SOUND WAVES LITERACY

AUSTRALIAN CURRICULUM MATCH F–6

Version 9.0

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Firefly EDUCATION

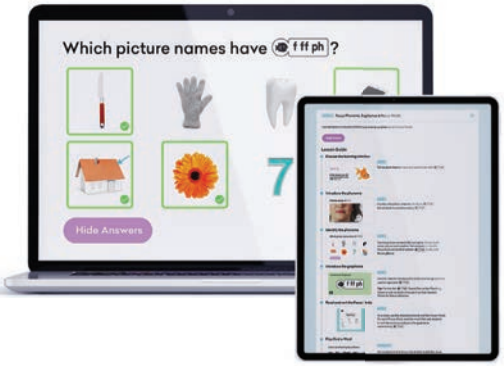
Sound Waves Literacy Components

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

Use this document to understand how Sound Waves Literacy comprehensively meets the content descriptions for the Phonic and Word Knowledge sub-strand for Foundation to Year 6 in the Australian Curriculum, as well as elements of the Analysing, Interpreting and Evaluating sub-strand related to reading decodable texts for Foundation and Year 1.

Sound Waves Literacy Online

Sound Waves Literacy Online is home to all your teaching resources. These include lesson guides, slideshows (featuring videos and interactive tools), projectable Decodable Readers, assessments and more.



Student Books

Student Book activities provide students with immediate consolidation and practice of the knowledge and skills taught in the **Sound Waves Literacy Online** lessons.

Decodable Readers

Foundation and Year 1

The **Decodable Readers** provide Foundation and Year 1 students with targeted reading practice. The books follow the same sequence of phoneme–grapheme relationships taught in the lessons.

The Decodable Readers are available in three levels of difficulty: Support, Core and Extended.

Extra resources

A variety of extra resources, such as charts and cards, is available to provide ongoing support for students' reading and spelling.

Foundation Australian Curriculum Match

Literacy: Phonic and Word Knowledge		
Content Descriptions	Elaborations	Sound Waves Foundation
AC9EFLY09: recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness).	• recognising and producing rhyming words when listening to rhyming stories or rhymes; for example, "funny" and "money" • identifying patterns of alliteration in spoken words; for example, "helpful Henry" • identifying syllables in spoken words; for example, clapping the rhythm of "Mon-day", "Ja-cob" or "Si-en-na"	Phonemic awareness lessons teaching isolation, blending and segmenting: • Term 1, Week 1, Lessons 1–4: Initial Phonemes • Term 1, Week 2, Lessons 1–4: Final Phonemes • Term 1, Week 3, Lessons 1–4: Medial Phonemes • Term 1, Week 4, Lessons 1–4: Blending and Segmenting Phonemic awareness continues to be revised and extended in all lessons from Term 1, Week 6 onwards alongside the teaching of phoneme–grapheme relationships. Manipulation of phonemes is introduced in Term 1, Week 8 using graphemes: • *Build a Word* in Lesson 2 Word awareness, rhyme and syllables resources are provided in the *Phonological Awareness Resources* pack. • Word Awareness: *Missing Word* *Word Jumps* • Rhyme: *Odd One Out* *Rhyming Memory* *Rhyming Mystery Word* *Rhyming Rockets* *Onset-Rime Bingo* • Syllables: *Syllable Stomp* *Syllable Circle* **Note:** Lessons in the Foundation program begin with phonemic awareness (not larger units of sounds such as words, rhyme/onset-rime or syllables) because this is the most relevant component of phonological awareness for reading and spelling.
AC9EFLY10: segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness).	• saying the sounds when given a word; for example, "can" ("c-a-n") or "ship" ("sh-i-p") • saying the word when given the sounds; for example, "l-i-p" ("lip") or "m-u-n-ch" ("munch") • 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"	

Foundation Australian Curriculum Match

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
AC9EFLY11: recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents. **AC9EFLY12:** write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words.	• recognising letters in own name • matching upper- and lower-case letters • identifying sounds for upper- and lower-case letters	Graphs: • Term 1, Week 6: **m** for m, **a** for a • Term 1, Week 7: **t** for t, **s** for s • Term 1, Week 8: **i** for i, **d** for d Introductory Decodable Reader: Fold-up book **d** • Term 2, Week 1: **f** for f, **n** for n Introductory Decodable Readers: Fold-up book **f** Fold-up book **n** • Term 2, Week 2: **p** for p, **o** for o Introductory Decodable Readers: Fold-up book **p** Fold-up book **o** • Term 2, Week 3: **r** for r, **g** for g Decodable Readers: Book 1 **r** (support and core) Book 2 **g** (support and core) • Term 2, Week 4: **e** for e, **h** for h Decodable Readers: Book 3 **e** (support and core) Book 4 **h** (support and core) • Term 2, Week 5: **k**, **c** for k c Decodable Readers: Book 5 **k** (support and core) Book 6 **c** (support and core) • Term 2, Week 6: **u** for u, **b** for b Decodable Readers: Book 7 **u** (support and core) Book 8 **b** (support and core) • Term 2, Week 7: **l** for l, **j** for j Decodable Readers: Book 9 **l** (support and core) Book 10 **j** (support and core) • Term 2, Week 8: **y** for y, **v** for v Decodable Readers: Book 11 **y** (support and core) Book 12 **v** (support and core) • Term 3, Week 1: **w** for w, **z** for z Decodable Readers: Book 13 **w** (support and core) Book 14 **z** (support and core) • Term 3, Week 4: **s** for z zz s • Term 3, Week 5: **q** for k c q ck x , **u** for w u Decodable Readers: Book 22 **q**, **u** (support and core) • Term 4, Week 1: **e** for ee e ea, **y** for i_e y Decodable Readers: Book 28.2 **e** (support) Book 29.2 **y** (support) • Term 4, Week 2: **o** for oa o_e o, **a** for ar a Decodable Reader: Book 30.3 **o** (support) • Term 4, Week 3: **a** for or a • Term 4, Week 4: **u** for oo u

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
AC9EFLY11: recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents. (continued) **AC9EFLY12:** write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words. (continued)	• recognising letters in own name • matching upper- and lower-case letters • identifying sounds for upper- and lower-case letters (continued)	Additionally, students learn these digraphs and trigraphs: • Term 3, Week 2: **ck** for k c ck, **ng** for ng Decodable Readers: Book 15 **ck** (support and core) Book 16 **ng** (support and core) • Term 3, Week 3: **ss** for s ss, **ff** for f ff Decodable Readers: Book 17 **ss** (support and core) Book 18 **ff** (support and core) • Term 3, Week 4: **ll** for l ll, **zz** for z zz Decodable Readers: Book 19 **ll** (support and core) Book 20 **zz**, **s** (support and core) • Term 3, Week 6: **ch** for ch, **sh** for sh Decodable Readers: Book 23 **ch** (support and core) Book 24 **sh** (support and core) • Term 3, Week 7: **th** for th, **th** for th Decodable Readers: Book 25 **th** (support and core) Book 26 **th** (support and core) • Term 3, Week 8: **ai**, **ay**, **a_e** for ai ay a_e Decodable Readers: Book 27.1 **ai** (support), Book 27.2 **ay** (support), Book 27.3 **a_e** (support), Book 27 **ai**, **ay**, **a_e** (core) • Term 4, Week 1: **ee**, **ea** for ee e ea, **i_e** for i_e y Decodable Readers: Book 28.1 **ee** (support), Book 28.3 **ea** (support), Book 28 **ee**, **e**, **ea** (core) Book 29.1 **i_e** (support), Book 29 **i_e**, **y** (core) • Term 4, Week 2: **oa**, **o_e** for oa o_e o, **ar** for ar a Decodable Readers: Book 30.1 **oa** (support), Book 30.2 **o_e** (support), Book 30 **oa**, **o_e**, **o** (core) Book 31 **ar** (support and core) • Term 4, Week 3: **ir**, **ur** for ir ur, **or** for or a Decodable Readers: Book 32 **ir**, **ur** (support and core) Book 33 **or**, **a** (support and core) • Term 4, Week 4: **oo** for oo, **oo** for oo Decodable Readers: Book 34 **oo**, **u** (support and core) Book 35 **oo** (support and core) • Term 4, Week 5: **ou**, **ow** for ou ow, **oy** for oy Decodable Readers: Book 36 **ou**, **ow** (support and core) Book 37 **oy** (support and core) • Term 4, Week 6: **eer**, **ear** for eer ear, **air** for air Decodable Readers: Book 38 **ear** (support and core) Book 39 **air** (support and core) • Term 4, Week 7: **er** for er Decodable Readers: Book 40 **er** (support and core)

Foundation Australian Curriculum Match

Literacy: Phonic and Word Knowledge

Content Description	Elaboration	Sound Waves Foundation
AC9EFLY13: use knowledge of letters and sounds to spell words.	• making plausible spelling choices using letter–sound correspondences and morphemic knowledge	Graphs: • Term 1, Week 6: **m** for m, **a** for a • Term 1, Week 7: **t** for t, **s** for s • Term 1, Week 8: **i** for i, **d** for d • Term 2, Week 1: **f** for f, **n** for n • Term 2, Week 2: **p** for p, **o** for o • Term 2, Week 3: **r** for r, **g** for g • Term 2, Week 4: **e** for e, **h** for h • Term 2, Week 5: **k**, **c** for k c • Term 2, Week 6: **u** for u, **b** for b • Term 2, Week 7: **l** for l, **j** for j • Term 2, Week 8: **y** for y, **v** for v • Term 3, Week 1: **w** for w, **z** for z • Term 3, Week 4: **s** for z zz s • Term 3, Week 5: **q** for k c q ck x , **u** for w u • Term 4, Week 1: **e** for ee e ea, **y** for i_e y • Term 4, Week 2: **o** for oa o_e o, **a** for ar a • Term 4, Week 3: **a** for or a • Term 4, Week 4: **u** for oo u Additionally, students learn these digraphs and trigraphs: • Term 3, Week 2: **ck** for k c ck , **ng** for ng • Term 3, Week 3: **ss** for s ss , **ff** for f ff • Term 3, Week 4: **ll** for l ll , **zz** for z zz • Term 3, Week 6: **ch** for ch, **sh** for sh • Term 3, Week 7: **th** for th, **th** for th • Term 3, Week 8: **ai**, **ay**, **a_e** for ai ay a_e • Term 4, Week 1: **ee**, **ea** for ee e ea, **i_e** for i_e y • Term 4, Week 2: **oa**, **o_e** for oa o_e o, **ar** for ar a • Term 4, Week 3: **ir**, **ur** for ir ur, **or** for or a • Term 4, Week 4: **oo** for oo, **oo** for oo • Term 4, Week 5: **ou**, **ow** for ou ow, **oy** for oy • Term 4, Week 6: **eer**, **ear** for eer ear, **air** for air • Term 4, Week 7: **er** for er

Foundation Australian Curriculum Match

Literacy: Phonic and Word Knowledge		
Content Descriptions	Elaborations	Sound Waves Foundation
AC9EFLY14: read and write some high-frequency words and other familiar words.	• 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" • knowing how to read and write some familiar words; for example, their name, the name of a character or the name of their school	*Sound Waves Foundation* features Special Words. These are high-frequency words that contain unusual or advanced phoneme–grapheme relationships. The following Special Words are explicitly taught in *Sound Waves Foundation* lessons and are revised in the *Sound Waves Foundation Decodable Readers*. Special Words: I, a, is, off, has, the, my, to, look, he, she, you, no, have, was, his, we, are, see, go, for, of, there, come, some, they, one, goes, her, were, four, your, could, would, should, do, two, who, house, said, here, where
AC9EFLY15: understand that words are units of meaning and can be made of more than one meaningful part.	• learning that words are made up of meaningful parts; for example, "dogs" has 2 meaningful parts: "dog" and "s" meaning more than one	Term 3, Week 4: Suffix **s** (plurals)

Outside the Phonic and Word Knowledge sub-strand, the use of Sound Waves Decodable Readers also covers the following content description under the Literacy: Analysing, Interpreting and Evaluating sub-strand.

Literacy: Analysing, Interpreting and Evaluating		
Content Description	Elaborations	Sound Waves Foundation
AC9EFLY04: read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge.	• navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed and matching one spoken word to one written word • attempting to work out unknown words by using phonic decoding and knowledge of high-frequency words • pausing or asking for support when meaning breaks down	Introductory Decodable Readers: Fold-up books **d**, **f**, **n**, **p**, **o** Decodable Readers: Books 1–40 (support, core and extended)

Note: Teachers may find Sound Waves Literacy resources also address other sub-strands of the Australian Curriculum. For example, *AC9EFLY08: form most lower-case and upper-case letters using learnt letter formations* is covered in the *Model writing the grapheme* step in Lesson 1 of Foundation units. In addition, parts of *AC9EFLA04: understand conventions of print and screen, including how books and simple digital texts are usually organised* can be covered when using the projectable or class sets of Sound Waves Decodable Readers.

Year 1 Australian Curriculum Match

Literacy: Phonic and Word Knowledge		
Content Descriptions	Elaborations	Sound Waves Year 1
AC9E1LY09: segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness).	• saying sounds in order for a given spoken word; for example, "s-p-oo-n" and "f-i-s-t"	*Model segmenting Focus Words* and *Complete the Student Book* activities in Lesson 1: • Units 1–36
AC9E1LY10: orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness).	• adding, substituting or deleting phonemes in any position in one-syllable words with up to 4 phonemes • substituting medial sounds in spoken words to make new words; for example, "pin", "pen", "pan" • substituting final sounds in spoken words; for example, substitute the "t" in "pet" with "g" to form a new word "peg"	*Change One Sound* in Extra Games & Activities: • Units 13, 21, 25, 31
AC9E1LY11: use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words. **AC9E1LY12:** understand that a letter can represent more than one sound and that a syllable must contain a vowel sound.	• using knowledge of letters and sounds to write words with short vowels; for example, "man", and common long vowel sounds; for example, "time" • using knowledge of letter sounds to write single-syllable words with consonant digraphs and consonant blends; for example, "wish" and "rest" • 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" • recognising sounds that can be produced by different letters; for example, the "s" sound in "sat" and "cent"	**Phoneme–grapheme relationships** Vowels: • Unit 3: **a** for a Decodable Readers: Book 3 **a** (support, core and extended) • Unit 5: **e**, **ea**, **ai** for e ea Decodable Readers: Book 5 **e**, **ea** (support, core and extended) • Unit 7: **i** for i Decodable Readers: Book 7 **i** (support, core and extended) • Unit 9: **o**, **a** for o a Decodable Readers: Book 9 **o**, **a** (support **o**, core **o**, **a** and extended **o**, **a**) • Unit 11: **u**, **o** for u o Decodable Readers: Book 11 **u**, **o** (support **u**, core **u**, **o** and extended **u**, **o**) • Unit 13: **ai**, **ay**, **a_e**, **ey**, **eigh** for ai ay a_e Decodable Readers: Book 13.1 **ai** (support), Book 13.2 **ay** (support), Book 13.3 **a_e** (support), Book 13 **ai**, **ay**, **a_e** (core and extended) • Unit 15: **ee**, **e**, **ea**, **y** for ee e ea y Decodable Readers: Book 15.1 **ee**, **e** (support), Book 15.2 **ea** (support), Book 15 **ee**, **e**, **ea**, **y** (core and extended) • Unit 17: **i_e**, **y**, **igh** for i_e y igh Decodable Readers: Book 17.1 **i_e**, **y** (support), Book 17.2 **igh** (support), Book 17 **i_e**, **y**, **igh** (core and extended) • Unit 19: **oa**, **o_e**, **ow**, **o**, **oe** for oa o_e ow o Decodable Readers: Book 19.1 **o_e**, **o** (support), Book 19.2 **oa**, **ow** (support), Book 19 **oa**, **o_e**, **ow**, **o** (core and extended) • Unit 21: **ar**, **a**, **are** for ar a Decodable Readers: Book 21 **ar**, **a** (support **ar**, core **ar**, **a** and extended **ar**, **a**)

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
AC9E1LY11: use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words. (continued)	• using knowledge of letters and sounds to write words with short vowels; for example, "man", and common long vowel sounds; for example, "time" • using knowledge of letter sounds to write single-syllable words with consonant digraphs and consonant blends; for example, "wish" and "rest" (continued)	• Unit 23: **ir**, **ur**, **er**, **ere** for ir ur er Decodable Readers: Book 23.1 **ir**, **ur** (support), Book 23.2 **er** (support), Book 23 **ir**, **ur**, **er** (core and extended) • Unit 25: **or**, **ore**, **a**, **aw**, **au**, **our** for or ore a aw au Decodable Readers: Book 25.1 **or**, **a** (support), Book 25.2 **aw** (support), Book 25 **or**, **ore**, **a**, **aw** (core and extended) • Unit 27: **oo**, **u**, **oul** for oo u Decodable Readers: Book 27 **oo**, **u** (support, core and extended)
AC9E1LY12: understand that a letter can represent more than one sound and that a syllable must contain a vowel sound. (continued)	• 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" • recognising sounds that can be produced by different letters; for example, the "s" sound in "sat" and "cent" (continued)	• Unit 29: **oo**, **ew**, **o**, **ou**, **wo** for oo ew Decodable Readers: Book 29 **oo**, **ew** (support **oo**, core **oo**, **ew** and extended **oo**, **ew**) • Unit 31: **ou**, **ow** for ou ow Decodable Readers: Book 31 **ou**, **ow** (support, core and extended) • Unit 33: **oy**, **oi** for oy oi, **eer**, **ear**, **ere** for eer ear Decodable Readers: Book 33.1 **oy**, **oi** (support, core and extended) Book 33.2 **eer**, **ear** (support, core and extended) • Unit 35: **air**, **ere**, **eir** for air Decodable Readers: Book 35 **air** (support, core and extended) • Unit 36: **er** for er Decodable Readers: Book 36 **er** (support, core and extended) Consonants: • Unit 2: **b**, **bb** for b bb Decodable Readers: Book 2 **b**, **bb** (support **b**, core **b**, **bb** and extended **b**, **bb**) • Unit 4: **k**, **c**, **q**, **ck** for k c q ck x, **x** for k c q ck x s ss x se Decodable Readers: Book 4.1 **c**, **k**, **ck** (support), Book 4.2 **x** (support), Book 4.3 **q** (support), Book 4 **k**, **c**, **q**, **ck**, **x** (core and extended) • Unit 6: **d**, **dd** for d dd Decodable Readers: Book 6 **d**, **dd** (support **d**, core **d**, **dd** and extended **d**, **dd**) • Unit 8: **f**, **ff** for f ff Decodable Readers: Book 8 **f**, **ff** (support, core and extended) • Unit 10: **g**, **gg** for g gg Decodable Readers: Book 10 **g**, **gg** (support, core and extended) • Unit 12: **h**, **wh** for h, **j** for j Decodable Readers: Book 12.1 **h** (support, core and extended) Book 12.2 **j** (support, core and extended)

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
AC9E1LY11: use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words. (continued)	• using knowledge of letters and sounds to write words with short vowels; for example, "man", and common long vowel sounds; for example, "time" • using knowledge of letter sounds to write single-syllable words with consonant digraphs and consonant blends; for example, "wish" and "rest" (continued)	• Unit 14: **l**, **ll** for l ll Decodable Readers: Book 14 **l**, **ll** (support, core and extended) • Unit 16: **m**, **mm** for m mm Decodable Readers: Book 16 **m**, **mm** (support **m**, core **m**, **mm** and extended **m**, **mm**) • Unit 18: **n**, **nn** for n nn, **ng** for ng Decodable Readers: Book 18.1 **n**, **nn** (support **n**, core **n**, **nn** and extended **n**, **nn**) Book 18.2 **ng** (support, core and extended)
AC9E1LY12: understand that a letter can represent more than one sound and that a syllable must contain a vowel sound. (continued)	• 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" • recognising sounds that can be produced by different letters; for example, the "s" sound in "sat" and "cent" (continued)	• Unit 20: **p**, **pp** for p pp, **r**, **rr** for r rr Decodable Readers: Book 20.1 **p**, **pp** (support **p**, core **p**, **pp** and extended **p**, **pp**) Book 20.2 **r**, **rr** (support **r**, core **r**, **rr** and extended **r**, **rr**) • Unit 22: **s**, **ss**, **se** for s ss x se, **x** for k c q ck x s ss x se Decodable Readers: Book 22.1 **s**, **ss**, **x** (support), Book 22.2 **se** (support), Book 22 **s**, **ss**, **x**, **se** (core and extended) • Unit 24: **t**, **tt** for t tt Decodable Readers: Book 24 **t**, **tt** (support **t**, core **t**, **tt** and extended **t**, **tt**) • Unit 26: **v**, **ve** for v ve, **w**, **wh**, **u** for w wh u Decodable Readers: Book 26.1 **v**, **ve** (support, core and extended) Book 26.2 **w**, **wh**, **u** (support **w**, **wh**, core **w**, **wh**, **u** and extended **w**, **wh**, **u**) • Unit 28: **y** for y Decodable Readers: Book 28 **y** (support, core and extended) • Unit 30: **z**, **zz**, **s** for z zz s Decodable Readers: Book 30 **z**, **zz**, **s** (support, core and extended) • Unit 32: **ch** for ch, **sh** for sh Decodable Readers: Book 32.1 **ch** (support, core and extended) Book 32.2 **sh** (support, core and extended) • Unit 34: **th** for th, **th** for th Decodable Readers: Book 34.1 **th** (support, core and extended) Book 34.2 **th** (support, core and extended)
AC9E1LY13: spell one- and two-syllable words with common letter patterns.	• writing one- and two-syllable words containing known blends; for example, "bl" and "st"	Grapheme patterns: • Unit 2: **bb** • Unit 4: **ck** • Unit 6: **dd** • Unit 8: **ff** • Unit 9: **a** • Unit 10: **gg** • Unit 11: **o** • Unit 13: **ay**, **ai** • Unit 14: **ll**

Literacy: Phonic and Word Knowledge		
Content Descriptions	Elaborations	Sound Waves Year 1
AC9E1LY13: spell one- and two-syllable words with common letter patterns. (continued)	• writing one- and two-syllable words containing known blends; for example, "bl" and "st" (continued)	• Unit 15: **y** • Unit 16: **mm** • Unit 17: **y** • Unit 20: **rr** • Unit 21: **a** • Unit 22: **ss** • Unit 24: **tt** • Unit 25: **a** • Unit 27: **oo**, **u** • Unit 30: **zz** Blends: • Unit 2: **br**, **bl** • Unit 4: **cl**, **cr**, **qu**, **x** • Unit 6: **dr**, **nd** • Unit 8: **fl**, **fr**, **ft** • Unit 10: **gr**, **gl** • Unit 14: **bl**, **gl**, **cl**, **fl**, **lt**, **lp**, **lf**, **lk** • Unit 16: **sm**, **mp** • Unit 18: **sn** • Unit 20: **pl**, **pr**, **sp**, **pt** • Unit 22: **sk**, **sc**, **sl**, **x** • Unit 24: **tr**, **st**, **nt** • Unit 26: **sw**, **tw**, **qu** **Note:** Blends are taught as two separate phonemes. In Blends lessons, students learn to segment blends into individual phonemes.
AC9E1LY14: read and write an increasing number of high-frequency words.	• learning an increasing number of high-frequency words and reading them independently; for example, "one", "have" and "pretty"	*Sound Waves Year 1 Decodable Readers* 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 *Sound Waves Year 1* lessons and/or in the *Sound Waves Year 1 Decodable Readers*. Special Words: have, school, when, said, does, today, little, friend, what, come, some, done, here, who they, love, live, any, many, family, find, know, people, were, could, would, should, blue because, our, their

Literacy: Phonic and Word Knowledge		
Content Descriptions	Elaborations	Sound Waves Year 1
AC9E1LY14: read and write an increasing number of high-frequency words. (continued)	• learning an increasing number of high-frequency words and reading them independently; for example, "one", "have" and "pretty" (continued)	Additionally, the following high-frequency words with unusual phoneme–grapheme relationships are taught in *Sound Waves Year 1* lessons. Many more high-frequency words are taught, but they have simple phoneme–grapheme relationships (e.g. *it*, *and*, *on*, *then*, *had*), so they have not been listed here. Other high-frequency words: was, why want, you go, do eight, to goes, into are, two more, about your, these four, there seven, where eleven
AC9E1LY15: recognise and know how to use grammatical morphemes to create word families.	• building word families from common morphemes; for example, "play", "plays", "playing", "played", "playground" • using morphemes to read words; for example, by recognising the base word in words such as "walk-ed"	Suffixes: • Unit 7: **s** (plurals) • Unit 12: **ed**, **ing** • Unit 16: **ed**, **ing** • Unit 22: **ed**, **ing** • Unit 27: **ed**, **ing** • Unit 28: **s**, **ed**, **ing** • Unit 30: **s** (plurals) **Note:** The support, core and extended *Sound Waves Year 1 Decodable Readers* contain the suffix **s** from Book 2 onwards and the suffixes **ed** and **ing** from Book 12 onwards. Additionally, the core and extended Decodable Readers feature the suffixes **er**, **ly** and **y**.

Outside the Phonic and Word Knowledge sub-strand, the use of Sound Waves Decodable Readers also covers the following content description under the Literacy: Analysing, Interpreting and Evaluating sub-strand.

Literacy: Analysing, Interpreting and Evaluating		
Content Description	Elaborations	Sound Waves Year 1
AC9E1LY04: read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge.	• recognising most high-frequency words when reading a text • self-correcting or asking for assistance when meaning breaks down	Decodable Readers: Books 1–36 (support, core and extended)

Year 2 Australian Curriculum Match

Literacy: Phonic and Word Knowledge		
Content Descriptions	Elaborations	Sound Waves Year 2
AC9E2LY09: manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words.	• blending and segmenting sounds in words; for example, "b-r-o-th-er" or "c-l-ou-d-y" • 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"	*Model segmenting Focus Words* and *Complete the Student Book activities* in Lesson 1: • Units 1–36
AC9E2LY10: 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.	• reading words with digraphs where one letter is not pronounced; for example, "knife" and "thumb", when reading and using them in writing • providing the sounds for less common letter–sound matches; for example, "ight", and using them in writing • reading words with vowel digraphs ("ee", "oo", "ai", "ay", "ea")	**Phoneme–grapheme relationships** Vowels: • Unit 3: **a** for a • Unit 5: **e**, **ea**, **a**, **ie**, **ai** for e ea • Unit 7: **i**, **e** for i • Unit 9: **o**, **a** for o a • Unit 11: **u**, **o** for u o • Unit 13: **ai**, **ay**, **a_e**, **a**, **eigh** for ai ay a_e a • Unit 15: **ee**, **ea**, **y**, **ie**, **e_e** for ee e ea y ey • Unit 17: **i_e**, **y**, **igh**, **i**, **ie**, **uy** for i_e y igh i ie • Unit 19: **oa**, **o_e**, **ow**, **o** for oa o_e ow o • Unit 21: **ar**, **a**, **are** for ar a • Unit 23: **ir**, **ur**, **or**, **er**, **ere**, **ear** for ir ur or er • Unit 25: **or**, **ore**, **a**, **aw**, **au**, **our** for or ore a aw au • Unit 27: **oo**, **u**, **oul** for oo u • Unit 29: **oo**, **ew**, **ue**, **u_e**, **o**, **ou**, **wo** for oo ew ue u_e u • Unit 31: **ou**, **ow**, **hou** for ou ow • Unit 33: **oy**, **oi** for oy oi, **eer**, **ear**, **ere** for eer ear • Unit 35: **air**, **are**, **ear**, **ere**, **eir**, **ey're** for air are • Unit 36: **er**, **a**, **e** for er ar or a e i o u Consonants: • Unit 2: **b**, **bb** for b bb • Unit 4: **k**, **c**, **q**, **ck**, **ch** for k c q ck x ch, **x** for k c q ck x ch s ss se ce x c • Unit 6: **d**, **dd** for d dd • Unit 8: **f**, **ff**, **ph** for f ff ph • Unit 10: **g**, **gg** for g gg • Unit 12: **h**, **wh** for h, **j**, **g**, **ge** for j g ge dge • Unit 14: **l**, **ll** for l ll • Unit 16: **m**, **mm**, **mb**, **me** for m mm mb • Unit 18: **n**, **nn**, **kn** for n nn kn, **ng**, **n** for ng n • Unit 20: **p** for p pp, **r**, **rr**, **wr** for r rr wr • Unit 22: **s**, **ss**, **se**, **ce**, **c** for s ss se ce x c, **x** for k c q ck x ch s ss se ce x c • Unit 24: **t**, **tt** for t tt • Unit 26: **v**, **ve** for v ve, **w**, **wh**, **u** for w wh u

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 2
AC9E2LY10: 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. (continued)	• reading words with digraphs where one letter is not pronounced; for example, "knife" and "thumb", when reading and using them in writing • providing the sounds for less common letter–sound matches; for example, "ight", and using them in writing • reading words with vowel digraphs ("ee", "oo", "ai", "ay", "ea") (continued)	• Unit 28: **y** for y u • Unit 30: **z**, **s**, **se** for z zz s se • Unit 32: **ch**, **tch** for ch tch, **sh**, **ch** for sh ch ti ci • Unit 34: **th** for th, **th** for th **Note:** Students also learn the graphemes **ew** and **u_e** for y u oo ew ue u_e u in Unit 28. Compound words: • Units 8, 19, 27, 31
AC9E2LY11: 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. **AC9E2LY12:** build morphemic word families using knowledge of prefixes and suffixes.	• using known words and knowledge of spelling patterns and morphemes to write unknown words; for example, "one", "once", "only" and "lone" • using context to read the correct word when an unknown word has more than one plausible pronunciation • using morphemic knowledge of words to spell unknown words; for example, "one", "once", "cover", "covering", "uncover" • writing unknown words using morphemic knowledge; for example, using the known word "friend" to write "friendly" and "friendship"	Spelling patterns: • Unit 4: **ck**, **k**, **c**, **cl**, **cr**, **qu**, **x** • Unit 9: **a** • Unit 13: **ay** • Unit 14: **ll** • Unit 15: **y** • Unit 21: **a** • Unit 22: **ss**, **c**, **ce** • Unit 32: **tch** Prefixes: • Unit 17: **un** • Unit 20: **re** Suffixes (inflectional): • Unit 2: **ed**, **ing** (double) • Unit 3: **s** (plurals) • Unit 6: **ed**, **ing** (double) • Unit 7: **er**, **est** (double) • Unit 9: **es** (plurals), **er**, **est** (double) • Unit 10: **ed**, **ing** (double) • Unit 11: **ed**, **ing** (double) • Unit 13: **ing** (drop **e**) • Unit 15: **es** (change **y**) • Unit 16: **ing** (drop **e**) • Unit 17: **es**, **ed** (change **y**) • Unit 19: **ed**, **ing** (drop **e**) • Unit 21: **er**, **est** • Unit 22: **ed**, **ing** (drop **e**) • Unit 25: **er**, **est** • Unit 30: **s**, **es** (plurals), **s**, **es** (verbs) Suffixes (derivational): • Unit 31: **y** • Unit 35: **less**

Literacy: Phonic and Word Knowledge		
Content Descriptions	Elaborations	Sound Waves Year 3
AC9E3LY09: 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.	• reading and writing more complex words with consonant digraphs and consonant blends; for example, "shrinking", "against" and "rocket" • reading and writing consonant digraphs representing different sounds; for example, "machine", "change" and "school"	*Model segmenting Focus Words* and *Complete the Student Book activities* in Lesson 1: • Units 1–36
AC9E3LY10: 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.	• understanding how to use knowledge of prefixes to change the meaning of a base word; for example, "undone", "remove" and "misunderstand" • 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"	Prefixes: • Unit 11: **un** • Unit 16: **mid**, **mis** • Unit 20: **pre**, **re** • Unit 22: **dis** Suffixes (inflectional): • Unit 2: **ed**, **ing** (double) • Unit 3: **ed**, **ing** (double) • Unit 4: **es** (plurals) • Unit 6: **ed**, **ing** (double) • Unit 7: **ed**, **ing** (double), **s**, **es** (verbs) • Unit 8: **ed**, **ing** (double) • Unit 9: **er**, **est** (double) • Unit 10: **er**, **est** (double) • Unit 11: **s**, **es** (verbs) • Unit 13: **ed**, **ing** (drop **e**) • Unit 15: **s**, **es** (change **y**) • Unit 16: **s**, **es** (change **y**) • Unit 17: **ing** (drop **e**), **ed**, **es**, **ing** (change **y**) • Unit 19: **s**, **es** (plurals), **ed**, **ing** (drop **e**) • Unit 22: **s**, **es** (change **y**) • Unit 25: **er**, **est** (double) • Unit 26: **s** (change **f** and **fe**) • Unit 30: **s**, **es** (change **y**, change **f** and **fe**) Suffixes (derivational): • Unit 8: **ful** • Unit 10: **ful** • Unit 14: **less** • Unit 15: **y** • Unit 18: **en** • Unit 21: **ness**, **ly** • Unit 24: **ist** • Unit 30: **y** • Unit 36: **er**

Year 3 Australian Curriculum Match

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 3
AC9E3LY11: use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words.	• using phonic knowledge to explore less common letter patterns after short vowels; for example, words that end in "dge", "badge", "edge" and "fridge" • using phonic knowledge and knowledge of letter patterns to spell words with 3-letter blends; for example, "str-ip"	Phoneme–grapheme relationships: • Unit 2: **b**, **bb** for b bb • Unit 3: **a** for a • Unit 4: **k**, **c**, **q**, **ck**, **ch** for k c q ck x ch, **x** for k c q ck x ch s ss se ce x c • Unit 5: **e**, **ea**, **a**, **ai** for e ea • Unit 6: **d**, **dd** for d dd • Unit 7: **i**, **e**, **u**, **ui** for i • Unit 8: **f**, **ff**, **ph** for f ff ph • Unit 9: **o**, **a** for o a • Unit 10: **g**, **gg**, **gu** for g gg • Unit 11: **u**, **o**, **ou** for u o • Unit 12: **h**, **wh** for h, **j**, **g**, **ge**, **dge** for j g ge dge • Unit 13: **ai**, **ay**, **a_e**, **a**, **ea**, **eigh** for ai ay a_e a • Unit 14: **l**, **ll** for l ll • Unit 15: **ee**, **ea**, **y**, **ey**, **ie**, **i**, **eo** for ee e ea y ey • Unit 16: **m**, **mm**, **mb**, **me** for m mm mb • Unit 17: **i_e**, **y**, **igh**, **i**, **ie**, **uy** for i_e y igh i ie • Unit 18: **n**, **nn**, **kn** for n nn kn, **ng**, **n** for ng n • Unit 19: **oa**, **o_e**, **ow**, **o**, **oe** for oa o_e ow o • Unit 20: **p** for p pp, **r**, **rr**, **wr** for r rr wr • Unit 21: **ar**, **a**, **al**, **au**, **are** for ar a • Unit 22: **s**, **ss**, **se**, **ce**, **c** for s ss se ce x c, **x** for k c q ck x ch s ss se ce x c • Unit 23: **ir**, **ur**, **or**, **er**, **ere**, **ear** for ir ur or er • Unit 24: **t**, **tt** for t tt • Unit 25: **or**, **ore**, **a**, **aw**, **au**, **oor**, **ough**, **augh**, **ar**, **al**, **o** for or ore a aw au • Unit 26: **v**, **ve** for v ve, **w**, **wh**, **u** for w wh u • Unit 27: **oo**, **u**, **oul**, **o** for oo u • Unit 28: **y** for y u, **u**, **ew**, **u_e**, **ue**, **eau** for y u oo ew ue u_e u • Unit 29: **oo**, **ew**, **ue**, **u_e**, **ui**, **o**, **ough**, **wo** for oo ew ue u_e u • Unit 30: **z**, **zz**, **s**, **se**, **ze** for z zz s se • Unit 31: **ou**, **ow**, **hou** for ou ow • Unit 32: **ch**, **tch**, **t** for ch tch, **sh**, **ch**, **s** for sh ch ti ci • Unit 33: **oy**, **oi** for oy oi, **eer**, **ear**, **ere** for eer ear • Unit 34: **th** for th, **th** for th • Unit 35: **air**, **are**, **ear**, **ere**, **eir**, **ey're** for air are • Unit 36: **er**, **ar**, **a**, **e**, **o**, **re**, **ure** for er ar or a e i o u
AC9E3LY12: recognise and know how to write most high-frequency words including some homophones.	• using context and syntactic knowledge to spell homophones; for example, "break" or "brake" and "ate" or "eight"	Homophones: • Units 12, 13, 25, 28, 29, 31, 33, 34, 35 **Note:** Students are taught high-frequency words in Units 1–36.

Year 4 Australian Curriculum Match

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 4
AC9E4LY09: 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. **AC9E4LY10:** 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.	• recognising unstressed vowels in multisyllabic words and how these vowel sounds are written; for example, "builder" and "animal" • using phonic and morphemic knowledge to read and write multisyllabic words with more complex letter combinations; for example, "straightaway" and "thoughtful" • applying generalisations for adding affixes; for example, "hope" – "hoping", "begin" – "beginning", "country" – "countries" • building morphemic word families and exploring word origins; for example, "tricycle", "tripod" and "triangle"	Phoneme–grapheme relationships: • Unit 2: **b**, **bb** for b bb • Unit 3: **a** for a • Unit 4: **k**, **c**, **q**, **ck** for k c q ck x ch, **x** for k c q ck x ch s ss se ce x c • Unit 5: **e**, **ea**, **a**, **ie** for e ea • Unit 6: **d**, **dd** for d dd • Unit 7: **i**, **e**, **u**, **ui** for i • Unit 8: **f**, **ph**, **gh** for f ff ph • Unit 9: **o**, **a** for o a • Unit 10: **g**, **gg**, **gu** for g gg • Unit 11: **u**, **o**, **oo**, **ou** for u o • Unit 12: **h**, **wh** for h, **j**, **g**, **ge**, **dge** for j g ge dge • Unit 13: **ai**, **a_e**, **a**, **ea**, **ey**, **eigh** for ai ay a_e a • Unit 14: **l**, **ll** for l ll • Unit 15: **ee**, **e**, **ea**, **y**, **ey**, **ie**, **eo** for ee e ea y ey • Unit 16: **m**, **mm**, **mb** for m mm mb • Unit 17: **i_e**, **y**, **igh**, **i**, **ie**, **uy**, **is**, **eye** for i_e y igh i ie • Unit 18: **n**, **kn** for n nn kn, **ng**, **n** for ng n • Unit 19: **oa**, **o_e**, **ow**, **o**, **oe**, **ough** for oa o_e ow o • Unit 20: **p**, **pp** for p pp, **r**, **rr**, **wr** for r rr wr • Unit 21: **ar**, **a**, **ear**, **al**, **au** for ar a • Unit 22: **s**, **ss**, **se**, **ce**, **c** for s ss se ce x c, **x** for k c q ck x ch s ss se ce x c • Unit 23: **ir**, **ur**, **or**, **er**, **ere**, **ear**, **our** for ir ur or er • Unit 24: **t**, **tt** for t tt • Unit 25: **or**, **ore**, **a**, **aw**, **au**, **oor**, **ough**, **augh**, **our**, **al**, **ure** for or ore a aw au • Unit 26: **v**, **ve** for v ve, **w**, **wh**, **u** for w wh u • Unit 27: **oo**, **u**, **oul**, **o** for oo u • Unit 28: **y** for y u, **u**, **ew**, **u_e**, **ue**, **eau**, **iew** for y u oo ew ue u_e u • Unit 29: **oo**, **ew**, **ue**, **u_e**, **ui**, **oe**, **ough** for oo ew ue u_e u • Unit 30: **z**, **zz**, **s**, **se** for z zz s se, **s**, **si** for s si • Unit 31: **ou**, **ow**, **ough**, **hou** for ou ow • Unit 32: **ch**, **tch**, **t** for ch tch, **sh**, **ti**, **ci** for sh ch ti ci • Unit 33: **oy**, **oi** for oy oi, **eer**, **ear**, **ere**, **ier** for eer ear • Unit 34: **th** for th, **th** for th • Unit 35: **air**, **are**, **ear**, **ere**, **eir**, **ai**, **ar**, **a**, **ey're** for air are • Unit 36: **er**, **or**, **a**, **e**, **i**, **o**, **ai**, **ure**, **our** for er ar or a e i o u Spelling patterns: • Unit 4: **ck**, **k**, **c** • Unit 9: **a**

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 4
AC9E4LY09: 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. (continued)	• recognising unstressed vowels in multisyllabic words and how these vowel sounds are written; for example, "builder" and "animal" • using phonic and morphemic knowledge to read and write multisyllabic words with more complex letter combinations; for example, "straightaway" and "thoughtful" (continued)	Prefixes: • Unit 4: **ex** • Unit 6: **mis**, **dis**, **un** • Unit 7: **in**, **im** • Unit 8: **fore** • Unit 17: **bi**, **tri** • Unit 20: **pre**, **re** • Unit 22: **sub** • Unit 24: **inter** • Unit 29: **super** • Unit 31: **out**
AC9E4LY10: 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. (continued)	• applying generalisations for adding affixes; for example, "hope" – "hoping", "begin" – "beginning", "country" – "countries" • building morphemic word families and exploring word origins; for example, "tricycle", "tripod" and "triangle" (continued)	Suffixes (inflectional): • Unit 2: **ed**, **ing** (double) • Unit 3: **ed**, **ing** (double) • Unit 5: **s**, **es** (verbs) • Unit 6: **ed**, **ing** (drop **e**) • Unit 7: **er**, **est** (double) • Unit 8: **s**, **es** (change **y**), **s** (change **f** and **fe**) • Unit 9: **ed**, **ing**, **s**, **es** (double) • Unit 10: **ed**, **ing** (double, drop **e**) • Unit 11: **es** (change **y**) • Unit 13: **er**, **est** (change **y**) • Unit 17: **ed**, **ing** (drop **e**, change **y**), **s**, **es** (change **y**) • Unit 19: **s**, **es** (change **y**, change **f** and **fe**) • Unit 23: **er**, **est** (change **y**) • Unit 30: **s**, **es** (change **y**, change **f** and **fe**) Suffixes (derivational): • Unit 11: **y** • Unit 13: **y** • Unit 14: **ful** • Unit 15: **ly** • Unit 16: **er**, **ment** • Unit 18: **ness** • Unit 20: **ship** • Unit 21: **en** • Unit 22: **ous** • Unit 23: **y** • Unit 26: **wards** • Unit 27: **hood** • Unit 28: **ish** • Unit 32: **ion** • Unit 36: **er**, **or**, **ist**
AC9E4LY11: read and write high-frequency words including homophones and know how to use context to identify correct spelling.	• 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."	Homophones: • Units 10, 12, 13, 15, 17, 19, 25, 30, 31, 34, 35 **Note:** Students are taught high-frequency words in Units 1–36.

Literacy: Phonic and Word Knowledge

Content Description	Elaboration	Sound Waves Year 5
AC9E5LY08: use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations.	• recognising and writing less familiar words that share common letter patterns but have different pronunciations; for example, "journey", "your", "tour" and "sour"	Graphemes: • **a** as in ***a**pple, w**a**tch, l**a**dy, gl**a**ss, **a**rea, pizz**a*** • **c** as in ***c**ar, pen**c**il* • **ch** as in *s**ch**ool, **ch**icken* • **e** as in ***e**gg, m**e**, c**e**real, buck**e**t* • **ea** as in *h**ea**d, s**ea**t, w**ea**ry* • **ay** as in *s**ay**s, h**ay*** • **i** as in ***i**gloo, l**i**tre, sp**i**der, dolph**i**n* • **y** as in *s**y**rup, bab**y**, fl**y**, **y**oyo* • **o** as in *w**o**men, **o**range, m**o**nkey, c**o**mb, st**o**ry, d**o**, lem**o**n* • **gh** as in *lau**gh**, spa**gh**etti* • **au** as in *s**au**sage, l**au**gh, s**au**ce* • **ow** as in *kn**ow**ledge, wind**ow**, fl**ow**er* • **g** as in ***g**irl, **g**iraffe* • **u** as in ***u**mbrella, q**u**een, b**u**sh, comp**u**ter, r**u**ler, cact**u**s* • **oo** as in *fl**oo**d, b**oo**k, b**oo**t* • **ou** as in *y**ou**ng, b**ou**lder, c**ou**rier, gr**ou**p, cl**ou**d, fam**ou**s* • **eigh** as in *ei**gh**t, hei**gh**t* • **n** as in ***n**et, wi**n**k* • **oa** as in *b**oa**t, br**oa**d* • **ough** as in *th**ough**, b**ough**t, thr**ough**, pl**ough*** • **ar** as in *st**ar**, w**ar**, sc**ar**ce, doll**ar*** • **s** as in ***s**eal, bear**s**, trea**s**ure, **s**ure* • **ss** as in *ki**ss**, di**ss**olve, ti**ss**ue* • **se** as in *mou**se**, chee**se*** • **er** as in *f**er**n, ladd**er*** • **or** as in *w**or**ld, h**or**se* • **ear** as in *e**ar**ly, **ear*** • **t** as in ***t**iger, pic**t**ure* • **our** as in *y**our**, col**our*** • **ure** as in *s**ure**, pict**ure*** • **u_e** as in *vol**u**m**e**, fl**u**t**e*** • **ti** as in *quest**i**on, stat**i**on* • **ere** as in *h**ere**, wh**ere*** • **th** as in ***th**ong, fea**th**er*

Literacy: Phonic and Word Knowledge		
Content Description	Elaborations	Sound Waves Year 5
AC9E5LY09: build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations.	• using knowledge of known words and base words to spell new words; for example, the spelling and meaning connections between "vision", "television" and "revision" • applying knowledge of spelling generalisations to spell new words; for example, "suitable", "likeable" and "collapsible"	Prefixes: • Unit 3: **anti**, **dia** • Unit 4: **kilo**, **milli** • Unit 5: **ex**, **dec**, **deci**, **cent** • Unit 6: **dis**, **mis**, **in**, **de** • Unit 7: **in**, **im**, **il**, **ir** • Unit 9: **non**, **quad**, **oct** • Unit 16: **multi**, **semi**, **com** • Unit 17: **bi**, **tri** • Unit 18: **en** • Unit 20: **pre**, **re** • Unit 23: **circum** • Unit 24: **inter**, **tele**, **trans** • Unit 25: **auto** • Unit 29: **sub**, **super** Suffixes (inflectional): • Unit 2: **ed**, **ing** (double, change **y**, drop **e**) • Unit 8: **s**, **es** (plural/verbs – change **y**, change **f** and **fe**) • Unit 10: **ed**, **ing** (drop **e**, double) • Unit 11: **er**, **est** (change **y**) • Unit 21: **s**, **es** (plurals – change **y**, change **f** and **fe**) • Unit 23: **ed**, **ing** (double) Greek and Latin roots: • Unit 3: **astro**, **aster**, **ang**, **aqua**, **anim** • Unit 8: **graph**, **phon**, **photo** • Unit 11: **struct** • Unit 12: **ject** • Unit 17: **scrib**, **script** • Unit 19: **mot**, **pos** • Unit 20: **port** • Unit 23: **circ** • Unit 24: **rupt**, **sect** • Unit 25: **aud** • Unit 36: **cap**, **mit**, **pel**

Literacy: Phonic and Word Knowledge		
Content Description	Elaborations	Sound Waves Year 5
AC9E5LY10: explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word.	• 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" • 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"	Plurals: • Unit 21 **Note:** Irregular plurals are explicitly taught in Year 3 and are revised in Years 4, 5 and 6. Suffixes (derivational): • Unit 4: **ion** • Unit 7: **ive** • Unit 10: **ness**, **ment** • Unit 11: **y** • Unit 13: **er**, **or**, **ee** • Unit 14: **ful**, **less**, **able** • Unit 15: **ly** • Unit 18: **en** • Unit 22: **ous** • Unit 30: **ise**, **ion** • Unit 31: **able** • Unit 32: **ion** • Unit 35: **ly**, **ous**, **y**, **less**, **ful**, **able**, **ness** • Unit 36: **al**

Literacy: Phonic and Word Knowledge

Content Description	Elaboration	Sound Waves Year 6
AC9E6LY08: use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words.	• using phonic generalisations to read and write complex words with uncommon letter patterns; for example, "pneumonia", "resuscitate" and "vegetation"	Phoneme–grapheme relationships: • Unit 2: **b**, **bb**, **pb** for b bb • Unit 3: **a** for a • Unit 4: **k**, **c**, **q**, **ck**, **x**, **ch**, **que** for k c q ck x ch, **x** for k c q ck x ch s ss se ce x c • Unit 5: **e**, **ea**, **a**, **eo** for e ea • Unit 6: **d**, **dd** for d dd • Unit 7: **i**, **y**, **e**, **ui**, **a** for i • Unit 8: **f**, **ff**, **ph** for f ff ph • Unit 9: **o**, **a**, **ho**, **au**, **ow**, **ach**, **e** for o a • Unit 10: **g**, **gu**, **gue** for g gg • Unit 11: **u**, **o**, **ou** for u o • Unit 12: **h** for h, **j**, **g**, **ge**, **gg**, **d** for j g ge dge • Unit 13: **ai**, **ay**, **a_e**, **a**, **ei**, **eigh**, **et**, **e** for ai ay a_e a • Unit 14: **l**, **ll** for l ll • Unit 15: **ee**, **e**, **ea**, **y**, **ie**, **e_e**, **i**, **ei** for ee e ea y ey • Unit 16: **m**, **mm**, **me** for m mm mb • Unit 17: **i_e**, **y**, **igh**, **i**, **ir** for i_e y igh i ie • Unit 18: **n**, **kn**, **ne** for n nn kn, **ng**, **n**, **ngue** for ng n • Unit 19: **oa**, **o_e**, **ow**, **o**, **ough** for oa o_e ow o • Unit 20: **p**, **pp** for p pp, **r**, **rr**, **rh** for r rr wr • Unit 21: **ar**, **a**, **ear**, **au**, **er** for ar a • Unit 22: **s**, **ss**, **ce**, **c**, **sc**, **st**, **sw** for s ss se ce x c, **x** for k c q ck x ch s ss se ce x c • Unit 23: **ir**, **ur**, **er**, **ear**, **our**, **urr** for ir ur or er • Unit 24: **t**, **tt** for t tt • Unit 25: **or**, **ore**, **a**, **aw**, **au**, **augh**, **oa**, **hau**, **aur** for or ore a aw au • Unit 26: **v**, **ve** for v ve, **wh**, **u** for w wh u • Unit 27: **oo**, **u**, **oul**, **o**, **ou** for oo u • Unit 28: **i**, **u** for y u, **u**, **ui**, **eu**, **ew**, **u_e**, **ue**, **ueue** for y u oo ew ue u_e u • Unit 29: **oo**, **ew**, **ue**, **u_e**, **u**, **o**, **ough**, **ou**, **oeu** for oo ew ue u_e u • Unit 30: **z**, **s**, **ss** for z zz s se, **x** for g gg z zz s se, **s**, **si** for s si • Unit 31: **ou**, **ow**, **ough** for ou ow • Unit 32: **ch**, **ti**, **t** for ch tch, **sh**, **ch**, **ti**, **ss**, **ssi** for sh ch ti ci • Unit 33: **oy**, **oi** for oy oi, **eer**, **ere**, **ier**, **e**, **ir**, **ea** for eer ear • Unit 34: **th** for th, **th**, **the** for th • Unit 35: **air**, **are**, **ere**, **ar**, **a**, **ayor**, **ea**, **aire**, **ae** for air are • Unit 36: **er**, **ar**, **a**, **e**, **i**, **o**, **u**, **ou** for er ar or a e i o u

Literacy: Phonic and Word Knowledge

Content Description	Elaborations	Sound Waves Year 6
AC9E6LY09: 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.	• 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" • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, "ratio" and "synthesis" • expanding knowledge of prefixes and suffixes, and exploring meaning relationships between words; for example, "disappearance", "submarine", "subterranean", "poisonous" and "nervous" • 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" • spelling technical words by applying morphemic knowledge; for example, "metaphorical", "biology" and "biodegradable" • investigating the meanings of words in languages of First Nations Australians using dictionaries or online resources from state libraries or universities	Prefixes: • Unit 4: **ex** • Unit 5: **dec**, **cent**, **kilo** • Unit 7: **dis**, **mis**, **in**, **im**, **il**, **ir** • Unit 9: **anti**, **non**, **con** • Unit 12: **hyper**, **hypo** • Unit 14: **mono**, **multi** • Unit 16: **com** • Unit 19: **co** • Unit 20: **pro** • Unit 23: **circum** • Unit 25: **auto**, **trans** • Unit 28: **uni** • Unit 29: **sub**, **super** • Unit 31: **out** • Unit 34: **syn**, **sym** • Unit 36: **inter**, **ad**, **ac** Suffixes (inflectional): • Unit 2: **ed**, **ing** (change **y**, drop **e**, double), **s**, **es** (verbs – change **y**) • Unit 14: **ed**, **ing** (double) • Unit 23: **ed**, **ing** (double) Suffixes (derivational): • Unit 2: **able** • Unit 4: **ion** • Unit 10: **ly** • Unit 11: **er**, **or**, **ist** • Unit 13: **ation** • Unit 14: **al** • Unit 15: **ty**, **ity** • Unit 17: **ify** • Unit 18: **ance**, **ence** • Unit 22: **ous** • Unit 24: **ment** • Unit 26: **ive** • Unit 30: **ise**, **sion** • Unit 31: **less** • Unit 32: **ion** • Unit 35: **ian** Greek and Latin roots: • Unit 3: **tract** • Unit 5: **cess**, **cep**, **sect** • Unit 6: **pod**, **ped**, **duc**, **duct**, **duce** • Unit 8: **flex**, **flect**, **frag**, **fract** • Unit 10: **graph**, **gram** • Unit 11: **struct**, **rupt** • Unit 12: **hydr**, **geo**, **bio**, **logy**

Literacy: Phonic and Word Knowledge		
Content Description	Elaborations	Sound Waves Year 6
AC9E6LY09: 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. (continued)	• 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" • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, "ratio" and "synthesis" • expanding knowledge of prefixes and suffixes, and exploring meaning relationships between words; for example, "disappearance", "submarine", "subterranean", "poisonous" and "nervous" • 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" • spelling technical words by applying morphemic knowledge; for example, "metaphorical", "biology" and "biodegradable" • investigating the meanings of words in languages of First Nations Australians using dictionaries or online resources from state libraries or universities (continued)	• Unit 15: **ceed**, **cede**, **cess** • Unit 16: **meter** • Unit 19: **mot**, **pos** • Unit 20: **spect**, **press** • Unit 23: **circ**, **vers**, **vert** • Unit 24: **ject**, **fact**, **fect** • Unit 25: **port**, **form** • Unit 34: **therm** • Unit 35: **aer**, **aero**, **aqua**