SOUND WAVES LITERACY

NSW STAGE 3 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 5 and 6 of Sound Waves comprehensively meet the outcome and content for Spelling in the NSW Stage 3 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 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.	**Phonological component**	segment unfamiliar multisyllabic words into syllables and phonemes as a strategy 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.
	Orthographic component	apply and explain graphemes identified by their etymology	• Unit 4: Grapheme **ch** for k c q ck x ch • 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	• Unit 8: Grapheme **ph** for f ff ph • 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
		apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts	Phoneme–grapheme relationships: • Unit 5: **ay** for e ea • Unit 7: **o** for i • Unit 8: **gh** for f ff ph • Unit 9: **ho**, **au**, **ow** for o a • Unit 10: **gu**, **gh** for g gg • Unit 11: **oo**, **ou** for u o • Unit 12: **gg**, **dj** for j g ge dge • Unit 13: **eigh**, **aigh** for ai ay a_e a • Unit 15: **ie**, **ei** for ee e ea y ey • Unit 16: **mb**, **mn** for m mm mb • Unit 17: **eigh** for i_e y igh i ie • Unit 18: **kn** for n nn kn • Unit 19: **ough**, **ou** for oa o_e ow o • Unit 20: **wr** for r rr wr • Unit 21: **al**, **au**, **ah** for ar a • Unit 22: **sc**, **sw** for s ss se ce x c	Phoneme–grapheme relationships: • Unit 2: **pb** for b bb • Unit 4: **que** for k c q ck x ch • Unit 5: **a**, **eo** for e ea • Unit 7: **ui** for i • Unit 9: **ho**, **au**, **ow**, **ach**, **e** for o a • Unit 10: **gu**, **gue** for g gg • Unit 11: **ou** for u o • Unit 12: **gg**, **d** for j g ge dge • Unit 13: **ei**, **eigh**, **et**, **e** for ai ay a_e a • Unit 15: **ie**, **ei** for ee e ea y ey • Unit 16: **me** for m mm mb • Unit 18: **kn**, **ne** for n nn kn, **ngue** for ng n • Unit 19: **ough** for oa o_e ow o • Unit 20: **rh** for r rr wr • Unit 21: **ear**, **au**, **er** for ar a • Unit 22: **sc**, **st**, **sw** for s ss se ce x c

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)	apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts (continued)	• Unit 23: **urr** for ir ur or er • Unit 24: **bt** for t tt • Unit 25: **oar**, **ough**, **augh**, **our**, **o**, **ure**, **oa** for or ore a aw au • Unit 27: **oul**, **o**, **ou** for oo u • Unit 29: **ui**, **oe**, **ough**, **ou** for oo ew ue u_e u • Unit 30: **ze**, **ss** for z zz s se • Unit 31: **ough**, **hou** for ou ow • Unit 32: **ti** for ch tch, **s**, **ss**, **xi** for sh ch ti ci • Unit 33: **ier**, **ea** for eer ear • Unit 34: **the** for th • Unit 35: **ere**, **ayor** for air are • Unit 36: **ar**, **ure**, **our** for er ar or a e i o u	• Unit 23: **our**, **urr** for ir ur or er • Unit 25: **augh**, **oa**, **hau**, **aur** for or ore a aw au • Unit 27: **oul**, **o**, **ou** for oo u • Unit 28: **ui**, **eu**, **ueue** for y u, oo ew ue u_e u • Unit 29: **ue**, **ough**, **ou**, **oeu** for oo ew ue u_e u • Unit 30: **ss** for z zz s se, **x** for g gg, z zz s se • Unit 31: **ough** for ou ow • Unit 32: **ti** for ch tch, **ch**, **ss** for sh ch ti ci • Unit 33: **ier**, **ir**, **ea** for eer ear • Unit 34: **the** for th • Unit 35: **ere**, **ayor**, **aire**, **ae** for air are • Unit 36: **ar** for er ar or a e i o u
		recognise that the same grapheme can represent different phonemes	Graphemes: • **a** as in *apple, watch, lady, glass, area, pizza* • **c** as in *car, pencil* • **ch** as in *school, chicken* • **e** as in *egg, me, cereal, bucket* • **ea** as in *head, seat, weary* • **ay** as in *says, hay* • **i** as in *igloo, litre, spider, dolphin* • **y** as in *syrup, baby, fly, yoyo* • **o** as in *women, orange, monkey, comb, story, do, lemon* • **gh** as in *laugh, spaghetti* • **au** as in *sausage, laugh, sauce* • **ow** as in *knowledge, window, flower* • **g** as in *girl, giraffe* • **u** as in *umbrella, queen, bush, computer, ruler, cactus* • **oo** as in *flood, book, boot* • **ou** as in *young, boulder, courier, group, cloud, famous* • **eigh** as in *eight, height* • **n** as in *net, wink* • **oa** as in *boat, broad*	Graphemes: • **a** as in *apple, any, cabbage, watch, lady, glass, ball, area, pizza* • **c** as in *car, pencil* • **ch** as in *school, chicken, chef* • **x** as in *fox, exaggerate* • **e** as in *egg, pretty, encore, cafe, me, cereal, bucket* • **ea** as in *head, seat, weary, bearable* • **i** as in *igloo, litre, spider, dolphin* • **y** as in *syrup, baby, fly* • **ui** as in *build, pursuit* • **o** as in *orange, monkey, comb, woman, do, lemon* • **au** as in *sausage, laugh, sauce* • **ow** as in *knowledge, window, flower* • **g** as in *girl, giraffe* • **u** as in *umbrella, queen, bush, failure, computer, ruler, cactus* • **ou** as in *young, courier, group, cloud, famous* • **ir** as in *iron, bird, souvenir* • **n** as in *net, wink* • **oa** as in *boat, broad*

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)	• **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 ***ear**ly, **ear*** • **t** as in ***t**iger, pic**t**ure* • **our** as in *y**our**, col**our*** • **ure** as in *s**ure**, pic**ture*** • **u_e** as in *vol**u**m**e**, fl**u**t**e*** • **ti** as in *ques**ti**on, sta**ti**on* • **ere** as in *h**ere**, wh**ere*** • **th** as in ***th**ong, fea**th**er*	• **ough** as in *th**ough**, thr**ough**, pl**ough*** • **ar** as in *st**ar**, sc**ar**ce, doll**ar*** • **er** as in *s**er**geant, f**er**n, ladd**er*** • **ear** as in *h**ear**t, **ear**ly* • **s** as in ***s**eal, bear**s**, trea**s**ure* • **ss** as in *ki**ss**, di**ss**olve, ti**ss**ue* • **t** as in ***t**iger, pic**t**ure* • **oo** as in *b**oo**k, b**oo**t* • **ew** as in *f**ew**, scr**ew*** • **u_e** as in *vol**u**m**e**, fl**u**t**e*** • **ue** as in *resc**ue**, gl**ue*** • **ti** as in *ques**ti**on, sta**ti**on* • **ere** as in *h**ere**, wh**ere*** • **th** as in ***th**ong, fea**th**er*
		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 *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.	Proofreading activities in the Student Book: • Units 2, 3, 8, 11, 14, 20, 23, 26, 27 **Note:** 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.
	Morphological component	explain and use spelling conventions to add derivational suffixes such as *–ion, –ian, –ence, –ous* 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**

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)	explain and use spelling conventions to add derivational suffixes such as *–ion, –ian, –ence, –ous* to base words or roots (continued)	• Unit 30: **ise**, **ion** • Unit 31: **able** • Unit 32: **ion** • Unit 35: **ly**, **ous**, **y**, **less**, **ful**, **able**, **ness** • Unit 36: **al**	• 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 *in–, ad–, com–*	Prefixes (assimilated): • 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): • 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: • Unit 3: **astro**, **aster** • Unit 8: **graph**, **phon**, **photo** Latin roots: • 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: • 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: • 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**

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)	explain the etymology of taught roots and apply this knowledge when creating written texts (continued)		• Unit 23: **circ**, **vers**, **vert** • Unit 24: **ject**, **fact**, **fect** • Unit 25: **port**, **form** • Unit 35: **aqua**
		correctly spell taught homophones when creating written texts across a range of writing topics and learning areas	Homophones: • Units 2, 13, 15, 19, 22, 25, 26, 28, 31, 35	Homophones: • Units 3, 13, 17, 22