



# AUSTRALIAN CURRICULUM MATCH

## F-6

Version 9.0

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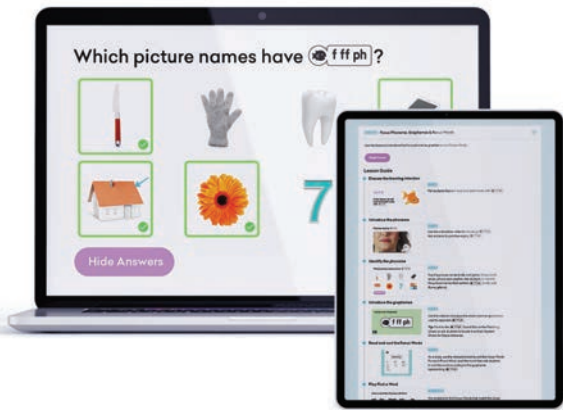
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# Sound Waves Components

The Sound Waves program (F–6) consists of online resources, Student Books, Decodable Readers and extra resources.

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

## Online resources



## Student Books




























## Decodable Readers



































## Extra resources



























## Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
<p><b>AC9EFLY09:</b> recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness).</p>	<ul style="list-style-type: none"> <li>recognising and producing rhyming words when listening to rhyming stories or rhymes; for example, “funny” and “money”</li> <li>identifying patterns of alliteration in spoken words; for example, “helpful Henry”</li> <li>identifying syllables in spoken words; for example, clapping the rhythm of “Mon-day”, “Ja-cob” or “Si-en-na”</li> </ul>	<p><i>Add a Rhyming Word, Pass the Rhyme, Make a Rhyme or Table Tennis Rhyme</i> in Extra Games &amp; Activities:</p> <ul style="list-style-type: none"> <li>Term 1, Week 1: /b/ as in , /g/ as in </li> <li>Term 1, Week 3: /r/ as in , /s/ as in </li> <li>Term 1, Week 5: /ch/ as in </li> <li>Term 1, Week 6: /a/ as in , /e/ as in </li> <li>Term 1, Week 7: /ai/ as in , /ee/ as in , /i_e/ as in , /oa/ as in </li> <li>Term 3, Week 4: ng for </li> </ul> <p><i>Syllable Stomp</i> in Extra Games &amp; Activities:</p> <ul style="list-style-type: none"> <li>Term 1, Week 3: /p/ as in </li> <li>Term 1, Week 6: /o/ as in </li> </ul> <p><b>Note:</b> All lessons in <i>Sound Waves Foundation</i> Phase 1 (Term 1) focus on establishing strong phonemic awareness skills.</p>
<p><b>AC9EFLY10:</b> segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness).</p>	<ul style="list-style-type: none"> <li>saying the sounds when given a word; for example, “can” (“c-a-n”) or “ship” (“sh-i-p”)</li> <li>saying the word when given the sounds; for example, “l-i-p” (“lip”) or “m-u-n-ch” (“munch”)</li> <li>saying the new word when the beginning phoneme/medial/end phoneme in a word is replaced with a different phoneme; for example, “run” becomes “fun”, or “fun” becomes “fan”</li> </ul>	<p><i>Identify the focus sound, Play Segment, Blend and Select/Play Segment, Blend and Make and Complete the Student Book</i> activities lesson steps:</p> <ul style="list-style-type: none"> <li>Term 1, all lessons</li> </ul> <p><i>Build a Word or Change One Sound</i> in Extra Games &amp; Activities:</p> <ul style="list-style-type: none"> <li>Term 1, Week 6: /a/ as in , /e/ as in , /i/ as in , /o/ as in , /u/ as in </li> <li>Term 1, Week 7: /ai/ as in , /ee/ as in , /ar/ as in </li> <li>Term 1, Week 8: /oo/ as in </li> <li>Term 3, Week 3: z for </li> <li>Term 4, Week 3: oa, o_e, o for </li> </ul>























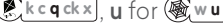


















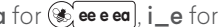












## Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
<p><b>AC9EFLY11:</b> recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents.</p>	<ul style="list-style-type: none"> <li>recognising letters in own name</li> <li>matching upper- and lower-case letters</li> <li>identifying sounds for upper- and lower-case letters</li> </ul>	<p>Graphs:</p> <ul style="list-style-type: none"> <li>Term 2, Week 1: <b>m</b> for , <b>a</b> for </li> <li>Term 2, Week 2: <b>t</b> for , <b>s</b> for </li> <li>Term 2, Week 3: <b>i</b> for , <b>d</b> for </li> <li>Term 2, Week 4: <b>f</b> for , <b>n</b> for </li> <li>Term 2, Week 5: <b>p</b> for , <b>o</b> for </li> <li>Term 2, Week 6: <b>r</b> for , <b>g</b> for </li> </ul>
<p><b>AC9EFLY12:</b> write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words.</p>		<p>Decodable Readers:</p> <ul style="list-style-type: none"> <li>Book 1 <b>r</b> (support and core)</li> <li>Book 2 <b>g</b> (support and core)</li> <li>Term 2, Week 7: <b>e</b> for , <b>h</b> for </li> <li>Decodable Readers: <ul style="list-style-type: none"> <li>Book 3 <b>e</b> (support and core)</li> <li>Book 4 <b>h</b> (support and core)</li> </ul> </li> <li>Term 2, Week 8: <b>k</b>, <b>c</b> for </li> <li>Decodable Readers: <ul style="list-style-type: none"> <li>Book 5 <b>k</b> (support and core)</li> <li>Book 6 <b>c</b> (support and core)</li> </ul> </li> <li>Term 2, Week 9: <b>u</b> for , <b>b</b> for </li> <li>Decodable Readers: <ul style="list-style-type: none"> <li>Book 7 <b>u</b> (support and core)</li> <li>Book 8 <b>b</b> (support and core)</li> </ul> </li> <li>Term 3, Week 1: <b>l</b> for , <b>j</b> for </li> <li>Decodable Readers: <ul style="list-style-type: none"> <li>Book 9 <b>l</b> (support and core)</li> <li>Book 10 <b>j</b> (support and core)</li> </ul> </li> <li>Term 3, Week 2: <b>y</b> for , <b>v</b> for </li> <li>Decodable Readers: <ul style="list-style-type: none"> <li>Book 11 <b>y</b> (support and core)</li> <li>Book 12 <b>v</b> (support and core)</li> </ul> </li> <li>Term 3, Week 3: <b>w</b> for , <b>z</b> for </li> <li>Decodable Readers: <ul style="list-style-type: none"> <li>Book 13 <b>w</b> (support and core)</li> <li>Book 14 <b>z</b> (support and core)</li> </ul> </li> <li>Term 3, Week 6: <b>s</b> for </li> <li>Term 3, Week 7: <b>q</b> for , <b>u</b> for </li> <li>Decodable Readers: <ul style="list-style-type: none"> <li>Book 22 <b>q</b>, <b>u</b> (support and core)</li> </ul> </li> <li>Term 4, Week 2: <b>e</b> for , <b>y</b> for </li> <li>Decodable Readers: <ul style="list-style-type: none"> <li>Book 28.2 <b>e</b> (support)</li> <li>Book 29.2 <b>y</b> (support)</li> </ul> </li> <li>Term 4, Week 3: <b>o</b> for , <b>a</b> for </li> <li>Decodable Reader: <ul style="list-style-type: none"> <li>Book 30.3 <b>o</b> (support)</li> </ul> </li> <li>Term 4, Week 4: <b>a</b> for </li> <li>Term 4, Week 5: <b>u</b> for </li> </ul>

## Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
<p><b>AC9EFLY11:</b> recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents.</p> <p>(continued)</p>	<ul style="list-style-type: none"> <li>recognising letters in own name</li> <li>matching upper- and lower-case letters</li> <li>identifying sounds for upper- and lower-case letters</li> </ul> <p>(continued)</p>	<p>Additionally, students learn these digraphs and trigraphs:</p> <ul style="list-style-type: none"> <li>Term 3, Week 4: <b>ck</b> for , <b>ng</b> for </li> </ul> <p>Decodable Readers: Book 15 <b>ck</b> (support and core) Book 16 <b>ng</b> (support and core)</p>
<p><b>AC9EFLY12:</b> write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words.</p> <p>(continued)</p>		<ul style="list-style-type: none"> <li>Term 3, Week 5: <b>ss</b> for , <b>ff</b> for </li> </ul> <p>Decodable Readers: Book 17 <b>ss</b> (support and core) Book 18 <b>ff</b> (support and core)</p> <ul style="list-style-type: none"> <li>Term 3, Week 6: <b>ll</b> for , <b>zz</b> for </li> </ul> <p>Decodable Readers: Book 19 <b>ll</b> (support and core) Book 20 <b>zz, s</b> (support and core)</p> <ul style="list-style-type: none"> <li>Term 3, Week 8: <b>ch</b> for , <b>sh</b> for </li> </ul> <p>Decodable Readers: Book 23 <b>ch</b> (support and core) Book 24 <b>sh</b> (support and core)</p> <ul style="list-style-type: none"> <li>Term 3, Week 9: <b>th</b> for , <b>th</b> for </li> </ul> <p>Decodable Readers: Book 25 <b>th</b> (support and core) Book 26 <b>th</b> (support and core)</p> <ul style="list-style-type: none"> <li>Term 4, Week 1: <b>ai, ay, a_e</b> for </li> </ul> <p>Decodable Readers: Book 27.1 <b>ai</b> (support), Book 27.2 <b>ay</b> (support), Book 27.3 <b>a_e</b> (support), Book 27 <b>ai, ay, a_e</b> (core)</p> <ul style="list-style-type: none"> <li>Term 4, Week 2: <b>ee, ea</b> for , <b>i_e</b> for </li> </ul> <p>Decodable Readers: Book 28.1 <b>ee</b> (support), Book 28.3 <b>ea</b> (support), Book 28 <b>ee, e, ea</b> (core) Book 29.1 <b>i_e</b> (support), Book 29 <b>i_e, y</b> (core)</p> <ul style="list-style-type: none"> <li>Term 4, Week 3: <b>oa, o_e</b> for , <b>ar</b> for </li> </ul> <p>Decodable Readers: Book 30.1 <b>oa</b> (support), Book 30.2 <b>o_e</b> (support), Book 30 <b>oa, o_e, o</b> (core) Book 31 <b>ar</b> (support and core)</p> <ul style="list-style-type: none"> <li>Term 4, Week 4: <b>ir, ur</b> for , <b>or</b> for </li> </ul> <p>Decodable Readers: Book 32 <b>ir, ur</b> (support and core) Book 33 <b>or, a</b> (support and core)</p> <ul style="list-style-type: none"> <li>Term 4, Week 5: <b>oo</b> for , <b>oo</b> for </li> </ul> <p>Decodable Readers: Book 34 <b>oo, u</b> (support and core) Book 35 <b>oo</b> (support and core)</p> <ul style="list-style-type: none"> <li>Term 4, Week 6: <b>ou, ow</b> for , <b>oy</b> for </li> </ul> <p>Decodable Readers: Book 36 <b>ou, ow</b> (support and core) Book 37 <b>oy</b> (support and core)</p> <ul style="list-style-type: none"> <li>Term 4, Week 7: <b>eer, ear</b> for , <b>air</b> for </li> </ul> <p>Decodable Readers: Book 38 <b>ear</b> (support and core) Book 39 <b>air</b> (support and core)</p> <ul style="list-style-type: none"> <li>Term 4, Week 8: <b>er</b> for </li> </ul> <p>Decodable Readers: Book 40 <b>er</b> (support and core)</p>











## Literacy: Phonic and Word Knowledge

Content Description	Elaboration	Sound Waves Foundation
<p><b>AC9EFLY13:</b> use knowledge of letters and sounds to spell words.</p>	<ul style="list-style-type: none"> <li>making plausible spelling choices using letter–sound correspondences and morphemic knowledge</li> </ul>	<p>Graphs:</p> <ul style="list-style-type: none"> <li>Term 2, Week 1: <b>m</b> for , <b>a</b> for </li> <li>Term 2, Week 2: <b>t</b> for , <b>s</b> for </li> <li>Term 2, Week 3: <b>i</b> for , <b>d</b> for </li> <li>Term 2, Week 4: <b>f</b> for , <b>n</b> for </li> <li>Term 2, Week 5: <b>p</b> for , <b>o</b> for </li> <li>Term 2, Week 6: <b>r</b> for , <b>g</b> for </li> <li>Term 2, Week 7: <b>e</b> for , <b>h</b> for </li> <li>Term 2, Week 8: <b>k</b>, <b>c</b> for </li> <li>Term 2, Week 9: <b>u</b> for , <b>b</b> for </li> <li>Term 3, Week 1: <b>l</b> for , <b>j</b> for </li> <li>Term 3, Week 2: <b>y</b> for , <b>v</b> for </li> <li>Term 3, Week 3: <b>w</b> for , <b>z</b> for </li> <li>Term 3, Week 6: <b>s</b> for </li> <li>Term 3, Week 7: <b>q</b> for , <b>u</b> for </li> <li>Term 4, Week 2: <b>e</b> for , <b>y</b> for </li> <li>Term 4, Week 3: <b>o</b> for , <b>a</b> for </li> <li>Term 4, Week 4: <b>a</b> for </li> <li>Term 4, Week 5: <b>u</b> for </li> </ul> <p>Additionally, students learn these digraphs and trigraphs:</p> <ul style="list-style-type: none"> <li>Term 3, Week 4: <b>ck</b> for , <b>ng</b> for </li> <li>Term 3, Week 5: <b>ss</b> for , <b>ff</b> for </li> <li>Term 3, Week 6: <b>ll</b> for , <b>zz</b> for </li> <li>Term 3, Week 8: <b>ch</b> for , <b>sh</b> for </li> <li>Term 3, Week 9: <b>th</b> for , <b>th</b> for </li> <li>Term 4, Week 1: <b>ai</b>, <b>ay</b>, <b>a_e</b> for </li> <li>Term 4, Week 2: <b>ee</b>, <b>ea</b> for , <b>i_e</b> for </li> <li>Term 4, Week 3: <b>oa</b>, <b>o_e</b> for , <b>ar</b> for </li> <li>Term 4, Week 4: <b>ir</b>, <b>ur</b> for , <b>or</b> for </li> <li>Term 4, Week 5: <b>oo</b> for , <b>oo</b> for </li> <li>Term 4, Week 6: <b>ou</b>, <b>ow</b> for , <b>oy</b> for </li> <li>Term 4, Week 7: <b>eer</b>, <b>ear</b> for , <b>air</b> for </li> <li>Term 4, Week 8: <b>er</b> for </li> </ul>

## Literacy: Phonic and Word Knowledge



















Content Descriptions	Elaborations	Sound Waves Foundation																																										
<p><b>AC9EFLY14:</b> read and write some high-frequency words and other familiar words.</p>	<ul style="list-style-type: none"> <li>• knowing how to read and write some high-frequency words recognised in shared texts and texts being read independently; for example, “and”, “my”, “is”, “the” and “go”</li> <li>• knowing how to read and write some familiar words; for example, their name, the name of a character or the name of their school</li> </ul>	<p><i>Sound Waves Foundation</i> features Special Words. These are high-frequency words that contain unusual or advanced phoneme–grapheme relationships. The following Special Words are explicitly taught in <i>Sound Waves Foundation</i> lessons and are revised in the <i>Sound Waves Foundation Decodable Readers</i>.</p> <p>Special Words:</p> <table border="0"> <tr><td>I</td><td>of</td></tr> <tr><td>a</td><td>there</td></tr> <tr><td>is</td><td>come</td></tr> <tr><td>off</td><td>some</td></tr> <tr><td>has</td><td>they</td></tr> <tr><td>the</td><td>one</td></tr> <tr><td>my</td><td>goes</td></tr> <tr><td>to</td><td>her</td></tr> <tr><td>look</td><td>were</td></tr> <tr><td>he</td><td>four</td></tr> <tr><td>she</td><td>your</td></tr> <tr><td>you</td><td>could</td></tr> <tr><td>no</td><td>would</td></tr> <tr><td>have</td><td>should</td></tr> <tr><td>was</td><td>do</td></tr> <tr><td>his</td><td>two</td></tr> <tr><td>we</td><td>who</td></tr> <tr><td>are</td><td>house</td></tr> <tr><td>see</td><td>said</td></tr> <tr><td>go</td><td>here</td></tr> <tr><td>for</td><td>where</td></tr> </table>	I	of	a	there	is	come	off	some	has	they	the	one	my	goes	to	her	look	were	he	four	she	your	you	could	no	would	have	should	was	do	his	two	we	who	are	house	see	said	go	here	for	where
I	of																																											
a	there																																											
is	come																																											
off	some																																											
has	they																																											
the	one																																											
my	goes																																											
to	her																																											
look	were																																											
he	four																																											
she	your																																											
you	could																																											
no	would																																											
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we	who																																											
are	house																																											
see	said																																											
go	here																																											
for	where																																											
<p><b>AC9EFLY15:</b> understand that words are units of meaning and can be made of more than one meaningful part.</p>	<ul style="list-style-type: none"> <li>• learning that words are made up of meaningful parts; for example, “dogs” has 2 meaningful parts: “dog” and “s” meaning more than one</li> </ul>	<p>Term 3, Week 6: <b>s</b> (plurals)</p>																																										

## Literacy: Phonic and Word Knowledge



















Content Descriptions	Elaborations	Sound Waves Year 1
<b>AC9E1LY09:</b> segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness).	<ul style="list-style-type: none"> <li>saying sounds in order for a given spoken word; for example, “s-p-oo-n” and “f-i-s-t”</li> </ul>	<p><i>Model segmenting Focus Words and Complete the Student Book activities in Lesson 1:</i></p> <ul style="list-style-type: none"> <li>Units 1–36</li> </ul>
<b>AC9E1LY10:</b> orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness).	<ul style="list-style-type: none"> <li>adding, substituting or deleting phonemes in any position in one-syllable words with up to 4 phonemes</li> <li>substituting medial sounds in spoken words to make new words; for example, “pin”, “pen”, “pan”</li> <li>substituting final sounds in spoken words; for example, substitute the “t” in “pet” with “g” to form a new word “peg”</li> </ul>	<p><i>Change One Sound in Extra Games &amp; Activities:</i></p> <ul style="list-style-type: none"> <li>Units 13, 21, 25, 31</li> </ul>
<b>AC9E1LY11:</b> use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words.	<ul style="list-style-type: none"> <li>using knowledge of letters and sounds to write words with short vowels; for example, “man”, and common long vowel sounds; for example, “time”</li> <li>using knowledge of letter sounds to write single-syllable words with consonant digraphs and consonant blends; for example, “wish” and “rest”</li> </ul>	<p><b>Phoneme–grapheme relationships</b></p> <p>Vowels:</p> <ul style="list-style-type: none"> <li>Unit 3: <b>a</b> for  <b>a</b> Decodable Readers: Book 3 <b>a</b> (support, core and extended)</li> <li>Unit 5: <b>e, ea, ai</b> for  <b>ee ea</b> Decodable Readers: Book 5 <b>e, ea</b> (support, core and extended)</li> <li>Unit 7: <b>i</b> for  <b>i</b> Decodable Readers: Book 7 <b>i</b> (support, core and extended)</li> <li>Unit 9: <b>o, a</b> for  <b>oa</b> Decodable Readers: Book 9 <b>o, a</b> (support <b>o</b>, core <b>o, a</b> and extended <b>o, a</b>)</li> <li>Unit 11: <b>u, o</b> for  <b>uo</b> Decodable Readers: Book 11 <b>u, o</b> (support <b>u</b>, core <b>u, o</b> and extended <b>u, o</b>)</li> <li>Unit 13: <b>ai, ay, a_e, ey, igh</b> for  <b>ai ay a_e</b> Decodable Readers: Book 13.1 <b>ai</b> (support), Book 13.2 <b>ay</b> (support), Book 13.3 <b>a_e</b> (support), Book 13 <b>ai, ay, a_e</b> (core and extended)</li> <li>Unit 15: <b>ee, e, ea, y</b> for  <b>ee ee ea y</b> Decodable Readers: Book 15.1 <b>ee, e</b> (support), Book 15.2 <b>ea</b> (support), Book 15 <b>ee, e, ea, y</b> (core and extended)</li> <li>Unit 17: <b>i_e, y, igh</b> for  <b>i_e y igh</b> Decodable Readers: Book 17.1 <b>i_e, y</b> (support), Book 17.2 <b>igh</b> (support), Book 17 <b>i_e, y, igh</b> (core and extended)</li> <li>Unit 19: <b>oa, o_e, ow, o, oe</b> for  <b>oa o_e ow o</b> Decodable Readers: Book 19.1 <b>o_e, o</b> (support), Book 19.2 <b>oa, ow</b> (support), Book 19 <b>oa, o_e, ow, o</b> (core and extended)</li> <li>Unit 21: <b>ar, a, are</b> for  <b>ar a</b> Decodable Readers: Book 21 <b>ar, a</b> (support <b>ar</b>, core <b>ar, a</b> and extended <b>ar, a</b>)</li> </ul>
<b>AC9E1LY12:</b> understand that a letter can represent more than one sound and that a syllable must contain a vowel sound.	<ul style="list-style-type: none"> <li>recognising that letters can have more than one sound; for example, the letter “u” in “cut”, “put”, “use” and the letter “a” in “cat”, “father”, “any”</li> <li>recognising sounds that can be produced by different letters; for example, the “s” sound in “sat” and “cent”</li> </ul>	



## Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
<p><b>AC9E1LY11:</b> use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words.</p> <p>(continued)</p>	<ul style="list-style-type: none"> <li>• using knowledge of letters and sounds to write words with short vowels; for example, “man”, and common long vowel sounds; for example, “time”</li> <li>• using knowledge of letter sounds to write single-syllable words with consonant digraphs and consonant blends; for example, “wish” and “rest”</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>• Unit 23: <b>ir, ur, er, ere</b> for  <b>ir ur er</b> Decodable Readers: Book 23.1 <b>ir, ur</b> (support), Book 23.2 <b>er</b> (support), Book 23 <b>ir, ur, er</b> (core and extended)</li> <li>• Unit 25: <b>or, ore, a, aw, au, our</b> for  <b>or ore a aw au</b> Decodable Readers: Book 25.1 <b>or, a</b> (support), Book 25.2 <b>aw</b> (support), Book 25 <b>or, ore, a, aw</b> (core and extended)</li> <li>• Unit 27: <b>oo, u, oul</b> for  <b>oo u</b> Decodable Readers: Book 27 <b>oo, u</b> (support, core and extended)</li> </ul>
<p><b>AC9E1LY12:</b> understand that a letter can represent more than one sound and that a syllable must contain a vowel sound.</p> <p>(continued)</p>	<ul style="list-style-type: none"> <li>• recognising that letters can have more than one sound; for example, the letter “u” in “cut”, “put”, “use” and the letter “a” in “cat”, “father”, “any”</li> <li>• recognising sounds that can be produced by different letters; for example, the “s” sound in “sat” and “cent”</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>• Unit 29: <b>oo, ew, o, ou, wo</b> for  <b>oo ew</b> Decodable Readers: Book 29 <b>oo, ew</b> (support <b>oo</b>, core <b>oo, ew</b> and extended <b>oo, ew</b>)</li> <li>• Unit 31: <b>ou, ow</b> for  <b>ou ow</b> Decodable Readers: Book 31 <b>ou, ow</b> (support, core and extended)</li> <li>• Unit 33: <b>oy, oi</b> for  <b>oy oi</b>, <b>eer, ear, ere</b> for  <b>eer ear</b> Decodable Readers: Book 33.1 <b>oy, oi</b> (support, core and extended) Book 33.2 <b>eer, ear</b> (support, core and extended)</li> <li>• Unit 35: <b>air, ere, eir</b> for  <b>air</b> Decodable Readers: Book 35 <b>air</b> (support, core and extended)</li> <li>• Unit 36: <b>er</b> for  <b>er</b> Decodable Readers: Book 36 <b>er</b> (support, core and extended)</li> </ul> <p>Consonants:</p> <ul style="list-style-type: none"> <li>• Unit 2: <b>b, bb</b> for  <b>b bb</b> Decodable Readers: Book 2 <b>b, bb</b> (support <b>b</b>, core <b>b, bb</b> and extended <b>b, bb</b>)</li> <li>• Unit 4: <b>k, c, q, ck</b> for  <b>k c q ck x</b>, <b>x</b> for  <b>k c q ck x</b>  <b>s ss x se</b> Decodable Readers: Book 4.1 <b>c, k, ck</b> (support), Book 4.2 <b>x</b> (support), Book 4.3 <b>q</b> (support), Book 4 <b>k, c, q, ck, x</b> (core and extended)</li> <li>• Unit 6: <b>d, dd</b> for  <b>d dd</b> Decodable Readers: Book 6 <b>d, dd</b> (support <b>d</b>, core <b>d, dd</b> and extended <b>d, dd</b>)</li> <li>• Unit 8: <b>f, ff</b> for  <b>f ff</b> Decodable Readers: Book 8 <b>f, ff</b> (support, core and extended)</li> <li>• Unit 10: <b>g, gg</b> for  <b>g gg</b> Decodable Readers: Book 10 <b>g, gg</b> (support, core and extended)</li> <li>• Unit 12: <b>h, wh</b> for  <b>h</b>, <b>j</b> for  <b>j</b> Decodable Readers: Book 12.1 <b>h</b> (support, core and extended) Book 12.2 <b>j</b> (support, core and extended)</li> </ul>









































## Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
<p><b>AC9E1LY11:</b> use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words.</p> <p>(continued)</p>	<ul style="list-style-type: none"> <li>• using knowledge of letters and sounds to write words with short vowels; for example, “man”, and common long vowel sounds; for example, “time”</li> <li>• using knowledge of letter sounds to write single-syllable words with consonant digraphs and consonant blends; for example, “wish” and “rest”</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>• Unit 14: <b>l, ll</b> for  <b>ll</b> Decodable Readers: Book 14 <b>l, ll</b> (support, core and extended)</li> <li>• Unit 16: <b>m, mm</b> for  <b>m mm</b> Decodable Readers: Book 16 <b>m, mm</b> (support <b>m</b>, core <b>m, mm</b> and extended <b>m, mm</b>)</li> <li>• Unit 18: <b>n, nn</b> for  <b>nn</b>, <b>ng</b> for  <b>ng</b> Decodable Readers: Book 18.1 <b>n, nn</b> (support <b>n</b>, core <b>n, nn</b> and extended <b>n, nn</b>) Book 18.2 <b>ng</b> (support, core and extended)</li> </ul>
<p><b>AC9E1LY12:</b> understand that a letter can represent more than one sound and that a syllable must contain a vowel sound.</p> <p>(continued)</p>	<ul style="list-style-type: none"> <li>• recognising that letters can have more than one sound; for example, the letter “u” in “cut”, “put”, “use” and the letter “a” in “cat”, “father”, “any”</li> <li>• recognising sounds that can be produced by different letters; for example, the “s” sound in “sat” and “cent”</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>• Unit 20: <b>p, pp</b> for  <b>pp</b>, <b>r, rr</b> for  <b>rr</b> Decodable Readers: Book 20.1 <b>p, pp</b> (support <b>p</b>, core <b>p, pp</b> and extended <b>p, pp</b>) Book 20.2 <b>r, rr</b> (support <b>r</b>, core <b>r, rr</b> and extended <b>r, rr</b>)</li> <li>• Unit 22: <b>s, ss, se</b> for  <b>ss x se</b>, <b>x</b> for  <b>kcqck x</b>  <b>s ss x se</b> Decodable Readers: Book 22.1 <b>s, ss, x</b> (support), Book 22.2 <b>se</b> (support), Book 22 <b>s, ss, x, se</b> (core and extended)</li> <li>• Unit 24: <b>t, tt</b> for  <b>tt</b> Decodable Readers: Book 24 <b>t, tt</b> (support <b>t</b>, core <b>t, tt</b> and extended <b>t, tt</b>)</li> <li>• Unit 26: <b>v, ve</b> for  <b>ve</b>, <b>w, wh, u</b> for  <b>wh u</b> Decodable Readers: Book 26.1 <b>v, ve</b> (support, core and extended) Book 26.2 <b>w, wh, u</b> (support <b>w, wh</b>, core <b>w, wh, u</b> and extended <b>w, wh, u</b>)</li> <li>• Unit 28: <b>y</b> for  <b>y</b> Decodable Readers: Book 28 <b>y</b> (support, core and extended)</li> <li>• Unit 30: <b>z, zz, s</b> for  <b>zz s</b> Decodable Readers: Book 30 <b>z, zz, s</b> (support, core and extended)</li> <li>• Unit 32: <b>ch</b> for  <b>ch</b>, <b>sh</b> for  <b>sh</b> Decodable Readers: Book 32.1 <b>ch</b> (support, core and extended) Book 32.2 <b>sh</b> (support, core and extended)</li> <li>• Unit 34: <b>th</b> for  <b>th</b>, <b>th</b> for  <b>th</b> Decodable Readers: Book 34.1 <b>th</b> (support, core and extended) Book 34.2 <b>th</b> (support, core and extended)</li> </ul>
<p><b>AC9E1LY13:</b> spell one- and two-syllable words with common letter patterns.</p>	<ul style="list-style-type: none"> <li>• writing one- and two-syllable words containing known blends; for example, “bl” and “st”</li> </ul>	<p>Grapheme patterns:</p> <ul style="list-style-type: none"> <li>• Unit 2: <b>bb</b></li> <li>• Unit 4: <b>ck</b></li> <li>• Unit 6: <b>dd</b></li> <li>• Unit 8: <b>ff</b></li> <li>• Unit 9: <b>a</b></li> <li>• Unit 10: <b>gg</b></li> <li>• Unit 11: <b>o</b></li> <li>• Unit 13: <b>ay, ai</b></li> <li>• Unit 14: <b>ll</b></li> </ul>









Literacy: Phonic and Word Knowledge																																												
Content Descriptions	Elaborations	Sound Waves Year 1																																										
<p><b>AC9E1LY13:</b> spell one- and two-syllable words with common letter patterns.</p> <p>(continued)</p>	<ul style="list-style-type: none"> <li>writing one- and two-syllable words containing known blends; for example, “bl” and “st”</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>Unit 15: <b>y</b></li> <li>Unit 16: <b>mm</b></li> <li>Unit 17: <b>y</b></li> <li>Unit 20: <b>rr</b></li> <li>Unit 21: <b>a</b></li> <li>Unit 22: <b>ss</b></li> <li>Unit 24: <b>tt</b></li> <li>Unit 25: <b>a</b></li> <li>Unit 27: <b>oo, u</b></li> <li>Unit 30: <b>zz</b></li> </ul> <p>Blends:</p> <ul style="list-style-type: none"> <li>Unit 2: <b>br, bl</b></li> <li>Unit 4: <b>cl, cr, qu, x</b></li> <li>Unit 6: <b>dr, nd</b></li> <li>Unit 8: <b>fl, fr, ft</b></li> <li>Unit 10: <b>gr, gl</b></li> <li>Unit 14: <b>bl, gl, cl, fl, lt, lp, lf, lk</b></li> <li>Unit 16: <b>sm, mp</b></li> <li>Unit 18: <b>sn</b></li> <li>Unit 20: <b>pl, pr, sp, pt</b></li> <li>Unit 22: <b>sk, sc, sl, x</b></li> <li>Unit 24: <b>tr, st, nt</b></li> <li>Unit 26: <b>sw, tw, qu</b></li> </ul> <p><b>Note:</b> Blends are taught as two separate phonemes. In Blends lessons, students learn to segment blends into individual phonemes.</p>																																										
<p><b>AC9E1LY14:</b> read and write an increasing number of high-frequency words.</p>	<ul style="list-style-type: none"> <li>learning an increasing number of high-frequency words and reading them independently; for example, “one”, “have” and “pretty”</li> </ul>	<p><i>Sound Waves Year 1 Decodable Readers</i> feature Special Words. These are high-frequency words that contain unusual or advanced phoneme-grapheme relationships. The following Special Words are taught and practised in <i>Sound Waves Year 1</i> lessons and/or in the <i>Sound Waves Year 1 Decodable Readers</i>.</p> <p>Special Words:</p> <table border="0"> <tr> <td>have</td> <td>they</td> <td>because</td> </tr> <tr> <td>school</td> <td>love</td> <td>our</td> </tr> <tr> <td>when</td> <td>live</td> <td>their</td> </tr> <tr> <td>said</td> <td>any</td> <td></td> </tr> <tr> <td>does</td> <td>many</td> <td></td> </tr> <tr> <td>today</td> <td>family</td> <td></td> </tr> <tr> <td>little</td> <td>find</td> <td></td> </tr> <tr> <td>friend</td> <td>know</td> <td></td> </tr> <tr> <td>what</td> <td>people</td> <td></td> </tr> <tr> <td>come</td> <td>were</td> <td></td> </tr> <tr> <td>some</td> <td>could</td> <td></td> </tr> <tr> <td>done</td> <td>would</td> <td></td> </tr> <tr> <td>here</td> <td>should</td> <td></td> </tr> <tr> <td>who</td> <td>blue</td> <td></td> </tr> </table>	have	they	because	school	love	our	when	live	their	said	any		does	many		today	family		little	find		friend	know		what	people		come	were		some	could		done	would		here	should		who	blue	
have	they	because																																										
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when	live	their																																										
said	any																																											
does	many																																											
today	family																																											
little	find																																											
friend	know																																											
what	people																																											
come	were																																											
some	could																																											
done	would																																											
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Literacy: Phonic and Word Knowledge																								
Content Descriptions	Elaborations	Sound Waves Year 1																						
<p><b>AC9E1LY14:</b> read and write an increasing number of high-frequency words.</p> <p>(continued)</p>	<ul style="list-style-type: none"> <li>learning an increasing number of high-frequency words and reading them independently; for example, “one”, “have” and “pretty”</li> </ul> <p>(continued)</p>	<p>Additionally, the following high-frequency words with unusual phoneme–grapheme relationships are taught in <i>Sound Waves Year 1</i> lessons. Many more high-frequency words are taught, but they have simple phoneme–grapheme relationships (e.g. <i>it, and, on, then, had</i>), so they have not been listed here.</p> <p>Other high-frequency words:</p> <table> <tr><td>was</td><td>why</td></tr> <tr><td>want</td><td>you</td></tr> <tr><td>go</td><td>do</td></tr> <tr><td>eight</td><td>to</td></tr> <tr><td>goes</td><td>into</td></tr> <tr><td>are</td><td>two</td></tr> <tr><td>more</td><td>about</td></tr> <tr><td>your</td><td>these</td></tr> <tr><td>four</td><td>there</td></tr> <tr><td>seven</td><td>where</td></tr> <tr><td>eleven</td><td></td></tr> </table>	was	why	want	you	go	do	eight	to	goes	into	are	two	more	about	your	these	four	there	seven	where	eleven	
was	why																							
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are	two																							
more	about																							
your	these																							
four	there																							
seven	where																							
eleven																								
<p><b>AC9E1LY15:</b> recognise and know how to use grammatical morphemes to create word families.</p>	<ul style="list-style-type: none"> <li>building word families from common morphemes; for example, “play”, “plays”, “playing”, “played”, “playground”</li> <li>using morphemes to read words; for example, by recognising the base word in words such as “walk-ed”</li> </ul>	<p>Suffixes:</p> <ul style="list-style-type: none"> <li>Unit 7: <b>s</b> (plurals)</li> <li>Unit 12: <b>ed, ing</b></li> <li>Unit 16: <b>ed, ing</b></li> <li>Unit 22: <b>ed, ing</b></li> <li>Unit 27: <b>ed, ing</b></li> <li>Unit 28: <b>s, ed, ing</b></li> <li>Unit 30: <b>s</b> (plurals)</li> </ul> <p><b>Note:</b> The support, core and extended <i>Sound Waves Year 1 Decodable Readers</i> contain the suffix <b>s</b> from Book 2 onwards and the suffixes <b>ed</b> and <b>ing</b> from Book 12 onwards. Additionally, the core and extended Decodable Readers feature the suffixes <b>er, ly</b> and <b>y</b>.</p>																						

## Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 2
<p><b>AC9E2LY09:</b> manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words.</p>	<ul style="list-style-type: none"> <li>• blending and segmenting sounds in words; for example, “b-r-o-th-er” or “c-l-ou-d-y”</li> <li>• deleting and substituting sounds (phonemes) in spoken words to form new words; for example, delete the initial “scr” in “scratch” and substitute new initial sounds (phonemes) to form words such as “catch”, “batch” and “hatch”; substituting a medial sound (phoneme) to form a new word; for example, “stack” becomes “stick”</li> </ul>	<p><i>Model segmenting Focus Words and Complete the Student Book activities in Lesson 1:</i></p> <ul style="list-style-type: none"> <li>• Units 1–36</li> </ul>
<p><b>AC9E2LY10:</b> use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words.</p>	<ul style="list-style-type: none"> <li>• reading words with digraphs where one letter is not pronounced; for example, “knife” and “thumb”, when reading and using them in writing</li> <li>• providing the sounds for less common letter–sound matches; for example, “ight”, and using them in writing</li> <li>• reading words with vowel digraphs (“ee”, “oo”, “ai”, “ay”, “ea”)</li> </ul>	<p><b>Phoneme–grapheme relationships</b></p> <p>Vowels:</p> <ul style="list-style-type: none"> <li>• Unit 3: <b>a</b> for  <b>a</b></li> <li>• Unit 5: <b>e, ea, a, ie, ai</b> for  <b>e ea</b></li> <li>• Unit 7: <b>i, e</b> for  <b>i</b></li> <li>• Unit 9: <b>o, a</b> for  <b>oa</b></li> <li>• Unit 11: <b>u, o</b> for  <b>uo</b></li> <li>• Unit 13: <b>ai, ay, a_e, a, eigh</b> for  <b>ai ay a_e a</b></li> <li>• Unit 15: <b>ee, ea, y, ie, e_e</b> for  <b>ee e ea y ey</b></li> <li>• Unit 17: <b>i_e, y, igh, i, ie, uy</b> for  <b>i_e y igh i ie</b></li> <li>• Unit 19: <b>oa, o_e, ow, o</b> for  <b>oa o_e ow o</b></li> <li>• Unit 21: <b>ar, a, are</b> for  <b>ar a</b></li> <li>• Unit 23: <b>ir, ur, or, er, ere, ear</b> for  <b>ir ur or er</b></li> <li>• Unit 25: <b>or, ore, a, aw, au, our</b> for  <b>or ore a aw au</b></li> <li>• Unit 27: <b>oo, u, oul</b> for  <b>oo u</b></li> <li>• Unit 29: <b>oo, ew, ue, u_e, o, ou, wo</b> for  <b>oo ew ue u_e u</b></li> <li>• Unit 31: <b>ou, ow, hou</b> for  <b>ou ow</b></li> <li>• Unit 33: <b>oy, oi</b> for  <b>oy oi</b>, <b>eer, ear, ere</b> for  <b>eer ear</b></li> <li>• Unit 35: <b>air, are, ear, ere, eir, ey're</b> for  <b>air are</b></li> <li>• Unit 36: <b>er, a, e</b> for  <b>er ar or ae i o u</b></li> </ul> <p>Consonants:</p> <ul style="list-style-type: none"> <li>• Unit 2: <b>b, bb</b> for  <b>b bb</b></li> <li>• Unit 4: <b>k, c, q, ck, ch</b> for  <b>k c q ck x ch</b>, <b>x</b> for  <b>k c q ck x ch</b>,  <b>s ss se ce x c</b></li> <li>• Unit 6: <b>d, dd</b> for  <b>d dd</b></li> <li>• Unit 8: <b>f, ff, ph</b> for  <b>f ff ph</b></li> <li>• Unit 10: <b>g, gg</b> for  <b>g gg</b></li> <li>• Unit 12: <b>h, wh</b> for  <b>h</b>, <b>j, g, ge</b> for  <b>j g ge dge</b></li> <li>• Unit 14: <b>l, ll</b> for  <b>l ll</b></li> <li>• Unit 16: <b>m, mm, mb, me</b> for  <b>m mm mb</b></li> <li>• Unit 18: <b>n, nn, kn</b> for  <b>n nn kn</b>, <b>ng, n</b> for  <b>ng n</b></li> <li>• Unit 20: <b>p</b> for  <b>p pp</b>, <b>r, rr, wr</b> for  <b>r rr wr</b></li> <li>• Unit 22: <b>s, ss, se, ce, c</b> for  <b>s ss se ce x c</b>, <b>x</b> for  <b>k c q ck x ch</b>,  <b>s ss se ce x c</b></li> <li>• Unit 24: <b>t, tt</b> for  <b>t tt</b></li> <li>• Unit 26: <b>v, ve</b> for  <b>v ve</b>, <b>w, wh, u</b> for  <b>w wh u</b></li> </ul>

## Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 2
<p><b>AC9E2LY10:</b> use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words.</p> <p>(continued)</p>	<ul style="list-style-type: none"> <li>reading words with digraphs where one letter is not pronounced; for example, “knife” and “thumb”, when reading and using them in writing</li> <li>providing the sounds for less common letter–sound matches; for example, “ight”, and using them in writing</li> <li>reading words with vowel digraphs (“ee”, “oo”, “ai”, “ay”, “ea”)</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>Unit 28: <b>y</b> for </li> <li>Unit 30: <b>z, s, se</b> for </li> <li>Unit 32: <b>ch, tch</b> for  <b>sh, ch</b> for </li> <li>Unit 34: <b>th</b> for  <b>th</b> for </li> </ul> <p><b>Note:</b> Students also learn the graphemes <b>ew</b> and <b>u_e</b> for   in Unit 28.</p> <p>Compound words:</p> <ul style="list-style-type: none"> <li>Units 8, 19, 27, 31</li> </ul>
<p><b>AC9E2LY11:</b> use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words.</p>	<ul style="list-style-type: none"> <li>using known words and knowledge of spelling patterns and morphemes to write unknown words; for example, “one”, “once”, “only” and “lone”</li> <li>using context to read the correct word when an unknown word has more than one plausible pronunciation</li> </ul>	<p>Spelling patterns:</p> <ul style="list-style-type: none"> <li>Unit 4: <b>ck, k, c, cl, cr, qu, x</b></li> <li>Unit 9: <b>a</b></li> <li>Unit 13: <b>ay</b></li> <li>Unit 14: <b>ll</b></li> <li>Unit 15: <b>y</b></li> <li>Unit 21: <b>a</b></li> <li>Unit 22: <b>ss, c, ce</b></li> <li>Unit 32: <b>tch</b></li> </ul>
<p><b>AC9E2LY12:</b> build morphemic word families using knowledge of prefixes and suffixes.</p>	<ul style="list-style-type: none"> <li>using morphemic knowledge of words to spell unknown words; for example, “one”, “once”, “cover”, “covering”, “uncover”</li> <li>writing unknown words using morphemic knowledge; for example, using the known word “friend” to write “friendly” and “friendship”</li> </ul>	<p>Prefixes:</p> <ul style="list-style-type: none"> <li>Unit 17: <b>un</b></li> <li>Unit 20: <b>re</b></li> </ul> <p>Suffixes (inflectional):</p> <ul style="list-style-type: none"> <li>Unit 2: <b>ed, ing</b> (double)</li> <li>Unit 3: <b>s</b> (plurals)</li> <li>Unit 6: <b>ed, ing</b> (double)</li> <li>Unit 7: <b>er, est</b> (double)</li> <li>Unit 9: <b>es</b> (plurals), <b>er, est</b> (double)</li> <li>Unit 10: <b>ed, ing</b> (double)</li> <li>Unit 11: <b>ed, ing</b> (double)</li> <li>Unit 13: <b>ing</b> (drop <b>e</b>)</li> <li>Unit 15: <b>es</b> (change <b>y</b>)</li> <li>Unit 16: <b>ing</b> (drop <b>e</b>)</li> <li>Unit 17: <b>es, ed</b> (change <b>y</b>)</li> <li>Unit 19: <b>ed, ing</b> (drop <b>e</b>)</li> <li>Unit 21: <b>er, est</b></li> <li>Unit 22: <b>ed, ing</b> (drop <b>e</b>)</li> <li>Unit 25: <b>er, est</b></li> <li>Unit 30: <b>s, es</b> (plurals), <b>s, es</b> (verbs)</li> </ul> <p>Suffixes (derivational):</p> <ul style="list-style-type: none"> <li>Unit 31: <b>y</b></li> <li>Unit 35: <b>less</b></li> </ul>

## Literacy: Phonic and Word Knowledge

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

## Literacy: Phonic and Word Knowledge

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



## Literacy: Phonic and Word Knowledge

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

## Literacy: Phonic and Word Knowledge

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

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

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

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

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

## Literacy: Phonic and Word Knowledge

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

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