



SOUND WAVES

NSW STAGE 3 SYLLABUS MATCH

Sound Waves Components

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

Use this document to understand how Years 5 and 6 of Sound Waves comprehensively meet the outcome and content for Spelling in the NSW Stage 3 Syllabus.

Online resources



Student Books






































Decodable Readers



Extra resources



NSW Stage 3 Syllabus Match

Outcome	Content		Sound Waves Year 5	Sound Waves Year 6
<p>SPELLING</p> <p>EN3-SPELL-01: automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words.</p>	<p>Phonological component</p>	<p>segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling</p>	<p>Units 1–36</p> <p>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.</p>	<p>Units 1–36</p> <p>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.</p>
	<p>Orthographic component</p>	<p>apply and explain graphemes identified by their etymology</p>	<ul style="list-style-type: none"> Unit 4: Grapheme ch for  Unit 21: Word origins – Indigenous Australian languages (Wemba Wemba, Yuwaalaraay, Guugu Yimidhirr, Dharug, Noongar, Gamilaraay, Wiradjuri) Unit 28: Word origins – Turkish, Dutch, Portuguese, French, Latin, Spanish Unit 29: Word origins – German, French, Latin, Dutch 	<ul style="list-style-type: none"> Unit 8: Grapheme ph for  Unit 21: Word origins – Greek, Latin, Arabic, French, Japanese, German, Spanish, Persian Unit 27: Word origins – German, Latin, Greek, Dutch, Arabic, Italian, Japanese Unit 28: Word origins – Latin, French, Hawaiian Unit 29: Word origins – German, French, Spanish, Japanese, Hindi
		<p>apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts</p>	<p>Phoneme–grapheme relationships:</p> <ul style="list-style-type: none"> Unit 5: ay for  Unit 7: o for  Unit 8: gh for  Unit 9: ho, au, ow for  Unit 10: gu, gh for  Unit 11: oo, ou for  Unit 12: gg, dj for  Unit 13: eigh, aigh for  Unit 15: ie, ei for  Unit 16: mb, mn for  Unit 17: eigh for  Unit 18: kn for  Unit 19: ough, ou for  Unit 20: wr for  Unit 21: al, au, ah for  Unit 22: sc, sw for  	<p>Phoneme–grapheme relationships:</p> <ul style="list-style-type: none"> Unit 2: pb for  Unit 4: que for  Unit 5: a, eo for  Unit 7: ui for  Unit 9: ho, au, ow, ach, e for  Unit 10: gu, gue for  Unit 11: ou for  Unit 12: gg, d for  Unit 13: ei, eigh, et, e for  Unit 15: ie, ei for  Unit 16: me for  Unit 18: kn, ne for  ngue for  Unit 19: ough for  Unit 20: rh for  Unit 21: ear, au, er for  Unit 22: sc, st, sw for 

NSW Stage 3 Syllabus Match

Outcome	Content	Sound Waves Year 5	Sound Waves Year 6
<p>SPELLING</p> <p>EN3-SPELL-01: automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words.</p> <p>(continued)</p>	<p>Orthographic component (continued)</p> <p>apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts (continued)</p> <p>recognise that the same grapheme can represent different phonemes</p>	<p>• Unit 23: urr for ir ur or er</p> <p>• Unit 24: bt for tff</p> <p>• Unit 25: oar, ough, augh, our, o, ure, oa for or ore a aw au</p> <p>• Unit 27: oul, o, ou for oo u</p> <p>• Unit 29: ui, oe, ough, ou for oo ew ue u_e u</p> <p>• Unit 30: ze, ss for z zz s se</p> <p>• Unit 31: ough, hou for ou ow</p> <p>• Unit 32: ti for ch tch, s, ss, xi for sh ch ti ci</p> <p>• Unit 33: ier, ea for eer ear</p> <p>• Unit 34: the for th</p> <p>• Unit 35: ere, ayor for air are</p> <p>• Unit 36: ar, ure, our for er ar or a e i o u</p> <p>Graphemes:</p> <ul style="list-style-type: none"> • a as in <i>apple, watch, lady, glass, area, pizza</i> • c as in <i>car, pencil</i> • ch as in <i>school, chicken</i> • e as in <i>egg, me, cereal, bucket</i> • ea as in <i>head, seat, weary</i> • ay as in <i>says, hay</i> • i as in <i>igloo, litre, spider, dolphin</i> • y as in <i>syrup, baby, fly, yoyo</i> • o as in <i>women, orange, monkey, comb, story, do, lemon</i> • gh as in <i>laugh, spaghetti</i> • au as in <i>sausage, laugh, sauce</i> • ow as in <i>knowledge, window, flower</i> • g as in <i>girl, giraffe</i> • u as in <i>umbrella, queen, bush, computer, ruler, cactus</i> • oo as in <i>flood, book, boot</i> • ou as in <i>young, boulder, courier, group, cloud, famous</i> • eight as in <i>eight, height</i> • n as in <i>net, wink</i> • oa as in <i>boat, broad</i> 	<p>• Unit 23: our, urr for ir ur or er</p> <p>• Unit 25: augh, oa, hau, aur for or ore a aw au</p> <p>• Unit 27: oul, o, ou for oo u</p> <p>• Unit 28: ui, eu, ueue for y u oo ew ue u_e u</p> <p>• Unit 29: ue, ough, ou, oeu for oo ew ue u_e u</p> <p>• Unit 30: ss for z zz s se, x for g gg z zz s se</p> <p>• Unit 31: ough for ou ow</p> <p>• Unit 32: ti for ch tch, ch, ss for sh ch ti ci</p> <p>• Unit 33: ier, ir, ea for eer ear</p> <p>• Unit 34: the for th</p> <p>• Unit 35: ere, ayor, aire, ae for air are</p> <p>• Unit 36: ar for er ar or a e i o u</p> <p>Graphemes:</p> <ul style="list-style-type: none"> • a as in <i>apple, any, cabbage, watch, lady, glass, ball, area, pizza</i> • c as in <i>car, pencil</i> • ch as in <i>school, chicken, chef</i> • x as in <i>fox, exaggerate</i> • e as in <i>egg, pretty, encore, cafe, me, cereal, bucket</i> • ea as in <i>head, seat, weary, bearable</i> • i as in <i>igloo, litre, spider, dolphin</i> • y as in <i>syrup, baby, fly</i> • ui as in <i>build, pursuit</i> • o as in <i>orange, monkey, comb, woman, do, lemon</i> • au as in <i>sausage, laugh, sauce</i> • ow as in <i>knowledge, window, flower</i> • g as in <i>girl, giraffe</i> • u as in <i>umbrella, queen, bush, failure, computer, ruler, cactus</i> • ou as in <i>young, courier, group, cloud, famous</i> • ir as in <i>iron, bird, souvenir</i> • n as in <i>net, wink</i> • oa as in <i>boat, broad</i>

NSW Stage 3 Syllabus Match

Outcome	Content		Sound Waves Year 5	Sound Waves Year 6
SPELLING EN3-SPELL-01: automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words. (continued)	Orthographic component (continued)	recognise that the same grapheme can represent different phonemes (continued)	<ul style="list-style-type: none"> • ough as in <i>though, bought, through, plough</i> • ar as in <i>star, war, scarce, dollar</i> • s as in <i>seal, bears, treasure, sure</i> • ss as in <i>kiss, dissolve, tissue</i> • se as in <i>mouse, cheese</i> • er as in <i>fern, ladder</i> • or as in <i>world, horse</i> • ear as in <i>early, ear</i> • t as in <i>tiger, picture</i> • our as in <i>your, colour</i> • ure as in <i>sure, picture</i> • u_e as in <i>volume, flute</i> • ti as in <i>question, station</i> • ere as in <i>here, where</i> • th as in <i>thong, feather</i> 	<ul style="list-style-type: none"> • ough as in <i>though, through, plough</i> • ar as in <i>star, scarce, dollar</i> • er as in <i>sergeant, fern, ladder</i> • ear as in <i>heart, early</i> • s as in <i>seal, bears, treasure</i> • ss as in <i>kiss, dissolve, tissue</i> • t as in <i>tiger, picture</i> • oo as in <i>book, boot</i> • ew as in <i>few, screw</i> • u_e as in <i>volume, flute</i> • ue as in <i>rescue, glue</i> • ti as in <i>question, station</i> • ere as in <i>here, where</i> • th as in <i>thong, feather</i>
		proofread written texts to correct misspellings, making use of spelling reference tools where required	Proofreading activities in the Student Book: • Units 10, 22, 23, 27, 28, 35, 36 Note: Students are explicitly taught to use the <i>Sound Waves Student Chart</i> (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.	Proofreading activities in the Student Book: • Units 2, 3, 8, 11, 14, 20, 23, 26, 27 Note: Students are explicitly taught to use the <i>Sound Waves Student Chart</i> (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.
	Morphological component	explain and use spelling conventions to add derivational suffixes such as <i>-ion, -ian, -ence, -ous</i> to base words or roots	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	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

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Outcome	Content	Sound Waves Year 5	Sound Waves Year 6
SPELLING EN3-SPELL-01: automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words. (continued)	Morphological component (continued)	<ul style="list-style-type: none"> Unit 30: ise, ion Unit 31: able Unit 32: ion Unit 35: ly, ous, y, less, ful, able, ness Unit 36: al 	<ul style="list-style-type: none"> Unit 22: ous Unit 24: ment Unit 26: ive Unit 30: ise, sion Unit 31: less Unit 32: ion Unit 35: ian
	explain and use spelling conventions for assimilated prefixes such as <i>in-, ad-, com-</i>	Prefixes (assimilated): <ul style="list-style-type: none"> Unit 7: in, im, il, ir Note: Students also learn the prefixes anti, dia, kilo, milli, ex, dec, deci, cent, dis, mis, de, non, quad, oct, multi, semi, com, bi, tri, en, pre, re, circum, inter, tele, trans, auto, sub and super in Year 5.	Prefixes (assimilated): <ul style="list-style-type: none"> Unit 7: in, im, il, ir Unit 9: con Unit 36: ad, ac Note: Students also learn the prefixes ex, dec, cent, kilo, dis, mis, anti, non, hyper, hypo, mono, multi, com, co, pro, circum, auto, trans, uni, sub, super, out, syn, sym and inter in Year 6.
	explain the etymology of taught roots and apply this knowledge when creating written texts	Greek roots: <ul style="list-style-type: none"> Unit 3: astro, aster Unit 8: graph, phon, photo Latin roots: <ul style="list-style-type: none"> Unit 3: ang, aqua, anim 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 	Greek roots: <ul style="list-style-type: none"> Unit 6: pod Unit 10: graph, gram Unit 12: hydr, geo, bio, logy Unit 16: meter Unit 34: therm Unit 35: aer, aero Latin roots: <ul style="list-style-type: none"> Unit 3: tract Unit 5: cess, cep, sect Unit 6: ped, duc, duct, duce Unit 8: flex, flect, frag, fract Unit 11: struct, rupt Unit 15: ceed, cede, cess Unit 19: mot, pos Unit 20: spect, press

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Outcome	Content	Sound Waves Year 5	Sound Waves Year 6
SPELLING EN3-SPELL-01: automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words. (continued)	Morphological component (continued)		<ul style="list-style-type: none"> • Unit 23: circ, vers, vert • Unit 24: ject, fact, fect • Unit 25: port, form • Unit 35: aqua
	explain the etymology of taught roots and apply this knowledge when creating written texts (continued)	Homophones: <ul style="list-style-type: none"> • Units 2, 13, 15, 19, 22, 25, 26, 28, 31, 35 	Homophones: <ul style="list-style-type: none"> • Units 3, 13, 17, 22
	correctly spell taught homophones when creating written texts across a range of writing topics and learning areas		