SOUND WAVES LITERACY

NSW STAGE 2 SYLLABUS MATCH

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 3 and 4 of Sound Waves comprehensively meet the outcome and content for Spelling in the NSW Stage 2 Syllabus.

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 2 Syllabus Match

Outcome	Content		Sound Waves Year 3	Sound Waves Year 4
SPELLING **EN2-SPELL-01:** selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts.	**Phonological component**	explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when 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 weekly 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 weekly in Units 1–36.
		identify differences in vowel phonemes (short, long, diphthong and schwa vowels)	Vowel phonemes: • Unit 3: a • Unit 5: e ea • Unit 7: i • Unit 9: o a • Unit 11: u o • Unit 13: ai ay a_e a • Unit 15: ee e ea y ey • Unit 17: i_e y igh i ie • Unit 19: oa o_e ow o • Unit 21: ar a • Unit 23: ir ur or er • Unit 25: or ore a aw au • Unit 27: oo u • Unit 29: oo ew ue u_e u • Unit 31: ou ow • Unit 33: oy oi, eer ear • Unit 35: air are • Unit 36: er ar or a e i o u	Vowel phonemes: • Unit 3: a • Unit 5: e ea • Unit 7: i • Unit 9: o a • Unit 11: u o • Unit 13: ai ay a_e a • Unit 15: ee e ea y ey • Unit 17: i_e y igh i ie • Unit 19: oa o_e ow o • Unit 21: ar a • Unit 23: ir ur or er • Unit 25: or ore a aw au • Unit 27: oo u • Unit 29: oo ew ue u_e u • Unit 31: ou ow • Unit 33: oy oi, eer ear • Unit 35: air are • Unit 36: er ar or a e i o u

Outcome	Content		Sound Waves Year 3	Sound Waves Year 4
SPELLING **EN2-SPELL-01:** selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts. (continued)	**Phonological component** (continued)	recognise stressed and unstressed syllables in multisyllabic words and apply this knowledge when spelling	Unit 1: Getting Started **Note:** Students are taught how to segment words into syllables and phonemes in Unit 1: Getting Started. This includes identifying the schwa in unstressed syllables. Students apply this knowledge weekly in Units 2–36 when segmenting Focus Words.	Unit 1: Getting Started **Note:** Students are taught how to segment words into syllables and phonemes in Unit 1: Getting Started. This includes identifying the schwa in unstressed syllables. Students apply this knowledge weekly in Units 2–36 when segmenting Focus Words.
		understand that the schwa occurs in an unstressed syllable and apply this knowledge when spelling		
	Orthographic component	understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling	Graphemes: • Unit 4: **ck**, **k** • Unit 9: **a** • Unit 12: **ge**, **dge** • Unit 21: **a** • Unit 22: **c**, **ce** • Unit 23: **or** • Unit 32: **tch**	Graphemes: • Unit 4: **ck**, **k**, **c** • Unit 9: **a** • Unit 12: **g**
		understand that graphemes can be explained by their etymology	Dedicated etymology lessons can be found in Years 5 and 6. However, Years 3 and 4 teachers are encouraged and supported to discuss etymology during the *Read and sort the Focus Words* step of Lesson 1. The *Phoneme and Grapheme Tips* in the *Unit Overview* section of Units 2–36 provide teachers with information about graphemes with etymological origins.	Dedicated etymology lessons can be found in Years 5 and 6. However, Years 3 and 4 teachers are encouraged and supported to discuss etymology during the *Read and sort the Focus Words* step of Lesson 1. *The Phoneme and Grapheme Tips* in the *Unit Overview* section of Units 2–36 provide teachers with information about graphemes with etymological origins.

NSW Stage 2 Syllabus Match

Outcome	Content		Sound Waves Year 3	Sound Waves Year 4
SPELLING **EN2-SPELL-01:** selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts. (continued)	**Orthographic component** (continued)	apply knowledge of taught vowel graphemes when spelling	Vowel graphemes: • Unit 3: **a** for a • Unit 5: **e**, **ea**, **a**, **ai** for e ea • Unit 7: **i**, **e**, **u**, **ui** for i • Unit 9: **o**, **a** for o a • Unit 11: **u**, **o**, **ou** for u o • Unit 13: **ai**, **ay**, **a_e**, **a**, **ea**, **eigh** for ai ay a_e a • Unit 15: **ee**, **ea**, **y**, **ey**, **ie**, **i**, **eo** 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**, **oe** for oa o_e ow o • Unit 21: **ar**, **a**, **al**, **au**, **are** for ar a • Unit 23: **ir**, **ur**, **or**, **er**, **ere**, **ear** for ir ur or er • Unit 25: **or**, **ore**, **a**, **aw**, **au**, **oor**, **ough**, **augh**, **ar**, **al**, **o** for or ore a aw au • Unit 27: **oo**, **u**, **oul**, **o** for oo u • Unit 29: **oo**, **ew**, **ue**, **u_e**, **ui**, **o**, **ough**, **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**, **ar**, **a**, **e**, **o**, **re**, **ure** for er ar or a e i o u	Vowel graphemes: • Unit 3: **a** for a • Unit 5: **e**, **ea**, **a**, **ie** for e ea • Unit 7: **i**, **e**, **u**, **ui** for i • Unit 9: **o**, **a** for o a • Unit 11: **u**, **o**, **oo**, **ou** for u o • Unit 13: **ai**, **a_e**, **a**, **ea**, **ey**, **eigh** for ai ay a_e a • Unit 15: **ee**, **e**, **ea**, **y**, **ey**, **ie**, **eo** for ee e ea y ey • Unit 17: **i_e**, **y**, **igh**, **i**, **ie**, **uy**, **is**, **eye** for i_e y igh i ie • Unit 19: **oa**, **o_e**, **ow**, **o**, **oe**, **ough** for oa o_e ow o • Unit 21: **ar**, **a**, **ear**, **al**, **au** for ar a • Unit 23: **ir**, **ur**, **or**, **er**, **ere**, **ear**, **our** for ir ur or er • Unit 25: **or**, **ore**, **a**, **aw**, **au**, **oor**, **ough**, **augh**, **our**, **al**, **ure** for or ore a aw au • Unit 27: **oo**, **u**, **oul**, **o** for oo u • Unit 29: **oo**, **ew**, **ue**, **u_e**, **ui**, **oe**, **ough** for oo ew ue u_e u • Unit 31: **ou**, **ow**, **ough**, **hou** for ou ow • Unit 33: **oy**, **oi** for oy oi, **eer**, **ear**, **ere**, **ier** for eer ear • 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
		proofread, identify and correct misspellings when creating written texts	Proofreading activities in the Student Book: • Units 3, 5, 8, 10, 12, 21, 28, 31, 32, 34, 35	Proofreading activities in the Student Book: • Units 7, 14, 18, 19, 20, 25, 35
		use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word	Students are explicitly taught to use the *Sound Waves Student Chart* (standard or extended) as a reference tool to support spelling attempts and corrections. Additionally, students are prompted to use a dictionary in some Student Book activities for support with spelling or word meanings.	Students are explicitly taught to use the *Sound Waves Student Chart* (standard or extended) as a reference tool to support spelling attempts and corrections. Additionally, students are prompted to use a dictionary in some Student Book activities for support with word meanings.

Outcome	Content		Sound Waves Year 3	Sound Waves Year 4
SPELLING **EN2-SPELL-01:** selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts. (continued)	**Morphological component**	identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling	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 (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**)
		identify derivational suffixes such as *–able*, *–ness*, *–ian* and *–ment*, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling	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**	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**

Outcome	Content		Sound Waves Year 3	Sound Waves Year 4
SPELLING **EN2-SPELL-01:** selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts. (continued)	**Morphological component** (continued)	identify derivational suffixes such as *–able*, *–ness*, *–ian* and *–ment*, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling (continued)		• Unit 28: **ish** • Unit 32: **ion** • Unit 36: **er**, **or**, **ist** **Note:** Students learn the suffix **able** in Year 5 and the suffix **ian** in Year 6.
		identify prefixes that require no change to the base word or root when they are affixed, and apply this knowledge when spelling	Prefixes: • Unit 11: **un** • Unit 16: **mid**, **mis** • Unit 20: **pre**, **re** • Unit 22: **dis**	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**
		correctly spell irregular plural words across a range of written contexts	Irregular plurals: • Unit 15	Irregular plurals are explicitly taught in Year 3 and are revised in Years 4, 5 and 6.
		correctly spell taught homophones when creating written texts	Homophones: • Units 12, 13, 25, 28, 29, 31, 33, 34, 35	Homophones: • Units 10, 12, 13, 15, 17, 19, 25, 30, 31, 34, 35