SOUND WAVES LITERACY

NSW STAGE 1 SYLLABUS MATCH

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Firefly EDUCATION

Sound Waves Literacy Components

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

Use this document to understand how Years 1 and 2 of Sound Waves Literacy comprehensively meet the outcomes and content for Phonic Knowledge, Spelling and Reading Fluency in the NSW Stage 1 Syllabus.

Additionally, refer to this document to see how Sound Waves Years 1 and 2 align with the suggested NSW Stage 1 instructional sequences for grapheme–phoneme correspondences.

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.

NSW Stage 1 Syllabus Match

Outcome	Content		Sound Waves Year 1	Sound Waves Year 2
PHONIC KNOWLEDGE **EN1-PHOKW-01:** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts.	**Single-syllable words**	blend grapheme–phoneme correspondences to read CCVCC words, CCCVC words and CCCVCC words and apply this when reading texts	CCVCC Focus Words: • Units 6, 16, 26 Decodable Readers: • Book 2 **b**, **bb** (extended) • Book 3 **a** (core and extended) • Book 5 **e**, **ea** (core and extended) • Book 6 **d**, **dd** (core and extended) • Book 7 **i** (core and extended) • Book 8 **f**, **ff** (core and extended) • Book 9 **o**, **a** (core and extended) • Book 10 **g**, **gg** (core and extended) • Book 11 **u**, **o** (core and extended) • Book 12.1 **h** (core and extended) • Book 12.2 **j** (core and extended) • Book 13 **ai**, **ay**, **a_e** (core and extended) • Book 14 **l**, **ll** (core and extended) • Book 15 **ee**, **e**, **ea**, **y** (core and extended) • Book 16 **m**, **mm** (extended) • Book 17 **i_e**, **y**, **igh** (core and extended) • Book 18.1 **n**, **nn** (extended) • Book 18.2 **ng** (core and extended) • Book 19 **oa**, **o_e**, **ow**, **o** (extended) • Book 20.1 **p**, **pp** (core and extended) • Book 20.2 **r**, **rr** (core and extended) • Book 21 **ar**, **a** (core and extended) • Book 22 **s**, **ss**, **x**, **se** (core and extended) • Book 23 **ir**, **ur**, **er** (core and extended) • Book 24 **t**, **tt** (core and extended) • Book 25 **or**, **ore**, **a**, **aw** (core and extended) • Book 26.1 **v**, **ve** (core and extended) • Book 26.2 **w**, **wh**, **u** (core and extended)	CCVCC Focus Words: • Units 2, 3, 5, 6, 8, 18, 19, 20, 24, 31 CCCVC Focus Words: • Units 15, 20, 24, 32 **Note:** Many CCCVCC words are formed by adding the suffix **s** or **ed** to CCCVC words. For example, *scrub* (CCCVC) becomes *scrubs* (CCCVCC), or *splash* (CCCVC) becomes *splashed* (CCCVCC). Students learn the suffixes **s** and **ed** in Years 1 and 2, and CCCVC Focus Words in Year 2. This allows them to begin reading and spelling many CCCVCC words.

NSW Stage 1 Syllabus Match

Outcome	Content		Sound Waves Year 1	Sound Waves Year 2
PHONIC KNOWLEDGE **EN1-PHOKW-01:** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts. (continued)	**Single-syllable words** (continued)	blend grapheme–phoneme correspondences to read CCVCC words, CCCVC words and CCCVCC words and apply this when reading texts (continued)	• Book 27 **oo**, **u** (core and extended) • Book 28 **y** (core and extended) • Book 29 **oo**, **ew** (core and extended) • Book 30 **z**, **zz**, **s** (core and extended) • Book 31 **ou**, **ow** (extended) • Book 32.1 **ch** (core and extended) • Book 32.2 **sh** (core and extended) • Book 33.1 **oy**, **oi** (core and extended) • Book 33.2 **eer**, **ear** (core) • Book 34.1 **th** (core and extended) • Book 34.2 **th** (extended) • Book 35 **air** (core and extended) • Book 36 **er** (extended)	
		segment and encode one-syllable high-frequency base words with split digraphs and apply this when creating texts	Split digraphs: • Unit 13: **a_e** for ai ay a_e • Unit 17: **i_e** for i_e y igh • Unit 19: **o_e** for oa o_e ow o	Split digraphs: • Unit 13: **a_e** for ai ay a_e a • Unit 15: **e_e** for ee e ea y ey • Unit 17: **i_e** for i_e y igh i ie • Unit 19: **o_e** for oa o_e ow o • Unit 28: **u_e** for y u oo ew ue u_e u • Unit 29: **u_e** for oo ew ue u_e u
		segment and encode CCVCC words, CCCVC words and CCCVCC words and apply this when creating texts	CCVCC Focus Words: • Units 6, 16, 26	CCVCC Focus Words: • Units 2, 3, 5, 6, 8, 18, 19, 20, 24, 31 CCCVC Focus Words: • Units 15, 20, 24, 32 **Note:** Many CCCVCC words are formed by adding the suffix **s** or **ed** to CCCVC words. For example, *scrub* (CCCVC) becomes *scrubs* (CCCVCC), or *splash* (CCCVC) becomes *splashed* (CCCVCC). Students learn the suffixes **s** and **ed** in Years 1 and 2, and CCCVC Focus Words in Year 2. This allows them to begin reading and spelling many CCCVCC words.

Outcome	Content		Sound Waves Year 1	Sound Waves Year 2
PHONIC KNOWLEDGE **EN1-PHOKW-01:** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts. (continued)	**Single-syllable words** (continued)	blend and decode one-syllable words with taught extended vowel graphs and digraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts	Vowel graphemes: • 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**, **eigh** (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)	Vowel graphemes: • 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
		segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts		

NSW Stage 1 Syllabus Match

Outcome	Content		Sound Waves Year 1	Sound Waves Year 2
PHONIC KNOWLEDGE **EN1-PHOKW-01:** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts. (continued)	**Single-syllable words** (continued)	blend and decode one-syllable words with taught extended vowel graphs and digraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts (continued)	• Unit 21: **ar**, **a**, **are** for ar a Decodable Readers: Book 21 **ar**, **a** (support **ar**, core **ar**, **a** and extended **ar**, **a**) • 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) • 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)	
		segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts (continued)		

NSW Stage 1 Syllabus Match

Outcome	Content		Sound Waves Year 1	Sound Waves Year 2
PHONIC KNOWLEDGE **EN1-PHOKW-01:** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts. (continued)	**Single-syllable words** (continued)	decode words with less common consonant digraphs and apply this when reading texts	Consonant digraphs: • Unit 12: **wh** for h • Unit 22: **se** for s ss x se Decodable Readers: Book 22.2 **se** (support), Book 22 **s**, **ss**, **x**, **se** (core and extended) • Unit 26: **wh** for w wh u Decodable Readers: Book 26.2 **w**, **wh**, **u** (support **w**, **wh**, core **w**, **wh**, **u** and extended **w**, **wh**, **u**)	Consonant digraphs: • Unit 4: **ch** for k c q ck x ch • Unit 8: **ph** for f ff ph • Unit 12: **wh** for h, **ge** for j g ge dge • Unit 16: **mb**, **me** for m mm mb • Unit 18: **kn** for n nn kn • Unit 20: **wr** for r rr wr • Unit 22: **se**, **ce** for s ss se ce x c • Unit 26: **wh** for w wh u • Unit 30: **se** for z zz s se • Unit 32: **ch** for sh ch ti ci
		decode words with trigraphs and quadgraphs and apply this when reading texts	Trigraphs and quadgraphs: • Unit 13: **eigh** for ai ay a_e • Unit 17: **igh** for i_e y igh Decodable Readers: Book 17.2 **igh** (support), Book 17 **i_e**, **y**, **igh** (core and extended) • Unit 21: **are** for ar a • Unit 23: **ere** for ir ur er • Unit 25: **ore**, **our** for or ore a aw au Decodable Readers: Book 25 **or**, **ore**, **a**, **aw** (core and extended) • Unit 27: **oul** for oo u • Unit 33: **eer**, **ear**, **ere** for eer ear Decodable Readers: 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)	Trigraphs and quadgraphs: • Unit 13: **eigh** for ai ay a_e a • Unit 17: **igh** for i_e y igh i ie • Unit 21: **are** for ar a • Unit 23: **ere**, **ear** for ir ur or er • Unit 25: **ore**, **our** for or ore a aw au • Unit 27: **oul** for oo u • Unit 31: **hou** for ou ow • Unit 32: **tch** for ch tch • Unit 33: **eer**, **ear**, **ere** for eer ear • Unit 35: **air**, **are**, **ear**, **ere**, **eir**, **ey're** for air are

Outcome	Content		Sound Waves Year 1	Sound Waves Year 2
PHONIC KNOWLEDGE **EN1-PHOKW-01:** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts. (continued)	**Multisyllabic words**	blend and decode 2-syllable words with taught vowel graphs, digraphs, trigraphs and quadgraphs, including graphemes for r-controlled vowels and diphthongs and apply this when reading texts	Focus Words: • Units 2, 3, 6, 7, 9, 10, 12, 13, 15, 16, 18–31, 36 Decodable Readers: • Book 2 **b**, **bb** (core and extended) • Book 3 **a** (core and extended) • Book 4 **k**, **c**, **q**, **ck**, **x** (core and extended) • Book 5 **e**, **ea** (core and extended) • Book 6 **d**, **dd** (support **d**, core **d**, **dd** and extended **d**, **dd**) • Book 7 **i** (core and extended) • Book 8 **f**, **ff** (support, core and extended) • Book 9 **o**, **a** (core and extended) • Book 10 **g**, **gg** (core and extended) • Book 11 **u**, **o** (core and extended) • Book 12.1 **h** (core and extended) • Book 12.2 **j** (core and extended) • Book 13 **ai**, **ay**, **a_e** (core and extended) • Book 14 **l**, **ll** (core and extended) • Book 15 **ee**, **e**, **ea**, **y** (core and extended) • Book 16 **m**, **mm** (support **m**, core **m**, **mm** and extended **m**, **mm**) • Book 17 **i_e**, **y**, **igh** (core and extended) • Book 18.1 **n**, **nn** (support **n**, core **n**, **nn** and extended **n**, **nn**) • Book 18.2 **ng** (core and extended) • Book 19 **oa**, **o_e**, **ow**, **o** (core and extended) • Book 20.1 **p**, **pp** (core and extended) • Book 20.2 **r**, **rr** (support **r**, core **r**, **rr** and extended **r**, **rr**) • Book 21 **ar**, **a** (support **ar**, core **ar**, **a** and extended **ar**, **a**) • Book 22 **s**, **ss**, **x**, **se** (core and extended) • Book 23.1 **ir**, **ur** (support) • Book 23.2 **er** (support) • Book 23 **ir**, **ur**, **er** (core and extended) • Book 24 **t**, **tt** (support **t**, core **t**, **tt** and extended **t**, **tt**)	Focus Words: • Units 2–28, 30, 31, 33, 34, 36

Outcome	Content		Sound Waves Year 1	Sound Waves Year 2
PHONIC KNOWLEDGE **EN1-PHOKW-01:** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts. (continued)	**Multisyllabic words** (continued)	blend and decode 2-syllable words with taught vowel graphs, digraphs, trigraphs and quadgraphs, including graphemes for r-controlled vowels and diphthongs and apply this when reading texts (continued)	• Book 25.1 **or**, **a** (support) • Book 25.2 **aw** (support) • Book 25 **or**, **ore**, **a**, **aw** (core and extended) • 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**) • Book 27 **oo**, **u** (core and extended) • Book 28 **y** (core and extended) • Book 29 **oo**, **ew** (core and extended) • Book 30 **z**, **zz**, **s** (support, core and extended) • Book 31 **ou**, **ow** (support, core and extended) • Book 32.1 **ch** (core and extended) • Book 32.2 **sh** (support, core and extended) • Book 33.1 **oy**, **oi** (core and extended) • Book 33.2 **eer**, **ear** (core and extended) • Book 34.1 **th** (support, core and extended) • Book 34.2 **th** (core and extended) • Book 35 **air** (core and extended) • Book 36 **er** (support, core and extended)	
		decode 2-syllable base words with common double consonants when reading texts	Double consonants: • Unit 2: **bb** for b bb Decodable Readers: Book 2 **b**, **bb** (core and extended) • Unit 6: **dd** for d dd Decodable Readers: Book 6 **d**, **dd** (core and extended) • Unit 10: **gg** for g gg • Unit 16: **mm** for m mm Decodable Readers: Book 16 **m**, **mm** (core and extended) • Unit 18: **nn** for n nn Decodable Readers: Book 18.1 **n**, **nn** (core and extended)	Double consonants: • Unit 2: **bb** for b bb • Unit 6: **dd** for d dd • Unit 10: **gg** for g gg • Unit 14: **ll** for l ll • Unit 16: **mm** for m mm mb • Unit 18: **nn** for n nn kn • Unit 20: **rr** for r rr wr • Unit 24: **tt** for t tt

Outcome	Content		Sound Waves Year 1	Sound Waves Year 2
PHONIC KNOWLEDGE **EN1-PHOKW-01:** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts. (continued)	**Multisyllabic words** (continued)	decode 2-syllable base words with common double consonants when reading texts (continued)	• Unit 20: **pp** for p pp, **rr** for r rr Decodable Readers: Book 20.1 **p**, **pp** (core and extended) Book 20.2 **r**, **rr** (core and extended) • Unit 24: **tt** for t tt Decodable Readers: Book 24 **t**, **tt** (core and extended) • Unit 30: **zz** for z zz s Decodable Readers: Book 30 **z**, **zz**, **s** (core and extended)	
SPELLING **EN1-SPELL-01:** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.	**Phonological component**	segment single-syllable words into phonemes as a strategy for spelling	Units 1–36 **Note:** Students are explicitly taught to break words into syllables and phonemes as a strategy for spelling. Students practise and apply these strategies in Units 1–36.	Units 1–36 **Note:** Students are explicitly taught to break words into syllables and phonemes as a strategy for spelling. Students practise and apply these strategies in Units 1–36.
		segment multisyllabic words into syllables and phonemes as a strategy for spelling		
	Orthographic component	explain when to use double consonants to spell 2-syllable base words and apply this when spelling	Double consonants: • Unit 2: **bb** for b bb • Unit 6: **dd** for d dd • Unit 10: **gg** for g gg • Unit 16: **mm** for m mm • Unit 18: **nn** for n nn • Unit 20: **pp** for p pp, **rr** for r rr • Unit 24: **tt** for t tt • Unit 30: **zz** for z zz s **Note:** Students are also taught when to use **ff**, **ll** and **ss** in single-syllable words.	Double consonants: • Unit 2: **bb** for b bb • Unit 6: **dd** for d dd • Unit 10: **gg** for g gg • Unit 14: **ll** for l ll • Unit 16: **mm** for m mm mb • Unit 18: **nn** for n nn kn • Unit 20: **rr** for r rr wr • Unit 24: **tt** for t tt **Note:** Students are also taught when to use **ll** and **ss** in single-syllable words.

Outcome	Content		Sound Waves Year 1	Sound Waves Year 2
SPELLING **EN1-SPELL-01:** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts. (continued)	**Orthographic component** (continued)	spell high-frequency base words with taught vowel graphs, digraphs, split digraphs, trigraphs and quadgraphs	Units 1–36	Units 1–36
		explain that the consonant trigraphs, *–tch* and *–dge*, can end a base word immediately following a short vowel and apply this when spelling	Students learn the trigraph **tch** for ch in Year 2 and the trigraph **dge** for j in Year 3.	• Unit 32: **tch** for ch tch **Note:** Students learn the trigraph **dge** for j g ge dge in Year 3.
		spell taught high-frequency contractions	Students are explicitly taught contractions from Year 2 onwards.	Contractions: • Unit 12: Contractions (with *is*, *has*) • Unit 14: Contractions (with *will*) • Unit 16: Contractions (with *I*) • Unit 24: Contractions (with *not*) • Unit 26: Contractions (with *have*) • Unit 27: Contractions (with *not*) • Unit 28: Contractions (with *you*)
		use extended phonic code for taught consonant phonemes	Extended graphemes: • Unit 2: **bb** for b bb • Unit 4: **q**, **ck**, **x** for k c q ck x • Unit 6: **dd** for d dd • Unit 8: **ff** for f ff • Unit 10: **gg** for g gg • Unit 12: **wh** for h • Unit 14: **ll** for l ll • Unit 16: **mm** for m mm • Unit 18: **nn** for n nn	Extended graphemes: • Unit 2: **bb** for b bb • Unit 4: **q**, **ck**, **x**, **ch** for k c q ck x ch • Unit 6: **dd** for d dd • Unit 8: **ff**, **ph** for f ff ph • Unit 10: **gg** for g gg • Unit 12: **wh** for h, **g**, **ge** for j g ge dge • Unit 14: **ll** for l ll • Unit 16: **mm**, **mb**, **me** for m mm mb • Unit 18: **nn**, **kn** for n nn kn, **ng**, **n** for ng n

NSW Stage 1 Syllabus Match

Outcome	Content		Sound Waves Year 1	Sound Waves Year 2
SPELLING **EN1-SPELL-01:** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts. (continued)	**Orthographic component** (continued)	use extended phonic code for taught consonant phonemes (continued)	• Unit 20: **pp** for p pp, **rr** for r rr • Unit 22: **ss**, **x**, **se** for s ss x se • Unit 24: **tt** for t tt • Unit 26: **ve** for v ve, **wh**, **u** for w wh u • Unit 30: **zz**, **s** for z zz s	• Unit 20: **rr**, **wr** for r rr wr • Unit 22: **ss**, **se**, **ce**, **x**, **c** for s ss se ce x c • Unit 24: **tt** for t tt • Unit 26: **ve** for v ve, **wh**, **u** for w wh u • Unit 30: **s**, **se** for z zz s se • Unit 32: **tch** for ch tch, **ch** for sh ch ti ci
	Morphological component	use spelling conventions when adding plural-marking suffixes	Suffixes (inflectional): • Unit 7: **s** (plurals) • Unit 30: **s** (plurals)	Suffixes (inflectional): • Unit 3: **s** (plurals) • Unit 9: **es** (plurals) • Unit 15: **es** (change **y**) (plurals) • Unit 30: **s**, **es** (plurals)
		use spelling conventions when adding tense-marking suffixes	Suffixes (inflectional): • Unit 12: **ed**, **ing** • Unit 16: **ed**, **ing** • Unit 22: **ed**, **ing** • Unit 27: **ed**, **ing** • Unit 28: **s** (verbs), **ed**, **ing**	Suffixes (inflectional): • Unit 2: **ed**, **ing** (double) • Unit 6: **ed**, **ing** (double) • Unit 10: **ed**, **ing** (double) • Unit 11: **ed**, **ing** (double) • Unit 13: **ing** (drop **e**) • Unit 16: **ing** (drop **e**) • Unit 17: **es** (verbs), **ed** (change **y**) • Unit 19: **ed**, **ing** (drop **e**) • Unit 22: **ed**, **ing** (drop **e**) • Unit 30: **s**, **es** (verbs)
		spell nouns ending in the suffix *–er* to indicate a person	Students learn the derivational suffix **er** in Year 3.	Students learn the derivational suffix **er** in Year 3.
		use the comparative and superlative suffixes *–er* and *–est*	Students learn the inflectional suffixes **er** and **est** in Year 2.	Suffixes (inflectional): • Unit 7: **er**, **est** (double) • Unit 9: **er**, **est** (double) • Unit 21: **er**, **est** • Unit 25: **er**, **est**

Outcome	Content		Sound Waves Year 1	Sound Waves Year 2
SPELLING **EN1-SPELL-01:** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts. (continued)	**Morphological component** (continued)	use the suffixes *–ful*, *–y* and *–ly* to spell taught high-frequency words	Students are explicitly taught derivational suffixes from Year 2 onwards.	Suffixes (derivational): • Unit 31: **y** • Unit 35: **less** **Note:** Students learn the derivational suffixes **ful** and **ly** in Year 3.
		use knowledge of morphemes to spell taught compound words and homophones with taught single-letter graphemes, digraphs, split digraphs, trigraphs and quadgraphs	Compound words: • Unit 35 Homophones: • Units 19, 29, 33, 34, 35	Compound words: • Units 8, 19, 27, 31 Homophones: • Units 13, 15, 18, 25, 27, 28, 29, 33, 35
		use common prefixes such as *un–*, *re–* and *dis–*	Students are explicitly taught prefixes from Year 2 onwards.	Prefixes: • Unit 17: **un** • Unit 20: **re** **Note:** Students learn the prefix **dis** in Year 3.

NSW Stage 1 Syllabus Match

Outcome	Content		Sound Waves Year 1
READING FLUENCY **EN1-REFLU-01:** sustains reading unseen texts with automaticity and prosody and self-corrects errors.	**Automaticity**	apply grapheme–phoneme correspondence to read words with automaticity	*Modelled and Shared Reading* in Lesson 1 in Units 1–36: • Projectable Decodable Readers: Books 1–36 (support, core, and extended) *Reading Practice* after Lesson 2 in Units 1–36: • Decodable Reader class sets: Books 1–36 (support, core, and extended)
		read aloud with an easy speech rhythm	
		self-correct when fluency and/or meaning is interrupted	
	Prosody	use sentence punctuation to enhance reading in a conversational manner	*Modelled and Shared Reading* in Lesson 1 in Units 1–36: • Projectable Decodable Readers: Books 1–36 (support, core, extended) *Reading Practice* after Lesson 2 in Units 1–36: • Decodable Reader class sets: Books 1–36 (support, core, and extended)
		adjust phrasing, intonation, volume or rate to maintain fluency when reading aloud	
		vary pace when reading according to audience and purpose	

Note: Teachers may find Sound Waves Literacy resources also address other outcomes in the NSW Syllabus. For example, *EN1-RECOM-01: comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning*, can be addressed when using the projectable or class sets of Sound Waves Year 1 Decodable Readers, particularly when using the Book Chat questions at the back of each book. Each week students explore a variety of Tier 1, 2 and 3 vocabulary using the Focus Words, this learning forms the foundation of covering the outcome *EN1-VOCAB-01: understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas*.

Understanding Different Instructional Sequences

The suggested NSW Stage 1 instructional sequences for grapheme–phoneme correspondences provide general advice for sequencing the teaching of phoneme–grapheme relationships in Stage 1. The K–2 sequence is a 'suggested example that schools may adapt or adopt'[1] and 'not all grapheme–phoneme combinations have been included'[1].

Years 1 and 2 of Sound Waves Literacy are taught in a different sequence to the suggested Stage 1 instructional sequences. There are four main reasons why the Sound Waves Years 1 and 2 sequence intentionally differs from the suggested Stage 1 instructional sequences:

1. To prioritise revision

In Sound Waves Literacy, many graphemes from previous years are retaught as it can take multiple years of instruction and practice before students cement their understanding of phoneme–grapheme relationships.

The suggested Stage 1 instructional sequences include limited revision of previously taught phoneme–grapheme relationships. For example, of the 58 phoneme–grapheme relationships listed in the suggested Early Stage 1 sequence, 26 are not included in the suggested Stage 1 sequences.

Despite the limited revision opportunities included in the suggested Stage 1 sequences, the NSW Department of Education suggests teachers plan and deliver 'explicit, systematic and cumulative phonics lessons'[1] and that they 'review and repeat Early Stage 1/Stage 1 content while introducing new GPCs.'[1]

2. To ensure the difficulty level steadily increases

In Sound Waves Literacy, instruction is structured to move from simple to more complex concepts across the year. For example, short vowel graphemes and single consonant graphemes are revised in Term 1.

In the suggested K–2 sequence, Year 1 begins with complex vowels, so, the first week of instruction begins with the split digraph **a_e** (a difficult vowel grapheme).

3. To cover all common and useful phoneme–grapheme relationships

In Sound Waves Literacy, all common and highly useful graphemes appropriate for Years 1 and 2 students are included in the teaching alongside those that are more unusual.

In the suggested Stage 1 sequences, some common phoneme–grapheme relationships appear in just a few words or in words beyond the difficulty level appropriate for Years 1 and 2 students. For example, the advanced and uncommon graphemes **c** for ch tch, **rh** for r rr wr and **ps** for s ss se ce x c are included in the suggested sequence for Year 2. More common and useful phoneme–grapheme relationships are also left out of the suggested Stage 1 sequences. For example, the graphemes **nn** for n nn kn and **a** for or ore a aw au are not listed in the suggested K–2 sequence.

4. To cover morphology

Sound Waves Years 1 and 2 include multiple lessons on morphology (prefixes and suffixes), which are a critical component of reading and spelling instruction, including:

- adding inflectional suffixes (**ed**, **ing**, **s**, **es**, **er**, **est**) to words that do not require a base change
- doubling and dropping **e** and changing **y** before adding inflectional suffixes
- prefixes (**un**, **re**)
- derivational suffixes (**y**, **less**).

The suggested Stage 1 instructional sequences do not cover morphology.

Refer to the *Sound Waves Literacy Scope and Sequence* for a more complete picture of the content taught in Years 1 and 2 of Sound Waves.

Reference

1. NSW Department of Education, 2023. *K–2 – Instructional sequence – grapheme–phoneme correspondences*, [online]. Available at: <https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-k-6/other-english-k-6-resources>.

Sound Waves Year 1 Mapped to the Suggested NSW Instructional Sequence

Suggested Instructional Sequence for Year 1 (Term 1): Grapheme–phoneme Correspondences		Sound Waves Year 1 (Term 1)	
Grapheme	**Phoneme**		
a_e ai ay a ey# ea#	/ay/ say	The graphemes **ai**, **ay**, **a_e**, **ey** and **eigh** for ai ay a_e are taught in Term 2, Unit 13. Students learn the grapheme **a** for ai ay a_e in Year 2 and the digraph **ea** for ai ay a_e in Year 3.	The following phoneme–grapheme relationships are taught in Term 1 of *Sound Waves Year 1* and are not listed in Term 1 of the suggested Year 1 sequence. • **b**, **bb** for b bb • **a** for a • **k**, **c**, **q**, **ck** for k c q ck x • **x** for k c q ck x s ss x se • **e**, **ea**, **ai** for e • **d**, **dd** for d dd • **i** for i • **f**, **ff** for f ff • **o**, **a** for o a
e_e ea ee e ey y	/ee/ me	The graphemes **ee**, **e**, **ea** and **y** for ee e ea y are taught in Term 2, Unit 15. Students learn the split digraph **e_e** for ee e ea y in Year 2 and the digraph **ey** for ee e ea y in Year 3.	
i_e ie i y igh	/igh/ my	The graphemes **i_e**, **y** and **igh** for i_e y igh are taught in Term 2, Unit 17. Students learn the graphemes **ie** and **i** for i_e y igh in Year 2.	

Sound Waves Year 1 Mapped to the Suggested NSW Instructional Sequence

Suggested Instructional Sequence for Year 1 (Term 2): Grapheme–phoneme Correspondences		Sound Waves Year 1 (Term 2)	
Grapheme	**Phoneme**		
o_e oa ow o oe	/ow/ no	The graphemes **oa**, **o_e**, **ow**, **o** and **oe** for oa o_e ow o are taught in Term 3, Unit 19.	The following phoneme–grapheme relationships are taught in Term 2 of *Sound Waves Year 1* and are not listed in Term 2 of the suggested Year 1 sequence. • **g**, **gg** for g gg • **u**, **o** for u o • **h**, **wh** for h • **j** for j • **ai**, **ay**, **a_e**, **ey**, **eigh** for ai ay a_e • **l**, **ll** for l ll • **ee**, **e**, **ea**, **y** for ee e ea y • **m**, **mm** for m mm • **i_e**, **y**, **igh** for i_e y igh • **n**, **nn** for n nn • **ng** for ng
ar a#	/ar/ farm	The graphemes **ar**, **a** and **are** for ar a are taught in Term 3, Unit 21.	
or ore oor# aw#	/or/ fork	The graphemes **or**, **ore**, **a**, **aw**, **au** and **our** for or ore a aw au are taught in Term 3, Unit 25. Students learn the trigraph **oor** for or ore a aw au in Year 3.	
u_e ue oo ew ough# oe#	/oo/ soon	The graphemes **oo**, **ew**, **o**, **ou** and **wo** for oo ew are taught in Term 4, Unit 29. Students learn the graphemes **u_e** and **ue** for oo ew in Year 2, the quadgraph **ough** for oo ew in Year 3 and the digraph **oe** for oo ew in Year 4.	

Sound Waves Year 1 Mapped to the Suggested NSW Instructional Sequence

Suggested Instructional Sequence for Year 1 (Term 2): Grapheme–phoneme Correspondences	
Grapheme	**Phoneme**
ou	/ow/ cow
ow	
ea#	/e/ get

Sound Waves Year 1 (Term 2)	
The digraphs **ou** and **ow** for ou ow are taught in Term 4, Unit 31.	See page 16 for the phoneme–grapheme relationships taught in Term 2 of *Sound Waves Year 1*.
The graphemes **e**, **ea** and **ai** for e ea are taught in Term 1, Unit 5.	

Sound Waves Year 1 Mapped to the Suggested NSW Instructional Sequence

Suggested Instructional Sequence for Year 1 (Term 3): Grapheme–phoneme Correspondences		Sound Waves Year 1 (Term 3)	
Grapheme	**Phoneme**		
oy	/oy/ toy	The digraphs **oy** and **oi** for oy oi are taught in Term 4, Unit 33.	The following phoneme–grapheme relationships are also taught in Term 3 of *Sound Waves Year 1* and are not listed in Term 3 of the suggested Year 1 sequence. • **oa**, **o_e**, **ow**, **o**, **oe** for oa o_e ow o • **p**, **pp** for p pp • **r**, **rr** for r rr • **ar**, **a**, **are** for ar a • **s**, **ss**, **se** for s ss x se • **x** for k c q ck x s ss x se • **t**, **tt** for t tt • **or**, **ore**, **a**, **aw**, **au**, **our** for or ore a aw au • **v**, **ve** for v ve • **w**, **wh**, **u** for w wh u
oi			
er	/er/ her	The graphemes **ir**, **ur**, **er** and **ere** for ir ur er are taught in Term 3, Unit 23. Students learn the graphemes **or** and **ear** for ir ur er in Year 2.	
ir			
ur			
or#			
ear#			
u	/oo/ look	The graphemes **oo**, **u** and **oul** for oo u are taught in Term 3, Unit 27.	
oo			
oul			
er	/er/ sister	The digraph **er** for er is taught in Term 4, Unit 36. Students learn the digraph **ar** for er in Year 3 and the digraph **or** for er in Year 4.	
ar	/ar/ dollar		
or	/or/ actor		
j	/j/ jab	The grapheme **j** for j is taught in Term 2, Unit 12. Students learn the graphemes **g** and **ge** for j in Year 2 and the trigraph **dge** for j in Year 3.	
g			
ge			
dge			

Sound Waves Year 1 Mapped to the Suggested NSW Instructional Sequence

Suggested Instructional Sequence for Year 1 (Term 3): Grapheme–phoneme Correspondences	
Grapheme	**Phoneme**
tch	/ch/ char

Sound Waves Year 1 (Term 3)	
The digraph **ch** for ch is taught in Term 4, Unit 32. Students learn the trigraph **tch** for ch in Year 2.	See page 18 for the additional phoneme–grapheme relationships taught in Term 3 of *Sound Waves Year 1*.

Sound Waves Year 1 Mapped to the Suggested NSW Instructional Sequence

Suggested Instructional Sequence for Year 1 (Term 4): Grapheme–phoneme Correspondences		Sound Waves Year 1 (Term 4)	
Grapheme	**Phoneme**		
air are ear	/air/ air	The trigraphs **air**, **ere** and **eir** for air are taught in Term 4, Unit 35. Students learn the trigraphs **are** and **ear** for air in Year 2.	The following phoneme–grapheme relationships are also taught in Term 4 of *Sound Waves Year 1* and are not listed in Term 4 of the suggested Year 1 sequence. • **y** for y • **oo**, **ew**, **o**, **ou**, **wo** for oo ew • **z**, **zz**, **s** for z zz s • **ou**, **ow** for ou ow • **ch** for ch • **oy**, **oi** for oy oi • **th** for th • **th** for th • **er** for er
ough# ar# al#	/or/ for	The graphemes **or**, **ore**, **a**, **aw**, **au** and **our** for or ore a aw au are taught in Term 3, Unit 25. Students learn the graphemes **ough**, **ar** and **al** for or ore a aw au in Year 3.	
kn gn	/n/ in	The graphemes **n** and **nn** for n nn are taught in Term 2, Unit 18. Students learn the digraph **kn** for n nn in Year 2 and the digraph **gn** for n nn is featured in Focus Words in Year 5 (Units 17 and 30) and Year 6 (Units 3, 6, 8, 13 and 17).	
sh ch	/sh/ shop	The digraph **sh** for sh is taught in Term 4, Unit 32. Students learn the digraph **ch** for sh in Year 2.	
ear eer	/ear/ dear	The trigraphs **eer**, **ear** and **ere** for eer ear are taught in Term 4, Unit 33.	

#Less frequently used graphemes and alternative spellings. Introduce and teach strategically for students who are ready for the extended phonics code.

Sound Waves Year 2 Mapped to the Suggested NSW Instructional Sequence

Suggested Instructional Sequence for Year 2 (Term 1): Grapheme–phoneme Correspondences		Sound Waves Year 2 (Term 1)	
Grapheme	**Phoneme**		
-tt- -bb- -dd- -pp- -mm- -gg-	/t/ /b/ /d/ /p/ /m/ /g/	Term 1, Unit 2 (**bb**) Term 1, Unit 6 (**dd**) Term 2, Unit 10 (**gg**) Term 2, Unit 16 (**mm**) Term 3, Unit 24 (**tt**) Students learn the grapheme **pp** for p pp in Year 1, Unit 20 and it is revised in Unit 20 in Years 4, 5 and 6.	The following phoneme–grapheme relationships are also taught in Term 1 of *Sound Waves Year 2* and are not listed in Term 1 of the suggested Year 2 sequence. • **b** for b bb • **a** for a • **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 • **e**, **ea**, **a**, **ie**, **ai** for e ea • **d** for d dd • **i**, **e** for i • **f**, **ff**, **ph** for f ff ph
u o ou# oo#	/u/ up	The graphemes **u** and **o** for u o are taught in Term 2, Unit 11. Students learn the digraph **ou** for u o in Year 3 and the digraph **oo** for u o in Year 4.	
o a au#	/o/ hot	The graphemes **o** and **a** for o a are taught in Term 1, Unit 9. Students learn the digraph **au** for o a in Year 5.	
le e+l/el a+l/al i+l/il#	schwa + /l/	Words ending in **le** for l ll or er ar or a e i o u l ll are taught in Terms 1–3, Units 2, 7, 10, 22, 23 and 24. Students learn words ending in **el**, **al** and **il** for er ar or a e i o u l ll in Year 3.	
kn gn	/n/ in	The graphemes **n**, **nn** and **kn** for n nn kn are taught in Term 2, Unit 18. The digraph **gn** for n nn kn is featured in Focus Words in Year 5 (Units 17 and 30) and Year 6 (Units 3, 6, 8, 13 and 17).	

Sound Waves Year 2 Mapped to the Suggested NSW Instructional Sequence

Suggested Instructional Sequence for Year 2 (Term 2): Grapheme–phoneme Correspondences	
Grapheme	**Phoneme**
me	/m/ mit
mb#	
mn#	
j	/j/ jab
dj	
gi	
f/ff	/f/ fan
gh	/f/ fin
ph	
g	/g/ gut
gu	
gh	
gue#	
ch	/ch/ chair
tch	
c	
t	

Sound Waves Year 2 (Term 2)	
The graphemes **m**, **mm**, **mb** and **me** for m mm mb are taught in Term 2, Unit 16. Students learn the digraph **mn** for m mm mb in Year 5.	The following phoneme–grapheme relationships are also taught in Term 2 of *Sound Waves Year 2* and are not listed in Term 2 of the suggested Year 2 sequence. • **u**, **o** for u o • **h**, **wh** for h • **ai**, **ay**, **a_e**, **a**, **eigh** for ai ay a_e a • **l**, **ll** for l ll • **ee**, **ea**, **y**, **ie**, **e_e** for ee e ea y ey • **i_e**, **y**, **igh**, **i**, **ie**, **uy** for i_e y igh i ie • **n**, **nn**, **kn** for n nn kn • **ng**, **n** for ng n
The graphemes **j**, **g** and **ge** for j g ge dge are taught in Term 2, Unit 12. Students learn the digraph **dj** for j g ge dge in Year 5. The digraph **gi** for j g ge dge is featured in Unit 12 Extension Words in Years 4, 5 and 6.	
The graphemes **f**, **ff** and **ph** for f ff ph are taught in Term 1, Unit 8. Students learn the digraph **gh** for f ff ph in Year 4.	
The graphemes **g** and **gg** for g gg are taught in Term 2, Unit 10. Students learn the digraph **gu** for g gg in Year 3, the digraph **gh** for g gg in Year 5 and the trigraph **gue** for g gg in Year 6.	
The graphemes **ch** and **tch** for ch tch are taught in Term 4, Unit 32. Students learn the grapheme **t** for ch tch in Year 3. The grapheme **c** is an unusual way to represent ch tch and it is not taught in Sound Waves.	

Sound Waves Year 2 Mapped to the Suggested NSW Instructional Sequence

Suggested Instructional Sequence for Year 2 (Term 3): Grapheme–phoneme Correspondences		Sound Waves Year 2 (Term 3)	
Grapheme	**Phoneme**		
k c ck que ch	/k/ kid	The graphemes **k**, **c**, **q**, **ck** and **ch** for k c q ck x ch and **x** for k c q ck x ch s ss se ce x c are taught in Term 1, Unit 4. Students learn the trigraph **que** for k c q ck x ch in Year 6.	The following phoneme–grapheme relationships are also taught in Term 3 of *Sound Waves Year 2* and are not listed in Term 3 of the suggested Year 2 sequence. • **oa**, **o_e**, **ow**, **o** for oa o_e ow o • **p** for p pp • **ar**, **a**, **are** for ar a • **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 • **ir**, **ur**, **or**, **er**, **ere**, **ear** for ir ur or er • **t**, **tt** for t tt • **or**, **ore**, **a**, **aw**, **au**, **our** for or ore a aw au • **v**, **ve** for v ve • **w**, **wh**, **u** for w wh u • **oo**, **u**, **oul** for oo u
s ss ce	/sh/ shop	The digraphs **sh** and **ch** for sh ch ti ci are taught in Term 4, Unit 32. Students learn the grapheme **s** for sh ch ti ci in Year 3 and the digraph **ss** for sh ch ti ci in Year 5. The digraph **ce** for sh ch ti ci is featured in Unit 32 Extension Words in Years 2 and 6.	
eigh# aigh#	/ay/ say	The graphemes **ai**, **ay**, **a_e**, **a** and **eigh** for ai ay a_e a are taught in Term 2, Unit 13. Students learn the quadgraph **aigh** for ai ay a_e a in Year 5.	
ti si ci	/sh/ shop	The digraphs **sh** and **ch** for sh ch ti ci are taught in Term 4, Unit 32. Students learn the digraphs **ti** and **ci** for sh ch ti ci in Year 4. The digraph **si** for sh ch ti ci is featured in Year 5, Unit 32 Extension Words.	
r wr rh#	/r/ run	The graphemes **r**, **rr** and **wr** for r rr wr are taught in Term 3, Unit 20. Students learn the digraph **rh** for r rr wr in Year 6.	

Sound Waves Year 2 Mapped to the Suggested NSW Instructional Sequence

Suggested Instructional Sequence for Year 2 (Term 4): Grapheme–phoneme Correspondences	
Grapheme	**Phoneme**
s	/sh/ treasure
si#	/sh/ vision
ge#	/sh/ beige
s	/s/ sat
se	
c(+i)/ci#	
c(+e)/ce#	
cy#	
st#	
sc#	
ps#	

Sound Waves Year 2 (Term 4)	
Term 4, Unit 30 Students are introduced to the phoneme only. Students learn graphemes for this phoneme in Year 4.	The following phoneme–grapheme relationships are taught in Term 4 of *Sound Waves Year 2* and are not listed in Term 4 of the suggested Year 2 sequence. • **y** for y u • **ew**, **u_e** for y u oo ew ue u_e u • **oo**, **ew**, **ue**, **u_e**, **o**, **ou**, **wo** for oo ew ue u_e u • **z**, **s**, **se** for z zz s se • **ou**, **ow**, **hou** for ou ow • **ch**, **tch** for ch tch • **sh**, **ch** for sh ch ti ci • **oy**, **oi** for oy oi • **eer**, **ear**, **ere** for eer ear • **th** for th • **th** for th • **air**, **are**, **ear**, **ere**, **eir**, **ey're** for air are • **er**, **a**, **e** for er ar or a e i o u
The graphemes **s**, **ss**, **se**, **ce** and **c** (before **e**, **i** or **y**) for s ss se ce x c and **x** for k c q ck x ch s ss se ce x c are taught in Term 3, Unit 22. Students learn the digraph **st** for s ss se ce x c in Year 6 and the digraph **sc** for s ss se ce x c in Year 5. The digraph **ps** for s ss se ce x c is featured in Year 6, Unit 22 Extension Words.	

Less frequently used graphemes and alternative spellings. Introduce and teach strategically for students who are ready for the extended phonics code.