

SOUND WAVES

LITERACY

SCOPE AND SEQUENCE F-6

PHONEMIC AWARENESS • SYNTHETIC PHONICS • MORPHOLOGY • ETYMOLOGY

THE KEY TO READING, WRITING AND SPELLING SUCCESS

firefly
EDUCATION

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Welcome to Sound Waves Literacy

For more than two decades, the Sound Waves program has been a staple in Australian classrooms.

Our team of linguistic experts and experienced teachers have spent years immersed in the research on the best practices for teaching reading and spelling, and working in classrooms trialling and developing resources. Why? To ensure Sound Waves continues to meet the pedagogical and practical requirements of the modern classroom.

A whole-school approach

Sound Waves is a whole-school approach that supports you to deliver whole-class systematic, explicit and engaging lessons. A whole-school approach is essential for ensuring all students receive consistent and effective instruction across their primary school years.

Evidence-informed

The program aligns with research on the best practices for reading and spelling instruction. This includes the three significant reviews of reading research conducted in the last few decades and a wide range of independent research and reviews from the education, psychology and linguistics fields.

Four key areas

Teaching in Sound Waves covers four key areas of instruction required for reading and spelling success: phonemic awareness, synthetic phonics, morphology and etymology.

Systematic, sequential and cumulative

All instruction within Sound Waves occurs in a systematic and carefully controlled sequence. Teaching moves from simple to more complex concepts, with revision within and across year levels.

Explicit instruction

All the instruction in Sound Waves is direct. You are supported to deliver explicit instruction with thoughtfully structured lesson guides and interactive slideshows. Lessons include opportunities to check for student understanding and culminate in independent practice for students.

Aligned with national and state curricula

Sound Waves comprehensively covers the content descriptions for the Phonic and Word Knowledge sub-strand of the Australian Curriculum and the outcomes and content for Phonological Awareness, Phonic Knowledge and Spelling in the NSW Syllabus.

Free training and support

Sound Waves provides free training and support to ensure the successful implementation of the program. Professional development workshops are run by a highly experienced and knowledgeable team of education consultants, who are former classroom teachers, curriculum leaders, intervention teachers and principals.



How to Set Up Your Sound Waves Literacy Classroom

Sound Waves Literacy offers a comprehensive, effective and engaging resource suite for Foundation to Year 6. Setting up your classroom is easy!

Sound Waves Literacy Online

Sound Waves Literacy Online provides everything you need to teach explicit and engaging lessons.



Student Books

The **Student Books** provide students with opportunities to practise and apply the knowledge and skills taught in **Sound Waves Literacy Online** lessons.



Decodable Readers

The **Decodable Readers** provide students with targeted reading practice of phoneme-grapheme relationships and are available in three levels of difficulty: support, core and extended.



Extra resources

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



Program Overview

Sound Waves Literacy covers Foundation to Year 6, with carefully crafted content to support students' reading and spelling success as they progress through their primary school years.

Foundation

The Foundation program has a two-phase structure to reflect the specialised nature of reading and spelling instruction required in the first year of school.

Phase 1: Exploring Sounds (Term 1)

The lessons in this phase focus on the 43 phonemes (sounds) of Australian English and phonemic awareness skills.

Students complete corresponding phonemic awareness and pre-writing activities in the Student Book.

Phase 2: Discovering Graphemes (Terms 2–4)

The lessons in this phase focus on phoneme–grapheme relationships and Focus Concepts such as the suffix **s**, Special Words and sentence writing.

Students complete corresponding phonemic awareness and phonics activities in the Student Book and use the Decodable Readers for targeted reading practice. Additionally, they complete Focus Concept activities using BLMs from *Sound Waves Literacy Online*.

Years 1–6

Years 1–6 each comprise of 36 units of work. Each year starts with Unit 1 Getting Started followed by 35 Sound Units. Each Sound Unit covers one or two of the 43 phonemes of Australian English and contains a series of lessons:

Focus Phoneme, Grapheme/s and Focus Words lesson

In this lesson, students are introduced to the focus phoneme, grapheme/s and Focus Words of the Sound Unit.

Focus Concept lessons

In these lessons, students are taught Focus Concepts (spelling and vocabulary concepts) such as suffixes, homophones, and Greek and Latin roots.

Both types of lessons culminate in students completing the corresponding Student Book activities.

Sequence of Teaching

In Sound Waves, the teaching of phoneme–grapheme relationships adheres to the principles of a well-organised sequence:

- phoneme–grapheme relationships are taught in an order that allows students to immediately begin reading and spelling several words
- simple phoneme–grapheme relationships are introduced before more complex relationships
- phonemes that sound similar are not introduced in close proximity
- graphemes that look similar are not taught in close proximity.

In Foundation, phoneme–grapheme relationships are introduced in a very specific order, which minimises confusion for students and ensures they are up and running quickly with reading and spelling. The sequence begins with **m, a, t, s, i, d, f, n** and **p** so students can read and spell CVC words such as *mat, sat, did* and *nap*.

Years 1–6 follow the same sequence for phoneme–grapheme relationships, however, the difficulty builds across the year levels. The sequence begins with an introductory unit – Unit 1 Getting Started, before covering all 43 phonemes of Australian English and graphemes that can represent them in Units 2–36.

Special Words

Foundation and Year 1 feature Special Words. These are high-frequency words that contain unusual or advanced phoneme–grapheme relationships.

Each Special Word is taught by explaining the phoneme–grapheme relationships in the word and identifying the tricky part/s of the word. Special Words are *not* taught as ‘whole words’ or ‘pictures’ that need to be memorised. Students are provided with opportunities to practise reading Special Words in the Decodable Readers.

Sound Icons and Sound Boxes

Sound Icons and Sound Boxes are a crucial component of Sound Waves. They provide you and your students with a consistent code to understand and explore phonemes and phoneme–grapheme relationships.

When you see a Sound Icon or Sound Box, say the phoneme it represents, not the name of the Sound Icon or the letter name. For example say /f/, not *fish* or the letter name **f**.

Sound Icon



Sound Icon
/f/ as in *fish*

Sound Box



Sound Icon graphemes
/f/ as in *fish*

Foundation Scope and Sequence Snapshot

Refer to this table for a snapshot of the scope of the Foundation program and the sequence of phoneme–grapheme relationships. See pages 8–11 for specific information about which concepts are taught and when.

Foundation																																											
<p>Students are taught phonemic awareness skills and phoneme–grapheme relationships needed to begin reading and spelling. Teaching is focused on single-syllable CVC words, with the option to extend to CCVC and CVCC words. Students also learn high-frequency Special Words, the inflectional suffix s and other Focus Concepts such as rhyme and sentence writing.</p>																																											
Phonemic awareness	<ul style="list-style-type: none"> identifying the initial phoneme identifying the final phoneme identifying the medial phoneme blending phonemes segmenting words into phonemes manipulating (deleting, adding and substituting phonemes) <p>Note: In Foundation, phonemic awareness skills are first taught in oral-only lessons then these skills are reinforced on an ongoing basis in the context of reading and spelling.</p>																																										
	<p>Phoneme–grapheme relationships</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> m for a for t for s for i for d for f for n for p for o for r for g for e for h for k for c for u for </td> <td> <ul style="list-style-type: none"> b for l for j for y for v for w for z for ck for ng for ss for ff for ll for zz, s for x for q, u for ch for sh for </td> <td> <ul style="list-style-type: none"> th for th for s for ai, ay, a_e for ee, e, ea for i_e, y for oa, o_e, o for ar, a for ir, ur for or, a for oo, u for oo for ou, ow for oy for eer, ear for air for er for </td> </tr> </table>		<ul style="list-style-type: none"> m for a for t for s for i for d for f for n for p for o for r for g for e for h for k for c for u for 	<ul style="list-style-type: none"> b for l for j for y for v for w for z for ck for ng for ss for ff for ll for zz, s for x for q, u for ch for sh for 	<ul style="list-style-type: none"> th for th for s for ai, ay, a_e for ee, e, ea for i_e, y for oa, o_e, o for ar, a for ir, ur for or, a for oo, u for oo for ou, ow for oy for eer, ear for air for er for 																																						
<ul style="list-style-type: none"> m for a for t for s for i for d for f for n for p for o for r for g for e for h for k for c for u for 	<ul style="list-style-type: none"> b for l for j for y for v for w for z for ck for ng for ss for ff for ll for zz, s for x for q, u for ch for sh for 	<ul style="list-style-type: none"> th for th for s for ai, ay, a_e for ee, e, ea for i_e, y for oa, o_e, o for ar, a for ir, ur for or, a for oo, u for oo for ou, ow for oy for eer, ear for air for er for 																																									
Phonics	<p>Tips for grapheme choice</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> ck for ss for ff for ll for </td> <td> <ul style="list-style-type: none"> x for q, u for ay for </td> </tr> </table>		<ul style="list-style-type: none"> ck for ss for ff for ll for 	<ul style="list-style-type: none"> x for q, u for ay for 																																							
	<ul style="list-style-type: none"> ck for ss for ff for ll for 	<ul style="list-style-type: none"> x for q, u for ay for 																																									
<p>Special Words</p> <p><i>Sound Waves Foundation</i> features Special Words. These are high-frequency words that contain unusual or advanced phoneme–grapheme relationships. The following Special Words are explicitly taught in Foundation Phase 2 lessons and are revised in the Foundation Decodable Readers.</p> <table border="0"> <tr> <td>l</td> <td>was</td> <td>her</td> </tr> <tr> <td>a</td> <td>his</td> <td>were</td> </tr> <tr> <td>is</td> <td>we</td> <td>four</td> </tr> <tr> <td>off</td> <td>are</td> <td>your</td> </tr> <tr> <td>has</td> <td>see</td> <td>could</td> </tr> <tr> <td>the</td> <td>go</td> <td>would</td> </tr> <tr> <td>my</td> <td>for</td> <td>should</td> </tr> <tr> <td>to</td> <td>of</td> <td>do</td> </tr> <tr> <td>look</td> <td>there</td> <td>two</td> </tr> <tr> <td>he</td> <td>come</td> <td>who</td> </tr> <tr> <td>she</td> <td>some</td> <td>house</td> </tr> <tr> <td>you</td> <td>they</td> <td>said</td> </tr> <tr> <td>no</td> <td>one</td> <td>here</td> </tr> <tr> <td>have</td> <td>goes</td> <td>where</td> </tr> </table>		l	was	her	a	his	were	is	we	four	off	are	your	has	see	could	the	go	would	my	for	should	to	of	do	look	there	two	he	come	who	she	some	house	you	they	said	no	one	here	have	goes	where
l	was	her																																									
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is	we	four																																									
off	are	your																																									
has	see	could																																									
the	go	would																																									
my	for	should																																									
to	of	do																																									
look	there	two																																									
he	come	who																																									
she	some	house																																									
you	they	said																																									
no	one	here																																									
have	goes	where																																									
Morphology	Suffix s (plurals)																																										

Foundation Yearly Plan

The Foundation year is broken into two phases – Phase 1: Exploring Sounds (Term 1) and Phase 2: Discovering Graphemes (Terms 2–4).

Phase 1: Exploring Sounds (Term 1)

Teach explicit whole-class lessons on phonemic awareness using the lesson guides and slideshows at *Sound Waves Literacy Online*. Students consolidate their understanding with the Student Book activities. By the end of Term 1, students are introduced to all 43 phonemes of Australian English.

Term 1: Exploring Sounds					
Week	Monday	Tuesday	Wednesday	Thursday	Friday
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
1	Phonemic awareness: a focus on identifying the initial phoneme in CVC words and blending the phonemes in CVC words.				
2					
3	Phonemic awareness: a focus on identifying the initial and final phonemes in CVC words and blending the phonemes in CVC words.				
4					
5					
6	Phonemic awareness: a focus on identifying the initial, final and medial phonemes in CVC words and segmenting CVC words.				
7					
8					
9					



















Note: If your school mandates that students begin reading and spelling in Term 1, or the majority of your students have strong phonemic awareness from participation in a pre-school program, you can implement the *Alternative Yearly Plan* (available in the Preparation and Planning section at *Sound Waves Literacy Online*). The *Alternative Yearly Plan* condenses Phase 1: Exploring Sounds into five weeks so students begin Phase 2: Discovering Graphemes in Week 6 of Term 1.

Phase 2: Discovering Graphemes (Terms 2–4)





















Teach explicit whole-class lessons on phoneme–grapheme relationships and Focus Concepts using the lesson guides and slideshows at *Sound Waves Literacy Online*. Students consolidate their understanding with the Student Book activities and Decodable Readers. The lessons follow the same schedule each week.

Weekly Schedule	
Monday	
Lesson 1a	Introduce the focus sound, grapheme/s and Focus Words.
Lesson 1b	Use projectable Decodable Reader for whole-class modelled and shared reading.
Tuesday	
Lesson 2	Teach the Focus Concept.
Reading	Use Decodable Readers for reading practice.
Wednesday	
Lesson 1a	Introduce the next focus sound, grapheme/s and Focus Words.
Lesson 1b	Use projectable Decodable Reader for whole-class modelled and shared reading.
Thursday	
Lesson 2	Teach the Focus Concept.
Reading	Use Decodable Readers for reading practice.
Friday	
Review and consolidate	Revise the phoneme–grapheme relationships and Focus Concepts taught throughout the week. Re-read the week's Decodable Readers.

In Phase 2: Discovering Graphemes (Terms 2–4), students are introduced to two focus sounds each week. They begin reading the Introductory Decodable Readers in Weeks 3–5, then move on to the Sound Waves Decodable Readers from Week 6 onwards.

Term 2: Discovering Graphemes			
Week	Focus Grapheme	Focus Concepts	Decodable Readers
1	m for 	Rhyme	
	a for 	Rhyme	
2	t for 	Initial Sounds & Graphemes	
	s for 	Initial Sounds & Graphemes	
3	i for 	Medial Sounds & Graphemes	
	d for 	Labelling	Introductory Decodable Reader d <i>Sam Tim</i>
4	f for 	Special Word <i>l</i>	Introductory Decodable Reader f <i>Sid</i>
	n for 	Special Word <i>a</i>	Introductory Decodable Reader n <i>Dan</i>
5	p for 	Special Word <i>is</i>	Introductory Decodable Reader p <i>Pip</i>
	o for 	Special Word <i>off</i>	Introductory Decodable Reader o <i>Tom</i>
6	r for 	Labelling	Book 1 r support <i>1, 2, 3</i> Book 1 r core <i>Rat!</i> Book 1 r extended <i>Tram Trip</i>
	g for 	Sentence Writing	Book 2 g support <i>Sid</i> Book 2 g core <i>Dot and Tig</i> Book 2 g extended <i>Spot a Frog</i>
7	e for 	Sentence Writing	Book 3 e support <i>Peg Men</i> Book 3 e core <i>Red Pen</i> Book 3 e extended <i>5 in a Nest</i>
	h for 	Special Word <i>has</i>	Book 4 h support <i>Not a Dog</i> Book 4 h core <i>Map Top</i> Book 4 h extended <i>Hats</i>
8	k for 	Special Word <i>the</i>	Book 5 k support <i>A Pom Pom Kit</i> Book 5 k core <i>The Kit</i> Book 5 k extended <i>Skip!</i>
	c for 	Special Word <i>my</i>	Book 6 c support <i>A Nap</i> Book 6 c core <i>Mac and Tic Tac</i> Book 6 c extended <i>The Croc</i>
9	u for 	Special Word <i>to</i>	Book 7 u support <i>Fun in the Sun</i> Book 7 u core <i>I am Gus</i> Book 7 u extended <i>I Must Drum</i>
	b for 	Sentence Writing	Book 8 b support <i>The Bus</i> Book 8 b core <i>Bam!</i> Book 8 b extended <i>I am the Best</i>

Foundation Yearly Plan

Term 3: Discovering Graphemes			
Week	Focus Grapheme/s	Focus Concepts	Decodable Readers
1	l for 	Special Word <i>look</i>	Book 9 l support <i>The Lab</i> Book 9 l core <i>The Bug</i> Book 9 l extended <i>Plum</i>
	j for 	Special Words <i>he, she</i>	Book 10 j support <i>Red Jam</i> Book 10 j core <i>On the Mat</i> Book 10 j extended <i>Just Spin!</i>
2	y for 	Special Words <i>you, no</i>	Book 11 y support <i>The Yak</i> Book 11 y core <i>Am I a ...?</i> Book 11 y extended <i>Yan Can. Can You?</i>
	v for 	Special Word <i>have</i>	Book 12 v support <i>Vic the Vet</i> Book 12 v core <i>Tom Cat</i> Book 12 v extended <i>Val and the Van</i>
3	w for 	Special Word <i>was</i>	Book 13 w support <i>The Web</i> Book 13 w core <i>Cop Dog and the Web</i> Book 13 w extended <i>Wet Dog</i>
	z for 	Special Word <i>his</i>	Book 14 z support <i>Fun!</i> Book 14 z core <i>The Big Top</i> Book 14 z extended <i>The Big Zip</i>
4	ck for 	Special Word <i>we</i>	Book 15 ck support <i>A Duck in Luck</i> Book 15 ck core <i>My Duck</i> Book 15 ck extended <i>Stuck!</i>
	ng for 	Special Word <i>are</i>	Book 16 ng support <i>Ding Dang Dong</i> Book 16 ng core <i>The Bip Bop Gang</i> Book 16 ng extended <i>We are ...?</i>
5	ss for 	Special Word <i>see</i>	Book 17 ss support <i>Poss</i> Book 17 ss core <i>Ring Toss</i> Book 17 ss extended <i>Floss and Bloss</i>
	ff for 	Special Word <i>go</i>	Book 18 ff support <i>Kick Off</i> Book 18 ff core <i>Off to See Pop</i> Book 18 ff extended <i>Dung</i>
6	ll for 	Sentence Writing	Book 19 ll support <i>The Bell</i> Book 19 ll core <i>The Hill</i> Book 19 ll extended <i>Sit Still</i>
	zz, s for 	Suffix s (plurals)	Book 20 zz, s support <i>Fizz and Fuzz</i> Book 20 zz, s core <i>Is it a ...?</i> Book 20 zz, s extended <i>Bits and Bobs</i>
7	x for  	Sentence Writing	Book 21 x support <i>Max</i> Book 21 x core <i>Mick and Rex</i> Book 21 x extended <i>Cop Dog and the Jam Drop</i>
	q, u for  	Sentence Writing	Book 22 q, u support <i>Quiz!</i> Book 22 q, u core <i>Quick! Quick!</i> Book 22 q, u extended <i>Quin</i>
8	ch for 	Special Word <i>for</i>	Book 23 ch support <i>Chaz and Rick</i> Book 23 ch core <i>Chad</i> Book 23 ch extended <i>The Jets</i>
	sh for 	Special Word <i>of</i>	Book 24 sh support <i>The Gull</i> Book 24 sh core <i>Sh!</i> Book 24 sh extended <i>The Lost Ship</i>
9	th for 	Sentence Writing	Book 25 th support <i>Om Nom Nom</i> Book 25 th core <i>The King</i> Book 25 th extended <i>The Moth</i>
	th for 	Special Word <i>there</i>	Book 26 th support <i>Rip, Pat, Pop!</i> Book 26 th core <i>Chop Chop</i> Book 26 th extended <i>Spot the Bots</i>

Term 4: Discovering Graphemes

Week	Focus Grapheme/s	Focus Concepts	Decodable Readers
1	s for 	Special Words <i>come, some</i>	Note: Decodable Readers are not available as words containing s for  are too difficult for Foundation students to read independently.
	ai, ay, a_e for 	Special Word <i>they</i>	Book 27.1 ai support <i>Rain and Hail</i> Book 27.2 ay support <i>The Map</i> Book 27.3 a_e support <i>The Chase</i> Book 27 ai, ay, a_e core <i>Dane</i> Book 27 ai, ay, a_e extended <i>Will it Rain?</i>
2	ee, e, ea for 	Sentence Writing	Book 28.1 ee support <i>The Reef</i> Book 28.2 e support <i>To the Top</i> Book 28.3 ea support <i>Pick Peck</i> Book 28 ee, e, ea core <i>A Big Job</i> Book 28 ee, e, ea extended <i>Green</i>
	i_e, y for 	Special Word <i>one</i>	Book 29.1 i_e support <i>Bike Ride</i> Book 29.2 y support <i>Made by Raf</i> Book 29 i_e, y core <i>My Job at the Mine</i> Book 29 i_e, y extended <i>By My Side</i>
3	oa, o_e, o for 	Special Word <i>goes</i>	Book 30.1 oa support <i>Joan, Toad and Goat</i> Book 30.2 o_e support <i>Kid Zone</i> Book 30.3 o support <i>Jo and Mo</i> Book 30 oa, o_e, o core <i>Wet Day</i> Book 30 oa, o_e, o extended <i>Feed the Goat</i>
	ar, a for 	Sentence Writing	Book 31 ar support <i>Time for Art</i> Book 31 ar core <i>The Farm</i> Book 31 ar, a extended <i>Tag Art</i>
4	ir, ur for 	Special Words <i>her, were</i>	Book 32 ir, ur support <i>Time for a Feed</i> Book 32 ir, ur core <i>A Girl and a Bird</i> Book 32 ir, ur extended <i>Big Surf</i>
	or, a for 	Special Words <i>four, your</i>	Book 33 or, a support <i>Corn</i> Book 33 or, a core <i>North Beach</i> Book 33 or, a extended <i>The Falls</i>
5	oo, u for 	Special Words <i>could, would, should</i>	Book 34 oo, u support <i>The Book Nook</i> Book 34 oo, u core <i>Could You? Would You?</i> Book 34 oo, u extended <i>Pick a Book</i>
	oo for 	Special Words <i>do, two, who</i>	Book 35 oo support <i>Moon Tooth</i> Book 35 oo core <i>Full Moon</i> Book 35 oo extended <i>The Land, Sky and Sea</i>
6	ou, ow for 	Special Word <i>house</i>	Book 36 ou, ow support <i>A Loud Bird</i> Book 36 ou, ow core <i>My House</i> Book 36 ou, ow extended <i>No Rain</i>
	oy for 	Special Word <i>said</i>	Book 37 oy support <i>Toys</i> Book 37 oy core <i>Bok Choy</i> Book 37 oy extended <i>The Toy Run</i>
7	eer, ear for 	Special Word <i>here</i>	Book 38 ear support <i>A Bug in My Tum</i> Book 38 ear core <i>My Job at the Sheep Farm</i> Book 38 ear extended <i>Gruff</i>
	air for 	Special Word <i>where</i>	Book 39 air support <i>The Big Cup</i> Book 39 air core <i>Where am I?</i> Book 39 air extended <i>Up North</i>
8	er for 	Sentence Writing	Book 40 er support <i>Have You Ever?</i> Book 40 er core <i>My Teacher</i> Book 40 er extended <i>Never Ever</i>

Year 1 Scope and Sequence Snapshot

Refer to this table for a snapshot of the scope of the Year 1 program and the sequence of phoneme–grapheme relationships. See pages 13–16 for specific information about which concepts are taught and when.


















Year 1																																										
Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling single-syllable CCVC and CVCC words, and some two-syllable words. Students continue to learn high-frequency Special Words. They revise the inflectional suffix s and learn the inflectional suffixes ed and ing along with some simple derivational suffixes in the Decodable Readers. Students are introduced to some commonly used homophones. They also learn other Focus Concepts such as blends and word building.																																										
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.																																									
Phonics	<p>Phoneme–grapheme relationships</p> <ul style="list-style-type: none"> • b, bb for • a for • k, c, q, ck for x for • e, ea, ai for • d, dd for • i for • f, ff for • o, a for • g, gg for • u, o for • h, wh for • j for • ai, ay, a_e, ey, eigh for • l, ll for • ee, e, ea, y for • m, mm for • i_e, y, igh for • n, nn for • ng for • oa, o_e, ow, o, oe for • p, pp for • r, rr for • ar, a, are for • s, ss, se for x for • ir, ur, er, ere for • t, tt for • or, ore, a, aw, au, our for • v, ve for • w, wh, u for • oo, u, oul for • y for • oo, ew, o, ou, wo for • z, zz, s for • ou, ow for • ch for • sh for • oy, oi for • eer, ear, ere for • th for • th for • air, ere, eir for • er for 																																									
	<p>Helpful Hints for grapheme choice</p> <ul style="list-style-type: none"> • ck for • Blends cl, cr • Blend qu • Blend x • ff for • a for • ay for • ai for • ll for • y for • ss for • a for 																																									
	<p>Special Words</p> <p><i>Sound Waves Year 1 Decodable Readers</i> 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 Year 1 lessons and/or in the Year 1 Decodable Readers.</p> <table border="0"> <tr> <td>have</td> <td>they</td> <td>because</td> </tr> <tr> <td>school</td> <td>love</td> <td>our</td> </tr> <tr> <td>when</td> <td>live</td> <td>their</td> </tr> <tr> <td>said</td> <td>any</td> <td></td> </tr> <tr> <td>does</td> <td>many</td> <td></td> </tr> <tr> <td>today</td> <td>family</td> <td></td> </tr> <tr> <td>little</td> <td>find</td> <td></td> </tr> <tr> <td>friend</td> <td>know</td> <td></td> </tr> <tr> <td>what</td> <td>people</td> <td></td> </tr> <tr> <td>come</td> <td>were</td> <td></td> </tr> <tr> <td>some</td> <td>could</td> <td></td> </tr> <tr> <td>done</td> <td>would</td> <td></td> </tr> <tr> <td>here</td> <td>should</td> <td></td> </tr> <tr> <td>who</td> <td>blue</td> <td></td> </tr> </table>	have	they	because	school	love	our	when	live	their	said	any		does	many		today	family		little	find		friend	know		what	people		come	were		some	could		done	would		here	should		who	blue
have	they	because																																								
school	love	our																																								
when	live	their																																								
said	any																																									
does	many																																									
today	family																																									
little	find																																									
friend	know																																									
what	people																																									
come	were																																									
some	could																																									
done	would																																									
here	should																																									
who	blue																																									
Morphology	<p>Suffixes</p> <p>s (plurals and verbs), ed, ing</p> <p>Note: The core and extended Year 1 Decodable Readers feature the suffixes er, ly and y.</p>																																									
Homophones	road/rode, nose/knows, no/know, to/two/too, hear/here, their/there																																									

Year 1 Yearly Plan











Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy Online*. Students consolidate their understanding with the Student Book activities and Decodable Readers. The lessons follow the same weekly schedule, however the number of lessons in each week varies. Typically Lesson 1a and Lesson 1b are taught on the first day of the week, with the remaining lessons and reading practice sequenced throughout the rest of the week, depending on your literacy blocks.

Weekly Schedule	
Lesson	Description
Lesson 1a	Introduce the focus phoneme, grapheme/s and Focus Words.
Lesson 1b	Use projectable Decodable Reader for whole-class modelled and shared reading.
Lesson 2	Teach the Focus Concept.
Reading	Use Decodable Readers for reading practice throughout the week.
Lesson 3	Teach the Focus Concept.
Lesson 4	Teach the Focus Concept.


Year 1 students are introduced to one or two focus phonemes each week. They begin reading Sound Waves Decodable Readers from Unit 1 onwards.

Term 1			
Unit	Focus Grapheme/s	Focus Concepts	Decodable Readers
1 Getting Started		Phonemes Phonemes & Graphemes	Book 1 Getting Started support <i>Red Gum</i> Book 1 Getting Started core <i>The Big Six</i> Book 1 Getting Started extended <i>The Maze Book</i>
2 	b, bb for 	Blends br, bl Capital B , Grapheme bb	Book 2 b, bb support <i>The Red Sub</i> Book 2 b, bb core <i>Wobble Wobble Wombat</i> Book 2 b, bb extended <i>The Bug Club</i>
3 	a for 	Rhyme Word Building	Book 3 a support <i>The Shack</i> Book 3 a core <i>Clap, Snap, Bang</i> Book 3 a extended <i>Max and the Cat</i>
4 	k, c, q, ck for  x for 	Grapheme ck Blends cl, cr Blends qu, x	Book 4.1 k, c, ck support <i>Cash for Cans</i> Book 4.2 x support <i>Fox and the Box</i> Book 4.3 q support <i>Quick is the Quoll</i> Book 4 k, c, q, ck, x core <i>Jack in a Box</i> Book 4 k, c, q, ck, x extended <i>Book Week</i>
5 	e, ea, ai for 	Rhyme Word Building	Book 5 e, ea support <i>Jen's Pet</i> Book 5 e, ea core <i>Fred Makes Lunch</i> Book 5 e, ea extended <i>Pep's Nest</i>
6 	d, dd for 	Blend dr Blend nd Capital D , Grapheme dd	Book 6 d, dd support <i>The Dip-a-doo</i> Book 6 d, dd core <i>Todd the Wood Duck</i> Book 6 d, dd extended <i>Dean's Birthday Cake</i>
7 	i for 	Rhyme Word Building Suffix s (plurals)	Book 7 i support <i>Is it a Cat?</i> Book 7 i core <i>The Big Fib</i> Book 7 i extended <i>I am a Big Sister</i>
8 	f, ff for 	Blends fl, fr Blend ft Capital F , Grapheme ff	Book 8 f, ff support <i>The Fun Run</i> Book 8 f, ff core <i>So Much Stuff</i> Book 8 f, ff extended <i>Jeff, the Frog and the Fish</i>
9 	o, a for 	Rhyme Word Building Grapheme a	Book 9 o, a support <i>A Lot of Socks</i> Book 9 o, a core <i>The Box</i> Book 9 o, a extended <i>Do You Hear What I Hear?</i>




























Year 1 Yearly Plan

Term 2			
Unit	Focus Grapheme/s	Focus Concepts	Decodable Readers
10 	g, gg for 	Blends gr, gl Capital G , Grapheme gg	Book 10 g, gg support <i>Goog</i> Book 10 g, gg core <i>My Dog Gruff</i> Book 10 g, gg extended <i>All Sorts of Eggs</i>
11 	u, o for 	Rhyme Word Building Grapheme o	Book 11 u support <i>The Rub-a-dub Tub Cup</i> Book 11 u, o core <i>Stunt Spud</i> Book 11 u, o extended <i>The Bug Club Save the Day</i>
12 	h, wh for 	Capital H	Book 12.1 h support <i>My Hat</i> Book 12.1 h core <i>Who am I?</i> Book 12.1 h extended <i>The Little Red Hen</i>
	j for 	Suffixes ed, ing	Book 12.2 j support <i>Jack and Jo</i> Book 12.2 j core <i>Jen's Jokes</i> Book 12.2 j extended <i>Jade's Trip</i>
13 	ai, ay, a_e, ey, eigh for 	Grapheme ay Grapheme ai Grapheme a_e	Book 13.1 ai support <i>Red Tail and Bones at Gull Rock</i> Book 13.2 ay support <i>In the Bay with Jay</i> Book 13.3 a_e support <i>Jane and Kate</i> Book 13 ai, ay, a_e core <i>The Cave</i> Book 13 ai, ay, a_e extended <i>Rain, Rain, Go Away!</i>
14 	l, ll for 	Blends bl, gl, cl, fl Blends lt, lp, lf, lk Grapheme ll	Book 14 l, ll support <i>Pin the Tail</i> Book 14 l, ll core <i>Dell</i> Book 14 l, ll extended <i>Frillnecks</i>
15 	ee, e, ea, y for 	Graphemes ee, ea Grapheme y	Book 15.1 ee, e support <i>Lee's Jeep</i> Book 15.2 ea support <i>Eat Your Peas</i> Book 15 ee, e, ea, y core <i>Leaf Printing</i> Book 15 ee, e, ea, y extended <i>Henry's Tea Shop</i>
16 	m, mm for 	Blends sm, mp Suffixes ed, ing Capital M , Grapheme mm	Book 16 m support <i>Meet My Family</i> Book 16 m, mm core <i>The Mean Mud Crab</i> Book 16 m, mm extended <i>Monsters in the Swamp</i>
17 	i_e, y, igh for 	Grapheme y Grapheme i_e Grapheme igh	Book 17.1 i_e, y support <i>Hide-and-seeek</i> Book 17.2 igh support <i>In the Night</i> Book 17 i_e, y, igh core <i>I Spy on a Sunday Drive</i> Book 17 i_e, y, igh extended <i>The Red Kite</i>
18 	n, nn for 	Blend sn	Book 18.1 n support <i>Not Now</i> Book 18.1 n, nn core <i>I am Not a Fish</i> Book 18.1 n, nn extended <i>Ant Facts</i>
		ng for 	Rhyme Book 18.2 ng support <i>Sing a Song</i> Book 18.2 ng core <i>The Fangs</i> Book 18.2 ng extended <i>The Singing King</i>

Term 3

Unit	Focus Grapheme/s	Focus Concepts	Decodable Readers
19 	oa, o_e, ow, o, oe for 	Graphemes o_e, oa Grapheme o Homophones (<i>rode/road, nose/knows, no/know</i>)	Book 19.1 o_e, o support <i>Red Tail and Bones at Seal Cove</i> Book 19.2 oa, ow support <i>Row, Row, Row Your Boat</i> Book 19 oa, o_e, ow, o core <i>Mister Bello's Goats</i> Book 19 oa, o_e, ow, o extended <i>Did You Know?</i>
20  	p, pp for  r, rr for 	Blends pl, pr, sp, pt Capital R , Grapheme rr	Book 20.1 p support <i>Pip's Pets</i> Book 20.1 p, pp core <i>Nan and Poppy Day</i> Book 20.1 p, pp extended <i>I Feel So Happy</i> Book 20.2 r support <i>The Red Ring</i> Book 20.2 r, rr core <i>Hurry Scurry</i> Book 20.2 r, rr extended <i>Little Red</i>
21 	ar, a, are for 	Grapheme ar Grapheme a Questions with <i>Are</i>	Book 21 ar support <i>The Jar</i> Book 21 ar, a core <i>Garfish</i> Book 21 ar, a extended <i>Farmer Mark</i>
22 	s, ss, se for  x for 	Grapheme ss Blends sk, sc, sl, x Suffixes ed, ing	Book 22.1 s, ss, x support <i>Miss Fix-it</i> Book 22.2 se support <i>Goose on the Loose</i> Book 22 s, ss, x, se core <i>What is Summer?</i> Book 22 s, ss, x, se extended <i>Sunny the Seahorse</i>
23 	ir, ur, er, ere for 	Grapheme ir Grapheme ur Questions with <i>Were</i>	Book 23.1 ir, ur support <i>The Dirt Bike Cup</i> Book 23.2 er support <i>Fern</i> Book 23 ir, ur, er core <i>My Bird Book</i> Book 23 ir, ur, er extended <i>The Fern Street Kids</i>
24 	t, tt for 	Blends tr, st Blends nt, st Capital T , Grapheme tt	Book 24 t support <i>Moon Boot</i> Book 24 t, tt core <i>Spot the Odd One Out</i> Book 24 t, tt extended <i>Tully and Silver</i>
25 	or, ore, a, aw, au, our for 	Grapheme or Grapheme a Graphemes ore, aw, au, our	Book 25.1 or, a support <i>Look How Tall I am!</i> Book 25.2 aw support <i>Up at Dawn</i> Book 25 or, ore, a, aw core <i>My Trip to the Far North</i> Book 25 or, ore, a, aw extended <i>Red Claw and Small Fry</i>
26  	v, ve for  w, wh, u for 	Blends sw, tw, qu Questions with <i>Was, Why, What, When</i>	Book 26.1 v, ve support <i>Find Five</i> Book 26.1 v, ve core <i>The Hive</i> Book 26.1 v, ve extended <i>I Love My Town</i> Book 26.2 w, wh support <i>Whale in the Lake</i> Book 26.2 w, wh, u core <i>I Went to Woop Woop</i> Book 26.2 w, wh, u extended <i>Wet Wombats</i>
27 	oo, u, oul for 	Graphemes oo, u Suffixes ed, ing Questions with <i>Could, Would</i>	Book 27 oo, u support <i>Do Not Pull the Rope</i> Book 27 oo, u core <i>Chookyard Footy</i> Book 27 oo, u extended <i>Brook and Harry at the Funhouse</i>

Year 1 Yearly Plan

Term 4			
Unit	Focus Grapheme/s	Focus Concepts	Decodable Readers
28 	y for 	Suffixes s, ed, ing Questions Capital Y	Book 28 y support <i>You Do Not Eat Meat?</i> Book 28 y core <i>I Love Yellow</i> Book 28 y extended <i>Yacker</i>
29 	oo, ew, o, ou, wo for 	Grapheme oo Graphemes ew, o, ou Homophones (<i>to/two/too</i>)	Book 29 oo support <i>Where is All the Blue?</i> Book 29 oo, ew core <i>Moonfish</i> Book 29 oo, ew extended <i>The Blue Moon Crew</i>
30  	z, zz, s for 	Suffix s (plurals) Capital Z , Grapheme zz	Book 30 z, zz, s support <i>Bizz Buzz</i> Book 30 z, zz, s core <i>The Zop</i> Book 30 z, zz, s extended <i>Zoo Day</i>
	Focus phoneme 	Note: Graphemes for  are introduced in Year 4.	
31 	ou, ow for 	Grapheme ow Grapheme ou	Book 31 ou, ow support <i>Our Town</i> Book 31 ou, ow core <i>Helping Out</i> Book 31 ou, ow extended <i>Maggy and Mouse</i>
32  	ch for 		Book 32.1 ch support <i>Here, Chook Chook</i> Book 32.1 ch core <i>Hot Chips</i> Book 32.1 ch extended <i>Crunchy Munchy French Toast</i>
	sh for 		Book 32.2 sh support <i>The Shell</i> Book 32.2 sh core <i>My Fish Book</i> Book 32.2 sh extended <i>Sharks</i>
33  	oy, oi for 		Book 33.1 oy, oi support <i>Boing!</i> Book 33.1 oy, oi core <i>The Lucky Coin</i> Book 33.1 oy, oi extended <i>Summer at Oyster Point</i>
	eer, ear, ere for 	Homophones (<i>hear/here</i>)	Book 33.2 eer, ear support <i>A Dear Little Cat</i> Book 33.2 eer, ear core <i>Down Near the Bay</i> Book 33.2 eer, ear extended <i>My Ears</i>
34  	th for 		Book 34.1 th support <i>Look at My Teeth</i> Book 34.1 th core <i>The Sloth Park Run</i> Book 34.1 th extended <i>The Path</i>
	th for 	Homophones (<i>their/there</i>)	Book 34.2 th support <i>Dogs</i> Book 34.2 th core <i>Feathers</i> Book 34.2 th extended <i>Family Farms</i>
35 	air, ere, eir for 	Homophones (<i>their/there</i>) Compound Words	Book 35 air support <i>The Hair Nook</i> Book 35 air core <i>Where Does it Come From?</i> Book 35 air extended <i>A Chair for Brown Bear</i>
36 	er for 		Book 36 er support <i>The Not So Eager Beaver</i> Book 36 er core <i>Dapper Snapper</i> Book 36 er extended <i>Hunter</i>

Year 2 Scope and Sequence Snapshot

Refer to this table for a snapshot of the scope of the Year 2 program and the sequence of phoneme–grapheme relationships. See pages 18 and 19 for specific information about which concepts are taught and when.

Year 2	
Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling single-syllable CCVC, CVCC, CCVCC, CCCVC and CVCCC words, and some two-syllable words. Students revise the inflectional suffixes s , ed and ing , and learn the suffixes es , er and est . They also learn how to add some of these suffixes to words when a base change is required. Students learn some prefixes and derivational suffixes, and they are introduced to an expanded range of homophones and some contractions. They also learn and revise other Focus Concepts such as blends and compound words.	
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.
Phonics	<p>Phoneme–grapheme relationships</p> <ul style="list-style-type: none"> • b, bb for • a for • k, c, q, ck, ch for x for • e, ea, a, ie, ai for • d, dd for • i, e for • f, ff, ph for • o, a for • g, gg for • u, o for • h, wh for • j, g, ge for • ai, ay, a_e, a, eigh for • l, ll for • ee, ea, y, ie, e_e for • m, mm, mb, me for • i_e, y, igh, i, ie, uy for • n, nn, kn for • ng, n for • oa, o_e, ow, o for • p for • r, rr, wr for • ar, a, are for • s, ss, se, ce, c for x for • ir, ur, or, er, ere, ear for • t, tt for • or, ore, a, aw, au, our for • v, ve for • w, wh, u for • oo, u, oul for • y for ew, u_e for • oo, ew, ue, u_e, o, ou, wo for • z, s, se for • ou, ow, hou for • ch, tch for • sh, ch for • oy, oi for • eer, ear, ere for • th for • th for • air, are, ear, ere, eir, ey're for • er, a, e for <p>Helpful Hints for grapheme choice</p> <ul style="list-style-type: none"> • ck, k, c for • Blends cl, cr • Blend qu • Blend x • a for • ay for • ll for • y for • ss for • c for • tch, ch for
Morphology	<p>Prefixes and suffixes</p> <p>Prefixes: un, re</p> <p>Suffixes (inflectional): s (plurals and verbs), es (plurals and verbs), ed, ing, er, est</p> <p>Suffixes (derivational): y, less</p> <p>Helpful Hints for suffix addition</p> <p>double, drop e, change y, add es</p>
Homophones	ate/eight, mail/male, plain/plane, sail/sale, be/bee, week/weak, see/sea, bean/been, meet/meat, no/know, new/knew, saw/sore, poor/paw, four/for, caught/court, wood/would, your/you're, to/two/too, here/hear, deer/dear, pear/pair, hare/hair, bare/bear, we're/wear/where, their/there/they're
Contractions	<p>With <i>is/has</i>: it's, who's, here's, he's, she's</p> <p>With <i>will</i>: it'll, I'll, he'll, we'll, she'll, you'll, they'll</p> <p>With <i>I</i>: I'm, I'll, I've</p> <p>With <i>not</i>: wasn't, haven't, don't, isn't, weren't, aren't, didn't, couldn't, shouldn't, wouldn't</p> <p>With <i>have</i>: I've, you've, we've, they've</p> <p>With <i>you</i>: you're, you've, you'll</p>

Year 2 Yearly Plan















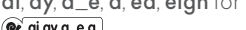



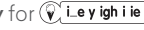







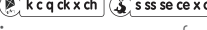
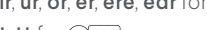








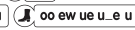
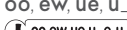
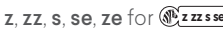








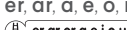




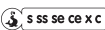

Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy Online*. Students consolidate their understanding with the Student Book activities.

Term 1				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
1	Getting Started	Phonemes	Phonemes & Graphemes	
2	 b, bb for 	Blends br, bl	Suffixes ed, ing (double)	
3	 a for 	Rhyme	Word Building	Suffix s (plurals)
4	 k, c, q, ck, ch for  x for  s ss se ce x c	Grapheme ck	Graphemes k, c	Blends cl, cr, qu, x
5	 e, ea, a, ie, ai for 	Word Building	Grapheme ea	
6	 d, dd for 	Blends dr, nd	Suffixes ed, ing (double)	Correct Use of Verbs
7	 i, e for 	Rhyme	Word Building	Suffixes er, est (double)
8	 f, ff, ph for 	Blends fl, fr, ft	Compound Words	
9	 o, a for 	Grapheme a	Suffix es (plurals)	Suffixes er, est (double)
Term 2				
10	 g, gg for 	Blends gr, gl	Suffixes ed, ing (double)	Correct Use of Verbs
11	 u, o for 	Grapheme o	Suffixes ed, ing (double)	
12	 h, wh for 	Contractions (with <i>is, has</i>)		
	 j, g, ge for 	Grapheme g		
13	 ai, ay, a_e, a, eigh for 	Grapheme ay	Suffix ing (drop e)	Homophones (<i>ate/eight, mail/male, plain/plane, sail/sale</i>)
14	 l, ll for 	Grapheme ll	Blends lt, lp, lf, ld	Contractions (with <i>will</i>)
15	 ee, ea, y, ie, e_e for 	Grapheme y	Suffix es (change y)	Homophones (<i>be/bee, week/weak, see/sea, bean/been, meet/meat</i>)
16	 m, mm, mb, me for 	Blends sm, mp	Suffix ing (drop e)	Contractions (with <i>l</i>)
17	 i_e, y, igh, i, ie, uy for 	Suffixes es, ed (change y)	Prefix un	
18	 n, nn, kn for 	Homophones (<i>no/know, new/knew</i>)		
	 ng, n for 			

Term 3				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
19	 oa, o_e, ow, o for 	Suffixes ed, ing (drop e)	Compound Words	
20	 p for 			
	 r, rr, wr for 	Prefix re		
21	 ar, a, are for 	Grapheme a	Suffixes er, est	
22	 s, ss, se, ce, c for  x for 	Grapheme ss	Graphemes c, ce	Suffixes ed, ing (drop e)
23	 ir, ur, or, er, ere, ear for 	Grapheme or	Graphemes ear, er	Alphabetical Order
24	 t, tt for 	Synonyms	Contractions (with <i>not</i>)	
25	 or, ore, a, aw, au, our for 	Homophones (<i>knew/new, no/know, saw/sore, poor/paw, four/for, caught/court</i>)	Suffixes er, est	
26	 v, ve for 	Contractions (with <i>have</i>)		
	 w, wh, u for 	Antonyms		
27	 oo, u, oul for 	Compound Words	Homophones (<i>wood/would</i>)	Contractions (with <i>not</i>)
Term 4				
28	 y for  ew, u_e for  	Contractions (with <i>you</i>)	Homophones (<i>your/you're, new/knew</i>)	Alphabetical Order
29	 oo, ew, ue, u_e, o, ou, wo for 	Grapheme u_e	Grapheme ew	Homophones (<i>to/two/too</i>)
30	 z, s, se for 	Suffixes s, es (plurals)	Suffixes s, es (verbs)	
	 Focus phoneme  Note: Graphemes for  are introduced in Year 4.			
31	 ou, ow, hou for 	Compound Words	Suffix y	
32	 ch, tch for 	Grapheme tch		
	 sh, ch for 			
33	 oy, oi for 			
	 eer, ear, ere for 	Homophones (<i>here/hear, deer/dear</i>)		
34	 th for 			
	 th for 			
35	 air, are, ear, ere, eir, ey're for 	Homophones (<i>pear/pair, hare/hair, bare/bear, we're/wear/where, their/there/they're</i>)	Suffix less	
36	 er, a, e for 	Grapheme a		





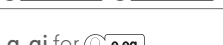


















Year 3 Scope and Sequence Snapshot

Refer to this table for a snapshot of the scope of the Year 3 program and the sequence of phoneme–grapheme relationships. See pages 21 and 22 for specific information about which concepts are taught and when.

Year 3	
Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling single-syllable words with complex vowel graphemes and working with multisyllabic words. Students revise adding inflectional suffixes to words when a base change is required. They also learn a range of prefixes and derivational suffixes, and how to add the suffix y to words when a base change is required. Students continue to revise and learn homophones and contractions along with other Focus Concepts such as compound words and irregular past tense.	
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.
Phonics	<p>Phoneme–grapheme relationships</p> <ul style="list-style-type: none"> • b, bb for  • a for  • k, c, q, ck, ch for  x for   • e, ea, a, ai for  • d, dd for  • i, e, u, ui for  • f, ff, ph for  • o, a for  • g, gg, gu for  • u, o, ou for  • h, wh for  • j, g, ge, dge for  • ai, ay, a_e, a, ea, eigh for  • l, ll for  • ee, ea, y, ey, ie, i, eo for  • m, mm, mb, me for  • i_e, y, igh, i, ie, uy for  • n, nn, kn for  • ng, n for  • oa, o_e, ow, o, oe for  • p for  • r, rr, wr for  • ar, a, al, au, are for  • s, ss, se, ce, c for  x for   • ir, ur, or, er, ere, ear for  • t, tt for  • or, ore, a, aw, au, oor, ough, augh, ar, al, o for  • v, ve for  • w, wh, u for  • oo, u, oul, o for  • y for  u, ew, u_e, ue, eau for   • oo, ew, ue, u_e, ui, o, ough, wo for  • z, zz, s, se, ze for  • ou, ow, hou for  • ch, tch, t for  • sh, ch, s for  • oy, oi for  • eer, ear, ere for  • th for  • th for  • air, are, ear, ere, eir, ey're for  • er, ar, a, e, o, re, ure for  <p>Helpful Hints for grapheme choice</p> <ul style="list-style-type: none"> • ck, k for  • Blend qu • Blend x • a for  • dge, ge for  • a for  • c for  • tch, ch for 
Morphology	<p>Prefixes and suffixes</p> <p>Prefixes: un, mid, mis, pre, re, dis</p> <p>Suffixes (inflectional): s (plurals and verbs), es (plurals and verbs), ed, ing, er, est</p> <p>Suffixes (derivational): ful, less, y, en, ness, ly, ist, y, er</p> <p>Helpful Hints for suffix addition</p> <p>double, drop e, change y, change f and fe, add es</p>
Homophones	hear/here, hole/whole, who's/whose, wait/weight, tail/tale, ate/eight, brake/break, four/for, saw/sore, caught/court, poor/pour/paw, your/you're, new/knew, blue/blew, through/threw, to/two/too, flour/flower, our/hour, aloud/allowed, their/there/they're, bear/bare, hair/hare, pair/pear, where/we're/wear
Contractions	With <i>is</i> : it's, she's, that's, he's, here's, where's, how's, who's, what's With <i>will</i> : he'll, she'll, I'll, you'll, we'll, they'll, who'll, it'll With <i>not</i> : isn't, don't, wasn't, weren't, haven't, couldn't, didn't, can't, won't, wouldn't, shouldn't With <i>have</i> : I've, you've, we've, they've, could've, would've With <i>you</i> : you'd, you're, you'll, you've

Year 3 Yearly Plan

Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy Online*. Students consolidate their understanding with the Student Book activities.

Term 1				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
1 	Phonemes	Phonemes & Graphemes		
2 	b, bb for 	Suffixes ed, ing (double)	Irregular Past Tense	Antonyms
3 	a for 	Suffixes ed, ing (double)	Alphabetical Order	
4 	k, c, q, ck, ch for  x for  s for 	Graphemes ck, k	Blends qu, x	Suffix es (plurals)
5 	e, ea, a, ai for 	Grapheme ea	Irregular Past Tense	
6 	d, dd for 	Compound Words	Suffixes ed, ing (double)	Alphabetical Order
7 	i, e, u, ui for 	Suffixes ed, ing (double)	Suffixes s, es (verbs)	Synonyms
8 	f, ff, ph for 	Suffixes ed, ing (double)	Suffix ful	
9 	o, a for 	Grapheme a	Suffixes er, est (double)	
Term 2				
10 	g, gg, gu for 	Suffixes er, est (double)	Suffix ful	
11 	u, o, ou for 	Suffixes s, es (verbs)	Prefix un	
12 	h, wh for 	Homophones (<i>hear/here, hole/whale, who's/whose</i>)	Contractions (with <i>is</i>)	
	j, g, ge, dge for 	Grapheme dge		
13 	ai, ay, a_e, a, ea, eigh for 	Suffixes ed, ing (drop e)	Homophones (<i>wait/weight, tail/tale, ate/eight, brake/break</i>)	
14 	l, ll for 	Irregular Past Tense	Suffix less	Contractions (with <i>will</i>)
15 	ee, ea, y, ey, ie, i, eo for 	Suffixes s, es (change y)	Suffix y	Irregular Plurals
16 	m, mm, mb, me for 	Suffixes s, es (change y)	Prefix mid	Prefix mis
17 	i_e, y, igh, i, ie, uy for 	Suffix ing (drop e)	Suffixes ed, es, ing (change y)	
18 	n, nn, kn for 	Suffix en		
		ng, n for 		

Year 3 Yearly Plan

Term 3				
19		oa, o_e, ow, o, oe for 	Suffixes s, es (plurals)	Suffixes ed, ing (drop e) Irregular Past Tense
20		p for 	Irregular Past Tense	Prefix pre
		r, rr, wr for 	Prefix re	
21		ar, a, al, au, are for 	Grapheme a	Suffix ness Suffix ly
22		s, ss, se, ce, c for  x for 	Graphemes c, ce	Prefix dis Suffixes s, es (change y)
23		ir, ur, or, er, ere, ear for 	Grapheme or	Compound Words
24		t, tt for 	Suffix ist	Contractions (with <i>not</i>)
25		or, ore, a, aw, au, oor, ough, augh, ar, al, o for 	Suffixes er, est (double)	Homophones (<i>four/for, saw/sore, caught/court, poor/pour/paw</i>) Irregular Past Tense
26		v, ve for 	Suffix s (change f and fe)	Contractions (with <i>have</i>)
		w, wh, u for 		
27		oo, u, oul, o for 	Irregular Past Tense	Contractions (with <i>not</i>)
Term 4				
28		y for  u, ew, u_e, ue, eau for 	Contractions (with <i>you</i>)	Homophones (<i>your/you're, new/knew</i>)
29		oo, ew, ue, u_e, ui, o, ough, wo for 	Irregular Past Tense	Homophones (<i>blue/blew, through/threw, whose/who's, to/two/too</i>)
30		z, zz, s, se, ze for 	Suffixes s, es (change y , change f and fe)	Suffix y
		Focus phoneme  Note: Graphemes for  are introduced in Year 4.		
31		ou, ow, hou for 	Compound Words	Homophones (<i>flour/flower, our/hour, aloud/allowed</i>)
32		ch, tch, t for 	Grapheme tch	
		sh, ch, s for 	Compound Words	
33		oy, oi for 		
		eer, ear, ere for 	Homophones (<i>here/hear</i>)	
34		th for 	Compound Words	
		th for 	Homophones (<i>their/there/they're</i>)	
35		air, are, ear, ere, eir, ey're for 	Homophones (<i>bear/bare, hair/hare, pair/pear, there/their/they're, where/we're/wear</i>)	Compound Words
36		er, ar, a, e, o, re, ure for 	Suffix er	

Year 4 Scope and Sequence Snapshot

Refer to this table for a snapshot of the scope of the Year 4 program and the sequence of phoneme–grapheme relationships. See pages 24 and 25 for specific information about which concepts are taught and when.

Year 4

Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling single-syllable words with complex vowel graphemes and working with multisyllabic words. Due to the complexity of the words students are working with, there is a strong focus on vocabulary. Students revise adding inflectional suffixes to words when a base change is required. They also learn a range of prefixes and derivational suffixes, and how to add some of the derivational suffixes to words when a base change is required. Students continue to revise and learn homophones and contractions along with other Focus Concepts such as compound words and irregular past tense.

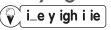


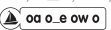




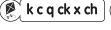
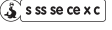


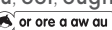



Phonemic awareness




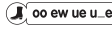










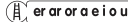
Phonemic awareness skills are revised in the context of reading and spelling.

Phonics

Phoneme–grapheme relationships

- b, bb for 
- a for 
- k, c, q, ck for  x for  
- e, ea, a, ie for 
- d, dd for 
- i, e, u, ui for 
- f, ph, gh for 
- o, a for 
- g, gg, gu for 
- u, o, oo, ou for 
- h, wh for 
- j, g, ge, dge for 
- ai, a_e, a, ea, ey, eigh for 
- l, ll for 
- ee, e, ea, y, ey, ie, eo for 
- m, mm, mb for 

- i_e, y, igh, i, ie, uy, is, eye for 
- n, kn for 
- ng, n for 
- oa, o_e, ow, o, oe, ough for 
- p, pp for 
- r, rr, wr for 
- ar, a, ear, al, au for 
- s, ss, se, ce, c for  x for  
- ir, ur, or, er, ere, ear, our for 
- t, tt for 
- or, ore, a, aw, au, oor, ough, augh, our, al, ure for 
- v, ve for 
- w, wh, u for 
- oo, u, oul, o for 

- y for  u, ew, u_e, ue, eau, iew for  
- oo, ew, ue, u_e, ui, oe, ough for 
- z, zz, s, se for 
- s, si for 
- ou, ow, ough, hou for 
- ch, tch, t for 
- sh, ti, ci for 
- oy, oi for 
- eer, ear, ere, ier for 
- th for 
- th for 
- air, are, ear, ere, eir, ai, ar, a, ey're for 
- er, or, a, e, i, o, ai, ure, our for 

Helpful Hints for grapheme choice

- ck, k, c for 
- a for 

Morphology

Prefixes and suffixes

Prefixes: **ex, mis, dis, un, in, im, fore, bi, tri, pre, re, sub, inter, super, out**

Suffixes (inflectional): **s** (plurals and verbs), **es** (plurals and verbs), **ed, ing, er, est**

Suffixes (derivational): **y, ful, ly, er, ment, ness, ship, en, ous, wards, hood, ish, ion, or, ist**

Helpful Hints for suffix addition

double, drop **e**, change **y**, change **f** and **fe**, add **es**

Homophones

great/grate, groan/grown, guest/guessed, herd/heard, whose/who's, hole/whole, break/brake, sail/sale, plane/plain, ate/eight, peace/piece, meter/metre, weak/week, storey/story, sea/see, scene/seen, hi/high, l/eye, right/write, mined/mind, tide/tied, tows/toes, know/nose, role/roll, rose/rows, throne/thrown, shore/sure, court/caught, poor/pour/paw, for/four, sore/saw, flour/flower, our/hour, aloud/allowed, their/there/they're, where/wear/we're, pair/pear, fare/fair, bear/bare, hair/hare, pears/pairs

Contractions

With *have/has/is*: I've, we've, you've, they've, he's, here's, who's, she's, could've, should've

With *will*: I'll, you'll, he'll, we'll, she'll, they'll

With *not*: don't, wasn't, shouldn't, wouldn't, can't, won't, couldn't, didn't, haven't

Year 4 Yearly Plan

Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy Online*. Students consolidate their understanding with the Student Book activities.

Term 1				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
1 Getting Started	Phonemes	Phonemes & Graphemes		
2 	b, bb for 	Suffixes ed, ing (double)	Compound Words	Irregular Past Tense
3 	a for 	Suffixes ed, ing (double)	Synonyms	
4 	k, c, q, ck for  x for  	Graphemes ck, k, c	Prefix ex	
5 	e, ea, a, ie for 	Compound Words	Suffixes s, es (verbs)	
6 	d, dd for 	Suffixes ed, ing (drop e)	Prefixes mis, dis, un	Irregular Past Tense
7 	i, e, u, ui for 	Suffixes er, est (double)	Prefixes in, im	
8 	f, ph, gh for 	Suffixes s, es (change y)	Suffix s (change f and fe)	Prefix fore
9 	o, a for 	Grapheme a	Suffixes ed, ing, s, es (double)	Synonyms & Antonyms
Term 2				
10 	g, gg, gu for 	Suffixes ed, ing (double, drop e)	Homophones (<i>great/grate, groan/grown, guest/guessed</i>)	
11 	u, o, oo, ou for 	Suffix es (change y)	Suffix y	
12 	h, wh for 	Contractions (with <i>have, has, is</i>)	Homophones (<i>herd/heard, whose/who's, hole/whole</i>)	
		j, g, ge, dge for 	Grapheme g	
13 	ai, a_e, a, ea, ey, eigh for 	Suffixes y, er, est (drop e, change y)	Homophones (<i>break/brake, great/grate, sail/sale, plane/plain, ate/eight</i>)	
14 	l, ll for 	Suffix ful	Contractions (with <i>will</i>)	
15 	ee, e, ea, y, ey, ie, eo for 	Suffix ly	Homophones (<i>peace/piece, meter/metre, weak/week, storey/story, sea/see, scene/seen</i>)	
16 	m, mm, mb for 	Suffix er	Suffix ment	
17 	i_e, y, igh, i, ie, uy, is, eye for 	Suffixes ed, ing, s, es (drop e, change y)	Prefixes bi, tri	Homophones (<i>hi/high, ll/eye, right/write, mined/mind, tide/tied</i>)
18 	n, kn for 	Suffix ness	Contractions (with <i>not</i>)	
		ng, n for 		

Term 3				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
19	 oa, o_e, ow, o, oe, ough for 	Homophones (<i>tows/toes, knows/nose, role/roll, rose/rows, throne/thrown</i>)	Suffixes s, es (change y , change f and fe)	
20	 p, pp for 	Suffix ship		
	 r, rr, wr for 	Prefixes pre, re		
21	 ar, a, ear, al, au for 	Suffix en		
22	 s, ss, se, ce, c for  x for 	Suffix ous	Prefix sub	
23	 ir, ur, or, er, ere, ear, our for 	Suffixes y, er, est (change y)		
24	 t, tt for 	Prefix inter	Contractions (with not)	
25	 or, ore, a, aw, au, oor, ough, augh, our, al, ure for 	Homophones (<i>shore/sure, court/caught, poor/pour/paw, for/four, sore/saw</i>)	Irregular Past Tense	
26	 v, ve for 	Contractions (with have)		
	 w, wh, u for 	Suffix wards		
27	 oo, u, oul, o for 	Suffix hood	Irregular Past Tense	
Term 4				
28	 y for  ue, eau, ieu for  	Suffix ish		
29	 oo, ew, ue, u_e, ui, oe, ough for 	Prefix super	Irregular Past Tense	
30	 z, zz, s, se for 	Homophones (<i>whose/who's</i>)	Suffixes s, es (change y , change f and fe)	
	 s, si for 			
31	 ou, ow, ough, hou for 	Prefix out	Homophones (<i>flour/flower, our/hour, aloud/allowed</i>)	
32	 ch, tch, t for 			
	 sh, ti, ci for 	Suffix ion		
33	 oy, oi for 			
	 eer, ear, ere, ier for 			
34	 th for 			
	 th for 	Homophones (<i>their/there/they're</i>)		
35	 air, are, ear, ere, eir, ai, ar, a, ey're for 	Homophones (<i>where/wear/we're, pair/pear, fare/fair, bear/bare, their/there/they're, hair/hare, storey/story, pears/pairs</i>)		
36	 er, or, a, e, i, o, ai, ure, our for 	Suffixes er, or, ist		

Year 5 Scope and Sequence Snapshot

Refer to this table for a snapshot of the scope of the Year 5 program and the sequence of phoneme–grapheme relationships. See pages 27 and 28 for specific information about which concepts are taught and when.

Year 5	
Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling multisyllabic words. Due to the complexity of the words students are working with, there is a strong focus on vocabulary. Students revise adding inflectional suffixes to words when a base change is required. They also learn a wide range of prefixes and derivational suffixes, and how to add some of the derivational suffixes to words when a base change is required. Students learn common Greek and Latin roots, and the etymology of a variety of English words. They continue to revise and learn homophones and contractions.	
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.
Phonics	<p>Phoneme–grapheme relationships</p> <ul style="list-style-type: none"> • b, bb for • a for • k, c, q, ck, x, ch for x for • e, ea, ay for • d, dd for • i, y, o for • f, ff, ph, gh for • o, a, ho, au, ow for • g, gu, gh for • u, o, oo, ou for • h for • j, g, ge, dge, dg, gg, dj for • ai, ay, a_e, a, eigh, aigh for • l, ll, le for • e, ea, y, ie, e_e, i, ei for • m, mm, mb, mn for • i_e, y, igh, i, eigh for • n, kn for • ng, n for • oa, o_e, ow, o, ough, ou for • p, pp for • r, rr, wr for • ar, a, al, au, ah for • s, ss, se, ce, c, sc, sw for x for • ir, ur, or, er, ear, err, urr for • t, tt, te, bt for • or, aw, au, oar, ough, augh, our, ar, o, ure, oa for • v, ve for • w, wh, u for • oo, u, oul, o, ou for • y for u, ew, u_e, ue for • oo, u_e, u, ui, o, oe, ough, ou for • zz, s, se, ze, ss for • s, si for • ou, ow, ough, hou for • ch, tch, ti, t for • ti, ci, s, ss, ssi, xi for • oy, oi for • eer, ear, ere, ier, e, ea for • th for • th, the for • air, are, ere, ar, a, ayor, ey're for • er, ar, a, e, i, o, u, ure, ou, our for
Morphology	<p>Prefixes and suffixes</p> <p>Prefixes: anti, dia, kilo, milli, ex, dec, deci, cent, dis, mis, in, de, im, il, ir, non, quad, oct, multi, semi, com, bi, tri, en, pre, re, circum, inter, tele, trans, auto, sub, super</p> <p>Suffixes (inflectional): s (plurals and verbs), es (plurals and verbs), ed, ing, er, est</p> <p>Suffixes (derivational): ion, ive, ness, ment, y, er, or, ee, ful, less, able, ly, en, ous, ise, al</p> <hr/> <p>Helpful Hints for suffix addition</p> <p>double, drop e, change y, change f and fe, add es</p> <hr/> <p>Greek and Latin roots</p> <p>Greek roots: astro, aster, graph, phon, photo</p> <p>Latin roots: ang, aqua, anim, struct, ject, scrib, script, mot, pos, port, circ, rupt, sect, aud, cap, mit, pel</p>
Etymology	<ul style="list-style-type: none"> • Grapheme ch for • Word origins – Indigenous Australian languages (Wemba Wemba, Yuwaalaraay, Guugu Yimidhirr, Dharug, Noongar, Gamilaraay, Wiradjuri) • Word origins – Turkish, Dutch, Portuguese, French, Latin, Spanish, German
Homophones	band/banned, bored/board, berry/bury, boarder/border, billed/build, buoy/boy, weight/wait, break/brake, pain/pane, rays/raise, days/daze, waist/waste, reel/real, peak/peek, seen/scene, steal/steel, creak/creek, piece/peace, mode/mowed, lone/loan, bolder/boulder, so/sew/sow, soared/sword, paced/paste, seller/cellar, scents/cents, sight/site, lesson/lessen, sure/shore, storey/story, foreword/forward, you're/your, coarse/course, sore/saw/soar, hoarse/horse, forth/fourth, week/weak, whale/wail, weather/whether, word/whirled, we're/wear/where, dew/due, ewe/you, cue/queue, allowed/aloud, flour/flower, council/counsel, hour/our, hair/hare, bare/bear, mare/mayor, they're/their/there, stares/stairs, fare/fair, flair/flare, pare/pair/pear, heir/air
Contractions	Contractions with <i>have</i> : should've, could've, would've

Year 5 Yearly Plan

Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy Online*. Students consolidate their understanding with the Student Book activities.





































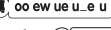














Term 1				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
1	Getting Started	Phonemes	Phonemes & Graphemes	
2	 b, bb for 	Suffixes ed, ing (double, change y , drop e)	Homophones (<i>band/banned, bored/board, berry/bury, boarder/border, billed/build, buoy/boy</i>)	
3	 a for 	Prefixes anti, dia	Greek Roots astro, aster & Latin Roots ang, aqua, anim	
4	 k, c, q, ck, x, ch for  x for  s ss se ce xc	Grapheme ch	Prefixes kilo, milli	Suffix ion
5	 e, ea, ay for 	Prefix ex	Prefixes dec, deci, cent	
6	 d, dd for 	Prefixes dis, mis	Prefixes in, de	
7	 i, y, o for 	Prefixes in, im, il, ir	Suffix ive	
8	 f, ff, ph, gh for 	Suffixes s, es (change y , change f and fe)	Greek Roots graph, phon, photo	
9	 o, a, ho, au, ow for 	Prefix non	Prefixes quad, oct	
Term 2				
10	 g, gu, gh for 	Suffixes ed, ing (drop e , double)	Suffixes ness, ment	
11	 u, o, oo, ou for 	Suffixes y, er, est (change y , drop e)	Latin Root struct	
12	 h for   j, g, ge, dge, dg, gg, dj for 	Latin Root ject		
13	 ai, ay, a_e, a, eigh, aigh for 	Homophones (<i>weight/wait, break/brake, pain/pane, rays/raise, days/daze, waist/waste</i>)	Suffixes er, or, ee	
14	 l, ll, le for 	Suffixes ful, less	Suffix able	
15	 e, ea, y, ie, e_e, i, ei for 	Suffix ly	Homophones (<i>reel/real, peak/peek, seen/scene, steal/steel, creak/creek, piece/peace</i>)	
16	 m, mm, mb, mn for 	Prefixes multi, semi	Prefix com	
17	 i_e, y, igh, i, eigh for 	Prefixes bi, tri	Latin Roots scrib, script	
18	 n, kn for   ng, n for 	Prefix & Suffix en		
Term 3				
19	 oa, o_e, ow, o, ough, ou for 	Homophones (<i>model/mowed, lone/loan, bolder/boulder, so/sew/sow</i>)	Latin Roots mot, pos	
20	 p, pp for   r, rr, wr for 	Latin Root port	Prefixes pre, re	

Year 5 Yearly Plan

Term 3 continued				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
21	 ar, a, al, au, ah for  ar a	Word Origins	Plurals (irregular plurals, change y , change f and fe)	
22	 s, ss, se, ce, c, sc, sw for  s ss se ce x c, x for  k c q ck x ch,  s ss se ce x c	Suffix ous	Homophones (<i>soared/sword, paced/paste, seller/cellar, scents/cents, sight/site, lesson/lessen</i>)	
23	 ir, ur, or, er, ear, err, urr for  ir ur or er	Suffixes ed, ing (double)	Prefix circum & Latin Root circ	
24	 t, tt, te, bt for  ttt	Prefixes inter, tele, trans	Latin Roots rupt, sect	
25	 or, aw, au, oar, ough, augh, our, ar, o, ure, oa for  or ore a aw au	Prefix auto & Latin Root aud	Homophones (<i>sure/shore, storey/story, foreword/forward, you're/your, coarse/course, sore/saw/soar, hoarse/horse, forth/fourth</i>)	
26	 v, ve for  v ve			
	 w, wh, u for  w wh u	Homophones (<i>week/weak, whale/wail, weather/whether, waist/waste, world/whirled, we're/wear/where</i>)		
27	 oo, u, oul, o, ou for  oo u	Compound Words	Contractions (with <i>have</i>)	
Term 4				
28	 y for  y u, ew, u_e, ue for  y u,  oo ew ue u_e u	Word Origins	Homophones (<i>dew/due, ewe/you, cue/queue</i>)	
29	 oo, u_e, u, ui, o, oe, ough, ou for  oo ew ue u_e u	Word Origins	Prefixes sub, super	
30	 zz, s, se, ze, ss for  z zz s se	Suffix ise		
	 s, si for  s si	Suffix ion		
31	 ou, ow, ough, hou for  ou ow	Homophones (<i>allowed/aloud, flour/flower, council/counsel, hour/our</i>)	Suffix able	
32	 ch, tch, ti, t for  ch tch			
	 ti, ci, s, ss, ssi, xi for  sh ch ti di	Suffix ion		
33	 oy, oi for  oy oi			
	 eer, ear, ere, ier, e, ea for  eer ear			
34	 th for  th			
	 th, the for  th			
35	 air, are, ere, ar, a, ayor, ey're for  air are	Suffix Revision	Homophones (<i>hair/hare, bare/bear, mare/mayor, they're/their/there, staves/stairs, where/we're/wear, fare/fair, flair/flare, pare/pair/pear, heir/air</i>)	
36	 er, ar, a, e, i, o, u, ure, ou, our for  er ar or a e i o u	Suffix al	Latin Roots cap, mit, pel	

Year 6 Scope and Sequence Snapshot

Refer to this table for a snapshot of the scope of the Year 6 program and the sequence of phoneme–grapheme relationships. See pages 30 and 31 for specific information about which concepts are taught and when.

Year 6	
Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling multisyllabic words. Due to the complexity of the words students are working with, there is a strong focus on vocabulary. Students revise adding inflectional suffixes to words when a base change is required. They also learn a wide range of prefixes and derivational suffixes, and how to add some of the derivational suffixes to words when a base change is required. Students learn complex Greek and Latin roots, and the etymology of a variety of English words. They continue to revise and learn homophones and contractions.	
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.
Phonics	<p>Phoneme–grapheme relationships</p> <ul style="list-style-type: none"> • b, bb, pb for  • a for  • k, c, q, ck, x, ch, que for  x for  • e, ea, a, eo for  • d, dd for  • i, y, e, ui, a for  • f, ff, ph for  • o, a, ho, au, ow, ach, e for  • g, gu, gue for  • u, o, ou for  • h for  • j, g, ge, gg, d for  • ai, ay, a_e, a, ei, eigh, et, e for  • l, ll for  • ee, e, ea, y, ie, e_e, i, ei for  • m, mm, me for  • i_e, y, igh, i, ir for  • n, kn, ne for  • ng, n, ngue for  • oa, o_e, ow, o, ough for  • p, pp for  • r, rr, rh for  • ar, a, ear, au, er for  • s, ss, ce, c, sc, st, sw for  x for   • ir, ur, er, ear, our, urr for  • t, tt for  • or, ore, a, aw, au, augh, oa, hau, aur for  • v, ve for  • wh, u for  • oo, u, oul, o, ou for  • i, u for  u, ui, eu, ew, u_e, ue, ueue for   • oo, ew, ue, u_e, u, o, ough, ou, oeu for  • z, s, ss for  x for   • s, si for  • ou, ow, ough for  • ch, ti, t for  • sh, ch, ti, ss, ssi for  • oy, oi for  • eer, ere, ier, e, ir, ea for  • th for  • th, the for  • air, are, ere, ar, a, ayor, ea, aire, ae for  • er, ar, a, e, i, o, u, ure, ou for 
Morphology	<p>Prefixes and suffixes</p> <p>Prefixes: ex, dec, cent, kilo, dis, mis, in, im, il, ir, anti, non, con, hyper, hypo, mono, multi, com, co, pro, circum, auto, trans, uni, sub, super, out, syn, sym, inter, ad, ac</p> <p>Suffixes (inflectional): s (verbs), es (verbs), ed, ing</p> <p>Suffixes (derivational): able, ion, ly, er, or, ist, ation, al, ty, ity, ify, ance, ence, ous, ment, ive, ise, sion, less, ian</p> <p>Helpful Hints for suffix addition</p> <p>double, drop e, change y</p> <p>Greek and Latin roots</p> <p>Greek roots: pod, graph, gram, hydr, geo, bio, logy, meter, therm, aer, aero</p> <p>Latin roots: tract, cess, cep, sect, ped, duc, duct, duce, flex, flect, frag, fract, struct, rupt, ceed, cede, cess, mot, pos, spect, press, circ, vers, vert, ject, fact, fect, port, form, aqua</p>
Etymology	<ul style="list-style-type: none"> • Grapheme ph for  • Word origins – Greek, Latin, Arabic, French, Japanese, German, Spanish, Persian, Dutch, Italian, Hawaiian, Hindi
Homophones	practice/practise, reign/rain, patience/patients, stationary/stationery, licence/license, minor/miner, site/sight, idol/idle, sauce/source, horse/hoarse, muscle/mussel, principal/principle
Contractions	Contractions with <i>have</i> : should've, could've, would've

Year 6 Yearly Plan

Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy Online*. Students consolidate their understanding with the Student Book activities.











Term 1				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
1	Getting Started	Phonemes	Phonemes & Graphemes	
2		b, bb, pb for 	Suffixes ed, ing, s, es (change y , drop e , double)	Suffix able
3		a for 	Latin Root tract	Homophones (<i>practice/practise</i>)
4		k, c, q, ck, x, ch, que for  x for  	Prefix ex	Suffix ion
5		e, ea, a, eo for 	Latin Roots cess, cep, sect	Prefixes dec, cent, kilo
6		d, dd for 	Greek Root pod & Latin Root ped	Latin Roots duc, duct, duce
7		i, y, e, ui, a for 	Prefixes dis, mis	Prefixes in, im, il, ir
8		f, ff, ph for 	Grapheme ph	Latin Roots flex, flect, frag, fract
9		o, a, ho, au, ow, ach, e for 	Prefixes anti, non	Prefix con
Term 2				
10		g, gu, gue for 	Suffix ly	Greek Roots graph, gram
11		u, o, ou for 	Suffixes er, or, ist	Latin Roots struct, rupt
12		h for 	Prefixes hyper, hypo & Greek Root hydr	
		j, g, ge, gg, d for 	Greek Roots geo, bio, logy	
13		ai, ay, a_e, a, ei, eigh, et, e for 	Suffix ation	Homophones (<i>reign/rain, patience/patients, stationary/stationery</i>)
14		l, ll for 	Suffixes ed, ing (double)	Suffix al Prefixes mono, multi
15		ee, e, ea, y, ie, e_e, i, ei for 	Suffixes ty, ity	Latin Roots ceed, cede, cess
16		m, mm, me for 	Prefix com	Greek Root meter
17		i_e, y, igh, i, ir for 	Suffix ify	Homophones (<i>licence/license, minor/miner, site/sight, idoll/idle</i>)
18		n, kn, ne for 	Suffixes ance, ence	
		ng, n, ngue for 		

Term 3				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
19	 oa, o_e, ow, o, ough for 	Prefix co	Latin Roots mot, pos	
20	 p, pp for 	Latin Roots spect, press		
	 r, rr, rh for 	Prefix pro		
21	 ar, a, ear, au, er for 	Word Origins	Portmanteaus	
22	 s, ss, ce, c, sc, st, sw for  x for  	Suffix ous	Homophones (<i>sauce/source, horse/hoarse, muscle/mussel, principal/principle</i>)	
23	 ir, ur, er, ear, our, urr for 	Suffixes ed, ing (double)	Prefix circum & Latin Root circ	Latin Roots vers, vert
24	 t, tt for 	Suffix ment	Latin Roots ject, fact, fect	
25	 or, ore, a, aw, au, augh, oa, hau, aur for 	Prefix auto	Prefix trans & Latin Roots port, form	
26	 v, ve for 	Suffix ive		
	 wh, u for 			
27	 oo, u, oul, o, ou for 	Contractions (with <i>have</i>)	Word Origins	
Term 4				
28	 i, u for  u, ui, eu, ew, u_e, ue, ueue for  	Word Origins	Prefix uni	
29	 oo, ew, ue, u_e, u, o, ough, ou, oeu for 	Word Origins	Prefixes sub, super	
30	 z, s, ss for  x for  	Suffix ise		
	 s, si for 	Suffix sion		
31	 ou, ow, ough for 	Prefix out	Suffix less	
32	 ch, ti, t for 			
	 sh, ch, ti, ss, ssi for 	Suffix ion		
33	 oy, oi for 			
	 eer, ere, ier, e, ir, ea for 			
34	 th for 	Prefixes syn, sym & Greek Root therm		
	 th, the for 			
35	 air, are, ere, ar, a, ayor, ea, aire, ae for 	Suffix ian	Greek Roots aer, aéro & Latin Root aqua	
36	 er, ar, a, e, i, o, u, ou for 	Prefix inter	Prefixes ad, ac	













Years 1–6 Focus Concepts (Unit View)

Years 1–6 Focus Concepts (Unit View)













This section of the document shows the Focus Concepts taught in Lessons 2–4 of each unit. In Lesson 1 of each unit, students are introduced to a focus phoneme, grapheme/s and words containing the focus phoneme. Refer to pages 13–31 for the Lesson 1 content.

Units 1–11		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Getting Started						
2		<ul style="list-style-type: none"> Blends br, bl Capital B, Grapheme bb 	<ul style="list-style-type: none"> Blends br, bl Suffixes ed, ing 	<ul style="list-style-type: none"> Suffixes ed, ing Irregular Past Tense Antonyms 	<ul style="list-style-type: none"> Suffixes ed, ing Compound Words Irregular Past Tense 	<ul style="list-style-type: none"> Suffixes ed, ing Homophones 	<ul style="list-style-type: none"> Suffixes ed, ing, s, es Suffix able
3		<ul style="list-style-type: none"> Rhyme Word Building 	<ul style="list-style-type: none"> Rhyme Word Building Suffix s 	<ul style="list-style-type: none"> Suffixes ed, ing Alphabetical Order 	<ul style="list-style-type: none"> Suffixes ed, ing Synonyms 	<ul style="list-style-type: none"> Prefixes anti, dia Greek Roots astro, aster & Latin Roots ang, aqua, anim 	<ul style="list-style-type: none"> Latin Root tract Homophones
4		<ul style="list-style-type: none"> Grapheme ck Blends cl, cr Blends qu, x 	<ul style="list-style-type: none"> Grapheme ck, k Graphemes k, c Blends cl, cr, qu, x 	<ul style="list-style-type: none"> Graphemes ck, k Blends qu, x Suffix es 	<ul style="list-style-type: none"> Graphemes ck, k, c Prefix ex 	<ul style="list-style-type: none"> Grapheme ch Prefixes kilo, milli Suffix ion 	<ul style="list-style-type: none"> Prefix ex Suffix ion
5		<ul style="list-style-type: none"> Rhyme Word Building 	<ul style="list-style-type: none"> Word Building Grapheme ea 	<ul style="list-style-type: none"> Grapheme ea Irregular Past Tense 	<ul style="list-style-type: none"> Compound Words Suffixes s, es 	<ul style="list-style-type: none"> Prefix ex Prefixes dec, deci, cent 	<ul style="list-style-type: none"> Latin Roots cess, cep, sect Prefixes dec, cent, kilo
6		<ul style="list-style-type: none"> Blend dr Blend nd Capital D, Grapheme dd 	<ul style="list-style-type: none"> Blends dr, nd Suffixes ed, ing Correct Use of Verbs 	<ul style="list-style-type: none"> Compound Words Suffixes ed, ing Alphabetical Order 	<ul style="list-style-type: none"> Suffixes ed, ing Prefixes mis, dis, un Irregular Past Tense 	<ul style="list-style-type: none"> Prefixes dis, mis Prefixes in, de 	<ul style="list-style-type: none"> Greek Root pod & Latin Root ped Latin Roots duc, duct, duce
7		<ul style="list-style-type: none"> Rhyme Word Building Suffix s 	<ul style="list-style-type: none"> Rhyme Word Building Suffixes er, est 	<ul style="list-style-type: none"> Suffixes ed, ing Suffixes s, es Synonyms 	<ul style="list-style-type: none"> Suffixes er, est Prefixes in, im 	<ul style="list-style-type: none"> Suffixes in, im, il, ir Suffix ive 	<ul style="list-style-type: none"> Prefixes dis, mis Prefixes in, im, il, ir
8		<ul style="list-style-type: none"> Blends fl, fr Blend ft Capital F, Grapheme ff 	<ul style="list-style-type: none"> Blends fl, fr, ft Compound Words 	<ul style="list-style-type: none"> Suffixes ed, ing Suffix ful 	<ul style="list-style-type: none"> Suffixes s, es Suffix s Prefix fore 	<ul style="list-style-type: none"> Suffixes s, es Greek Roots graph, phon, Prefix photo 	<ul style="list-style-type: none"> Grapheme ph Latin Roots flex, flect, frag, fract
9		<ul style="list-style-type: none"> Rhyme Word Building Grapheme a 	<ul style="list-style-type: none"> Grapheme a Suffix es Suffixes er, est 	<ul style="list-style-type: none"> Grapheme a Suffixes ed, ing, s, es Synonyms & Antonyms 	<ul style="list-style-type: none"> Prefix non Prefixes quad, oct 	<ul style="list-style-type: none"> Prefixes anti, non Prefix con 	<ul style="list-style-type: none"> Suffix ly Greek Roots graph, gram
10		<ul style="list-style-type: none"> Blends gr, gl Capital G, Grapheme gg 	<ul style="list-style-type: none"> Blends gr, gl Suffixes ed, ing Correct Use of Verbs 	<ul style="list-style-type: none"> Suffixes er, est Suffix ful 	<ul style="list-style-type: none"> Suffixes ed, ing Homophones 	<ul style="list-style-type: none"> Suffixes ed, ing Suffixes ness, ment 	<ul style="list-style-type: none"> Suffix ly Greek Roots graph, gram
11		<ul style="list-style-type: none"> Rhyme Word Building Grapheme o 	<ul style="list-style-type: none"> Grapheme o Suffixes ed, ing 	<ul style="list-style-type: none"> Suffixes s, es Prefix un 	<ul style="list-style-type: none"> Suffix es Suffix y 	<ul style="list-style-type: none"> Suffixes y, er, est Latin Root struct 	<ul style="list-style-type: none"> Suffixes er, or, ist Latin Roots struct, rupt






Units 12–21

Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
12 	<ul style="list-style-type: none"> Capital H 	<ul style="list-style-type: none"> Contractions 	<ul style="list-style-type: none"> Homophones Contractions 	<ul style="list-style-type: none"> Contractions Homophones 	<ul style="list-style-type: none"> Latin Root ject 	<ul style="list-style-type: none"> Prefixes hyper, hypo & Greek Root hydr
13 	<ul style="list-style-type: none"> Suffixes ed, ing 	<ul style="list-style-type: none"> Grapheme g 	<ul style="list-style-type: none"> Grapheme dge 	<ul style="list-style-type: none"> Grapheme g 	<ul style="list-style-type: none"> Homophones Suffixes er, or, ee 	<ul style="list-style-type: none"> Greek Roots geo, bio, logy
14 	<ul style="list-style-type: none"> Graphemes ay Grapheme ai Grapheme a_e 	<ul style="list-style-type: none"> Grapheme ay Suffix ing Homophones 	<ul style="list-style-type: none"> Suffixes ed, ing Homophones 	<ul style="list-style-type: none"> Suffixes y, er, est Homophones 	<ul style="list-style-type: none"> Homophones 	<ul style="list-style-type: none"> Suffix ation Homophones
15 	<ul style="list-style-type: none"> Blends bl, gl, cl, fl Blends lt, lp, lf, lk Grapheme ll 	<ul style="list-style-type: none"> Grapheme ll Blends lt, lp, lf, ld Contractions 	<ul style="list-style-type: none"> Irregular Past Tense Suffix less Contractions 	<ul style="list-style-type: none"> Suffix ful Contractions 	<ul style="list-style-type: none"> Suffixes ful, less Suffix able 	<ul style="list-style-type: none"> Suffixes ed, ing Suffix al Prefixes mono, multi
16 	<ul style="list-style-type: none"> Graphemes ee, ea Grapheme y 	<ul style="list-style-type: none"> Grapheme y Suffix es Homophones 	<ul style="list-style-type: none"> Suffixes s, es Suffix y Irregular Plurals 	<ul style="list-style-type: none"> Suffix ly Homophones 	<ul style="list-style-type: none"> Suffix ly Homophones 	<ul style="list-style-type: none"> Suffixes ty, ity Latin Roots ceed, cede, cess
17 	<ul style="list-style-type: none"> Blends sm, mp Suffixes ed, ing Capital M, Grapheme mm 	<ul style="list-style-type: none"> Blends sm, mp Suffix ing Contractions 	<ul style="list-style-type: none"> Suffixes s, es Prefix mid Prefix mis 	<ul style="list-style-type: none"> Suffix er Suffix ment 	<ul style="list-style-type: none"> Prefixes multi, semi Prefix com 	<ul style="list-style-type: none"> Prefix com Greek Root meter
18 	<ul style="list-style-type: none"> Grapheme y Grapheme i_e Grapheme igh 	<ul style="list-style-type: none"> Suffixes es, ed Prefix un 	<ul style="list-style-type: none"> Suffix ing Suffixes ed, es, ing 	<ul style="list-style-type: none"> Suffixes ed, ing, s, es Prefixes bi, tri Homophones 	<ul style="list-style-type: none"> Prefixes bi, tri Latin Roots scrib, script 	<ul style="list-style-type: none"> Suffix ify Homophones
19 	<ul style="list-style-type: none"> Blend sn 	<ul style="list-style-type: none"> Homophones 	<ul style="list-style-type: none"> Suffix en 	<ul style="list-style-type: none"> Suffix ness Contractions 	<ul style="list-style-type: none"> Prefix & Suffix en 	<ul style="list-style-type: none"> Suffixes ance, ence
20 	<ul style="list-style-type: none"> Graphemes o_e, oa Grapheme o Homophones 	<ul style="list-style-type: none"> Suffixes ed, ing Compound Words 	<ul style="list-style-type: none"> Suffixes s, es Suffixes ed, ing Irregular Past Tense 	<ul style="list-style-type: none"> Homophones Suffixes s, es 	<ul style="list-style-type: none"> Homophones Latin Roots mot, pos 	<ul style="list-style-type: none"> Prefix co Latin Roots mot, pos
21 	<ul style="list-style-type: none"> Blends pl, pr, sp, pt 	<ul style="list-style-type: none"> Prefix re 	<ul style="list-style-type: none"> Irregular Past Tense Prefix pre 	<ul style="list-style-type: none"> Suffix ship 	<ul style="list-style-type: none"> Latin Root port 	<ul style="list-style-type: none"> Latin Roots spect, press
21 	<ul style="list-style-type: none"> Capital R, Grapheme rr 	<ul style="list-style-type: none"> Prefix re 	<ul style="list-style-type: none"> Prefix re 	<ul style="list-style-type: none"> Prefixes pre, re 	<ul style="list-style-type: none"> Prefixes pre, re 	<ul style="list-style-type: none"> Prefix pro
21 	<ul style="list-style-type: none"> Grapheme ar Grapheme a Questions with Are 	<ul style="list-style-type: none"> Grapheme a Suffixes er, est 	<ul style="list-style-type: none"> Grapheme a Suffix ness Suffix ly 	<ul style="list-style-type: none"> Suffix en 	<ul style="list-style-type: none"> World Origins Plurals 	<ul style="list-style-type: none"> World Origins Portmanteaus

Years 1–6 Focus Concepts (Unit View)

Units 22–31		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit							
22		<ul style="list-style-type: none"> Grapheme ss Blends sk, sc, sl, x Suffixes ed, ing 	<ul style="list-style-type: none"> Grapheme ss Graphemes c, ce Suffixes ed, ing 	<ul style="list-style-type: none"> Graphemes c, ce Prefix dis Suffixes s, es 	<ul style="list-style-type: none"> Suffix ous Prefix sub 	<ul style="list-style-type: none"> Suffix ous Homophones 	<ul style="list-style-type: none"> Suffix ous Homophones
23		<ul style="list-style-type: none"> Grapheme ir Grapheme ur Questions with <i>Were</i> 	<ul style="list-style-type: none"> Grapheme or Graphemes ear, er Alphabetical Order 	<ul style="list-style-type: none"> Grapheme or Compound Words 	<ul style="list-style-type: none"> Suffixes y, er, est 	<ul style="list-style-type: none"> Suffixes ed, ing Prefix circum & Latin Root circ 	<ul style="list-style-type: none"> Suffixes ed, ing Prefix circum & Latin Root circ Latin Roots vers, vert
24		<ul style="list-style-type: none"> Blends tr, st Blends nt, st Capital T Grapheme tt 	<ul style="list-style-type: none"> Synonyms Contractions 	<ul style="list-style-type: none"> Suffix ist Contractions 	<ul style="list-style-type: none"> Prefix inter Contractions 	<ul style="list-style-type: none"> Prefixes inter, tele, trans Latin Roots rapt, sect 	<ul style="list-style-type: none"> Suffix ment Latin Roots ject, fact, fect
25		<ul style="list-style-type: none"> Grapheme or Grapheme a Graphemes ore, aw, au, our 	<ul style="list-style-type: none"> Homophones Suffixes er, est 	<ul style="list-style-type: none"> Suffixes er, est Homophones Irregular Past Tense 	<ul style="list-style-type: none"> Homophones Irregular Past Tense 	<ul style="list-style-type: none"> Prefix auto & Latin Root aud Homophones 	<ul style="list-style-type: none"> Prefix auto Prefix trans & Latin Roots port, form
26	 	<ul style="list-style-type: none"> Blends sw, tw, qu Questions with <i>Was, Why, What, When</i> 	<ul style="list-style-type: none"> Contractions Antonyms 	<ul style="list-style-type: none"> Suffix s Contractions 	<ul style="list-style-type: none"> Contractions 	<ul style="list-style-type: none"> Homophones 	<ul style="list-style-type: none"> Suffix ive
27		<ul style="list-style-type: none"> Graphemes oo, u Suffixes ed, ing Questions with <i>Could, Would</i> 	<ul style="list-style-type: none"> Compound Words Homophones Contractions 	<ul style="list-style-type: none"> Irregular Past Tense Contractions 	<ul style="list-style-type: none"> Suffix hood Irregular Past Tense 	<ul style="list-style-type: none"> Compound Words Contractions 	<ul style="list-style-type: none"> Contractions Word Origins
28		<ul style="list-style-type: none"> Suffixes s, ed, ing Questions Capital Y 	<ul style="list-style-type: none"> Contractions Homophones Alphabetical Order 	<ul style="list-style-type: none"> Contractions Homophones 	<ul style="list-style-type: none"> Suffix ish 	<ul style="list-style-type: none"> Word Origins Homophones 	<ul style="list-style-type: none"> Word Origins Prefix uni
29		<ul style="list-style-type: none"> Grapheme oo Graphemes ew, o, ou Homophones 	<ul style="list-style-type: none"> Grapheme u_e Grapheme ew Homophones 	<ul style="list-style-type: none"> Irregular Past Tense Homophones 	<ul style="list-style-type: none"> Prefix super Irregular Past Tense 	<ul style="list-style-type: none"> Word Origins Prefixes sub, super 	<ul style="list-style-type: none"> Word Origins Prefixes sub, super
30	 	<ul style="list-style-type: none"> Suffix s Capital Z Grapheme zz 	<ul style="list-style-type: none"> Suffixes s, es Suffixes s, es 	<ul style="list-style-type: none"> Suffixes s, es Suffix y 	<ul style="list-style-type: none"> Homophones Suffixes s, es 	<ul style="list-style-type: none"> Suffix ise 	<ul style="list-style-type: none"> Suffix ise
31		<ul style="list-style-type: none"> Grapheme ow Grapheme ou 	<ul style="list-style-type: none"> Compound Words Suffix y 	<ul style="list-style-type: none"> Compound Words Homophones 	<ul style="list-style-type: none"> Prefix out Homophones 	<ul style="list-style-type: none"> Homophones Suffix able 	<ul style="list-style-type: none"> Prefix out Suffix less

Units 32–36

Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 		<ul style="list-style-type: none"> Grapheme th 	<ul style="list-style-type: none"> Grapheme th 			
 			<ul style="list-style-type: none"> Compound Words 	<ul style="list-style-type: none"> Suffix ion 	<ul style="list-style-type: none"> Suffix ion 	<ul style="list-style-type: none"> Suffix ion
 	<ul style="list-style-type: none"> Homophones 	<ul style="list-style-type: none"> Homophones 				
 			<ul style="list-style-type: none"> Compound Words 			<ul style="list-style-type: none"> Prefixes syn, sym & Greek Root therm
 	<ul style="list-style-type: none"> Homophones 		<ul style="list-style-type: none"> Homophones 	<ul style="list-style-type: none"> Homophones 		
 	<ul style="list-style-type: none"> Homophones Compound Words 	<ul style="list-style-type: none"> Homophones Suffix less 	<ul style="list-style-type: none"> Homophones Compound Words 	<ul style="list-style-type: none"> Homophones 	<ul style="list-style-type: none"> Suffix Revision Homophones 	<ul style="list-style-type: none"> Suffix ion Greek Roots aer, aero & Latin Root aqua
 		<ul style="list-style-type: none"> Grapheme a 	<ul style="list-style-type: none"> Suffix er 	<ul style="list-style-type: none"> Suffixes er, or, ist 	<ul style="list-style-type: none"> Suffix al Latin Roots cap, mit, pel 	<ul style="list-style-type: none"> Prefix inter Prefixes ad, ac

Years 1–6 Focus Concepts (Concept View)

Phonemic Awareness & Synthetic Phonics							
Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Rhyme	Unit 3 -at, -ag, -ad, -am, -an 5 -ead/-ed, -ell, -eg/ -egg, -en, -et 7 -it, -in, -ig, -ip 9 -op, -ot, -og 11 -ut, -un, -ug, -um 18 -ing, -ang, -ong	Unit 3 -ack, -ap, -ash, -ang 7 -in, -ill, -ip, -ing					
Word Building	Unit 3 -and, -ack 5 -est, -ent, -end 7 -ill, -ick, -ing 9 -ock, -ong 11 -uck, -ust, -ump	Unit 3 -amp, -and 5 -est, -end, -ent 7 -ing, -ill, -ist, -im, -ip, -ink, -ive, -ick, -ich					
Blends	Unit 2 br-, bl- 4 cl-, cr-, qu-, -x 6 dr-, -nd 8 fl-, fr-, -ft 10 gr-, gl- 14 bl-, gl-, cl-, fl-, -lt, -lp, -lf, -lk 16 sm-, -mp 18 sn- 20 pl-, pr-, sp-, -pt 22 sk-, -sk, sc-, sl-, -x 24 tr-, st-, -nt, -st 26 sw-, tw-, qu-	Unit 2 br-, bl- 4 cl-, cr-, qu-, -x-, -x 6 dr-, -nd 8 fl-, fr-, -ft 10 gr-, gl- 14 bl-, gl-, cl-, fl-, -lt, -lp, -lf, -lk 16 sm-, -mp					
Capitals & Graphemes	Unit 2 B, bb 4 ck 6 D, dd 8 F, ff 9 a 10 G, gg 11 o 12 H 13 ay, ai, a_e 14 ll 15 ee, ea, y 16 M, mm 17 y, i_e, igh 19 o_e, oa, o 20 R, rr 21 ar, a 22 ss 23 ir, ur 24 T, tt 25 or, a, ore, aw, au, our 27 oo, u 28 Y 29 oo, ew, o, ou 30 Z, zz 31 ow, ou	Unit 4 ck, k, c 5 ea 9 a 11 o 12 g 13 ay 14 ll 15 y 21 a 22 ss, c, ce 23 or, ear, er 29 u_e, ew 32 tch 36 a	Unit 4 ck, k, c 9 a 12 g 21 a 22 c, ce 23 or 32 tch	Unit 4 ck, k, c 9 a 12 g	Unit 4 ch	Unit 8 ph	

Note: Blends are taught as two separate phonemes. In Blends lessons, students learn to segment blends into individual phonemes.

Note: The graphemes listed are covered in Lessons 2–4, building on the introduction of focus graphemes in Lesson 1. Refer to pages 13–31 for all the graphemes introduced in Lesson 1 of each unit.

Morphology & Etymology

Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prefixes	<p>Unit</p> <p>17 un</p> <p>20 re</p>	<p>Unit</p> <p>11 un</p> <p>16 mid, mis</p> <p>20 pre, re</p> <p>22 dis</p>	<p>Unit</p> <p>4 ex</p> <p>6 mis, dis, un</p> <p>7 in, im</p> <p>8 fore</p> <p>17 bi, tri</p> <p>20 pre, re</p> <p>22 sub</p> <p>24 inter</p> <p>29 super</p> <p>31 out</p>	<p>Unit</p> <p>3 anti, dia</p> <p>4 kilo, milli</p> <p>5 ex, dec, deci, cent</p> <p>6 dis, mis, in, de</p> <p>7 in, im, il, ir</p> <p>9 non, quad, oct</p> <p>16 multi, semi, com</p> <p>17 bi, tri</p> <p>18 en</p> <p>20 pro</p> <p>23 circum</p> <p>25 auto, trans</p> <p>28 uni</p> <p>29 sub, super</p> <p>31 out</p> <p>34 syn, sym</p> <p>36 inter, ad, ac</p>	<p>Unit</p> <p>4 ex</p> <p>5 dec, cent, kilo</p> <p>7 dis, mis, in, im, il, ir</p> <p>9 anti, non, con</p> <p>12 hyper, hypo</p> <p>14 mono, multi</p> <p>16 com</p> <p>19 co</p> <p>20 pro</p> <p>23 circum</p> <p>25 auto, trans</p> <p>28 uni</p> <p>29 sub, super</p> <p>31 out</p> <p>34 syn, sym</p> <p>36 inter, ad, ac</p>	
Suffixes (Inflectional)	<p>Unit</p> <p>7 s (plurals)</p> <p>12 ed, ing</p> <p>16 ed, ing</p> <p>22 ed, ing</p> <p>27 ed, ing</p> <p>28 s (verb) ed, ing</p> <p>30 s (plurals)</p>	<p>Unit</p> <p>2 ed, ing (double)</p> <p>3 s (plurals)</p> <p>6 ed, ing (double)</p> <p>7 er, est (double)</p> <p>9 es (plurals), er, est (double)</p> <p>10 ed, ing (double)</p> <p>11 ed, ing (double)</p> <p>13 ing (drop e)</p> <p>15 es (plurals – change y)</p> <p>16 ing (drop e)</p> <p>17 es (verbs – change y), ed (change y)</p> <p>19 ed, ing (drop e)</p> <p>21 er, est</p> <p>22 ed, ing (drop e)</p> <p>25 er, est</p> <p>30 s, es (plurals), s, es (verbs)</p>	<p>Unit</p> <p>2 ed, ing (double)</p> <p>3 ed, ing (double)</p> <p>4 es (plurals)</p> <p>6 ed, ing (double)</p> <p>7 ed, ing (double), s, es (verbs)</p> <p>8 ed, ing (double)</p> <p>9 er, est (double)</p> <p>10 er, est (double)</p> <p>11 s, es (verbs)</p> <p>13 ed, ing (drop e)</p> <p>15 s, es (plurals – change y)</p> <p>16 ed (change y)</p> <p>17 ing (drop e), ed, es (verbs – change y), er, est</p> <p>19 s, es (plurals), ed, ing (change y), s, es (plurals), ed, ing (drop e)</p> <p>22 s, es (plurals – change y)</p> <p>25 er, est (double)</p> <p>26 s (plurals – change f and fe)</p> <p>30 s, es (plurals – change y, change f and fe)</p>	<p>Unit</p> <p>2 ed, ing (double), change y; drop e)</p> <p>8 s, es (plurals/verbs – change y, change f and fe)</p> <p>10 ed, ing (drop e, double)</p> <p>11 er, est (change y)</p> <p>21 s, es (plurals – change y, change f and fe)</p> <p>23 ed, ing (double)</p> <p>35 Suffix Revision ed, ing (drop e)</p>	<p>Unit</p> <p>2 ed, ing (change y, drop e, double), s, es (verbs – change y)</p> <p>14 ed, ing (double)</p> <p>23 ed, ing (double)</p>	

Years 1–6 Focus Concepts (Concept View)

Morphology & Etymology						
Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Suffixes (Derivational)	<p>Unit</p> <p>31 y</p> <p>35 less</p>	<p>Unit</p> <p>8 ful</p> <p>10 ful</p> <p>14 less</p> <p>15 y</p> <p>18 en</p> <p>21 ness, ly</p> <p>24 ist</p> <p>30 y</p> <p>36 er</p>	<p>Unit</p> <p>11 y</p> <p>13 y</p> <p>14 ful</p> <p>15 ly</p> <p>16 er, ment</p> <p>18 ness</p> <p>20 ship</p> <p>21 en</p> <p>22 ous</p> <p>23 y</p> <p>26 wards</p> <p>27 hood</p> <p>28 ish</p> <p>32 ion</p> <p>36 er, or, ist</p>	<p>Unit</p> <p>4 ion</p> <p>7 ive</p> <p>10 ness, ment</p> <p>11 y</p> <p>13 er, or, ee</p> <p>14 ful, less, able</p> <p>15 ly</p> <p>18 en</p> <p>22 ous</p> <p>30 ise, ion</p> <p>31 able</p> <p>32 ion</p> <p>35 Suffix Revision ly, ous, y, less, ful, able, ness</p> <p>36 al</p>	<p>Unit</p> <p>2 able</p> <p>4 ion</p> <p>10 ly</p> <p>11 er, or, ist</p> <p>13 ation</p> <p>14 al</p> <p>15 ty, ity</p> <p>17 ify</p> <p>18 ance, ence</p> <p>22 ous</p> <p>24 ment</p> <p>26 ive</p> <p>30 ise, sion</p> <p>31 less</p> <p>32 ion</p> <p>35 ian</p>	
Greek Roots				<p>Unit</p> <p>3 astro, aster</p> <p>8 graph, phon, photo</p>	<p>Unit</p> <p>6 pod</p> <p>10 graph, gram</p> <p>12 hydr, geo, bio, logy</p> <p>16 meter</p> <p>34 therm</p> <p>35 aer, aero</p>	
Latin Roots				<p>Unit</p> <p>3 ang, aqua, anim</p> <p>11 struct</p> <p>12 ject</p> <p>17 scrib, script</p> <p>19 mot, pos</p> <p>20 port</p> <p>23 circ</p> <p>24 rupt, sect</p> <p>25 aud</p> <p>36 cap, mit, pel</p>	<p>Unit</p> <p>3 tract</p> <p>5 cess, cep, sect</p> <p>6 ped, duc, duct, duce</p> <p>8 flex, flect, frag, fract</p> <p>11 struct, rupt</p> <p>15 ceed, cede, cess</p> <p>19 mot, pos</p> <p>20 spect, press</p> <p>23 circ, vers, vert</p> <p>24 ject, fact, fect</p> <p>25 port, form</p> <p>35 aqua</p>	
Word Origins				<p>Unit</p> <p>21 Indigenous Australian languages (Wemba, Wemba, Yuwaalaraay, Guugu Yimidhirr, Dharug, Noongar, Gamilaraay, Wiradjuri)</p> <p>28 Turkish, Dutch, Portuguese, French, Latin, Spanish, German, French, Latin, Dutch</p>	<p>Unit</p> <p>21 Greek, Latin, Arabic, French, Japanese, German, Spanish, Persian</p> <p>27 German, Latin, Greek, Dutch, Arabic, Italian, Japanese</p> <p>28 Latin, French, Hawaiian</p> <p>29 German, French, Spanish, Japanese, Hindi</p>	

Morphology & Etymology

Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Portmanteaus						Unit 21 motel, email, blog, chortle, spork, hangry, smog, brunch, podcast, glamping

Other Focus Concepts

Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Homophones	Unit 19 rode/road, nose/knows, no/know 29 to/two/too 33 hear/here 34 their/there 35 their/there	Unit 13 ate/eight, mail/male, plain/plane, sail/sale 15 be/bee, week/weak, see/sea, bean/been, meet/meat 18 no/know, new/knew 25 knew/new, no/know, saw/sore, poor/paw, four/for, caught/court 27 wood/would 28 your/you're, new/knew 29 to/two/too 33 here/hear, deer/dear 35 pear/pair, hare/hair, bare/bear, we're/wear/where, their/there/they're	Unit 12 hear/here, hole/whole, who's/whose 13 wait/weight, tail/tale, ate/eight, brake/break 25 four/for, saw/sore, caught/court, poor/pour/paw 28 your/you're, new/knew 29 blue/blew, through/threw, whose/who's, to/two/too 31 flour/flower, our/hour, aloud/allowed 33 here/hear 34 their/there/they're 35 bear/bare, hair/hare, pair/pear, there/their/they're, where/we're/wear	Unit 10 great/grate, groan/grown, guest/guessed 12 herd/heard, whose/who's, hole/whole 13 break/brake, great/grate, sail/sale, plane/plain, ate/eight 15 peace/piece, meter/metre, weak/week, storey/story, sea/see, scene/seen 17 hi/high, I/eye, right/write, mined/mind, tide/tied 19 tows/foes, knows/nose, role/roll, rose/rows, throne/thrown 25 shore/sure, court/caught, poor/pour/paw, for/our, sore/saw 30 whose/who's 31 flour/flower, our/hour, aloud/allowed 34 their/there/they're 35 where/wear/we're, pair/pear, fare/fair, bear/bare, their/there/they're, hair/hare, storey/story, pears/pairs	Unit 2 great/grate, groan/grown, guest/guessed 12 herd/heard, whose/who's, hole/whole 13 break/brake, great/grate, sail/sale, plane/plain, ate/eight 15 peace/piece, meter/metre, weak/week, storey/story, sea/see, scene/seen 17 hi/high, I/eye, right/write, mined/mind, tide/tied 19 tows/foes, knows/nose, role/roll, rose/rows, throne/thrown 25 shore/sure, court/caught, poor/pour/paw, for/our, sore/saw 30 whose/who's 31 flour/flower, our/hour, aloud/allowed 34 their/there/they're 35 where/wear/we're, pair/pear, fare/fair, bear/bare, their/there/they're, hair/hare, storey/story, pears/pairs	Unit 2 band/banned, bored/board, berry/bury, boarder/border, billed/build, buoy/boy 13 weight/wait, break/brake, pain/pane, rays/raise, days/daze, waist/waste 15 reel/red, peak/peek, seen/scene, steal/steel, creak/creek, piece/peace 19 mode/mowed, lone/loan, bolder/boulder, so/sew/sow 22 soared/sword, paced/paste, seller/cellar scents/cents, sight/site, lesson/lessen 25 sure/shore, storey/story, foreward/forward, you're/your, coarse/course, sore/saw/soar, hoarse/horse, forth/fourth 26 week/weak, whale/wail, weather/whether, waist/waste, world/whirled, we're/wear/where 28 dew/duw, ewe/you, cue/queue 31 allowed/aloud, flour/flower, council/counsel, hour/our 35 hair/hare, bare/bear, mare/mayor, they're/their/there, stares/stairs, where/we're/wear, fare/fair, flair/flare, pare/pair/pear, heir/air	Unit 3 practice/practise 13 reign/rain, patience/patients, stationary/stationery 17 licence/license, minor/miner, site/sight, idol/idle 22 sauce/source, horse/hoarse, muscle/mussel, principal/principle

Years 1–6 Focus Concepts (Concept View)

Other Focus Concepts						
Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contractions	<p>Unit</p> <p>12 it's, who's, here's, he's, she's</p> <p>14 it'll, I'll, he'll, we'll, she'll, you'll, they'll</p> <p>16 I'm, I'll, I've</p> <p>24 wasn't, haven't, don't, isn't, weren't, aren't, didn't</p> <p>26 I've, you've, we've, they've</p> <p>27 couldn't, shouldn't, wouldn't</p> <p>28 you're, you've, you'll</p>	<p>Unit</p> <p>12 it's, she's, that's, he's, here's, where's, how's, who's, what's</p> <p>14 he'll, she'll, I'll, you'll, we'll, they'll, who'll, it'll</p> <p>24 isn't, don't, wasn't, weren't, haven't, couldn't, didn't, can't, won't</p> <p>26 I've, you've, we've, they've, could've, would've</p> <p>27 couldn't, wouldn't, shouldn't</p> <p>28 you'd, you're, you'll, you've</p>	<p>Unit</p> <p>12 I've, we've, you've, they've, he's, here's, who's, she's</p> <p>14 I'll, you'll, he'll, we'll, she'll, they'll</p> <p>18 don't, wasn't, shouldn't, wouldn't, can't, won't, couldn't, didn't</p> <p>24 don't, can't, wasn't, shouldn't, haven't, won't</p> <p>26 I've, you've, we've, they've, could've, would've, shouldn't</p>	<p>Unit</p> <p>27 should've, could've, would've</p>	<p>Unit</p> <p>27 should've, could've, would've</p>	<p>Unit</p> <p>27 should've, could've, would've</p>
Compound Words	<p>Unit</p> <p>35 haircut, football, armchair, starfish, hairbrush, upstairs</p>	<p>Unit</p> <p>8 flagpole, football, goldfish, afternoon, flyscreen, footprint</p> <p>19 photograph, flowerbed, homemade, postcard, raincoat, speedboat, download, goalpost, notebook, tightrope, backbone, rainbow, sailboat, snowman, homework</p> <p>27 football, footprint, footpath, bookmark, bookshelf, bookshop, somehow, playground, lookout, without, countdown, outside, cowboy, sunflower, lighthouse, cowgirl, flowerpot, houseboat</p>	<p>Unit</p> <p>6 goldfish, playground, weekend, driveway, beside, downstairs, ladybird, daydream</p> <p>23 artwork, bookworm, birthday, password, surfboard, worksheet, birdbath, worldwide</p> <p>31 countdown, outside, houseboat, lighthouse, sunflower, playground, without, ourselves</p> <p>32 hairbrush, toothbrush, paintbrush, goldfish, jellyfish, starfish, shoelace, shoebox, horseshoe</p> <p>34 somebody, something, someone, anybody, anything, anyone</p> <p>35 airport, anywhere, haircut, downstairs, upstairs, aircraft, everywhere, wheelchair</p>	<p>Unit</p> <p>2 keyboard, notebook, jellybean, bathroom, bookshelf, blueberry, background, shoebox, somebody, basketball</p> <p>5 anyone, anything, anywhere, anybody, anymore, anytime</p>	<p>Unit</p> <p>27 bookshelf, courthouse, bushfire, guidebook, bulldozer, firewood, goodbye, sugarcane, footwear, barefoot, football, footprint, footpath, driftwood, woodwork, homework, homesick</p>	<p>Unit</p> <p>27 bookshelf, courthouse, bushfire, guidebook, bulldozer, firewood, goodbye, sugarcane, footwear, barefoot, football, footprint, footpath, driftwood, woodwork, homework, homesick</p>
Synonyms	<p>Unit</p> <p>24</p>	<p>Unit</p> <p>7</p>	<p>Unit</p> <p>3</p> <p>9</p>	<p>Unit</p> <p>9</p>	<p>Unit</p> <p>9</p>	<p>Unit</p> <p>9</p>
Antonyms	<p>Unit</p> <p>26</p>	<p>Unit</p> <p>2</p>	<p>Unit</p> <p>2</p>	<p>Unit</p> <p>2</p>	<p>Unit</p> <p>2</p>	<p>Unit</p> <p>2</p>

Other Focus Concepts

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus Concept						
Irregular Plurals			Unit 15 foot/feet, tooth/teeth, child/children, sheep/sheep, goose/geese, person/people			
Irregular Past Tense			Unit 2 begin/began, break/broke, bring/brought, buy/bought, build/built, meet/met, spend/spent, hold/hold, feel/felt, say/said, send/sent, keep/kept 14 fly/flew, tell/told, hold/hold, fall/fell, blow/blew, feel/felt 19 sell/sold, ride/rode, grow/grew, break/broke 20 sleep/slept, creep/crept, leap/leapt, keep/kept, sweep/swept 25 catch/caught, buy/bought, draw/drew, see/saw, fall/fell 27 understand/understood, shake/shook, take/took, stand/stood 29 draw/drew, fly/flew, blow/blew, know/knew, grow/grew, throw/threw	Unit 2 bend/bent, begin/began, build/built, become/became, break/broke, buy/bought, bring/brought, ride/rode, sell/sold, draw/drew, drive/drove, stand/stood 25 teach/taught, buy/bought, catch/caught, bring/brought, think/thought, fight/fought, understand/understood, stand/stood, is/was, shake/shook, take/took 29 choose/chose, throw/threw, draw/drew, lose/lost, fly/flew, grow/grew, know/knew, withdraw/withdrew		
Correct Use of Verbs	Unit 6 do, does, doing, done, did 10 go, goes, going, gone					
Alphabetical Order	Unit 23 first letter 28 first letter		Unit 3 first letter, second letter, third letter 6 second letter, third letter			
Questions	Unit 21 23 26 27 28					

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