

# SOUND WAVES

NATIONAL EDITION

## Scope and Sequence Foundation



PO BOX 634, Buderim Qld 4556 Ph: (07) 5445 5749 Fax: (07) 5445 5171  
E: [soundwaves@fireflyeducation.com.au](mailto:soundwaves@fireflyeducation.com.au) [www.soundwavesspelling.com.au](http://www.soundwavesspelling.com.au)

 firefly  
education



# The Sound Waves Foundation Program

The Sound Waves Foundation Program is divided into two main phases: **Exploring Sounds** and **Discovering Graphemes**. These two phases are designed to be taught across a whole school year, with Exploring Sounds implemented in Term 1 and Discovering Graphemes in Terms 2, 3, and 4.

Each phase introduces and consolidates concepts and skills in a carefully graded progression. It has been written with the intention that the students experience Exploring Sounds activities before moving onto Discovering Graphemes.

This Scope and Sequence document outlines two different options for effectively teaching the Sound Waves Foundation Program for students with different levels of phonemic awareness.

## Option 1

Introduces the 43 phonemes and their associated icons through Exploring Sounds in Term 1, and consolidates sound-letter correspondence with Discovering Graphemes in Terms 2, 3, and 4. Option 1 is the suggested overview for teaching the Sound Waves Foundation Program to students new to phonemic spelling.

## Option 2

Selects elements from both Exploring Sounds and Discovering Graphemes to teach concurrently in the classroom. Option 2 is the suggested teaching program for students who already possess an understanding of phonics.

### Important Note

Even if your students demonstrate a knowledge of sounds, it is worth performing all the Chants and Actions daily to ensure they have awareness of all the 43 phonemes, and are ready to segment any word into individual sounds as they become proficient writers and readers. See pages 10–11 for all of the Chants and Actions.

Teaching the Sound Waves icon-sound association is fundamental to the success of Sound Waves throughout all levels of the whole school program. It is also important to put the icons in context for students. Some icons may not be familiar – the Introduce the Context section on each Exploring Sounds page provides relevant contextual activities.



# Option 1

## Term 1 – Suggested Overview

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	<b>b</b> as in balloon	<b>k</b> as in kite	<b>d</b> as in duck	<b>f</b> as in fish	<b>g</b> as in girl
2	<b>h</b> as in house	<b>j</b> as in jellyfish	<b>l</b> as in lizard	<b>m</b> as in moon	<b>n</b> as in net
3	<b>ng</b> as in ring	<b>p</b> as in pig	<b>r</b> as in robot	<b>s</b> as in seal	<b>t</b> as in tiger
4	<b>v</b> as in vase	<b>w</b> as in web	<b>y</b> as in yoyo	<b>z</b> as in zebra	<b>s</b> as in treasure
5	<b>ch</b> as in chicken	<b>sh</b> as in shell	<b>th</b> as in thong	<b>th</b> as in feather	<b>a</b> as in apple
6	<b>e</b> as in egg	<b>i</b> as in igloo	<b>o</b> as in orange	<b>u</b> as in umbrella	<b>ai</b> as in snail
7	<b>ee</b> as in bee	<b>i_e</b> as in ice-cream	<b>oa</b> as in boat	<b>ar</b> as in star	<b>ir</b> as in bird
8	<b>or</b> as in horse	<b>oo</b> as in book	<b>oo</b> as in boot	<b>ou</b> as in cloud	<b>oy</b> as in boy
9	<b>eer</b> as in deer	<b>air</b> as in chair	<b>er</b> as in ladder		

## Term 2 – Suggested Overview Including List Words and Special Words

Term 2, 3 and 4 overviews show the suggested order for introducing the sounds with graphemes. For specific teaching ideas, refer to the Discovering Graphemes page for each sound-letter correspondence (pages 61 - 167 in *Sound Waves Foundation Teacher Book*).

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	<b>m</b> for <b>m</b>	<b>m</b> for <b>m</b>	<b>a</b> for <b>a</b> am	<b>a</b> for <b>a</b>	consolidate
2	<b>t</b> for <b>t</b> at, mat, Tam	<b>t</b> for <b>t</b>	<b>s</b> for <b>s</b> sat, Sam	<b>s</b> for <b>s</b>	consolidate
3	<b>i</b> for <b>i</b> it, sit	<b>i</b> for <b>i</b>	<b>d</b> for <b>d</b> sad, Dad	<b>d</b> for <b>d</b> ↓	consolidate
4	<b>f</b> for <b>f</b> fit, fat	<b>f</b> for <b>f</b>	<b>n</b> for <b>n</b> in, and, fan, man, Dan, Nat	<b>n</b> for <b>n</b> a	consolidate
5	<b>p</b> for <b>p</b> pat, tap	<b>p</b> for <b>p</b>	<b>o</b> for <b>o</b> on, off, pot, top	<b>o</b> for <b>o</b>	consolidate
6	<b>r</b> for <b>r</b> rat, ran	<b>r</b> for <b>r</b> A	<b>g</b> for <b>g</b> got, pig, dog	<b>g</b> for <b>g</b> is	consolidate
7	<b>e</b> for <b>e</b> red, peg, get	<b>e</b> for <b>e</b> the, The	<b>h</b> for <b>h</b> hat, hit, hot	<b>h</b> for <b>h</b>	consolidate
8	<b>k</b> for <b>k</b> kid, kit	<b>k</b> for <b>k</b> look, Look	<b>c</b> for <b>kc</b> can, cap, cat, cot	<b>c</b> for <b>kc</b>	consolidate
9	<b>u</b> for <b>u</b> run, sun, Mum	<b>u</b> for <b>u</b> has	<b>b</b> for <b>b</b> bat, bed, big	<b>b</b> for <b>b</b>	consolidate

## Term 3 – Suggested Overview

Including List Words and [Special Words](#)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	<b>l</b> for <b>l</b> lid, log, leg, let	<b>l</b> for <b>l</b>	<b>j</b> for <b>j</b> jet, jug, jog	<b>j</b> for <b>j</b> to	consolidate
2	<b>y</b> for <b>y</b> yes, yet	<b>y</b> for <b>y</b> <u>you, no</u>	<b>v</b> for <b>v</b> van, vet	<b>v</b> for <b>v</b>	consolidate
3	<b>w</b> for <b>w</b> win, wet, web	<b>w</b> for <b>w</b> <u>was</u>	<b>z</b> for <b>z</b> zap, zip	<b>z</b> for <b>z</b>	consolidate
4	<b>ck</b> for <b>ck</b> back, neck, kick, sock, duck	<b>ck</b> for <b>ck</b> <u>his</u>	<b>ng</b> for <b>ng</b> hang, king, rung, song	<b>ng</b> for <b>ng</b> <u>Adding s</u>	consolidate
5	<b>ss</b> for <b>ss</b> mess, miss, kiss, toss, fuss	<b>ss</b> for <b>ss</b> <u>see</u>	<b>ff</b> for <b>f</b> off, puff, huff, cuff	<b>ff</b> for <b>f</b> <u>he</u>	consolidate
6	<b>ll</b> for <b>ll</b> bell, fill, will, doll, dull	<b>ll</b> for <b>ll</b>	<b>zz, s</b> for <b>z z z s</b> jazz, fizz, buzz, is, has, was	<b>zz, s</b> for <b>z z z s</b> <u>go</u>	consolidate
7	<b>X(k)s</b> for <b>ck</b> <b>X(k)s</b> <b>ss</b> <b>X(k)s</b> mix, six, fix, fox, box	<b>X(k)s</b> for <b>ck</b> <b>X(k)s</b> <b>ss</b> <b>X(k)s</b>	<b>q</b> for <b>ck</b> <b>X(k)s</b> <b>u</b> for <b>w</b> <b>u</b> quit, quick, quiz	<b>q</b> for <b>ck</b> <b>X(k)s</b> <b>u</b> for <b>w</b> <b>u</b> <u>of</u>	consolidate
8	<b>ch</b> for <b>ch</b> chat, check, chips, chop	<b>ch</b> for <b>ch</b> <u>have, for</u>	<b>sh</b> for <b>sh</b> shell, ship, shop, shut, fish	<b>sh</b> for <b>sh</b>	consolidate
9	<b>th</b> for <b>th</b> thick, thin, thong, with	<b>th</b> for <b>th</b>	<b>th</b> for <b>th</b> <b>th</b> for <b>th</b> this, that, then, them	<b>s</b> for <b>s</b> <u>there</u>	consolidate

## Term 4 – Suggested Overview

Including List Words and [Special Words](#)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	<b>ai, ay, a_e</b> for <b>ai ay a_e</b> rain, tail, day, play, cake, game	<b>ai, ay, a_e</b> for <b>ai ay a_e</b> <u>they</u>	<b>ee, e, ea</b> for <b>ee e ea</b> see, bee, we, she, eat, seat	<b>ee, e, ea</b> for <b>ee e ea</b> <u>come, some</u>	consolidate
2	<b>i_e, y</b> for <b>i_e y</b> like, five, nine, by, my, why	<b>i_e, y</b> for <b>i_e y</b> <u>one</u>	<b>oa, o_e, o</b> for <b>oa o_e o</b> boat, road, home, nose, go, so	<b>oa, o_e, o</b> for <b>oa o_e o</b> <u>goes, going</u>	consolidate
3	<b>ar, a</b> for <b>ar a</b> car, card, far, farm, ask, fast	<b>ar, a</b> for <b>ar a</b> <u>are, after</u>	<b>ir, ur</b> for <b>ir ur</b> girl, bird, third, fur, turn, hurt	<b>ir, ur</b> for <b>ir ur</b> <u>her, were</u>	consolidate
4	<b>or, a</b> for <b>or a</b> or, for, fork, all, ball, call	<b>or, a</b> for <b>or a</b> <u>four, your</u>	<b>oo, u</b> for <b>oo u</b> took, good, put	<b>oo, u</b> for <b>oo u</b> <u>could, would, should</u>	consolidate
5	<b>oo</b> for <b>oo</b> too, room, cool	<b>oo</b> for <b>oo</b> <u>do, two, who</u>	<b>ou, ow</b> for <b>ou ow</b> our, out, house, how, now, down	<b>ou, ow</b> for <b>ou ow</b>	consolidate
6	<b>oy</b> for <b>oy</b> boy, boys, toy, toys	<b>oy</b> for <b>oy</b> <u>said</u>	<b>eer, ear</b> for <b>eer ear</b> ear, hear, dear, deer	<b>eer, ear</b> for <b>eer ear</b> <u>here</u>	consolidate
7	<b>air</b> for <b>air</b> air, chair	<b>air</b> for <b>air</b> <u>where</u>	<b>er</b> for <b>er</b> mother, father, sister, brother	<b>er</b> for <b>er</b>	consolidate
8	Two-syllable Words into, inside, cannot, upon, along, today	Two-syllable Words	Extra Words when, what, want, talk, walk	Extra Words	consolidate

## Option 2




### Immersion Weeks 1–4 – Oral work only

While your students may come to you with some understanding of phonics, most will not have been formally taught the 43 sounds which make up the words of Australian English. These sounds are the core components of the Sound Waves Program. Therefore it is important to provide your students with a range of orientation activities that explore all 43 sounds and their corresponding Sound Waves icons.

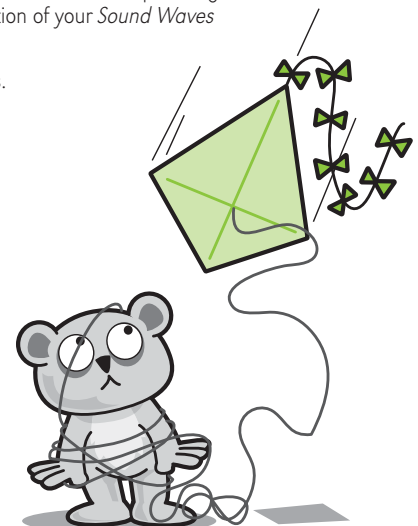
Ideally you should set aside at least the first 4 weeks for this. Time spent on these important oral activities will help students prepare for the more complex Discovering Graphemes phase in the Foundation Program.

Before starting the Discovering Graphemes phase students need to have achieved:	For help go to Chants and Actions pages 10 & 11 and Exploring Sounds pages 17–60 of Sound Waves Foundation Teacher Book:
<ul style="list-style-type: none"> <li>• a thorough knowledge of all 43 sounds we use in Australian spoken words</li> </ul>	Perform the Sound Waves Chants and Actions 2–3 times daily. They are also listed on the back of every Sound Card. <i>See Identify Sounds and Introduce the Chant and Action activities.</i>
<ul style="list-style-type: none"> <li>• a thorough knowledge of the sound-icon correspondence for all 43 sounds</li> </ul>	Go through all the Sound Cards showing the icon pictures as you perform the Chants and Actions
<ul style="list-style-type: none"> <li>• an understanding of the icons in context</li> </ul>	See the Introduce the <i>Context</i> section and the <i>Introduce the Sound Card and Icon</i> activity.
<ul style="list-style-type: none"> <li>• the ability to listen carefully</li> </ul>	See the activities about sounds in the Introduce the <i>Context</i> sections.
<ul style="list-style-type: none"> <li>• the ability to segment words into individual sounds</li> </ul>	See the <i>Segment, Blend and Select</i> activities on pages 18–42
<ul style="list-style-type: none"> <li>• the ability to blend sounds to form words</li> </ul>	See the <i>Segment, Blend and Make</i> activities on pages 43–60
<ul style="list-style-type: none"> <li>• the ability to identify sounds in the initial, medial and final position of words</li> </ul>	See the <i>Play and Learn</i> section and <i>Brainstorm</i> activities.
<ul style="list-style-type: none"> <li>• to complete, confidently, the activities on pages 23, 27, 41, 45, 49, 59, 63, 67, 83–91 in their <i>Sound Waves Foundation Scrapbook</i>.</li> </ul>	

You may find it more manageable to concentrate on 3 specific sounds and their icons each day. It is also important to go through all the Sound Waves Chants and Actions 2–3 times daily. Teach the Chants and Actions as you would a nursery rhyme. The students will learn them very quickly. Once they are familiar with all 43 sounds they will be equipped to segment words into individual sounds and blend sounds to form words confidently. They will be able to identify the sounds in their names as well as words that arise in class discussions, reading and writing. Do this each Monday through to Thursday revising the sounds for the week on Friday. It should take 4 weeks to explore all 43 sounds and their corresponding icons.

Start with ,  and  and work your way through all 43 sounds in the order set out in **Exploring Sounds**. When planning your day's program, select activities and games from the corresponding pages in the **Exploring Sounds** section of your *Sound Waves Foundation Teacher Book* and the *Firefly Teaching and Learning Centre* (TLC).

















Once you feel your students are ready, start the **Discovering Graphemes** section as shown in the overviews.



## Option 2





























### Term 1 – Suggested Overview

Including List Words and [Special Words](#)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Immersion	Immersion	Immersion	Immersion	Immersion
2	Immersion	Immersion	Immersion	Immersion	Immersion
3	Immersion	Immersion	Immersion	Immersion	Immersion
4	Immersion	Immersion	Immersion	Immersion	Immersion
5	m for  m	m for  m	a for  a am	a for  a	consolidate
6	t for  t at, mat, Tam	t for  t	s for  s sat, Sam	s for  s	consolidate
7	i for  i it, sit	i for  i	d for  d sad, Dad	d for  d ↓	consolidate
8	f for  f fit, fat	f for  f	n for  n in, and, fan, man, Dan, Nat	n for  n a	consolidate
9	revise	catch-up	catch-up	catch-up	catch-up

### Term 2 – Suggested Overview

Including List Words and [Special Words](#)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	p for  p pat, tap	p for  p	o for  o on, off, pot, top	o for  o	consolidate
2	r for  r rat, ran	r for  r A	g for  g got, pig, dog	g for  g is	consolidate
3	e for  e red, peg, get	e for  e the, The	h for  h hat, hit, hot	h for  h	consolidate
4	k for  k kid, kit	k for  k look, Look	c for  c can, cap, cat, cot	c for  c	consolidate
5	revise	catch-up	catch-up	catch-up	catch-up
6	u for  u run, sun, Mum	u for  u has	b for  b bat, bed, big	b for  b	consolidate
7	l for  l lid, log, leg, let	l for  l	j for  j jet, jug, jog	j for  j to	consolidate
8	y for  y yes, yet	y for  y you, no	v for  v van, vet	v for  v	consolidate
9	revise	catch-up	catch-up	catch-up	catch-up




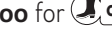
## Term 3 – Suggested Overview

### Including List Words and Special Words

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	<b>w</b> for  <b>w</b> win, wet, web	<b>w</b> for  <b>w</b> was	<b>z</b> for  <b>z</b> zap, zip	<b>z</b> for  <b>z</b>	consolidate
2	<b>ck</b> for  <b>ck</b> back, neck, kick, sock, duck	<b>ck</b> for  <b>ck</b> his	<b>ng</b> for  <b>ng</b> hang, king, rung, song	<b>ng</b> for  <b>ng</b> Adding <b>s</b>	consolidate
3	<b>ss</b> for  <b>ss</b> mess, miss, kiss, toss, fuss	<b>ss</b> for  <b>ss</b> see	<b>ff</b> for  <b>ff</b> off, puff, huff, cuff	<b>ff</b> for  <b>ff</b> he	consolidate
4	<b>ll</b> for  <b>ll</b> bell, fill, will, doll, dull	<b>ll</b> for  <b>ll</b>	<b>zz, s</b> for  <b>zzs</b> jazz, fizz, buzz, is, has, was	<b>zz, s</b> for  <b>zzs</b> go	consolidate
5	revise	catch-up	catch-up	catch-up	catch-up
6	<b>x(k)s</b> for  <b>k c ck x(k)s</b>  <b>s ss x(k)s</b> mix, six, fix, fox, box	<b>x(k)s</b> for  <b>k c ck x(k)s</b>  <b>s ss x(k)s</b>	<b>q</b> for  <b>k c q ck x(k)s</b> <b>u</b> for  <b>w u</b> quit, quick, quiz	<b>q</b> for  <b>k c q ck x(k)s</b> <b>u</b> for  <b>w u</b> of	consolidate
7	<b>ch</b> for  <b>ch</b> chat, check, chips, chop	<b>ch</b> for  <b>ch</b> <u>have</u> , <u>for</u>	<b>sh</b> for  <b>sh</b> shell, ship, shop, shut, fish	<b>sh</b> for  <b>sh</b>	consolidate
8	<b>th</b> for  <b>th</b> thick, thin, thong, with	<b>th</b> for  <b>th</b>	<b>th</b> for  <b>th</b> <b>th</b> for  <b>th</b> this, that, then, them	<b>s</b> for  <b>s</b> <u>there</u>	consolidate
9	revise	catch-up	catch-up	catch-up	catch-up

## Term 4 – Suggested Overview

### Including List Words and Special Words

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	<b>ai, ay, a_e</b> for  <b>ai ay a_e</b> rain, tail, day, play, cake, game	<b>ai, ay, a_e</b> for  <b>ai ay a_e</b> <u>they</u>	<b>ee, e, ea</b> for  <b>ee e ea</b> see, bee, we, she, eat, seat	<b>ee, e, ea</b> for  <b>ee e ea</b> <u>come</u> , <u>some</u>	consolidate
2	<b>i_e, y</b> for  <b>i_e y</b> like, five, nine, by, my, why	<b>i_e, y</b> for  <b>i_e y</b> <u>one</u>	<b>oa, o_e, o</b> for  <b>oa o_e o</b> boat, road, home, nose, go, so	<b>oa, o_e, o</b> for  <b>oa o_e o</b> <u>goes</u> , <u>going</u>	consolidate
3	<b>ar, a</b> for  <b>ar a</b> car, card, far, farm, ask, fast	<b>ar, a</b> for  <b>ar a</b> <u>are</u> , <u>after</u>	<b>ir, ur</b> for  <b>ir ur</b> girl, bird, third, fur, turn, hurt	<b>ir, ur</b> for  <b>ir ur</b> <u>her</u> , <u>were</u>	consolidate
4	<b>or, a</b> for  <b>or a</b> or, for, fork, all, ball, call	<b>or, a</b> for  <b>or a</b> <u>four</u> , <u>your</u>	<b>oo, u</b> for  <b>oo u</b> took, good, put	<b>oo, u</b> for  <b>oo u</b> <u>could</u> , <u>would</u> , <u>should</u>	consolidate
5	<b>oo</b> for  <b>oo</b> too, room, cool	<b>oo</b> for  <b>oo</b> <u>do</u> , <u>two</u> , <u>who</u>	<b>ou, ow</b> for  <b>ou ow</b> our, out, house, how, now, down	<b>ou, ow</b> for  <b>ou ow</b>	consolidate
6	<b>oy</b> for  <b>oy</b> boy, boys, toy, toys	<b>oy</b> for  <b>oy</b> <u>said</u>	<b>eer, ear</b> for  <b>eer ear</b> ear, hear, dear, deer	<b>eer, ear</b> for  <b>eer ear</b> <u>here</u>	consolidate
7	<b>air</b> for  <b>air</b> air, chair	<b>air</b> for  <b>air</b> <u>where</u>	<b>er</b> for  <b>er</b> mother, father, sister, brother	<b>er</b> for  <b>er</b>	consolidate
8	Two-syllable Words into, inside, cannot, upon, along, today	Two-syllable Words	Extra Words when, what, want, talk, walk	Extra Words	consolidate
9	revise	catch-up	catch-up	catch-up	catch-up