology and vocabulary concepts are taught in Lesson 1 in each unit.








** See the Years 3–6 Focus Concepts (pages 22–25) for full list.












Year 3 Yearly Plan

All lessons start with explicit teaching using the Sound Waves Online lesson resources and culminate with Student Book activities. Assessment is also embedded in the Yearly Plan.

Weekly Plan

Monday	Lesson 1 Focus phoneme, graphemes and Focus Words	Use the online lesson to explicitly teach the graphemes, spelling patterns and morphology of words containing the focus phoneme.
Tuesday–Thursday	Lessons 2+ Focus Concepts	Use the online lessons to explicitly teach concepts covering morphology or vocabulary.
Friday	Consolidate, assess and remediate	Use the interactive and printable activities and games for additional practice. This is also the ideal time to conduct a Content Review (where included) and provide further remediation support to students.

Term 1				
Unit	Lesson 1*	Lesson 2	Lesson 3	Lesson 4
1 Getting Started	Phonemes	Phonemes & Graphemes		
Assessment: Spelling Diagnostic Test (Year 3)				
2  balloon /b/	b, bb for /b/	Suffixes ed, ing (double)	Irregular Past Tense	Antonyms
3  apple /a/	a for /a/	Suffixes ed, ing (double)	Alphabetical Order	
4  kite /k/	k, c, q, ck, ch for /k/, x for /k/ and /s/	Graphemes ck, k	Blending qu, x	Suffix es (plurals)
5  egg /e/	e, ea, a, ai for /e/	Grapheme ea	Irregular Past Tense	
Assessment: Content Review 1				
6  duck /d/	d, dd for /d/	Compound Words	Suffixes ed, ing (double)	
7  igloo /i/	i, e, u, ui for /i/	Suffixes ed, ing (double)	Suffixes s, es (verbs)	Synonyms
8  fish /f/	f, ff, ph for /f/	Suffixes ed, ing (double)	Suffix ful	
9  orange /o/	o, a for /o/	Grapheme a	Suffixes er, est (double)	
Assessment: Content Review 2				

Term 2				
10  girl /g/	g, gg, gu for /g/	Suffixes er, est (double)	Suffix ful	
11  umbrella /u/	u, o, ou for /u/	Suffixes s, es (verbs)	Prefix un	
12  house /h/	h, wh for /h/	Homophones (<i>hear/here, hole/whole, who's/whose</i>)	Contractions (with <i>is</i>)	
	 jellyfish /j/	j, g, ge, dge for /j/	Grapheme dge	
13  snail /ai/	ai, ay, a_e, a, ea, eigh for /ai/	Suffixes ed, ing (drop e)	Homophones (<i>wait/weight, tail/tale, ate/eight, brake/break</i>)	
14  lizard /ll/	l, ll for /ll/	Irregular Past Tense	Suffix less	Contractions (with <i>will</i>)
	Assessment: Content Review 3			
15  bee /ee/	ee, ea, y, ey, ie, i, eo for /ee/	Suffixes s, es (change y)	Suffix y	Irregular Plurals
16  moon /m/	m, mm, mb, me for /m/	Suffixes s, es (change y)	Prefix mid	Prefix mis
17  ice-cream /i_e/	i_e, y, igh, i, ie, uy for /i_e/ as in <i>ice-cream</i>	Suffix ing (drop e)	Suffixes ed, es, ing (change y)	
	 net /n/	n, nn, kn for /n/	Suffix en	
18  ring /ng/	ng, n for /ng/			
	Assessment: Content Review 4			

*Additional morphology and vocabulary concepts are taught in Lesson 1 in each unit.

Year 3 Yearly Plan

Term 3				
Unit	Lesson 1*	Lesson 2	Lesson 3	Lesson 4
19  <i>boat /oa/</i>	oa, o_e, ow, o, oe for /oa/	Suffixes s, es (plurals)	Suffixes ed, ing (drop e)	Irregular Past Tense
Assessment: Spelling Diagnostic Test (Year 3)				
20  <i>pig /p/</i>  <i>robot /r/</i>	p for /p/	Irregular Past Tense	Prefix pre	
	r, rr, wr for /r/	Prefix re		
21  <i>star /ar/</i>	ar, a, al, au, are for /ar/	Grapheme a	Suffix ness	Suffix ly
22  <i>seal /s/</i>	s, ss, se, ce, c for /s/, x for /k/ and /s/	Graphemes c, ce	Prefix dis	Suffixes s, es (change y)
23  <i>bird /ir/</i>	ir, ur, or, er, ere, ear for /ir/	Grapheme or	Compound Words	
	Assessment: Content Review 5			
24  <i>tiger /t/</i>	t, tt for /t/	Suffix ist	Contractions (with <i>not</i>)	
25  <i>horse /or/</i>	or, ore, a, aw, au, oor, ough, augh, ar, al, o for /or/	Suffixes er, est (double)	Homophones (<i>four/for, saw/sore, caught/court, poor/pour/paw</i>)	Irregular Past Tense
26  <i>vase /v/</i>  <i>web /w/</i>	v, ve for /v/	Suffix s (change f and fe)	Contractions (with <i>have</i>)	
	w, wh, u for /w/			
27  <i>book /oo/</i>	oo, u, oul, o for /oo/ as in <i>book</i>	Irregular Past Tense	Contractions (with <i>not</i>)	
	Assessment: Content Review 6			
Term 4				
28  <i>yo-yo /y/</i>	y for /y/ as in <i>yo-yo</i> , u, ew, u_e, ue, eau for /y/ as in <i>yo-yo</i> and /oo/ as in <i>boot</i>	Contractions (with <i>you</i>)	Homophones (<i>your/you're, new/knew</i>)	
29  <i>boot /oo/</i>	oo, ew, ue, u_e, ui, o, ough, wo for /oo/ as in <i>boot</i>	Irregular Past Tense	Homophones (<i>blue/blew, through/threw, whose/who's, to/two/too</i>)	
30  <i>zebra /z/</i>  <i>treasure /s/</i>	z, zz, s, se, ze for /z/	Suffixes s, es (change y , change f and fe)	Suffix y	
	Focus phoneme /s/ as in <i>treasure</i> Note: Graphemes for /s/ are introduced in Year 4.			
31  <i>cloud /ou/</i>	ou, ow, hou for /ou/	Compound Words	Homophones (<i>flour/flower, our/hour, aloud/allowed</i>)	
32  <i>chicken /ch/</i>  <i>shell /sh/</i>	ch, tch, t for /ch/	Grapheme tch		
	sh, ch, s for /sh/	Compound Words		
Assessment: Content Review 7				
33  <i>boy /oy/</i>  <i>deer /eer/</i>	oy, oi for /oy/			
	eer, ear, ere for /eer/	Homophones (<i>here/hear</i>)		
34  <i>thong /th/</i>  <i>feather /th/</i>	th for /th/ as in <i>thong</i>	Compound Words		
	th for /th/ as in <i>feather</i>	Homophones (<i>their/there/they're</i>)		
35  <i>chair /air/</i>	air, are, ear, ere, eir, ey're for /air/	Homophones (<i>bear/bare, hair/hare, pair/pear, there/their/they're, where/we're/wear</i>)	Compound Words	
36  <i>ladder /ə/</i>	er, ar, a, e, o, re, ure for /ə/	Suffix er		
	Assessment: Content Review 8			

*Additional morphology and vocabulary concepts are taught in Lesson 1 in each unit.

Year 4 Scope and Sequence

Refer to this table for an overview of the scope of the Year 4 program. See the Yearly Plan (pages 10–11) for specific information about which concepts are taught and when.

Year 4				
<p>Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling single-syllable words with complex vowel graphemes and working with multisyllabic words. Due to the complexity of the words students are working with, there is a strong focus on vocabulary. Students revise adding inflectional suffixes to words when a base change is required. They also learn a range of prefixes and derivational suffixes, and how to add some of the derivational suffixes to words when a base change is required. Students are introduced to Latin roots. Students continue to revise and learn homophones and contractions along with other Focus Concepts such as compound words and irregular past tense.</p>				
Focus Area	Content Taught			
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling and practised in segmenting and blending.			
Phonics	<p>Phoneme–grapheme relationships</p> <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> <table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • b, bb for /b/ • a for /a/ • k, c, q, ck for /k/, x for /k/ and /s/ • e, ea, a, ie for /e/ • d, dd for /d/ • i, e, u, ui for /i/ • f, ph, gh for /f/ • o, a for /o/ • g, gg, gu for /g/ • u, o, oo, ou for /u/ • h, wh for /h/ • j, g, ge, dge for /j/ • ai, a_e, a, ea, ey, eigh for /ai/ • l, ll for /l/ • ee, e, ea, y, ey, ie, eo for /ee/ • m, mm, mb for /m/ </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • i_e, y, igh, i, ie, uy, is, eye for /i_e/ as in <i>ice-cream</i> • n, kn for /n/ • ng, n for /ng/ • oa, o_e, ow, o, oe, ough for /oa/ • p, pp for /p/ • r, rr, wr for /r/ • ar, a, ear, al, au for /ar/ • s, ss, se, ce, c for /s/, x for /k/ and /s/ • ir, ur, or, er, ere, ear, our for /ir/ • t, tt for /t/ • or, ore, a, aw, au, oor, ough, augh, our, al, ure for /or/ • v, ve for /v/ • w, wh, u for /w/ • oo, u, oul, o for /oo/ as in <i>book</i> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • 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> • oo, ew, ue, u_e, ui, oe, ough for /oo/ as in <i>boot</i> • z, zz, s, se for /z/ • s, si for /s/ as in <i>treasure</i> • ou, ow, ough, hou for /ou/ • ch, tch, t for /ch/ • sh, ti, ci for /sh/ • oy, oi for /oy/ • eer, ear, ere, ier for /eer/ • th for /th/ as in <i>thong</i> • th for /th/ as in <i>feather</i> • air, are, ear, ere, eir, ai, ar, a, ey're for /air/ • er, or, a, e, i, o, ai, ure, our for /ə/ </td> </tr> </table> <p>Additional and unusual phoneme–grapheme relationships are covered across all units.</p>	<ul style="list-style-type: none"> • b, bb for /b/ • a for /a/ • k, c, q, ck for /k/, x for /k/ and /s/ • e, ea, a, ie for /e/ • d, dd for /d/ • i, e, u, ui for /i/ • f, ph, gh for /f/ • o, a for /o/ • g, gg, gu for /g/ • u, o, oo, ou for /u/ • h, wh for /h/ • j, g, ge, dge for /j/ • ai, a_e, a, ea, ey, eigh for /ai/ • l, ll for /l/ • ee, e, ea, y, ey, ie, eo for /ee/ • m, mm, mb for /m/ 	<ul style="list-style-type: none"> • i_e, y, igh, i, ie, uy, is, eye for /i_e/ as in <i>ice-cream</i> • n, kn for /n/ • ng, n for /ng/ • oa, o_e, ow, o, oe, ough for /oa/ • p, pp for /p/ • r, rr, wr for /r/ • ar, a, ear, al, au for /ar/ • s, ss, se, ce, c for /s/, x for /k/ and /s/ • ir, ur, or, er, ere, ear, our for /ir/ • t, tt for /t/ • or, ore, a, aw, au, oor, ough, augh, our, al, ure for /or/ • v, ve for /v/ • w, wh, u for /w/ • oo, u, oul, o for /oo/ as in <i>book</i> 	<ul style="list-style-type: none"> • 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> • oo, ew, ue, u_e, ui, oe, ough for /oo/ as in <i>boot</i> • z, zz, s, se for /z/ • s, si for /s/ as in <i>treasure</i> • ou, ow, ough, hou for /ou/ • ch, tch, t for /ch/ • sh, ti, ci for /sh/ • oy, oi for /oy/ • eer, ear, ere, ier for /eer/ • th for /th/ as in <i>thong</i> • th for /th/ as in <i>feather</i> • air, are, ear, ere, eir, ai, ar, a, ey're for /air/ • er, or, a, e, i, o, ai, ure, our for /ə/
	<ul style="list-style-type: none"> • b, bb for /b/ • a for /a/ • k, c, q, ck for /k/, x for /k/ and /s/ • e, ea, a, ie for /e/ • d, dd for /d/ • i, e, u, ui for /i/ • f, ph, gh for /f/ • o, a for /o/ • g, gg, gu for /g/ • u, o, oo, ou for /u/ • h, wh for /h/ • j, g, ge, dge for /j/ • ai, a_e, a, ea, ey, eigh for /ai/ • l, ll for /l/ • ee, e, ea, y, ey, ie, eo for /ee/ • m, mm, mb for /m/ 	<ul style="list-style-type: none"> • i_e, y, igh, i, ie, uy, is, eye for /i_e/ as in <i>ice-cream</i> • n, kn for /n/ • ng, n for /ng/ • oa, o_e, ow, o, oe, ough for /oa/ • p, pp for /p/ • r, rr, wr for /r/ • ar, a, ear, al, au for /ar/ • s, ss, se, ce, c for /s/, x for /k/ and /s/ • ir, ur, or, er, ere, ear, our for /ir/ • t, tt for /t/ • or, ore, a, aw, au, oor, ough, augh, our, al, ure for /or/ • v, ve for /v/ • w, wh, u for /w/ • oo, u, oul, o for /oo/ as in <i>book</i> 	<ul style="list-style-type: none"> • 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> • oo, ew, ue, u_e, ui, oe, ough for /oo/ as in <i>boot</i> • z, zz, s, se for /z/ • s, si for /s/ as in <i>treasure</i> • ou, ow, ough, hou for /ou/ • ch, tch, t for /ch/ • sh, ti, ci for /sh/ • oy, oi for /oy/ • eer, ear, ere, ier for /eer/ • th for /th/ as in <i>thong</i> • th for /th/ as in <i>feather</i> • air, are, ear, ere, eir, ai, ar, a, ey're for /air/ • er, or, a, e, i, o, ai, ure, our for /ə/ 	
	<p>Helpful hints for grapheme choice</p> <ul style="list-style-type: none"> • ck, k, c for /k/ • a for /o/ 			
Morphology*	<p>Prefixes and suffixes</p> <p>Prefixes: ex, mis, dis, un, in, im, fore, bi, tri, pre, re, sub, inter, super, out</p> <p>Suffixes (inflectional): s (plurals and verbs), es (plurals and verbs), ed, ing, er, est</p> <p>Suffixes (derivational): y, ful, ly, er, ment, ness, ship, en, ous, wards, hood, ish, ion, or, ist</p>			
	<p>Latin roots</p> <p>port, vis</p>			
Other Concepts**	<p>Helpful hints for suffix addition</p> <p>double, drop e, change y, change f and fe, add es</p>			
	<p>Homophones</p> <p>e.g. great/grate, herd/heard, ate/eight, thrown/throne, aloud/allowed</p>			
	<p>Contractions</p> <p>e.g. we've, you'll, wasn't, shouldn't, won't</p>			
	<p>Compound Words</p> <p>e.g. keyboard, anything, somebody, shoebox, anytime</p>			

*Additional morphology and etymology concepts are taught in Lesson 1 in each unit.


** See the Years 3–6 Focus Concepts (pages 22–25) for full list.












Year 4 Yearly Plan

All lessons start with explicit teaching using the Sound Waves Online lesson resources and culminate with Student Book activities. Assessment is also embedded in the Yearly Plan.

Weekly Plan

Monday	Lesson 1 Focus phoneme, graphemes and Focus Words	Use the online lesson to explicitly teach the graphemes, spelling patterns, morphology and etymology of words containing the focus phoneme.
Tuesday–Thursday	Lessons 2+ Focus Concepts	Use the online lessons to explicitly teach concepts covering morphology or vocabulary.
Friday	Consolidate, assess and remediate	Use the interactive and printable activities and games for additional practice. This is also the ideal time to conduct a Content Review (where included) and provide further remediation support to students.

Term 1				
Unit	Lesson 1*	Lesson 2	Lesson 3	Lesson 4
1 Getting Started	Phonemes	Phonemes & Graphemes		
Assessment: Spelling Diagnostic Test (Year 4)				
2  balloon /b/	b, bb for /b/	Suffixes ed, ing (double)	Compound Words	Irregular Past Tense
3  apple /a/	a for /a/	Suffixes ed, ing (double)	Synonyms	
4  kite /k/	k, c, q, ck for /k/, x for /k/ and /s/	Graphemes ck, k, c	Prefix ex	
5  egg /e/	e, ea, a, ie for /e/	Compound Words	Suffixes s, es (verbs)	
Assessment: Content Review 1				
6  duck /d/	d, dd for /d/	Suffixes ed, ing (drop e)	Prefixes mis, dis, un	Irregular Past Tense
7  igloo /i/	i, e, u, ui for /i/	Suffixes er, est (double)	Prefixes in, im	
8  fish /f/	f, ph, gh for /f/	Suffixes s, es (change y)	Suffix s (change f and fe)	Prefix fore
9  orange /o/	o, a for /o/	Grapheme a	Suffixes ed, ing, s, es (double)	Synonyms & Antonyms
Assessment: Content Review 2				

Term 2				
10  girl /g/	g, gg, gu for /g/	Suffixes ed, ing (double, drop e)	Homophones (<i>great/grate, groan/grown, guest/guessed</i>)	
11  umbrella /u/	u, o, oo, ou for /u/	Suffix es (change y)	Suffix y	
12  house /h/	h, wh for /h/	Contractions (with <i>have, has, is</i>)	Homophones (<i>herd/heard, whose/who's, hole/whole</i>)	
	 jellyfish /j/	j, g, ge, dge for /j/	Grapheme g	
13  snail /ai/	ai, a_e, a, ea, ey, eigh for /ai/	Suffixes y, er, est (drop e , change y)	Homophones (<i>break/brake, great/grate, sail/sale, plane/plain, ate/eight</i>)	
14  lizard /ll/	l, ll for /ll/	Suffix ful	Contractions (with <i>will</i>)	
	Assessment: Content Review 3			
15  bee /ee/	ee, e, ea, y, ey, ie, eo for /ee/	Suffix ly	Homophones (<i>peace/piece, meter/metre, weak/week, storey/story, sea/see, scene/seen</i>)	
16  moon /m/	m, mm, mb for /m/	Suffix er	Suffix ment	
17  ice-cream /i_e/	i_e, y, igh, i, ie, uy, is, eye for /i_e/ as in <i>ice-cream</i>	Suffixes ed, ing, s, es (drop e , change y)	Prefixes bi, tri	Homophones (<i>hi/high, l/eye, right/write, mined/mind, tide/tied</i>)
	 net /n/	n, kn for /n/	Suffix ness	Contractions (with <i>not</i>)
18  ring /ng/	ng, n for /ng/			
Assessment: Content Review 4				

* Additional morphology and etymology concepts are taught in Lesson 1 in each unit.
Sound Waves Word Study Scope and Sequence 3–6 | www.fireflyeducation.com.au

Year 4 Yearly Plan

Term 3				
Unit	Lesson 1*	Lesson 2	Lesson 3	Lesson 4
19  boat /oʊ/	oa, o_e, ow, o, oe, ough for /oʊ/	Homophones (<i>tows/toes, knows/nose, role/roll, rose/rows, throne/thrown</i>)	Suffixes s, es (change y , change f and fe)	
Assessment: Spelling Diagnostic Test (Year 4)				
20  pig /p/	p, pp for /p/	Suffix ship		
 robot /r/	r, rr, wr for /r/	Prefixes pre, re		
21  star /ɑː/	ar, a, ear, al, au for /ɑː/	Suffix en		
22  seal /s/	s, ss, se, ce, c for /s/, x for /k/ and /s/	Suffix ous	Prefix sub	
23  bird /ɪr/	ir, ur, or, er, ere, ear, our for /ɪr/	Suffixes y, er, est (change y)		
Assessment: Content Review 5				
24  tiger /t/	t, tt for /t/	Prefix inter	Contractions (with not)	
25  horse /ɔː/	or, ore, a, aw, au, oor, ough, augh, our, al, ure for /ɔː/	Irregular Past Tense	Homophones (<i>shore/sure, court/caught, poor/pour/paw, for/four, sore/saw</i>)	Latin Root port
26  vase /v/	v, ve for /v/	Contractions (with have)		
 web /w/	w, wh, u for /w/	Suffix wards		
27  book /ʊ/	oo, u, oul, o for /ʊ/ as in <i>book</i>	Suffix hood	Irregular Past Tense	
Assessment: Content Review 6				
Term 4				
28  yo-yo /y/	y for /y/ as in <i>yo-yo</i> , u, ew, u_e, ue, eau for /y/ as in <i>yo-yo</i> and /oo/ as in <i>boot</i>	Suffix ish		
29  boot /oo/	oo, ew, ue, u_e, ui, oe, ough for /oo/ as in <i>boot</i>	Prefix super	Irregular Past Tense	
30  zebra /z/	z, zz, s, se for /z/	Homophones (<i>whose/who's</i>)	Suffixes s, es (change y , change f and fe)	
 treasure /s/	s, si for /s/ as in <i>treasure</i>	Latin Root vis		
31  cloud /ou/	ou, ow, ough, hou for /ou/	Prefix out	Homophones (<i>flour/flower, our/hour, aloud/allowed</i>)	
32  chicken /ch/	ch, tch, t for /ch/			
 shell /sh/	sh, ti, ci for /sh/	Suffix ion		
Assessment: Content Review 7				
33  boy /oy/	oy, oi for /oy/			
 deer /eer/	eer, ear, ere, ier for /eer/			
34  thong /th/	th for /th/ as in <i>thong</i>			
 feather /th/	th for /th/ as in <i>feather</i>	Homophones (<i>their/there/they're</i>)		
35  chair /air/	air, are, ear, ere, eir, ai, ar, a, ey're for /air/	Homophones (<i>where/wear/we're, pair/pear, fare/fair, bear/bare, their/there/they're, hair/hare, storey/story, pears/pairs</i>)		
36  ladder /ə/	er, or, a, e, i, o, ai, ure, our for /ə/	Suffixes er, or, ist		
Assessment: Content Review 8				

*Additional morphology and etymology concepts are taught in Lesson 1 in each unit.

Year 5 Scope and Sequence

Refer to this table for an overview of the scope of the Year 5 program. See the Yearly Plan (pages 13–14) for specific information about which concepts are taught and when.

Year 5				
<p>Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling multisyllabic words. Due to the complexity of the words students are working with, there is a strong focus on vocabulary. Students revise adding inflectional suffixes to words when a base change is required. They also learn a wide range of prefixes and derivational suffixes, and how to add some of the derivational suffixes to words when a base change is required. Students learn common Greek and Latin roots, and the etymology of a variety of English words. They continue to revise and learn homophones and contractions.</p>				
Focus Area	Content Taught			
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling and practised in segmenting and blending.			
Phonics	<p>Phoneme–grapheme relationships</p> <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> <table border="0"> <tr> <td> <ul style="list-style-type: none"> • b, bb for /b/ • a for /a/ • k, c, q, ck, x, ch for /k/, x for /k/ and /s/ • e, ea, ay for /e/ • d, dd for /d/ • i, y, o for /i/ • f, ff, ph, gh for /f/ • o, a, ho, au, ow for /o/ • g, gu, gh for /g/ • u, o, oo, ou for /u/ • h for /h/ • j, g, ge, dge, dg, gg, dj for /j/ • ai, ay, a_e, a, eigh, aigh for /ai/ • l, ll, le for /l/ • e, ea, y, ie, e_e, i, ei for /ee/ </td> <td> <ul style="list-style-type: none"> • m, mm, mb, mn for /m/ • i_e, y, igh, i, eigh for /i_e/ as in <i>ice-cream</i> • n, kn for /n/ • ng, n for /ng/ • oa, o_e, ow, o, ough, ou for /oa/ • p, pp for /p/ • r, rr, wr for /r/ • ar, a, al, au, ah for /ar/ • s, ss, se, ce, c, sc, sw for /s/, x for /k/ and /s/ • ir, ur, or, er, ear, err, urr for /ir/ • t, tt, te, bt for /t/ • or, aw, au, oar, ough, augh, our, ar, o, ure, oa for /or/ • v, ve for /v/ • w, wh, u for /w/ • oo, u, oul, o, ou for /oo/ as in <i>book</i> </td> <td> <ul style="list-style-type: none"> • y for /y/ as in <i>yoyo</i>, u, ew, u_e, ue for /y/ as in <i>yoyo</i> and /oo/ as in <i>boot</i> • oo, u_e, u, ui, o, oe, ough, ou for /oo/ as in <i>boot</i> • zz, s, se, ze, ss for /z/ • s, si for /s/ as in <i>treasure</i> • ou, ow, ough, hou for /ou/ • ch, tch, ti, t for /ch/ • ti, ci, s, ss, ssi, xi for /sh/ • oy, oi for /oy/ • eer, ear, ere, ier, e, ea for /eer/ • th for /th/ as in <i>thong</i> • th, the for /th/ as in <i>feather</i> • air, are, ere, ar, a, ayor, ey're for /air/ • er, ar, a, e, i, o, u, ure, ou, our for /er/ </td> </tr> </table> <p>Additional and unusual phoneme–grapheme relationships are covered across all units.</p>	<ul style="list-style-type: none"> • b, bb for /b/ • a for /a/ • k, c, q, ck, x, ch for /k/, x for /k/ and /s/ • e, ea, ay for /e/ • d, dd for /d/ • i, y, o for /i/ • f, ff, ph, gh for /f/ • o, a, ho, au, ow for /o/ • g, gu, gh for /g/ • u, o, oo, ou for /u/ • h for /h/ • j, g, ge, dge, dg, gg, dj for /j/ • ai, ay, a_e, a, eigh, aigh for /ai/ • l, ll, le for /l/ • e, ea, y, ie, e_e, i, ei for /ee/ 	<ul style="list-style-type: none"> • m, mm, mb, mn for /m/ • i_e, y, igh, i, eigh for /i_e/ as in <i>ice-cream</i> • n, kn for /n/ • ng, n for /ng/ • oa, o_e, ow, o, ough, ou for /oa/ • p, pp for /p/ • r, rr, wr for /r/ • ar, a, al, au, ah for /ar/ • s, ss, se, ce, c, sc, sw for /s/, x for /k/ and /s/ • ir, ur, or, er, ear, err, urr for /ir/ • t, tt, te, bt for /t/ • or, aw, au, oar, ough, augh, our, ar, o, ure, oa for /or/ • v, ve for /v/ • w, wh, u for /w/ • oo, u, oul, o, ou for /oo/ as in <i>book</i> 	<ul style="list-style-type: none"> • y for /y/ as in <i>yoyo</i>, u, ew, u_e, ue for /y/ as in <i>yoyo</i> and /oo/ as in <i>boot</i> • oo, u_e, u, ui, o, oe, ough, ou for /oo/ as in <i>boot</i> • zz, s, se, ze, ss for /z/ • s, si for /s/ as in <i>treasure</i> • ou, ow, ough, hou for /ou/ • ch, tch, ti, t for /ch/ • ti, ci, s, ss, ssi, xi for /sh/ • oy, oi for /oy/ • eer, ear, ere, ier, e, ea for /eer/ • th for /th/ as in <i>thong</i> • th, the for /th/ as in <i>feather</i> • air, are, ere, ar, a, ayor, ey're for /air/ • er, ar, a, e, i, o, u, ure, ou, our for /er/
<ul style="list-style-type: none"> • b, bb for /b/ • a for /a/ • k, c, q, ck, x, ch for /k/, x for /k/ and /s/ • e, ea, ay for /e/ • d, dd for /d/ • i, y, o for /i/ • f, ff, ph, gh for /f/ • o, a, ho, au, ow for /o/ • g, gu, gh for /g/ • u, o, oo, ou for /u/ • h for /h/ • j, g, ge, dge, dg, gg, dj for /j/ • ai, ay, a_e, a, eigh, aigh for /ai/ • l, ll, le for /l/ • e, ea, y, ie, e_e, i, ei for /ee/ 	<ul style="list-style-type: none"> • m, mm, mb, mn for /m/ • i_e, y, igh, i, eigh for /i_e/ as in <i>ice-cream</i> • n, kn for /n/ • ng, n for /ng/ • oa, o_e, ow, o, ough, ou for /oa/ • p, pp for /p/ • r, rr, wr for /r/ • ar, a, al, au, ah for /ar/ • s, ss, se, ce, c, sc, sw for /s/, x for /k/ and /s/ • ir, ur, or, er, ear, err, urr for /ir/ • t, tt, te, bt for /t/ • or, aw, au, oar, ough, augh, our, ar, o, ure, oa for /or/ • v, ve for /v/ • w, wh, u for /w/ • oo, u, oul, o, ou for /oo/ as in <i>book</i> 	<ul style="list-style-type: none"> • y for /y/ as in <i>yoyo</i>, u, ew, u_e, ue for /y/ as in <i>yoyo</i> and /oo/ as in <i>boot</i> • oo, u_e, u, ui, o, oe, ough, ou for /oo/ as in <i>boot</i> • zz, s, se, ze, ss for /z/ • s, si for /s/ as in <i>treasure</i> • ou, ow, ough, hou for /ou/ • ch, tch, ti, t for /ch/ • ti, ci, s, ss, ssi, xi for /sh/ • oy, oi for /oy/ • eer, ear, ere, ier, e, ea for /eer/ • th for /th/ as in <i>thong</i> • th, the for /th/ as in <i>feather</i> • air, are, ere, ar, a, ayor, ey're for /air/ • er, ar, a, e, i, o, u, ure, ou, our for /er/ 		
Morphology*	<p>Prefixes and suffixes</p> <p>Prefixes: anti, dia, kilo, milli, ex, dec, deci, cent, dis, mis, in, de, im, il, ir, non, quad, oct, multi, semi, com, bi, tri, en, pre, re, circum, inter, tele, trans, auto, sub, super</p> <p>Suffixes (inflectional): s (plurals and verbs), es (plurals and verbs), ed, ing, er, est</p> <p>Suffixes (derivational): ion, ive, ness, ment, y, er, or, ee, ful, less, able, ly, en, ous, ise, al</p> <p>Helpful hints for suffix addition</p> <p>double, drop e, change y, change f and fe, add es</p> <p>Greek and Latin roots</p> <p>Greek roots: astro, aster, graph, phon, photo</p> <p>Latin roots: ang, aqua, anim, struct, ject, scribe, script, mot, pos, port, circ, rupt, sect, aud, cap, mit, pel</p>			
Etymology*	<ul style="list-style-type: none"> • Grapheme ch for /k/ • Word origins – Indigenous Australian languages (Wemba Wemba, Yuwaalaraay, Guugu Yimidhirr, Dharug, Noongar, Gamilaraay, Wiradjuri) • Word origins – Turkish, Dutch, Portuguese, French, Latin, Spanish, German 			
Other Concepts**	<p>Homophones</p> <p>e.g. band/banned, pain/pane, reel/real, so/sew/sow, mare/mayor</p> <p>Contractions</p> <p>e.g. should've, could've, would've, we'd, wouldn't</p> <p>Compound Words</p> <p>e.g. bookshelf, goodbye, sugarcane, courthouse, footprint</p>			

*Additional morphology and etymology concepts are taught in Lesson 1 in each unit.









** See the Years 3–6 Focus Concepts (pages 22–25) for full list.












Year 5 Yearly Plan

All lessons start with explicit teaching using the Sound Waves Online lesson resources and culminate with Student Book activities. Assessment is also embedded in the Yearly Plan.

Weekly Plan


Monday	Lesson 1 Focus phoneme, graphemes and Focus Words	Use the online lesson to explicitly teach the graphemes, spelling patterns, morphology and etymology of words containing the focus phoneme.
Tuesday–Thursday	Lessons 2+ Focus Concepts	Use the online lessons to explicitly teach concepts covering morphology, etymology or vocabulary.
Friday	Consolidate, assess and remediate	Use the interactive and printable activities and games for additional practice. This is also the ideal time to conduct a Content Review (where included) and provide further remediation support to students.

Term 1				
Unit	Lesson 1*	Lesson 2	Lesson 3	Lesson 4
1 Getting Started	Phonemes	Phonemes & Graphemes		
Assessment: Spelling Diagnostic Test (Year 5)				
2  balloon /b/	b, bb for /b/	Suffixes ed, ing (double, change y , drop e)	Homophones (<i>band/banned, bored/board, berry/bury, boarder/border, billed/build, buoy/boy</i>)	
3  apple /a/	a for /a/	Prefixes anti, dia	Greek Roots astro, aster & Latin Roots ang, aqua, anim	
4  kite /k/	k, c, q, ck, x, ch for /k/, x for /k/ and /s/	Grapheme ch	Prefixes kilo, milli	Suffix ion
5  egg /e/	e, ea, ay for /e/	Prefix ex	Prefixes dec, deci, cent	
Assessment: Content Review 1				
6  duck /d/	d, dd for /d/	Prefixes dis, mis	Prefixes in, de	
7  igloo /i/	i, y, o for /i/	Prefixes in, im, il, ir	Suffix ive	
8  fish /f/	f, ff, ph, gh for /f/	Suffixes s, es (change y , change f and fe)	Greek Roots graph, phon, photo	
9  orange /o/	o, a, ho, au, ow for /o/	Prefix non	Prefixes quad, oct	
Assessment: Content Review 2				

Term 2				
10  girl /g/	g, gu, gh for /g/	Suffixes ed, ing (drop e , double)	Suffixes ness, ment	
11  umbrella /u/	u, o, oo, ou for /u/	Suffixes y, er, est (change y , drop e)	Latin Root struct	
12  house /h/	h for /h/			
12  jellyfish /j/	j, g, ge, dge, dg, gg, dj for /j/	Latin Root ject		
13  snail /ai/	ai, ay, a_e, a, eigh, aigh for /ai/	Homophones (<i>weight/wait, break/brake, pain/pane, rays/raise, days/daze, waist/waste</i>)	Suffixes er, or, ee	
14  lizard /l/	l, ll, le for /l/	Suffixes ful, less	Suffix able	
Assessment: Content Review 3				
15  bee /ee/	e, ea, y, ie, e_e, i, ei for /ee/	Suffix ly	Homophones (<i>reel/real, peak/peek, seen/scene, steal/steel, creak/creek, piece/peace</i>)	
16  moon /m/	m, mm, mb, mn for /m/	Prefixes multi, semi	Prefix com	
17  ice-cream /i_e/	i_e, y, igh, i, eigh for /i_e/ as in <i>ice-cream</i>	Prefixes bi, tri	Latin Roots scrib, script	
18  net /n/	n, kn for /n/	Prefix & Suffix en		
18  ring /ng/	ng, n for /ng/			
Assessment: Content Review 4				

*Additional morphology and etymology concepts are taught in Lesson 1 in each unit.
Sound Waves Word Study Scope and Sequence 3–6 | www.fireflyeducation.com.au

Year 5 Yearly Plan

Term 3				
Unit	Lesson 1*	Lesson 2	Lesson 3	Lesson 4
19  boat /oa/	oa, o_e, ow, o, ough, ou for /oa/	Homophones (<i>mode/mowed, lone/loan, bolder/boulder, so/sew/sow</i>)	Latin Roots mot, pos	
Assessment: Spelling Diagnostic Test (Year 5)				
20  pig /p/	p, pp for /p/	Latin Root port		
	 robot /r/	r, rr, wr for /r/	Prefixes pre, re	
21  star /ar/	ar, a, al, au, ah for /ar/	Word Origins	Plurals (irregular plurals, change y , change f and fe)	
22  seal /s/	s, ss, se, ce, c, sc, sw for /s/, x for /k/ and /s/	Suffix ous	Homophones (<i>soared/sword, paced/paste, seller/cellar, scents/cents, sight/site, lesson/lessen</i>)	
23  bird /ir/	ir, ur, or, er, ear, err, urr for /ir/	Suffixes ed, ing (double)	Prefix circum & Latin Root circ	
	Assessment: Content Review 5			
24  tiger /t/	t, tt, te, bt for /t/	Prefixes inter, tele, trans	Latin Roots rupt, sect	
25  horse /or/	or, aw, au, oar, ough, augh, our, ar, o, ure, oa for /or/	Prefix auto & Latin Root aud	Homophones (<i>sure/shore, storey/story, foreword/forward, you're/your, coarse/course, sore/saw/soar, hoarse/horse, forth/fourth</i>)	
	 vase /v/	v, ve for /v/		
26  web /w/	w, wh, u for /w/	Homophones (<i>week/weak, whale/wail, weather/whether, waist/waste, world/whirled, we're/wear/where</i>)		
	27  book /oo/	oo, u, oul, o, ou for /oo/ as in book	Compound Words	Contractions (with <i>have</i>)
Assessment: Content Review 6				
Term 4				
28  yoyo /y/	y for /y/ as in yoyo, u, ew, u_e, ue for /y/ as in yoyo and /oo/ as in boot	Word Origins	Homophones (<i>dew/du, ewe/you, cue/queue</i>)	
29  boot /oo/	oo, u_e, u, ui, o, oe, ough, ou for /oo/ as in boot	Word Origins	Prefixes sub, super	
30  zebra /z/	zz, s, se, ze, ss for /z/	Suffix ise		
	 treasure /s/	s, si for /s/ as in treasure	Suffix ion	
31  cloud /ou/	ou, ow, ough, hou for /ou/	Homophones (<i>allowed/aloud, flour/flower, council/counsel, hour/our</i>)	Suffix able	
 chicken /ch/	ch, tch, ti, t for /ch/			
32  shell /sh/	ti, ci, s, ss, ssi, xi for /sh/	Suffix ion		
	Assessment: Content Review 7			
33  boy /oy/	oy, oi for /oy/			
	 deer /eer/	eer, ear, ere, ier, e, ea for /eer/		
34  thong /th/	th for /th/ as in thong			
	 feather /th/	th, the for /th/ as in feather		
35  chair /air/	air, are, ere, ar, a, ayor, ey're for /air/	Suffix Revision	Homophones (<i>hair/hare, bare/bear, mare/mayor, they're/their/there, stares/stairs, where/we're/wear, fare/fair, flair/flare, pare/pair/pear, heir/air</i>)	
36  ladder /ə/	er, ar, a, e, i, o, u, ure, ou, our for /ə/	Suffix al	Latin Roots cap, mit, pel	
	Assessment: Content Review 8			

Year 6 Scope and Sequence

Refer to this table for an overview of the scope of the Year 6 program. See the Yearly Plan (pages 16–17) for specific information about which concepts are taught and when.

Year 6				
<p>Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling multisyllabic words. Due to the complexity of the words students are working with, there is a strong focus on vocabulary. Students revise adding inflectional suffixes to words when a base change is required. They also learn a wide range of prefixes and derivational suffixes, and how to add some of the derivational suffixes to words when a base change is required. Students learn complex Greek and Latin roots, and the etymology of a variety of English words. They continue to revise and learn homophones and contractions.</p>				
Focus Area	Content Taught			
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling and practised in segmenting and blending.			
Phonics	<p>Phoneme–grapheme relationships</p> <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> <table border="0"> <tr> <td> <ul style="list-style-type: none"> • b, bb, pb for /b/ • a for /a/ • k, c, q, ck, x, ch, que for /k/, x for /k/ and /s/ • e, ea, a, eo for /e/ • d, dd for /d/ • i, y, e, ui, a for /i/ • f, ff, ph for /f/ • o, a, ho, au, ow, ach, e for /o/ • g, gu, gue for /g/ • u, o, ou for /u/ • h for /h/ • j, g, ge, gg, d for /j/ • ai, ay, a_e, a, ei, eigh, et, e for /ai/ • l, ll for /l/ • ee, e, ea, y, ie, e_e, i, ei for /ee/ </td> <td> <ul style="list-style-type: none"> • m, mm, me for /m/ • i_e, y, igh, i, ir for /i_e/ as in <i>ice-cream</i> • n, kn, ne for /n/ • ng, n, ngue for /ng/ • oa, o_e, ow, o, ough for /oa/ • p, pp for /p/ • r, rr, rh for /r/ • ar, a, ear, au, er for /ar/ • s, ss, ce, c, sc, st, sw for /s/, x for /k/ and /s/ • ir, ur, er, ear, our, urr for /ir/ • t, tt for /t/ • or, ore, a, aw, au, augh, oa, hau, aur for /or/ • v, ve for /v/ • wh, u for /w/ • oo, u, oul, o, ou for /oo/ as in <i>book</i> </td> <td> <ul style="list-style-type: none"> • 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> • oo, ew, ue, u_e, u, o, ough, ou, oeu for /oo/ as in <i>boot</i> • z, s, ss for /z/, x for /g/ and /z/ • s, si for /s/ as in <i>treasure</i> • ou, ow, ough for /ou/ • ch, ti, t for /ch/ • sh, ch, ti, ss, ssi for /sh/ • oy, oi for /oy/ • eer, ere, ier, e, ir, ea for /eer/ • th for /th/ as in <i>thong</i> • th, the for /th/ as in <i>feather</i> • air, are, ere, ar, a, ayor, ea, aire, ae for /air/ • er, ar, a, e, i, o, u, ure, ou for /e/ </td> </tr> </table> <p>Additional and unusual phoneme–grapheme relationships are covered across all units.</p>	<ul style="list-style-type: none"> • b, bb, pb for /b/ • a for /a/ • k, c, q, ck, x, ch, que for /k/, x for /k/ and /s/ • e, ea, a, eo for /e/ • d, dd for /d/ • i, y, e, ui, a for /i/ • f, ff, ph for /f/ • o, a, ho, au, ow, ach, e for /o/ • g, gu, gue for /g/ • u, o, ou for /u/ • h for /h/ • j, g, ge, gg, d for /j/ • ai, ay, a_e, a, ei, eigh, et, e for /ai/ • l, ll for /l/ • ee, e, ea, y, ie, e_e, i, ei for /ee/ 	<ul style="list-style-type: none"> • m, mm, me for /m/ • i_e, y, igh, i, ir for /i_e/ as in <i>ice-cream</i> • n, kn, ne for /n/ • ng, n, ngue for /ng/ • oa, o_e, ow, o, ough for /oa/ • p, pp for /p/ • r, rr, rh for /r/ • ar, a, ear, au, er for /ar/ • s, ss, ce, c, sc, st, sw for /s/, x for /k/ and /s/ • ir, ur, er, ear, our, urr for /ir/ • t, tt for /t/ • or, ore, a, aw, au, augh, oa, hau, aur for /or/ • v, ve for /v/ • wh, u for /w/ • oo, u, oul, o, ou for /oo/ as in <i>book</i> 	<ul style="list-style-type: none"> • 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> • oo, ew, ue, u_e, u, o, ough, ou, oeu for /oo/ as in <i>boot</i> • z, s, ss for /z/, x for /g/ and /z/ • s, si for /s/ as in <i>treasure</i> • ou, ow, ough for /ou/ • ch, ti, t for /ch/ • sh, ch, ti, ss, ssi for /sh/ • oy, oi for /oy/ • eer, ere, ier, e, ir, ea for /eer/ • th for /th/ as in <i>thong</i> • th, the for /th/ as in <i>feather</i> • air, are, ere, ar, a, ayor, ea, aire, ae for /air/ • er, ar, a, e, i, o, u, ure, ou for /e/
<ul style="list-style-type: none"> • b, bb, pb for /b/ • a for /a/ • k, c, q, ck, x, ch, que for /k/, x for /k/ and /s/ • e, ea, a, eo for /e/ • d, dd for /d/ • i, y, e, ui, a for /i/ • f, ff, ph for /f/ • o, a, ho, au, ow, ach, e for /o/ • g, gu, gue for /g/ • u, o, ou for /u/ • h for /h/ • j, g, ge, gg, d for /j/ • ai, ay, a_e, a, ei, eigh, et, e for /ai/ • l, ll for /l/ • ee, e, ea, y, ie, e_e, i, ei for /ee/ 	<ul style="list-style-type: none"> • m, mm, me for /m/ • i_e, y, igh, i, ir for /i_e/ as in <i>ice-cream</i> • n, kn, ne for /n/ • ng, n, ngue for /ng/ • oa, o_e, ow, o, ough for /oa/ • p, pp for /p/ • r, rr, rh for /r/ • ar, a, ear, au, er for /ar/ • s, ss, ce, c, sc, st, sw for /s/, x for /k/ and /s/ • ir, ur, er, ear, our, urr for /ir/ • t, tt for /t/ • or, ore, a, aw, au, augh, oa, hau, aur for /or/ • v, ve for /v/ • wh, u for /w/ • oo, u, oul, o, ou for /oo/ as in <i>book</i> 	<ul style="list-style-type: none"> • 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> • oo, ew, ue, u_e, u, o, ough, ou, oeu for /oo/ as in <i>boot</i> • z, s, ss for /z/, x for /g/ and /z/ • s, si for /s/ as in <i>treasure</i> • ou, ow, ough for /ou/ • ch, ti, t for /ch/ • sh, ch, ti, ss, ssi for /sh/ • oy, oi for /oy/ • eer, ere, ier, e, ir, ea for /eer/ • th for /th/ as in <i>thong</i> • th, the for /th/ as in <i>feather</i> • air, are, ere, ar, a, ayor, ea, aire, ae for /air/ • er, ar, a, e, i, o, u, ure, ou for /e/ 		
Morphology*	<p>Prefixes and suffixes</p> <p>Prefixes: ex, dec, cent, kilo, dis, mis, in, im, il, ir, anti, non, con, hyper, hypo, mono, multi, com, co, pro, circum, auto, trans, uni, sub, super, out, syn, sym, inter, ad, ac</p> <p>Suffixes (inflectional): s (verbs), es (verbs), ed, ing</p> <p>Suffixes (derivational): able, ion, ly, er, or, ist, ation, al, ty, ity, ify, ance, ence, ous, ment, ive, ise, sion, less, ian</p> <p>Helpful hints for suffix addition</p> <p>double, drop e, change y</p> <p>Greek and Latin roots</p> <p>Greek roots: pod, graph, gram, hydr, geo, bio, logy, meter, therm, aer, aero</p> <p>Latin roots: tract, cess, cep, sect, ped, duc, duct, duce, flex, flect, frag, fract, struct, rupt, ceed, cede, cess, mot, pos, spect, press, circ, vers, vert, ject, fact, fect, port, form, aqua</p>			
Etymology*	<ul style="list-style-type: none"> • Grapheme ph for /f/ • Word origins – Greek, Latin, Arabic, French, Japanese, German, Spanish, Persian, Dutch, Italian, Hawaiian, Hindi 			
Other Concepts**	<p>Homophones</p> <p>e.g. practice/practise, rain/reign, stationery/stationary, minor/miner, principal/principle</p>			
	<p>Contractions</p> <p>e.g. should've, could've, would've</p>			
	<p>Portmanteaus</p> <p>e.g. motel, email, blog, chortle, smog</p>			

*Additional morphology and etymology concepts are taught in Lesson 1 in each unit.









** See the Years 3–6 Focus Concepts (pages 22–25) for full list.









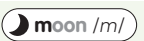


Year 6 Yearly Plan

All lessons start with explicit teaching using the Sound Waves Online lesson resources and culminate with Student Book activities. Assessment is also embedded in the Yearly Plan.

Weekly Plan



Monday	Lesson 1 Focus phoneme, graphemes and Focus Words	Use the online lesson to explicitly teach the graphemes, spelling patterns, morphology and etymology of words containing the focus phoneme.
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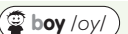





Term 1				
Unit	Lesson 1*	Lesson 2	Lesson 3	Lesson 4
1 Getting Started	Phonemes	Phonemes & Graphemes		
Assessment: Spelling Diagnostic Test (Year 6)				
2  balloon /b/	b, bb, pb for /b/	Suffixes ed, ing, s, es (change y , drop e , double)	Suffix able	
3  apple /a/	a for /a/	Latin Root tract	Homophones (<i>practice/practise</i>)	
4  kite /k/	k, c, q, ck, x, ch, que for /k/, x for /k/ and /s/	Prefix ex	Suffix ion	
5  egg /e/	e, ea, a, eo for /e/	Latin Roots cess, cep, sect	Prefixes dec, cent, kilo	
Assessment: Content Review 1				
6  duck /d/	d, dd for /d/	Greek Root pod & Latin Root ped	Latin Roots duc, duct, duce	
7  igloo /i/	i, y, e, ui, a for /i/	Prefixes dis, mis	Prefixes in, im, il, ir	
8  fish /f/	f, ff, ph for /f/	Grapheme ph	Latin Roots flex, flect, frag, fract	
9  orange /o/	o, a, ho, au, ow, ach, e for /o/	Prefixes anti, non	Prefix con	
Assessment: Content Review 2				

Term 2				
10  girl /g/	g, gu, gue for /g/	Suffix ly	Greek Roots graph, gram	
11  umbrella /u/	u, o, ou for /u/	Suffixes er, or, ist	Latin Roots struct, rupt	
12  house /h/	h for /h/	Prefixes hyper, hypo & Greek Root hydr		
12  jellyfish /j/	j, g, ge, gg, d for /j/	Greek Roots geo, bio, logy		
13  snail /ai/	ai, ay, a_e, a, ei, eigh, et, e for /ai/	Suffix ation	Homophones (<i>reign/rain, patience/patients, stationary/stationery</i>)	
14  lizard /l/	l, ll for /l/	Suffixes ed, ing (double)	Suffix al	Prefixes mono, multi
Assessment: Content Review 3				
15  bee /ee/	ee, e, ea, y, ie, e_e, i, ei for /ee/	Suffixes ty, ity	Latin Roots ceed, cede, cess	
16  moon /m/	m, mm, me for /m/	Prefix com	Greek Root meter	
17  ice-cream /i_e/	i_e, y, igh, i, ir for /i_e/ as in <i>ice-cream</i>	Suffix ify	Homophones (<i>licence/license, minor/miner, site/sight, idol/idle</i>)	
18  net /n/	n, kn, ne for /n/	Suffixes ance, ence		
18  ring /ng/	ng, n, ngue for /ng/			
Assessment: Content Review 4				

*Additional morphology and etymology concepts are taught in Lesson 1 in each unit.

Year 6 Yearly Plan











Term 3				
Unit	Lesson 1*	Lesson 2	Lesson 3	Lesson 4
19  boat /oʊl/	oa, o_e, ow, o, ough for /oʊ/	Prefix co	Latin Roots mot, pos	
Assessment: Spelling Diagnostic Test (Year 6)				
20  pig /p/	p, pp for /p/	Latin Roots spect, press		
 robot /r/	r, rr, rh for /r/	Prefix pro		
21  star /ɑr/	ar, a, ear, au, er for /ɑr/	Word Origins	Portmanteaus	
22  seal /s/	s, ss, ce, c, sc, st, sw for /s/, x for /k/ and /s/	Suffix ous	Homophones (<i>sauce/ source, horse/hoarse, muscle/mussel, principal/ principle</i>)	
23  bird /ɪr/	ir, ur, er, ear, our, urr for /ɪr/	Suffixes ed, ing (double)	Prefix circum & Latin Root circ	Latin Roots vers, vert
Assessment: Content Review 5				
24  tiger /t/	t, tt for /t/	Suffix ment	Latin Roots ject, fact, fect	
25  horse /ɔr/	or, ore, a, aw, au, augh, oa, hau, aur for /ɔr/	Prefix auto	Prefix trans & Latin Roots port, form	
26  vase /v/	v, ve for /v/	Suffix ive		
 web /w/	wh, u for /w/			
27  book /oo/	oo, u, oul, o, ou for /oo/ as in <i>book</i>	Contractions (with <i>have</i>)	Word Origins	
Assessment: Content Review 6				

Term 4				
28  yo-yo /y/	i, u for /y/ as in <i>yo-yo</i> , u, ui, eu, ew, u_e, ue, ueue for /y/ as in <i>yo-yo</i> and /oo/ as in <i>boot</i>	Word Origins	Prefix uni	
29  boot /oo/	oo, ew, ue, u_e, u, o, ough, ou, oeu for /oo/ as in <i>boot</i>	Word Origins	Prefixes sub, super	
30  zebra /z/	z, s, ss for /z/, x for /g/ and /z/	Suffix ise		
 treasure /s/	s, si for /s/ as in <i>treasure</i>	Suffix sion		
31  cloud /ou/	ou, ow, ough for /ou/	Prefix out	Suffix less	
32  chicken /ch/	ch, ti, t for /ch/			
 shell /sh/	sh, ch, ti, ss, ssi for /sh/	Suffix ion		
Assessment: Content Review 7				
33  boy /oy/	oy, oi for /oy/			
 deer /eer/	eer, ere, ier, e, ir, ea for /eer/			
34  thong /th/	th for /th/ as in <i>thong</i>	Prefixes syn, sym & Greek Root therm		
 feather /th/	th, the for /th/ as in <i>feather</i>			
35  chair /air/	air, are, ere, ar, a, ayor, ea, aire, ae for /air/	Suffix ian	Greek Roots aer, aero & Latin Root aqua	
36  ladder /ə/	er, ar, a, e, i, o, u, ou for /ə/	Prefix inter	Prefixes ad, ac	
Assessment: Content Review 8				










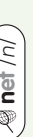
*Additional morphology and etymology concepts are taught in Lesson 1 in each unit.

Years 3–6 Focus Concepts (Unit View)















This section of the document shows the Focus Concepts taught in Lessons 2–4 of each unit. In Lesson 1 of each unit, students are explicitly taught the graphemes, spelling patterns, morphology and etymology of words containing the focus phoneme. Refer to pages 7–17 for the Lesson 1 content.

Units 1–11		Year 3	Year 4	Year 5	Year 6
	Unit				
1	Getting Started				
2	 balloon /b/	<ul style="list-style-type: none"> Suffixes ed, ing Irregular Past Tense Antonyms 	<ul style="list-style-type: none"> Suffixes ed, ing Compound Words Irregular Past Tense 	<ul style="list-style-type: none"> Suffixes ed, ing Homophones 	<ul style="list-style-type: none"> Suffixes ed, ing, s, es Suffix able
3	 apple /a/	<ul style="list-style-type: none"> Suffixes ed, ing Alphabetical Order 	<ul style="list-style-type: none"> Suffixes ed, ing Synonyms 	<ul style="list-style-type: none"> Prefixes anti, dia Greek Roots astro, aster & Latin Roots ang, aqua, anim 	<ul style="list-style-type: none"> Latin Root tract Homophones
4	 kite /k/	<ul style="list-style-type: none"> Graphemes ck, k Blending qu, x Suffix es 	<ul style="list-style-type: none"> Graphemes ck, k, c Prefix ex 	<ul style="list-style-type: none"> Grapheme ch Prefixes kilo, milli Suffix ion 	<ul style="list-style-type: none"> Prefix ex Suffix ion
5	 egg /e/	<ul style="list-style-type: none"> Grapheme ea Irregular Past Tense 	<ul style="list-style-type: none"> Compound Words Suffixes s, es 	<ul style="list-style-type: none"> Prefix ex Prefixes dec, deci, cent 	<ul style="list-style-type: none"> Latin Roots cess, cep, sect Prefixes dec, cent, kilo
6	 duck /d/	<ul style="list-style-type: none"> Compound Words Suffixes ed, ing 	<ul style="list-style-type: none"> Suffixes ed, ing Prefixes mis, dis, un Irregular Past Tense 	<ul style="list-style-type: none"> Prefixes dis, mis Prefixes in, de 	<ul style="list-style-type: none"> Greek Root pod & Latin Root ped Latin Roots duc, duct, duce
7	 igloo /i/	<ul style="list-style-type: none"> Suffixes ed, ing Suffixes s, es Synonyms 	<ul style="list-style-type: none"> Suffixes er, est Prefixes in, im 	<ul style="list-style-type: none"> Prefixes in, im, il, ir Suffix ive 	<ul style="list-style-type: none"> Prefixes dis, mis Prefixes in, im, il, ir
8	 fish /f/	<ul style="list-style-type: none"> Suffixes ed, ing Suffix ful 	<ul style="list-style-type: none"> Suffixes s, es Suffix s Prefix fore 	<ul style="list-style-type: none"> Suffixes s, es Greek Roots graph, phon, photo 	<ul style="list-style-type: none"> Grapheme ph Latin Roots flex, flect, frag, fract
9	 orange /o/	<ul style="list-style-type: none"> Grapheme a Suffixes er, est Synonyms & Antonyms 	<ul style="list-style-type: none"> Prefix non Prefixes quad, oct 	<ul style="list-style-type: none"> Prefix non Prefixes anti, non Prefix con 	<ul style="list-style-type: none"> Prefixes anti, non Prefix con
10	 girl /g/	<ul style="list-style-type: none"> Suffixes er, est Suffix ful 	<ul style="list-style-type: none"> Suffixes ed, ing Homophones 	<ul style="list-style-type: none"> Suffixes ed, ing Suffixes ness, ment 	<ul style="list-style-type: none"> Suffix ly Greek Roots graph, gram
11	 umbrella /u/	<ul style="list-style-type: none"> Suffixes s, es Prefix un 	<ul style="list-style-type: none"> Suffix es Suffix y 	<ul style="list-style-type: none"> Suffixes y, er, est Latin Root struct 	<ul style="list-style-type: none"> Suffixes er, or, ist Latin Roots struct, rupt







Years 3–6 Focus Concepts (Unit View)

Units 12–21		Year 3	Year 4	Year 5	Year 6
Unit					
12	 house /h/	<ul style="list-style-type: none"> Homophones Contractions 	<ul style="list-style-type: none"> Contractions Homophones 		<ul style="list-style-type: none"> Prefixes hyper, hypo & Greek Root hydr
13	 snail /ai/	<ul style="list-style-type: none"> Grapheme dge 	<ul style="list-style-type: none"> Grapheme g 	<ul style="list-style-type: none"> Latin Root ject 	<ul style="list-style-type: none"> Greek Roots geo, bio, logy
14	 lizard /ll/	<ul style="list-style-type: none"> Suffixes ed, ing Homophones 	<ul style="list-style-type: none"> Suffixes y, er, est Homophones 	<ul style="list-style-type: none"> Homophones Suffixes er, or, ee 	<ul style="list-style-type: none"> Suffix ation Homophones
15	 bee /ee/	<ul style="list-style-type: none"> Irregular Past Tense Suffix less Contractions 	<ul style="list-style-type: none"> Suffix ful Contractions 	<ul style="list-style-type: none"> Suffixes ful, less Suffix able 	<ul style="list-style-type: none"> Suffixes ed, ing Suffix al Prefixes mono, multi
16	 moon /m/	<ul style="list-style-type: none"> Suffixes s, es Suffix y Irregular Plurals 	<ul style="list-style-type: none"> Suffix ly Homophones 	<ul style="list-style-type: none"> Suffix ly Homophones 	<ul style="list-style-type: none"> Suffixes ty, ity Latin Roots ceed, cede, cess
17	 ice-cream /i_e/	<ul style="list-style-type: none"> Suffixes s, es Prefix mid Prefix mis 	<ul style="list-style-type: none"> Suffix er Suffix ment 	<ul style="list-style-type: none"> Prefixes multi, semi Prefix com 	<ul style="list-style-type: none"> Prefix com Greek Root meter
18	 net /n/	<ul style="list-style-type: none"> Suffix ing Suffixes ed, es, ing 	<ul style="list-style-type: none"> Suffixes ed, ing, s, es Prefixes bi, tri Homophones 	<ul style="list-style-type: none"> Prefixes bi, tri Latin Roots scrib, script 	<ul style="list-style-type: none"> Suffix ify Homophones
19	 boat /oa/	<ul style="list-style-type: none"> Suffix en 	<ul style="list-style-type: none"> Suffix ness Contractions 	<ul style="list-style-type: none"> Prefix & Suffix en 	<ul style="list-style-type: none"> Suffixes ance, ence
20	 pig /p/	<ul style="list-style-type: none"> Suffixes s, es Suffixes ed, ing Irregular Past Tense 	<ul style="list-style-type: none"> Homophones Suffixes s, es 	<ul style="list-style-type: none"> Homophones Latin Roots mot, pos 	<ul style="list-style-type: none"> Prefix co Latin Roots mot, pos
21	 star /ar/	<ul style="list-style-type: none"> Irregular Past Tense Prefix pre 	<ul style="list-style-type: none"> Suffix ship 	<ul style="list-style-type: none"> Latin Root port 	<ul style="list-style-type: none"> Latin Roots spect, press
		<ul style="list-style-type: none"> Prefix re 	<ul style="list-style-type: none"> Prefixes pre, re 	<ul style="list-style-type: none"> Prefixes pre, re 	<ul style="list-style-type: none"> Prefix pro
		<ul style="list-style-type: none"> Grapheme a Suffix ness Suffix ly 	<ul style="list-style-type: none"> Suffix en 	<ul style="list-style-type: none"> Word Origins Plurals 	<ul style="list-style-type: none"> Word Origins Portmanteaus

Years 3–6 Focus Concepts (Unit View)

Units 22–32		Year 3	Year 4	Year 5	Year 6
Unit					
22	 seal /s/	<ul style="list-style-type: none"> Graphemes c, ce Prefix dis Suffixes s, es 	<ul style="list-style-type: none"> Suffix ous Prefix sub 	<ul style="list-style-type: none"> Suffix ous Homophones 	<ul style="list-style-type: none"> Suffix ous Homophones
23	 bird /ir/	<ul style="list-style-type: none"> Grapheme or Compound Words 	<ul style="list-style-type: none"> Suffixes y, er, est 	<ul style="list-style-type: none"> Suffixes ed, ing Prefix circum & Latin Root circ 	<ul style="list-style-type: none"> Suffixes ed, ing Prefix circum & Latin Root circ Latin Roots vers, vert
24	 tiger /tl/	<ul style="list-style-type: none"> Suffix ist Contractions 	<ul style="list-style-type: none"> Prefix inter Contractions 	<ul style="list-style-type: none"> Prefixes inter, tele, trans Latin Roots rupt, sect 	<ul style="list-style-type: none"> Suffix ment Latin Roots ject, fact, fect
25	 horse /or/	<ul style="list-style-type: none"> Suffixes er, est Homophones Irregular Past Tense 	<ul style="list-style-type: none"> Irregular Past Tense Homophones Latin Root port 	<ul style="list-style-type: none"> Prefix auto & Latin Root aud Homophones 	<ul style="list-style-type: none"> Prefix auto Prefix trans & Latin Roots port, form
26	 vase /v/	<ul style="list-style-type: none"> Suffix s Contractions 	<ul style="list-style-type: none"> Contractions 	<ul style="list-style-type: none"> Contractions 	<ul style="list-style-type: none"> Suffix ive
	 web /w/		<ul style="list-style-type: none"> Suffix wards 	<ul style="list-style-type: none"> Homophones 	
27	 book /oo/	<ul style="list-style-type: none"> Irregular Past Tense Contractions 	<ul style="list-style-type: none"> Suffix hood Irregular Past Tense 	<ul style="list-style-type: none"> Compound Words Contractions 	<ul style="list-style-type: none"> Contractions Word Origins
28	 yo-yo /y/	<ul style="list-style-type: none"> Contractions Homophones 	<ul style="list-style-type: none"> Suffix ish 	<ul style="list-style-type: none"> Word Origins Homophones 	<ul style="list-style-type: none"> Word Origins Prefix uni
29	 boot /oo/	<ul style="list-style-type: none"> Irregular Past Tense Homophones 	<ul style="list-style-type: none"> Prefix super Irregular Past Tense 	<ul style="list-style-type: none"> Word Origins Prefixes sub, super 	<ul style="list-style-type: none"> Word Origins Prefixes sub, super
30	 zebra /z/	<ul style="list-style-type: none"> Suffixes s, es Suffix y 	<ul style="list-style-type: none"> Homophones Suffixes s, es 	<ul style="list-style-type: none"> Suffix ise 	<ul style="list-style-type: none"> Suffix ise
	 treasure /s/		<ul style="list-style-type: none"> Latin Root vis 	<ul style="list-style-type: none"> Suffix ion 	<ul style="list-style-type: none"> Suffix ion
31	 cloud /ou/	<ul style="list-style-type: none"> Compound Words Homophones 	<ul style="list-style-type: none"> Prefix out Homophones 	<ul style="list-style-type: none"> Homophones Suffix able 	<ul style="list-style-type: none"> Prefix out Suffix less
32	 chicken /ch/	<ul style="list-style-type: none"> Grapheme tch 			
	 shell /sh/	<ul style="list-style-type: none"> Compound Words 	<ul style="list-style-type: none"> Suffix ion 		<ul style="list-style-type: none"> Suffix ion

Years 3–6 Focus Concepts (Unit View)

Units 33–36		Year 3	Year 4	Year 5	Year 6
	Unit				
33	 boy /oɪ/  deer /eər/	<ul style="list-style-type: none"> • Homophones 			
34	 thong /θɒŋ/  feather /ˈfɛðər/	<ul style="list-style-type: none"> • Compound Words • Homophones 	<ul style="list-style-type: none"> • Homophones 		<ul style="list-style-type: none"> • Prefixes syn, sym & Greek Root therm
35	 chair /tʃaɪr/	<ul style="list-style-type: none"> • Homophones • Compound Words 	<ul style="list-style-type: none"> • Homophones 	<ul style="list-style-type: none"> • Suffix Revision • Homophones 	<ul style="list-style-type: none"> • Suffix ian • Greek Roots aer, aero & Latin Root aqua
36	 ladder /ˈlædər/	<ul style="list-style-type: none"> • Suffix er 	<ul style="list-style-type: none"> • Suffixes er, or, ist 	<ul style="list-style-type: none"> • Suffix al • Latin Roots cap, mit, pel 	<ul style="list-style-type: none"> • Prefix inter • Prefixes ad, ac

Years 3–6 Focus Concepts (Concept View)

Phonemic Awareness & Synthetic Phonics

Focus Concept	Year 3	Year 4	Year 5	Year 6
Capitals & Graphemes	Unit 4 ck, k 5 ea 9 a 12 dge 21 a 22 c, ce 23 or 32 tch	Unit 4 ck, k, c 9 a 12 g	Unit 4 ch	Unit 8 ph
Prefixes	Unit 11 un 16 mid, mis 20 pre, re 22 dis	Unit 4 ex 6 mis, dis, un 7 in, im 8 fore 17 bi, tri 20 pre, re 22 sub 24 inter 29 super 31 out	Unit 3 anti, dia 4 kilo, milli 5 ex, dec, deci, cent 6 dis, mis, in, de 7 in, im, il, ir 9 non, quad, oct 16 multi, semi, com 17 bi, tri 18 en 20 pre, re 23 circum 24 inter, tele, trans 25 auto 29 sub, super	Unit 4 ex 5 dec, cent, kilo 7 dis, mis, in, im, il, ir 9 anti, non, con 12 hyper, hypo 14 mono, multi 16 com 19 co 20 pro 23 circum 25 auto, trans 28 uni 29 sub, super 31 out 34 syn, sym 36 inter, ad, ac
Suffixes (Inflectional)	Unit 2 ed, ing (double) 3 ed, ing (double) 4 es (plurals) 6 ed, ing (double) 7 ed, ing (double), s, es (verbs) 8 ed, ing (double) 9 er, est (double) 10 er, est (double) 11 s, es (verbs) 13 ed, ing (drop e) 15 s, es (plurals – change y) 16 s, es (plurals – change y) 17 ing (drop e), ed, es (verbs – change y), ing (change y) 19 s, es (plurals), ed, ing (drop e) 22 s, es (plurals – change y) 25 er, est (double) 26 s (plurals – change f and fe) 30 s, es (plurals – change y , change f and fe)	Unit 2 ed, ing (double) 3 ed, ing (double) 5 s, es (verbs) 6 ed, ing (drop e) 7 er, est (double) 8 s, es (plurals – change y), s (plurals – change f and fe) 9 ed, ing, s, es (double) 10 ed, ing (double, drop e) 11 es (verbs – change y) 13 er, est (change y) 17 ed, ing (drop e , change y), s, es (verbs – change y) 19 s, es (plurals – change y , change f and fe) 23 er, est (change y) 30 s, es (plurals – change y , change f and fe)	Unit 2 ed, ing (double, change y , drop e) 8 s, es (plurals/verbs – change y , change f and fe) 10 ed, ing (drop e , double) 11 er, est (change y) 21 s, es (plurals – change y , change f and fe) 23 ed, ing (double) 35 Suffix Revision ed, ing (drop e)	Unit 2 ed, ing (change y , drop e , double), s, es (verbs – change y) 14 ed, ing (double) 23 ed, ing (double)

Note: The graphemes listed are covered in Lessons 2–4, building on the introduction of focus graphemes in Lesson 1. Refer to pages 7–17 for all the graphemes introduced in Lesson 1 of each unit.

Years 3–6 Focus Concepts (Concept View)

Morphology & Etymology		Year 3	Year 4	Year 5	Year 6
Focus Concept					
Suffixes (Derivational)	<p>Unit</p> <p>8 ful</p> <p>10 ful</p> <p>14 less</p> <p>15 y</p> <p>18 en</p> <p>21 ness, ly</p> <p>24 ist</p> <p>30 y</p> <p>36 er</p>	<p>Unit</p> <p>11 y</p> <p>13 y</p> <p>14 ful</p> <p>15 ly</p> <p>16 er, ment</p> <p>18 ness</p> <p>20 ship</p> <p>21 en</p> <p>22 ous</p> <p>23 y</p> <p>26 wards</p> <p>27 hood</p> <p>28 ish</p> <p>32 ion</p> <p>36 er, or, ist</p>	<p>Unit</p> <p>4 ion</p> <p>7 ive</p> <p>10 ness, ment</p> <p>11 y</p> <p>13 er, or, ee</p> <p>14 ful, less, able</p> <p>15 ly</p> <p>18 en</p> <p>22 ous</p> <p>30 ise, ion</p> <p>31 able</p> <p>32 ion</p> <p>35 Suffix Revision ly, ous, y, less, ful, able, ness</p> <p>36 al</p>	<p>Unit</p> <p>2 able</p> <p>4 ion</p> <p>10 ly</p> <p>11 er, or, ist</p> <p>13 action</p> <p>14 al</p> <p>15 ty, ity</p> <p>17 ify</p> <p>18 ance, ence</p> <p>22 ous</p> <p>24 ment</p> <p>26 ive</p> <p>30 ise, sion</p> <p>31 less</p> <p>32 ion</p> <p>35 ian</p>	
Greek Roots		<p>Unit</p> <p>3 astro, aster</p> <p>8 graph, phon, photo</p>			<p>Unit</p> <p>6 pod</p> <p>10 graph, gram</p> <p>12 hydr, geo, bio, logy</p> <p>16 meter</p> <p>34 therm</p> <p>35 aer, aero</p>
Latin Roots	<p>Unit</p> <p>25 port</p> <p>30 vis</p>				<p>Unit</p> <p>3 tract</p> <p>5 cess, cep, sect</p> <p>6 ped, duc, duct, duce</p> <p>8 flex, flect, frag, fract</p> <p>11 struct, rupt</p> <p>15 ceed, cede, cess</p> <p>19 mot, pos</p> <p>20 spect, press</p> <p>23 circ, vers, vert</p> <p>24 ject, fact, fect</p> <p>25 port, form</p> <p>35 aqua</p>
Word Origins	<p>Unit</p> <p>21 Indigenous Australian languages (Wemba Wemba, Yuwaalaraay, Guugu Yimidhirr, Dharug, Noongar, Gamilaraay, Wiradjuri)</p> <p>28 Turkish, Dutch, Portuguese, French, Latin, Spanish</p> <p>29 German, French, Latin, Dutch</p>	<p>Unit</p> <p>21 Indigenous Australian languages (Wemba Wemba, Yuwaalaraay, Guugu Yimidhirr, Dharug, Noongar, Gamilaraay, Wiradjuri)</p> <p>28 Turkish, Dutch, Portuguese, French, Latin, Spanish</p> <p>29 German, French, Latin, Dutch</p>			<p>Unit</p> <p>21 Greek, Latin, Arabic, French, Japanese, German, Spanish, Persian</p> <p>27 German, Latin, Greek, Dutch, Arabic, Italian, Japanese</p> <p>28 Latin, French, Hawaiian</p> <p>29 German, French, Spanish, Japanese, Hindi</p>
Portmanteaus					<p>Unit</p> <p>21 motel, email, blog, chortle, pork, hangry, smog, brunch, podcast, glamping</p>

Years 3–6 Focus Concepts (Concept View)

Other Focus Concepts		Year 3	Year 4	Year 5	Year 6
Focus Concept					
Homophones	<p>Unit</p> <p>12 hear/here, hole/whole, who's/whose 13 wait/weight, tail/tale, ate/eight, brake/break 25 four/for, saw/sore, caught/court, poor/pour/paw 28 your/you're, new/knew 29 blue/blew, through/threw, whose/who's, to/two/too 31 flour/flower, our/hour, aloud/allowed 33 here/hear 34 their/there/they're 35 bear/bare, hair/hare, pair/pear, there/their/they're, where/we're/wear</p>	<p>Unit</p> <p>10 great/grate, groan/grown, guest/guessed 12 herd/heard, whose/who's, hole/whole 13 break/brake, great/grate, sail/sale, plane/plain, ate/eight 15 peace/piece, meter/metre, weak/week, storey/story, sea/see, scene/seen 17 hi/high, /I/eye, right/write, mined/mind, tide/tied 19 tows/toes, knows/nose, role/roll, rose/rows, throne/thrown 25 shore/sure, court/caught, poor/pour/paw, for/our, sore/saw 30 whose/who's 31 flour/flower, our/hour, aloud/allowed 34 their/there/they're 35 where/wear/we're, pair/pear, fare/fair, bear/bare, their/there/they're, hair/hare, storey/story, pears/pairs</p>	<p>Unit</p> <p>2 band/banned, bored/board, berry/bury, boarder/border, billed/build, buoy/boy 13 weight/wait, break/brake, pain/paine, rays/raise, days/daze, waist/waste 15 reel/real, peak/peek, seen/scene, steal/steel, creek/creek, piece/peace 19 mode/mowed, lone/loan, bolder/boulder, so/sew/sow 22 soared/sward, paced/paste, seller/cellar, scents/cents, sight/site, lesson/lessen 25 sure/shore, storey/story, foreword/forward, you're/your, coarse/course, sore/saw/soar, hoarse/horse, forth/fourth 26 week/weak, whale/wail, weather/whether, waist/waste, world/whirled, we're/wear/where 28 dew/duw, ewe/you, cue/queue 31 allowed/aloud, flour/flower, council/counsel, hour/our 35 hair/hare, bare/bear, mare/mayor, they're/their/there, stares/stairs, where/we're/wear, fare/fair, flair/flare, pair/pear, heir/air</p>	<p>Unit</p> <p>3 practice/practise 13 reign/train, patience/patients, stationary/stationary 17 licence/license, minor/miner, site/sight, idol/idle 22 sauce/source, horse/hoarse, muscle/mussel, principal/principle</p>	
Contractions	<p>Unit</p> <p>12 it's, she's, that's, he's, here's, where's, how's, who's, what's 14 he'll, she'll, I'll, you'll, we'll, they'll, who'll, it'll 24 isn't, don't, wasn't, weren't, haven't, couldn't, didn't, can't, won't 26 I've, you've, we've, they've, could've, would've 27 couldn't, wouldn't, shouldn't 28 you'd, you're, you'll, you've</p>	<p>Unit</p> <p>12 I've, we've, you've, they've, he's, here's, who's, she's 14 I'll, you'll, he'll, we'll, she'll, they'll 18 don't, wasn't, shouldn't, wouldn't, can't, won't, couldn't, didn't 24 don't, can't, wasn't, shouldn't, haven't, won't 26 I've, you've, we've, they've, could've, should've</p>	<p>Unit</p> <p>27 should've, could've, would've, I'd, we'd, you'd, couldn't, shouldn't, wouldn't</p>	<p>Unit</p> <p>27 should've, could've, would've</p>	
Compound Words	<p>Unit</p> <p>6 goldfish, playground, weekend, driveway, beside, downstairs, ladybird, daydream 23 artwork, bookworm, birthday, passport, surfboard, worksheet, birdbath, worldwide 31 lighthouse, sunflower, playground, without, ourselves</p>	<p>Unit</p> <p>2 keyboard, notebook, jellybean, bathroom, bookshelf, blueberry, background, shoebox, somebody, basketball 5 anyone, anything, anywhere, anybody, anymore, anytime</p>	<p>Unit</p> <p>27 bookshelf, courthouse, bushfire, guidebook, bulldozer, firewood, goodbye, sugarcane, footwear, barefoot, football, footprint, footpath, driftwood, woodwork, homework, homesick, firewood</p>		

Other Focus Concepts		Year 3	Year 4	Year 5	Year 6
Focus Concept					
Compound Words (continued)		32 hairbrush, toothbrush, paintbrush, goldfish, jellyfish, starfish, shoelace, shoebox, horseshoe 34 somebody, something, someone, anybody, anything, anyone 35 airport, anywhere, haircut, downstairs, upstairs, aircraft, everywhere, wheelchair			
Synonyms		Unit 7	Unit 3 9		
Antonyms		Unit 2	Unit 9		
Irregular Plurals		Unit 15 foot/feet, tooth/teeth, child/children, sheep/sheep, goose/geese, person/people			
Irregular Past Tense		Unit 2 begin/began, break/broke, bring/brought, buy/bought, build/built 5 meet/met, spend/spent, hold/held, feel/felt, say/said, send/sent, keep/kept 14 fly/flew, tell/told, hold/held, fall/fell, blow/blew, feel/felt 19 sell/sold, ride/rode, grow/grew, break/broke 20 sleep/slept, creep/crept, leap/leapt, keep/kept, sweep/swept 25 catch/caught, buy/bought, draw/drew, see/saw, fall/fell 27 understand/understood, shake/shook, take/took, stand/stood 29 draw/drew, fly/flew, blow/blew, know/knew, grow/grew, throw/threw	Unit 2 bend/bent, begin/began, build/built, become/became, break/broke, buy/bought, bring/brought 6 ride/rode, sell/sold, draw/drew, drive/drove, stand/stood 25 teach/taught, buy/bought, catch/caught, bring/brought, think/thought, fight/fought 27 understand/understood, stand/stood, is/was, shake/shook, take/took 29 choose/chose, throw/threw, draw/drew, lose/lost, fly/flew, grow/grew, know/knew, withdraw/withdrew		
Alphabetical Order		Unit 3 first letter, second letter, third letter			



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