SOUND WAVES LITERACY

VICTORIAN CURRICULUM MATCH
F–6

Version 2.0

Contents

firefly EDUCATION

Sound Waves Literacy Components

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

Use this document to understand how Sound Waves Literacy comprehensively meets the content descriptions for the Phonic and Word Knowledge sub-strand for Foundation to Year 6 in the Victorian Curriculum, as well as elements of the Building Fluency and Making Meaning sub-strand related to reading decodable texts for Foundation and Year 1.

Sound Waves Literacy Online

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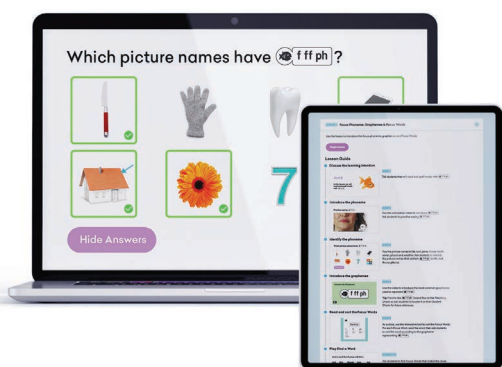
Student Books

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.
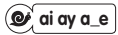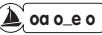
Foundation Victorian Curriculum Match

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
VC2EFLY03: recognise and generate syllables, rhyming words, alliteration patterns and phonemes in spoken words (phonological awareness).	• recognising and producing rhyming words when listening to rhyming stories or rhymes, for example 'funny' and 'money' • identifying patterns of alliteration in spoken words, for example 'helpful Hasma' • identifying syllables in spoken words (for example, clapping the rhythm of 'Mon-day', 'Ja-cob' or 'Si-en-na'), which is also known as syllabification	*Add a Rhyming Word*, *Pass the Rhyme*, *Make a Rhyme* or *Table Tennis Rhyme* in Extra Games & Activities: • Term 1, Week 1: **/b/** as in 🌐, **/g/** as in ⚗️ • Term 1, Week 3: **/r/** as in 🤖, **/s/** as in ⚓ • Term 1, Week 5: **/ch/** as in 🍒 • Term 1, Week 6: **/a/** as in 🍎, **/e/** as in 🥚 • Term 1, Week 7: **/ai/** as in 🌀, **/ee/** as in 🐝, **/i_e/** as in 💡, **/oa/** as in 🔔 • Term 3, Week 4: **ng** for 👂**ng** *Syllable Stomp* in Extra Games & Activities: • Term 1, Week 3: **/p/** as in 🎃 • Term 1, Week 6: **/o/** as in 🍪 **Note:** All lessons in *Sound Waves Foundation* Phase 1 (Term 1) focus on establishing strong phonemic awareness skills.
VC2EFLY04: orally blend, segment and manipulate one-syllable words (phonemic awareness).	• saying the sounds when given a word, for example 'can' ('c-a-n') or 'ship' ('sh-i-p') • saying the word when given the sounds, for example 'l-i-p' ('lip') or 'm-u-n-ch' ('munch') • saying the new word when the beginning phoneme, medial or end phoneme in a word is replaced with a different phoneme; for example, 'run' becomes 'fun', or 'fun' becomes 'fan'	*Identify the focus sound*, *Play Segment*, *Blend and Select/Play Segment*, *Blend and Make* and *Complete the Student Book activities* lesson steps: • Term 1, all lessons *Build a Word* or *Change One Sound* in Extra Games & Activities: • Term 1, Week 6: **/a/** as in 🍎, **/e/** as in 🥚, **/i/** as in 🧶, **/o/** as in 🍪, **/u/** as in ☂️ • Term 1, Week 7: **/ai/** as in 🌀, **/ee/** as in 🐝, **/ar/** as in ⭐ • Term 1, Week 8: **/oo/** as in 📖 • Term 3, Week 3: **z** for 🦓 **z** • Term 4, Week 3: **oa, o_e, o** for ⛵ **oa o_e o**

Foundation Victorian Curriculum Match

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation

VC2EFLY05: use knowledge of letters and sounds to read and spell consonant-vowel-consonant (CVC) words (phoneme–grapheme correspondence knowledge).
 	
VC2EFLY06: recognise and name all upper- and lower-case letters and know the most common phoneme–grapheme correspondences (sound–letter relationships).
	• writing consonant-vowel-consonant (CVC) words by representing sounds with the appropriate letters, and blending sounds associated with letters when reading CVC words
	• making plausible spelling choices using sound–letter correspondences and morphemic knowledge
	
	• recognising letters in their own name
	• matching upper- and lower-case letters
	• identifying sounds for upper- and lower-case letters
		Graphs:
		• Term 2, Week 1: **m** for 🌙 m, **a** for 🍎 a
		• Term 2, Week 2: **t** for 🐢 t, **s** for 🐍 s
		• Term 2, Week 3: **i** for 🏠 i, **d** for 🦆 d
		  Introductory Decodable Reader:
		  Fold-up book **d**
		• Term 2, Week 4: **f** for 🐟 f, **n** for 🪺 n
		  Introductory Decodable Readers:
		  Fold-up book **f**
		  Fold-up book **n**
		• Term 2, Week 5: **p** for 🐧 p, **o** for 🥥 o
		  Introductory Decodable Readers:
		  Fold-up book **p**
		  Fold-up book **o**
		• Term 2, Week 6: **r** for 🎤 r, **g** for ⌚ g
		  Decodable Readers:
		  Book 1 **r** (support and core)
		  Book 2 **g** (support and core)
		• Term 2, Week 7: **e** for 🥚 e, **h** for 🏠 h
		  Decodable Readers:
		  Book 3 **e** (support and core)
		  Book 4 **h** (support and core)
		• Term 2, Week 8: **k, c** for 🕷 k c
		  Decodable Readers:
		  Book 5 **k** (support and core)
		  Book 6 **c** (support and core)
		• Term 2, Week 9: **u** for ☂ u, **b** for 🔔 b
		  Decodable Readers:
		  Book 7 **u** (support and core)
		  Book 8 **b** (support and core)
		• Term 3, Week 1: **l** for 🐞 l, **j** for 🏺 j
		  Decodable Readers:
		  Book 9 **l** (support and core)
		  Book 10 **j** (support and core)
		• Term 3, Week 2: **y** for 🪀 y, **v** for 🏺 v
		  Decodable Readers:
		  Book 11 **y** (support and core)
		  Book 12 **v** (support and core)
		• Term 3, Week 3: **w** for 🕸 w, **z** for 🦓 z
		  Decodable Readers:
		  Book 13 **w** (support and core)
		  Book 14 **z** (support and core)
		• Term 3, Week 6: **s** for 🐚 z zz s
		• Term 3, Week 7: **q** for 🗝 k c q ck x, **u** for 🕸 w u
		  Decodable Readers:
		  Book 22 **q, u** (support and core)
		• Term 4, Week 2: **e** for 🍦 ee e ea, **y** for 💡 i_e y
		  Decodable Readers:
		  Book 28.2 **e** (support)
		  Book 29.2 **y** (support)
		• Term 4, Week 3: **o** for ⛰ oa o_e o, **a** for ⭐ ar a
		  Decodable Reader:
		  Book 30.3 **o** (support)
		• Term 4, Week 4: **a** for 🏐 or a
		• Term 4, Week 5: **u** for 🍲 oo u

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation

VC2EFLY05: use knowledge of letters and sounds to read and spell consonant-vowel-consonant (CVC) words (phoneme–grapheme correspondence knowledge). (continued)	• writing consonant-vowel-consonant (CVC) words by representing sounds with the appropriate letters, and blending sounds associated with letters when reading CVC words
	• making plausible spelling choices using sound–letter correspondences and morphemic knowledge
		Additionally, students learn these digraphs and trigraphs:
		• Term 3, Week 4: **ck** for [k c ck], **ng** for [ng]
		  Decodable Readers:
		  Book 15 **ck** (support and core)
		  Book 16 **ng** (support and core)
		• Term 3, Week 5: **ss** for [s ss], **ff** for [f ff]
		  Decodable Readers:
		  Book 17 **ss** (support and core)
		  Book 18 **ff** (support and core)

VC2EFLY06: recognise and name all upper- and lower-case letters and know the most common phoneme–grapheme correspondences (sound–letter relationships). (continued)	• recognising letters in their own name
	• matching upper- and lower-case letters
	• identifying sounds for upper- and lower-case letters
		• Term 3, Week 6: **ll** for [l ll], **zz** for [z zz]
		  Decodable Readers:
		  Book 19 **ll** (support and core)
		  Book 20 **zz, s** (support and core)
		• Term 3, Week 8: **ch** for [ch], **sh** for [sh]
		  Decodable Readers:
		  Book 23 **ch** (support and core)
		  Book 24 **sh** (support and core)
		• Term 3, Week 9: **th** for [th], **th** for [th]
		  Decodable Readers:
		  Book 25 **th** (support and core)
		  Book 26 **th** (support and core)
		• Term 4, Week 1: **ai, ay, a_e** for [ai ay a_e]
		  Decodable Readers:
		  Book 27.1 **ai** (support), Book 27.2 **ay** (support),
		  Book 27.3 **a_e** (support), Book 27 **ai, ay, a_e** (core)
		• Term 4, Week 2: **ee, ea** for [ee e ea], **i_e** for [i_e y]
		  Decodable Readers:
		  Book 28.1 **ee** (support), Book 28.3 **ea** (support),
		  Book 28 **ee, e, ea** (core)
		  Book 29.1 **i_e** (support), Book 29 **i_e, y** (core)
		• Term 4, Week 3: **oa, o_e** for [oa o_e o], **ar** for [ar a]
		  Decodable Readers:
		  Book 30.1 **oa** (support), Book 30.2 **o_e** (support),
		  Book 30 **oa, o_e, o** (core)
		  Book 31 **ar** (support and core)
		• Term 4, Week 4: **ir, ur** for [ir ur], **or** for [or a]
		  Decodable Readers:
		  Book 32 **ir, ur** (support and core)
		  Book 33 **or, a** (support and core)
		• Term 4, Week 5: **oo** for [oo], **oo** for [oo]
		  Decodable Readers:
		  Book 34 **oo, u** (support and core)
		  Book 35 **oo** (support and core)
		• Term 4, Week 6: **ou, ow** for [ou ow], **oy** for [oy]
		  Decodable Readers:
		  Book 36 **ou, ow** (support and core)
		  Book 37 **oy** (support and core)
		• Term 4, Week 7: **eer, ear** for [eer ear], **air** for [air]
		  Decodable Readers:
		  Book 38 **ear** (support and core)
		  Book 39 **air** (support and core)
		• Term 4, Week 8: **er** for [er]
		  Decodable Readers:
		  Book 40 **er** (support and core)

Foundation Victorian Curriculum Match

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
VC2EFLY07: read and write some high-frequency words and other familiar words.	• knowing how to read and write some high-frequency words recognised in shared texts and texts read independently, for example 'and', 'my', 'is', 'the' and 'go' • knowing how to read and write some familiar words, for example their name, the name of a character or the name of their school	*Sound Waves Foundation* features Special Words. These are high-frequency words that contain unusual or advanced phoneme–grapheme relationships. The following Special Words are explicitly taught in *Sound Waves Foundation* lessons and are revised in the *Sound Waves Foundation Decodable Readers*. Special Words: I, a, is, off, has, the, my, to, look, he, she you, no, have, was, his, we, are, see, go, for, of there, come, some, they, one, goes, her, were, four, your, could would, should, do, two, who, house, said, here, where
VC2EFLY08: understand that words are units of meaning and can be made of more than one meaningful part (morphemic knowledge).	• learning that words are made up of meaningful parts; for example, 'dogs' has 2 meaningful parts: 'dog' and 's', meaning more than one	Term 3, Week 6: **s** (plurals)

Outside the Phonic and Word Knowledge sub-strand, the use of Sound Waves Decodable Readers also covers the following content description under the Literacy: Building Fluency and Making Meaning sub-strand.

Literacy: Building Fluency and Making Meaning

Content Description	Elaborations	Sound Waves Foundation
VC2EFLY09: read decodable and authentic texts using developing phonic knowledge, and make and monitor meaning using context and emerging grammatical knowledge.	• navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed and matching one spoken word to one written word • attempting to work out unknown words by using phonic decoding and knowledge of high-frequency words • pausing or asking for support when meaning breaks down	Introductory Decodable Readers: Fold-up books **d**, **f**, **n**, **p**, **o** Decodable Readers: Books 1–40 (support, core and extended)

Note: Teachers may find Sound Waves Literacy resources also address other sub-strands of the Victorian Curriculum. For example, *VC2EFLY15: form most lower-case and upper-case letters using learnt letter formations* is covered in the *Model writing the grapheme* step in Foundation Phase 2 lessons. In addition, parts of *VC2EFLA04: understand concepts about print in print and digital texts, including how books and simple digital texts are usually organised* can be covered when using the projectable or class sets of Sound Waves Decodable Readers.

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
VC2E1LY03: blend, segment and manipulate phonemes in words (phonemic awareness), including words with consonant blends at the beginning and end, and words with more than one syllable.	• making sounds in order to say a given spoken word, for example 's-p-oo-n' and 'f-i-s-t' • manipulating phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) • adding, substituting or deleting phonemes in any position in one-syllable words with up to 4 phonemes • substituting medial sounds in spoken words to make new words, for example 'pin', 'pen', 'pan' • substituting final sounds in spoken words; for example, substituting the 't' in 'pet' with 'g' to form a new word, 'peg'	*Model segmenting Focus Words* and *Complete the Student Book* activities in Lesson 1: • Units 1–36 *Change One Sound* in Extra Games & Activities: • Units 13, 21, 25, 31

VC2E1LY04: use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and two-syllable words.
 	
VC2E1LY05: understand that a letter can represent more than one sound and that a syllable must contain a vowel sound.
	• using knowledge of letters and sounds to write words with short vowels (for example, 'man') and with common long vowel sounds (for example, 'time')
	• using knowledge of letter sounds to write one-syllable words with consonant digraphs and consonant blends, for example 'wish' and 'rest'
	
	• recognising that letters can have more than one sound, for example the letter 'u' in 'cut', 'put' and 'use' and the letter 'a' in 'cat', 'father' and 'any'
	• recognising sounds that can be produced by different letters, for example the 's' sound in 'sat' and 'cent'
		Phoneme–grapheme relationships
		Vowels:
		• Unit 3: **a** for **a**
		  Decodable Readers:
		  Book 3 **a** (support, core and extended)
		• Unit 5: **e**, **ea**, **ai** for **e ea**
		  Decodable Readers:
		  Book 5 **e**, **ea** (support, core and extended)
		• Unit 7: **i** for **i**
		  Decodable Readers:
		  Book 7 **i** (support, core and extended)
		• Unit 9: **o**, **a** for **o a**
		  Decodable Readers:
		  Book 9 **o**, **a** (support **o**, core **o**, **a** and extended **o**, **a**)
		• Unit 11: **u**, **o** for **u o**
		  Decodable Readers:
		  Book 11 **u**, **o** (support **u**, core **u**, **o** and extended **u**, **o**)
		• Unit 13: **ai**, **ay**, **a_e**, **ey**, **eigh** for **ai ay a_e**
		  Decodable Readers:
		  Book 13.1 **ai** (support), Book 13.2 **ay** (support), Book 13.3 **a_e** (support), Book 13 **ai**, **ay**, **a_e** (core and extended)
		• Unit 15: **ee**, **e**, **ea**, **y** for **ee e ea y**
		  Decodable Readers:
		  Book 15.1 **ee**, **e** (support), Book 15.2 **ea** (support), Book 15 **ee**, **e**, **ea**, **y** (core and extended)
		• Unit 17: **i_e**, **y**, **igh** for **i_e y igh**
		  Decodable Readers:
		  Book 17.1 **i_e**, **y** (support), Book 17.2 **igh** (support), Book 17 **i_e**, **y**, **igh** (core and extended)
		• Unit 19: **oa**, **o_e**, **ow**, **o**, **oe** for **oa o_e ow o**
		  Decodable Readers:
		  Book 19.1 **o_e**, **o** (support), Book 19.2 **oa**, **ow** (support), Book 19 **oa**, **o_e**, **ow**, **o** (core and extended)
		• Unit 21: **ar**, **a**, **are** for **ar a**
		  Decodable Readers:
		  Book 21 **ar**, **a** (support **ar**, core **ar**, **a** and extended **ar**, **a**)

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
VC2E1LY04: use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and two-syllable words. (continued)	• using knowledge of letters and sounds to write words with short vowels (for example, 'man') and with common long vowel sounds (for example, 'time') • using knowledge of letter sounds to write one-syllable words with consonant digraphs and consonant blends, for example 'wish' and 'rest' (continued)	• Unit 23: **ir, ur, er, ere** for [ir ur er] Decodable Readers: Book 23.1 **ir, ur** (support), Book 23.2 **er** (support), Book 23 **ir, ur, er** (core and extended) • Unit 25: **or, ore, a, aw, au, our** for [or ore a aw au] Decodable Readers: Book 25.1 **or, a** (support), Book 25.2 **aw** (support), Book 25 **or, ore, a, aw** (core and extended) • Unit 27: **oo, u, oul** for [oo u] Decodable Readers: Book 27 **oo, u** (support, core and extended)
VC2E1LY05: understand that a letter can represent more than one sound and that a syllable must contain a vowel sound. (continued)	• recognising that letters can have more than one sound, for example the letter 'u' in 'cut', 'put' and 'use' and the letter 'a' in 'cat', 'father' and 'any' • recognising sounds that can be produced by different letters, for example the 's' sound in 'sat' and 'cent' (continued)	• Unit 29: **oo, ew, o, ou, wo** for [oo ew] Decodable Readers: Book 29 **oo, ew** (support **oo**, core **oo, ew** and extended **oo, ew**) • Unit 31: **ou, ow** for [ou ow] Decodable Readers: Book 31 **ou, ow** (support, core and extended) • Unit 33: **oy, oi** for [oy oi], **eer, ear, ere** for [eer ear] Decodable Readers: Book 33.1 **oy, oi** (support, core and extended) Book 33.2 **eer, ear** (support, core and extended) • Unit 35: **air, ere, eir** for [air] Decodable Readers: Book 35 **air** (support, core and extended) • Unit 36: **er** for [er] Decodable Readers: Book 36 **er** (support, core and extended) Consonants: • Unit 2: **b, bb** for [b bb] Decodable Readers: Book 2 **b, bb** (support **b**, core **b, bb** and extended **b, bb**) • Unit 4: **k, c, q, ck** for [k c q ck x], **x** for [k c q ck x] [s ss x se] Decodable Readers: Book 4.1 **c, k, ck** (support), Book 4.2 **x** (support), Book 4.3 **q** (support), Book 4 **k, c, q, ck, x** (core and extended) • Unit 6: **d, dd** for [d dd] Decodable Readers: Book 6 **d, dd** (support **d**, core **d, dd** and extended **d, dd**) • Unit 8: **f, ff** for [f ff] Decodable Readers: Book 8 **f, ff** (support, core and extended) • Unit 10: **g, gg** for [g gg] Decodable Readers: Book 10 **g, gg** (support, core and extended) • Unit 12: **h, wh** for [h], **j** for [j] Decodable Readers: Book 12.1 **h** (support, core and extended) Book 12.2 **j** (support, core and extended)

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1

VC2E1LY04: use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and two-syllable words.
(continued)
	• using knowledge of letters and sounds to write words with short vowels (for example, 'man') and with common long vowel sounds (for example, 'time')
	• using knowledge of letter sounds to write one-syllable words with consonant digraphs and consonant blends, for example 'wish' and 'rest'
	(continued)
		• Unit 14: **l, ll** for [l ll]
		  Decodable Readers:
		  Book 14 **l, ll** (support, core and extended)
		• Unit 16: **m, mm** for [m mm]
		  Decodable Readers:
		  Book 16 **m, mm** (support **m**, core **m, mm** and extended **m, mm**)
		• Unit 18: **n, nn** for [n nn], **ng** for [ng]
		  Decodable Readers:
		  Book 18.1 **n, nn** (support **n**, core **n, nn** and extended **n, nn**)
		  Book 18.2 **ng** (support, core and extended)

VC2E1LY05: understand that a letter can represent more than one sound and that a syllable must contain a vowel sound.
(continued)
	• recognising that letters can have more than one sound, for example the letter 'u' in 'cut', 'put' and 'use' and the letter 'a' in 'cat', 'father' and 'any'
	• recognising sounds that can be produced by different letters, for example the 's' sound in 'sat' and 'cent'
	(continued)
		• Unit 20: **p, pp** for [p pp], **r, rr** for [r rr]
		  Decodable Readers:
		  Book 20.1 **p, pp** (support **p**, core **p, pp** and extended **p, pp**)
		  Book 20.2 **r, rr** (support **r**, core **r, rr** and extended **r, rr**)
		• Unit 22: **s, ss, se** for [s ss x se], **x** for [k c q ck x] [s ss x se]
		  Decodable Readers:
		  Book 22.1 **s, ss, x** (support), Book 22.2 **se** (support), Book 22 **s, ss, x, se** (core and extended)
		• Unit 24: **t, tt** for [t tt]
		  Decodable Readers:
		  Book 24 **t, tt** (support **t**, core **t, tt** and extended **t, tt**)
		• Unit 26: **v, ve** for [v ve], **w, wh, u** for [w wh u]
		  Decodable Readers:
		  Book 26.1 **v, ve** (support, core and extended)
		  Book 26.2 **w, wh, u** (support **w, wh**, core **w, wh, u** and extended **w, wh, u**)
		• Unit 28: **y** for [y]
		  Decodable Readers:
		  Book 28 **y** (support, core and extended)
		• Unit 30: **z, zz, s** for [z zz s]
		  Decodable Readers:
		  Book 30 **z, zz, s** (support, core and extended)
		• Unit 32: **ch** for [ch], **sh** for [sh]
		  Decodable Readers:
		  Book 32.1 **ch** (support, core and extended)
		  Book 32.2 **sh** (support, core and extended)
		• Unit 34: **th** for [th], **th** for [th]
		  Decodable Readers:
		  Book 34.1 **th** (support, core and extended)
		  Book 34.2 **th** (support, core and extended)

VC2E1LY06: spell one- and two-syllable words with common letter patterns.	• writing one- and two-syllable words containing known blends, for example 'bl' and 'st'	Grapheme patterns: • Unit 2: **bb** • Unit 4: **ck** • Unit 6: **dd** • Unit 8: **ff** • Unit 9: **a** • Unit 10: **gg** • Unit 11: **o** • Unit 13: **ay, ai** • Unit 14: **ll**

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
VC2E1LY06: spell one- and two-syllable words with common letter patterns. (continued)	• writing one- and two-syllable words containing known blends, for example 'bl' and 'st' (continued)	• Unit 15: **y** • Unit 16: **mm** • Unit 17: **y** • Unit 20: **rr** • Unit 21: **a** • Unit 22: **ss** • Unit 24: **tt** • Unit 25: **a** • Unit 27: **oo, u** • Unit 30: **zz** Blends: • Unit 2: **br, bl** • Unit 4: **cl, cr, qu, x** • Unit 6: **dr, nd** • Unit 8: **fl, fr, ft** • Unit 10: **gr, gl** • Unit 14: **bl, gl, cl, fl, lt, lp, lf, lk** • Unit 16: **sm, mp** • Unit 18: **sn** • Unit 20: **pl, pr, sp, pt** • Unit 22: **sk, sc, sl, x** • Unit 24: **tr, st, nt** • Unit 26: **sw, tw, qu** **Note:** Blends are taught as two separate phonemes. In Blends lessons, students learn to segment blends into individual phonemes.
VC2E1LY07: read and write an increasing number of high-frequency words.	• learning an increasing number of high-frequency words and reading them independently, for example 'one', 'have' and 'pretty'	*Sound Waves Year 1 Decodable Readers* 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 *Sound Waves Year 1* lessons and/or in the *Sound Waves Year 1 Decodable Readers*. Special Words: 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

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
VC2E1LY07: read and write an increasing number of high-frequency words. (continued)	• learning an increasing number of high-frequency words and reading them independently, for example 'one', 'have' and 'pretty' (continued)	Additionally, the following high-frequency words with unusual phoneme–grapheme relationships are taught in *Sound Waves Year 1* lessons. Many more high-frequency words are taught, but they have simple phoneme–grapheme relationships (e.g. *it, and, on, then, had*), so they have not been listed here. Other high-frequency words: was · why want · you go · do eight · to goes · into are · two more · about your · these four · there seven · where eleven
VC2E1LY08: recognise and know how to use grammatical morphemes to create word families.	• building word families from common morphemes, for example 'play', 'plays', 'playing', 'played' and 'playground' • using morphemes to read words; for example, by recognising the base word in words such as 'walk-ed'	Suffixes: • Unit 7: **s** (plurals) • Unit 12: **ed**, **ing** • Unit 16: **ed**, **ing** • Unit 22: **ed**, **ing** • Unit 27: **ed**, **ing** • Unit 28: **s**, **ed**, **ing** • Unit 30: **s** (plurals) **Note:** The support, core and extended *Sound Waves Year 1 Decodable Readers* contain the suffix **s** from Book 2 onwards and the suffixes **ed** and **ing** from Book 12 onwards. Additionally, the core and extended Decodable Readers feature the suffixes **er**, **ly** and **y**.

Outside the Phonic and Word Knowledge sub-strand, the use of Sound Waves Decodable Readers also covers the following content description under the Literacy: Building Fluency and Making Meaning sub-strand.

Literacy: Building Fluency and Making Meaning

Content Description	Elaborations	Sound Waves Year 1
VC2E1LY09: read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and make and monitor meaning using context and grammatical knowledge.	• recognising most high-frequency words when reading a text • self-correcting or asking for assistance when meaning breaks down	Decodable Readers: Books 1–36 (support, core and extended)

Year 2 Victorian Curriculum Match

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 2
VC2E2LY03: use knowledge of blending, segmenting and manipulating to read and write increasingly complex words (phonemic awareness).	• blending and segmenting sounds in words, for example 'b-r-o-th-er' or 'c-l-ou-d-y' • deleting and substituting sounds (phonemes) in spoken words to form new words (for example, deleting the initial 'scr' in 'scratch' and substituting new initial sounds to form words such as 'catch', 'batch' and 'hatch') and substituting a medial sound to form a new word (for example, 'stack' becomes 'stick')	*Model segmenting Focus Words* and *Complete the Student Book activities* in Lesson 1: • Units 1–36
VC2E2LY04: use phoneme–grapheme correspondence knowledge to read and write words of one or more syllables with vowel digraphs, less common long vowel patterns, consonant blends and silent letters (phonic knowledge).	• reading words with digraphs where one letter is not pronounced (for example, 'knife' and 'thumb') and using them in writing • providing the sounds for less common sound–letter matches (for example, 'ight') and using them in writing • reading words with vowel digraphs ('ee', 'oo', 'ai', 'ay' and 'ea')	**Phoneme–grapheme relationships** Vowels: • Unit 3: **a** for a • Unit 5: **e, ea, a, ie, ai** for e ea • Unit 7: **i, e** for i • Unit 9: **o, a** for o a • Unit 11: **u, o** for u o • Unit 13: **ai, ay, a_e, a, eigh** for ai ay a_e a • Unit 15: **ee, ea, y, ie, e_e** for ee e ea y ey • Unit 17: **i_e, y, igh, i, ie, uy** for i_e y igh i ie • Unit 19: **oa, o_e, ow, o** for oa o_e ow o • Unit 21: **ar, a, are** for ar a • Unit 23: **ir, ur, or, er, ere, ear** for ir ur or er • Unit 25: **or, ore, a, aw, au, our** for or ore a aw au • Unit 27: **oo, u, oul** for oo u • Unit 29: **oo, ew, ue, u_e, o, ou, wo** for oo ew ue u_e u • Unit 31: **ou, ow, hou** for ou ow • Unit 33: **oy, oi** for oy oi, **eer, ear, ere** for eer ear • Unit 35: **air, are, ear, ere, eir, ey're** for air are • Unit 36: **er, a, e** for er ar or a e i o u Consonants: • Unit 2: **b, bb** for b bb • Unit 4: **k, c, q, ck, ch** for k c q ck x ch, **x** for k c q ck x ch s ss se ce x c • Unit 6: **d, dd** for d dd • Unit 8: **f, ff, ph** for f ff ph • Unit 10: **g, gg** for g gg • Unit 12: **h, wh** for h, **j, g, ge** for j g ge dge • Unit 14: **l, ll** for l ll • Unit 16: **m, mm, mb, me** for m mm mb • Unit 18: **n, nn, kn** for n nn kn, **ng, n** for ng n • Unit 20: **p** for p pp, **r, rr, wr** for r rr wr • Unit 22: **s, ss, se, ce, c** for s ss se ce x c, **x** for k c q ck x ch s ss se ce x c • Unit 24: **t, tt** for t tt • Unit 26: **v, ve** for v ve, **w, wh, u** for w wh u

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 2
VC2E2LY04: use phoneme–grapheme correspondence knowledge to read and write words of one or more syllables with vowel digraphs, less common long vowel patterns, consonant blends and silent letters (phonic knowledge). (continued)	• reading words with digraphs where one letter is not pronounced (for example, 'knife' and 'thumb') and using them in writing • providing the sounds for less common sound–letter matches (for example, 'ight') and using them in writing • reading words with vowel digraphs ('ee', 'oo', 'ai', 'ay' and 'ea') (continued)	• Unit 28: **y** for y u • Unit 30: **z, s, se** for z zz s se • Unit 32: **ch, tch** for ch tch , **sh, ch** for sh ch ti ci • Unit 34: **th** for th , **th** for th **Note:** Students also learn the graphemes **ew** and **u_e** for y u oo ew ue u_e u in Unit 28. Compound words: • Units 8, 19, 27, 31
VC2E2LY05: use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words. **VC2E2LY06:** build morphemic word families using knowledge of prefixes and suffixes.	• using known words and knowledge of spelling patterns and morphemes to write unknown words, for example 'one', 'once', 'only' and 'lone' • using context to read the correct word when an unknown word has more than one plausible pronunciation • using morphemic knowledge of words to spell unknown words, for example 'one', 'once', 'cover', 'covering' and 'uncover' • writing unknown words using morphemic knowledge; for example, using the known word 'friend' to write 'friendly' and 'friendship'	Spelling patterns: • Unit 4: **ck, k, c, cl, cr, qu, x** • Unit 9: **a** • Unit 13: **ay** • Unit 14: **ll** • Unit 15: **y** • Unit 21: **a** • Unit 22: **ss, c, ce** • Unit 32: **tch** Prefixes: • Unit 17: **un** • Unit 20: **re** Suffixes (inflectional): • Unit 2: **ed, ing** (double) • Unit 3: **s** (plurals) • Unit 6: **ed, ing** (double) • Unit 7: **er, est** (double) • Unit 9: **es** (plurals), **er, est** (double) • Unit 10: **ed, ing** (double) • Unit 11: **ed, ing** (double) • Unit 13: **ing** (drop **e**) • Unit 15: **es** (change **y**) • Unit 16: **ing** (drop **e**) • Unit 17: **es, ed** (change **y**) • Unit 19: **ed, ing** (drop **e**) • Unit 21: **er, est** • Unit 22: **ed, ing** (drop **e**) • Unit 25: **er, est** • Unit 30: **s, es** (plurals), **s, es** (verbs) Suffixes (derivational): • Unit 31: **y** • Unit 35: **less**

Year 3 Victorian Curriculum Match

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 3
VC2E3LY03: understand how to apply knowledge of phoneme–grapheme correspondences, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns.	• reading and writing more complex words with consonant digraphs and consonant blends, for example 'shrinking', 'against' and 'rocket' • reading and writing consonant digraphs representing different sounds, for example 'machine', 'change' and 'school'	*Model segmenting Focus Words* and *Complete the Student Book activities* in Lesson 1: • Units 1–36
VC2E3LY04: understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words.	• understanding how to use knowledge of prefixes to change the meaning of a base word, for example 'undone', 'remove' and 'misunderstand' • using generalisations for adding a suffix to a base word to form a plural or past tense; for example, to make a word plural when it ends in 'ss', 'sh', 'ch' or 'z', add 'es'	Prefixes: • Unit 11: **un** • Unit 16: **mid**, **mis** • Unit 20: **pre**, **re** • Unit 22: **dis** Suffixes (inflectional): • Unit 2: **ed**, **ing** (double) • Unit 3: **ed**, **ing** (double) • Unit 4: **es** (plurals) • Unit 6: **ed**, **ing** (double) • Unit 7: **ed**, **ing** (double), **s**, **es** (verbs) • Unit 8: **ed**, **ing** (double) • Unit 9: **er**, **est** (double) • Unit 10: **er**, **est** (double) • Unit 11: **s**, **es** (verbs) • Unit 13: **ed**, **ing** (drop **e**) • Unit 15: **s**, **es** (change **y**) • Unit 16: **s**, **es** (change **y**) • Unit 17: **ing** (drop **e**), **ed**, **es**, **ing** (change **y**) • Unit 19: **s**, **es** (plurals), **ed**, **ing** (drop **e**) • Unit 22: **s**, **es** (change **y**) • Unit 25: **er**, **est** (double) • Unit 26: **s** (change **f** and **fe**) • Unit 30: **s**, **es** (change **y**, change **f** and **fe**) Suffixes (derivational): • Unit 8: **ful** • Unit 10: **ful** • Unit 14: **less** • Unit 15: **y** • Unit 18: **en** • Unit 21: **ness**, **ly** • Unit 24: **ist** • Unit 30: **y** • Unit 36: **er**

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 3
VC2E3LY05: use phoneme–grapheme relationships and less common letter patterns to spell words.	• using phonic knowledge to explore less common letter patterns after short vowels, for example words that end in 'dge', such as 'badge', 'edge' and 'fridge' • using phonic knowledge and knowledge of letter patterns to spell words with 3-letter blends, for example 'str-ip'	Phoneme–grapheme relationships: • Unit 2: **b, bb** for b bb • Unit 3: **a** for a • Unit 4: **k, c, q, ck, ch** for k c q ck x ch, **x** for k c q ck x ch s ss se ce x c • Unit 5: **e, ea, a, ai** for e ea • Unit 6: **d, dd** for d dd • Unit 7: **i, e, u, ui** for i • Unit 8: **f, ff, ph** for f ff ph • Unit 9: **o, a** for o a • Unit 10: **g, gg, gu** for g gg • Unit 11: **u, o, ou** for u o • Unit 12: **h, wh** for h, **j, g, ge, dge** for j g ge dge • Unit 13: **ai, ay, a_e, a, ea, eigh** for ai ay a_e a • Unit 14: **l, ll** for l ll • Unit 15: **ee, ea, y, ey, ie, i, eo** for ee e ea y ey • Unit 16: **m, mm, mb, me** for m mm mb • Unit 17: **i_e, y, igh, i, ie, uy** for i_e y igh i ie • Unit 18: **n, nn, kn** for n nn kn, **ng, n** for ng n • Unit 19: **oa, o_e, ow, o, oe** for oa o_e ow o • Unit 20: **p** for p pp, **r, rr, wr** for r rr wr • Unit 21: **ar, a, al, au, are** for ar a • Unit 22: **s, ss, se, ce, c** for s ss se ce x c, **x** for k c q ck x ch s ss se ce x c • Unit 23: **ir, ur, or, er, ere, ear** for ir ur or er • Unit 24: **t, tt** for t tt • Unit 25: **or, ore, a, aw, au, oor, ough, augh, ar, al, o** for or ore a aw au • Unit 26: **v, ve** for v ve, **w, wh, u** for w wh u • Unit 27: **oo, u, oul, o** for oo u • Unit 28: **y** for y u, **u, ew, u_e, ue, eau** for y u oo ew ue u_e u • Unit 29: **oo, ew, ue, u_e, ui, o, ough, wo** for oo ew ue u_e u • Unit 30: **z, zz, s, se, ze** for z zz s se • Unit 31: **ou, ow, hou** for ou ow • Unit 32: **ch, tch, t** for ch tch, **sh, ch, s** for sh ch ti ci • Unit 33: **oy, oi** for oy oi, **eer, ear, ere** for eer ear • Unit 34: **th** for th, **th** for th • Unit 35: **air, are, ear, ere, eir, ey're** for air are • Unit 36: **er, ar, a, e, o, re, ure** for er ar or a e i o u
VC2E3LY06: recognise and know how to write most high-frequency words, including some homophones.	• using context and syntactic knowledge to spell homophones, for example 'break' and 'brake' or 'ate' and 'eight'	Homophones: • Units 12, 13, 25, 28, 29, 31, 33, 34, 35 **Note:** Students are taught high-frequency words in Units 1–36.

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 4
VC2E4LY03: understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes. **VC2E4LY04:** understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, word origins, and common prefixes and suffixes to spell more complex words.	• recognising unstressed vowels in multisyllabic words and how these vowel sounds are written, for example 'builder' and 'animal' • using phonemic awareness and morphological knowledge (including blending and segmenting sounds, syllables and morphemes) to read and write multisyllabic words with more complex letter combinations, for example 'straightaway' and 'thoughtful' • applying generalisations for adding affixes; for example, 'hope' becomes 'hoping', 'begin' becomes 'beginning', 'country' becomes 'countries' • building morphemic word families and exploring word origins, for example 'tricycle', 'tripod' and 'triangle'	Phoneme–grapheme relationships: • Unit 2: **b, bb** for `b bb` • Unit 3: **a** for `a` • Unit 4: **k, c, q, ck** for `k c q ck x ch`, **x** for `k c q ck x ch` `s ss se ce x c` • Unit 5: **e, ea, a, ie** for `e ea` • Unit 6: **d, dd** for `d dd` • Unit 7: **i, e, u, ui** for `i` • Unit 8: **f, ph, gh** for `f ff ph` • Unit 9: **o, a** for `o a` • Unit 10: **g, gg, gu** for `g gg` • Unit 11: **u, o, oo, ou** for `u o` • Unit 12: **h, wh** for `h`, **j, g, ge, dge** for `j g ge dge` • Unit 13: **ai, a_e, a, ea, ey, eigh** for `ai ay a_e a` • Unit 14: **l, ll** for `l ll` • Unit 15: **ee, e, ea, y, ey, ie, eo** for `ee e ea y ey` • Unit 16: **m, mm, mb** for `m mm mb` • Unit 17: **i_e, y, igh, i, ie, uy, is, eye** for `i_e y igh i ie` • Unit 18: **n, kn** for `n nn kn`, **ng, n** for `ng n` • Unit 19: **oa, o_e, ow, o, oe, ough** for `oa o_e ow o` • Unit 20: **p, pp** for `p pp`, **r, rr, wr** for `r rr wr` • Unit 21: **ar, a, ear, al, au** for `ar a` • Unit 22: **s, ss, se, ce, c** for `s ss se ce x c`, **x** for `k c q ck x ch` `s ss se ce x c` • Unit 23: **ir, ur, or, er, ere, ear, our** for `ir ur or er` • Unit 24: **t, tt** for `t tt` • Unit 25: **or, ore, a, aw, au, oor, ough, augh, our, al, ure** for `or ore a aw au` • Unit 26: **v, ve** for `v ve`, **w, wh, u** for `w wh u` • Unit 27: **oo, u, oul, o** for `oo u` • Unit 28: **y** for `y u`, **u, ew, u_e, ue, eau, iew** for `y u` `oo ew ue u_e u` • Unit 29: **oo, ew, ue, u_e, ui, oe, ough** for `oo ew ue u_e u` • Unit 30: **z, zz, s, se** for `z zz s se`, **s, si** for `s si` • Unit 31: **ou, ow, ough, hou** for `ou ow` • Unit 32: **ch, tch, t** for `ch tch`, **sh, ti, ci** for `sh ch ti ci` • Unit 33: **oy, oi** for `oy oi`, **eer, ear, ere, ier** for `eer ear` • Unit 34: **th** for `th`, **th** for `th` • Unit 35: **air, are, ear, ere, eir, ai, ar, a, ey're** for `air are` • Unit 36: **er, or, a, e, i, o, ai, ure, our** for `er ar or a e i o u` Spelling patterns: • Unit 4: **ck, k, c** • Unit 9: **a**

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 4
VC2E4LY03: understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes. (continued)	• recognising unstressed vowels in multisyllabic words and how these vowel sounds are written, for example 'builder' and 'animal' • using phonemic awareness and morphological knowledge (including blending and segmenting sounds, syllables and morphemes) to read and write multisyllabic words with more complex letter combinations, for example 'straightaway' and 'thoughtful' (continued)	Prefixes: • Unit 4: **ex** • Unit 6: **mis**, **dis**, **un** • Unit 7: **in**, **im** • Unit 8: **fore** • Unit 17: **bi**, **tri** • Unit 20: **pre**, **re** • Unit 22: **sub** • Unit 24: **inter** • Unit 29: **super** • Unit 31: **out**
VC2E4LY04: understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, word origins, and common prefixes and suffixes to spell more complex words. (continued)	• applying generalisations for adding affixes; for example, 'hope' becomes 'hoping', 'begin' becomes 'beginning', 'country' becomes 'countries' • building morphemic word families and exploring word origins, for example 'tricycle', 'tripod' and 'triangle' (continued)	Suffixes (inflectional): • Unit 2: **ed**, **ing** (double) • Unit 3: **ed**, **ing** (double) • Unit 5: **s**, **es** (verbs) • Unit 6: **ed**, **ing** (drop **e**) • Unit 7: **er**, **est** (double) • Unit 8: **s**, **es** (change **y**), **s** (change **f** and **fe**) • Unit 9: **ed**, **ing**, **s**, **es** (double) • Unit 10: **ed**, **ing** (double, drop **e**) • Unit 11: **es** (change **y**) • Unit 13: **er**, **est** (change **y**) • Unit 17: **ed**, **ing** (drop **e**, change **y**), **s**, **es** (change **y**) • Unit 19: **s**, **es** (change **y**, change **f** and **fe**) • Unit 23: **er**, **est** (change **y**) • Unit 30: **s**, **es** (change **y**, change **f** and **fe**) Suffixes (derivational): • Unit 11: **y** • Unit 13: **y** • Unit 14: **ful** • Unit 15: **ly** • Unit 16: **er**, **ment** • Unit 18: **ness** • Unit 20: **ship** • Unit 21: **en** • Unit 22: **ous** • Unit 23: **y** • Unit 26: **wards** • Unit 27: **hood** • Unit 28: **ish** • Unit 32: **ion** • Unit 36: **er**, **or**, **ist**
VC2E4LY05: read and write high-frequency words including homophones and know how to use context to identify correct spelling.	• recognising that contextual and syntactical clues can be used to determine the use of homophones, for example 'We grow wheat on *our* farm.' and 'The train trip will take about an *hour*.'	Homophones: • Units 10, 12, 13, 15, 17, 19, 25, 30, 31, 34, 35 **Note:** Students are taught high-frequency words in Units 1–36.

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 5
VC2E5LY03: use phonological, morphological and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations.	• recognising and writing less familiar words that share common letter patterns but have different pronunciations, for example 'journey', 'your', 'tour' and 'sour'	Graphemes: • **a** as in *apple, watch, lady, glass, area, pizza* • **c** as in *car, pencil* • **ch** as in *school, chicken* • **e** as in *egg, me, cereal, bucket* • **ea** as in *head, seat, weary* • **ay** as in *says, hay* • **i** as in *igloo, litre, spider, dolphin* • **y** as in *syrup, baby, fly, yoyo* • **o** as in *women, orange, monkey, comb, story, do, lemon* • **gh** as in *laugh, spaghetti* • **au** as in *sausage, laugh, sauce* • **ow** as in *knowledge, window, flower* • **g** as in *girl, giraffe* • **u** as in *umbrella, queen, bush, computer, ruler, cactus* • **oo** as in *flood, book, boot* • **ou** as in *young, boulder, courier, group, cloud, famous* • **eigh** as in *eight, height* • **n** as in *net, wink* • **oa** as in *boat, broad* • **ough** as in *though, bought, through, plough* • **ar** as in *star, war, scarce, dollar* • **s** as in *seal, bears, treasure, sure* • **ss** as in *kiss, dissolve, tissue* • **se** as in *mouse, cheese* • **er** as in *fern, ladder* • **or** as in *world, horse* • **ear** as in *early, ear* • **t** as in *tiger, picture* • **our** as in *your, colour* • **ure** as in *sure, picture* • **u_e** as in *volume, flute* • **ti** as in *question, station* • **ere** as in *here, where* • **th** as in *thong, feather*

Year 5 Victorian Curriculum Match

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 5
VC2E5LY04: build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins (etymology), letter patterns and spelling generalisations.	• using knowledge of known words and base words to spell new words, for example the spelling and meaning connections between 'vision', 'television' and 'revision' • applying knowledge of spelling generalisations to spell new words, for example 'suitable', 'likeable' and 'collapsible'	Prefixes: • Unit 3: **anti**, **dia** • Unit 4: **kilo**, **milli** • Unit 5: **ex**, **dec**, **deci**, **cent** • Unit 6: **dis**, **mis**, **in**, **de** • Unit 7: **in**, **im**, **il**, **ir** • Unit 9: **non**, **quad**, **oct** • Unit 16: **multi**, **semi**, **com** • Unit 17: **bi**, **tri** • Unit 18: **en** • Unit 20: **pre**, **re** • Unit 23: **circum** • Unit 24: **inter**, **tele**, **trans** • Unit 25: **auto** • Unit 29: **sub**, **super** Suffixes (inflectional): • Unit 2: **ed**, **ing** (double, change **y**, drop **e**) • Unit 8: **s**, **es** (plural/verbs – change **y**, change **f** and **fe**) • Unit 10: **ed**, **ing** (drop **e**, double) • Unit 11: **er**, **est** (change **y**) • Unit 21: **s**, **es** (plurals – change **y**, change **f** and **fe**) • Unit 23: **ed**, **ing** (double) Greek and Latin roots: • Unit 3: **astro**, **aster**, **ang**, **aqua**, **anim** • Unit 8: **graph**, **phon**, **photo** • Unit 11: **struct** • Unit 12: **ject** • Unit 17: **scrib**, **script** • Unit 19: **mot**, **pos** • Unit 20: **port** • Unit 23: **circ** • Unit 24: **rupt**, **sect** • Unit 25: **aud** • Unit 36: **cap**, **mit**, **pel**

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 5
VC2E5LY05: explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word.	• using knowledge of word origins and roots, and related words, to interpret and spell unfamiliar words, and learning about how these roots affect plurals, for example 'cactus' and 'cacti', and 'louse' and 'lice' • understanding how some suffixes change the grammatical form of words, for example '-tion' and '-ment' can change verbs into nouns, such as 'protect' to 'protection' and 'develop' to 'development'	Plurals: • Unit 21 **Note:** Irregular plurals are explicitly taught in Year 3 and are revised in Years 4, 5 and 6. Suffixes (derivational): • Unit 4: **ion** • Unit 7: **ive** • Unit 10: **ness**, **ment** • Unit 11: **y** • Unit 13: **er**, **or**, **ee** • Unit 14: **ful**, **less**, **able** • Unit 15: **ly** • Unit 18: **en** • Unit 22: **ous** • Unit 30: **ise**, **ion** • Unit 31: **able** • Unit 32: **ion** • Unit 35: **ly**, **ous**, **y**, **less**, **ful**, **able**, **ness** • Unit 36: **al**

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 6
VC2E6LY03: use combined phonological, morphological and vocabulary knowledge to read and write increasingly complex words.	• using phonic generalisations to read and write complex words with uncommon letter patterns, for example 'pneumonia', 'resuscitate' and 'vegetation'	Phoneme–grapheme relationships: • Unit 2: **b, bb, pb** for [b bb] • Unit 3: **a** for [a] • Unit 4: **k, c, q, ck, x, ch, que** for [k c q ck x ch], **x** for [k c q ck x ch] [s ss se ce x c] • Unit 5: **e, ea, a, eo** for [e ea] • Unit 6: **d, dd** for [d dd] • Unit 7: **i, y, e, ui, a** for [i] • Unit 8: **f, ff, ph** for [f ff ph] • Unit 9: **o, a, ho, au, ow, ach, e** for [o a] • Unit 10: **g, gu, gue** for [g gg] • Unit 11: **u, o, ou** for [u o] • Unit 12: **h** for [h], **j, g, ge, gg, d** for [j g ge dge] • Unit 13: **ai, ay, a_e, a, ei, eigh, et, e** for [ai ay a_e a] • Unit 14: **l, ll** for [l ll] • Unit 15: **ee, e, ea, y, ie, e_e, i, ei** for [ee e ea y ey] • Unit 16: **m, mm, me** for [m mm mb] • Unit 17: **i_e, y, igh, i, ir** for [i_e y igh i ie] • Unit 18: **n, kn, ne** for [n nn kn], **ng, n, ngue** for [ng n] • Unit 19: **oa, o_e, ow, o, ough** for [oa o_e ow o] • Unit 20: **p, pp** for [p pp], **r, rr, rh** for [r rr wr] • Unit 21: **ar, a, ear, au, er** for [ar a] • Unit 22: **s, ss, ce, c, sc, st, sw** for [s ss se ce x c], **x** for [k c q ck x ch] [s ss se ce x c] • Unit 23: **ir, ur, er, ear, our, urr** for [ir ur or er] • Unit 24: **t, tt** for [t tt] • Unit 25: **or, ore, a, aw, au, augh, oa, hau, aur** for [or ore a aw au] • Unit 26: **v, ve** for [v ve], **wh, u** for [w wh u] • Unit 27: **oo, u, oul, o, ou** for [oo u] • Unit 28: **i, u** for [y u], **u, ui, eu, ew, u_e, ue, ueue** for [y u] [oo ew ue u_e u] • Unit 29: **oo, ew, ue, u_e, u, o, ough, ou, oeu** for [oo ew ue u_e u] • Unit 30: **z, s, ss** for [z zz s se], **x** for [g gg] [z zz s se], **s, si** for [s si] • Unit 31: **ou, ow, ough** for [ou ow] • Unit 32: **ch, ti, t** for [ch tch], **sh, ch, ti, ss, ssi** for [sh ch ti ci] • Unit 33: **oy, oi** for [oy oi], **eer, ere, ier, e, ir, ea** for [eer ear] • Unit 34: **th** for [th], **th, the** for [th] • Unit 35: **air, are, ere, ar, a, ayor, ea, aire, ae** for [air are] • Unit 36: **er, ar, a, e, i, o, u, ou** for [er ar or a e i o u]

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 6
VC2E6LY04: use their knowledge of known words, base words, prefixes, suffixes, letter patterns, spelling generalisations and word origins (etymology), including some Latin and Greek roots, to spell new words, including technical words.	• using a dictionary to explore word origins, including some Greek roots, in order to spell words; for example, the Greek root 'ath' meaning 'contest' or 'outstanding skill', 'pent' meaning the number 5 and 'dec' meaning the number 10 inform the spelling and meaning of the words 'athlete', 'pentathlon' and 'decathlon' • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words, for example 'ratio' and 'synthesis' • expanding knowledge of prefixes and suffixes, and exploring meaning relationships between words, for example 'disappearance', 'submarine', 'subterranean', 'poisonous' and 'nervous' • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, knowing how and why these words are spelt as follows: 'reliability', 'handkerchief', 'receive', 'lollies', 'trolleys', 'climbing', 'designed' and 'emergency' • spelling technical words by applying morphemic knowledge, for example 'metaphorical', 'biology' and 'biodegradable'	Prefixes: • Unit 4: **ex** • Unit 5: **dec**, **cent**, **kilo** • Unit 7: **dis**, **mis**, **in**, **im**, **il**, **ir** • Unit 9: **anti**, **non**, **con** • Unit 12: **hyper**, **hypo** • Unit 14: **mono**, **multi** • Unit 16: **com** • Unit 19: **co** • Unit 20: **pro** • Unit 23: **circum** • Unit 25: **auto**, **trans** • Unit 28: **uni** • Unit 29: **sub**, **super** • Unit 31: **out** • Unit 34: **syn**, **sym** • Unit 36: **inter**, **ad**, **ac** Suffixes (inflectional): • Unit 2: **ed**, **ing** (change **y**, drop **e**, double), **s**, **es** (verbs – change **y**) • Unit 14: **ed**, **ing** (double) • Unit 23: **ed**, **ing** (double) Suffixes (derivational): • Unit 2: **able** • Unit 4: **ion** • Unit 10: **ly** • Unit 11: **er**, **or**, **ist** • Unit 13: **ation** • Unit 14: **al** • Unit 15: **ty**, **ity** • Unit 17: **ify** • Unit 18: **ance**, **ence** • Unit 22: **ous** • Unit 24: **ment** • Unit 26: **ive** • Unit 30: **ise**, **sion** • Unit 31: **less** • Unit 32: **ion** • Unit 35: **ian** Greek and Latin roots: • Unit 3: **tract** • Unit 5: **cess**, **cep**, **sect** • Unit 6: **pod**, **ped**, **duc**, **duct**, **duce** • Unit 8: **flex**, **flect**, **frag**, **fract** • Unit 10: **graph**, **gram** • Unit 11: **struct**, **rupt** • Unit 12: **hydr**, **geo**, **bio**, **logy**

Year 6 Victorian Curriculum Match

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 6
VC2E6LY04: use their knowledge of known words, base words, prefixes, suffixes, letter patterns, spelling generalisations and word origins (etymology), including some Latin and Greek roots, to spell new words, including technical words. (continued)	• using a dictionary to explore word origins, including some Greek roots, in order to spell words; for example, the Greek root 'ath' meaning 'contest' or 'outstanding skill', 'pent' meaning the number 5 and 'dec' meaning the number 10 inform the spelling and meaning of the words 'athlete', 'pentathlon' and 'decathlon' • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words, for example 'ratio' and 'synthesis' • expanding knowledge of prefixes and suffixes, and exploring meaning relationships between words, for example 'disappearance', 'submarine', 'subterranean', 'poisonous' and 'nervous' • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, knowing how and why these words are spelt as follows: 'reliability', 'handkerchief', 'receive', 'lollies', 'trolleys', 'climbing', 'designed' and 'emergency' • spelling technical words by applying morphemic knowledge, for example 'metaphorical', 'biology' and 'biodegradable' (continued)	• Unit 15: **ceed**, **cede**, **cess** • Unit 16: **meter** • Unit 19: **mot**, **pos** • Unit 20: **spect**, **press** • Unit 23: **circ**, **vers**, **vert** • Unit 24: **ject**, **fact**, **fect** • Unit 25: **port**, **form** • Unit 34: **therm** • Unit 35: **aer**, **aero**, **aqua**