

SOUND WAVES™

LITERACY

2

SYSTEMATIC SYNTHETIC PHONICS & WORD STUDY

























Student Book






















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firefly
EDUCATION

Contents

Welcome to Sound Waves Literacy 4
 How to Use This Book 5

Unit	Phoneme	Focus Concepts	
1		Getting Started.....	6
2	 b bb	Blends br, bl Suffixes ed, ing	8
3	 a	Rhyme Word Building Suffix s	10
4	 k c q ck x ch	Grapheme ck Graphemes k, c Blends cl, cr, qu, x	12
5	 e ea	Word Building Grapheme ea	14
6	 d dd	Blends dr, nd Suffixes ed, ing Correct Use of Verbs.....	16
7	 i	Rhyme Word Building Suffixes er, est	18
8	 f ff ph	Blends fl, fr, ft Compound Words.....	20
9	 o a	Grapheme a Suffix es Suffixes er, est	22
10	 g gg	Blends gr, gl Suffixes ed, ing Correct Use of Verbs.....	24
11	 u o	Grapheme o Suffixes ed, ing	26
12	 h	Contractions.....	28
	 j g ge dge	Grapheme g	29
13	 ai ay a_e a	Grapheme ay Suffix ing Homophones.....	30
14	 ll	Grapheme ll Blends lt, lp, lf, ld Contractions.....	32
15	 ee e ea y ey	Grapheme y Suffix es Homophones.....	34
16	 m mm mb	Blends sm, mp Suffix ing Contractions.....	36
17	 i_e y igh i ie	Suffixes es, ed Prefix un	38
18	 n nn kn	Homophones.....	40
	 ng n	41
19	 oa o_e ow o	Suffixes ed, ing Compound Words.....	42
20	 p pp	44
	 r rr wr	Prefix re	45

Unit	Phoneme	Focus Concepts	
21	 ar a	Grapheme a Suffixes er, est	46
22	 s ss se ce x c	Grapheme ss Graphemes c, ce Suffixes ed, ing	48
23	 ir ur or er	Grapheme or Graphemes ear, er Alphabetical Order	50
24	 t tt	Synonyms Contractions	52
25	 or ore a aw au	Homophones Suffixes er, est	54
26	 v ve	Contractions	56
	 w wh u	Antonyms	57
27	 oo u	Compound Words Homophones Contractions	58
28	 y u	Contractions Homophones Alphabetical Order	60
29	 oo ew ue u_e u	Grapheme u_e Grapheme ew Homophones	62
30	 z zz s se	Suffixes s, es Suffixes s, es	64
	 s si		65
31	 ou ow	Compound Words Suffix y	66
32	 ch tch	Grapheme tch	68
	 sh ch ti ci		69
33	 oy oi		70
	 eer ear	Homophones	71
34	 th		72
	 th		73
35	 air are	Homophones Suffix less	74
36	 er ar or a e i o u	Grapheme a	76
Extension Words			78
Helpful Hints			80

Welcome to Sound Waves Literacy

Our structured literacy approach is the key to reading, writing and spelling success.

Sound Waves Literacy is an evidence-informed program. Instruction builds from Foundation to Year 6 and covers four key areas of teaching: phonemic awareness, synthetic phonics, morphology and etymology.

Year 2 Overview

Follow these two steps to teach, practise and consolidate reading and spelling skills.

Step 1: Teach with Sound Waves Literacy Online

Year 2 lessons start with explicit teaching using the lesson guides and interactive slideshows at *Sound Waves Literacy Online*.

The teaching resources at *Sound Waves Literacy Online* help you to deliver systematic and engaging lessons that directly correspond to the activities in this book.

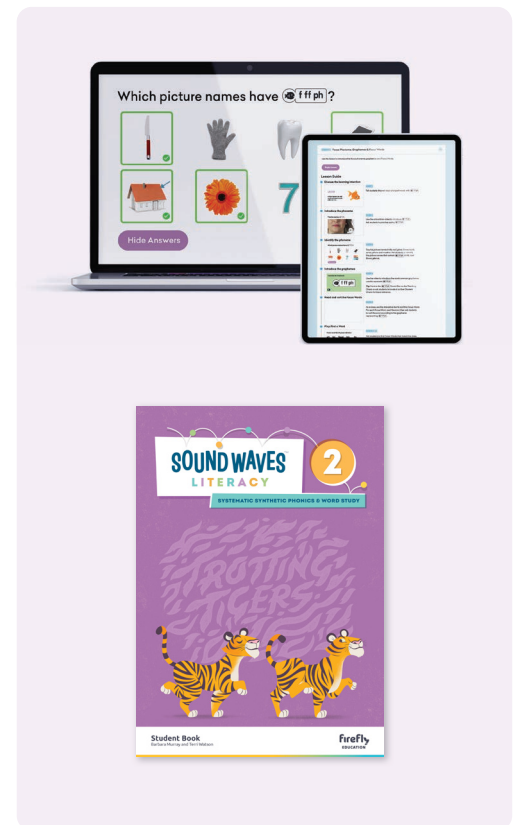
Step 2: Consolidate with the Student Book

Student Books in Years 1–6 all contain 36 units of work. Each unit is designed to take one week to complete.

In *Unit 1 Getting Started*, students demonstrate their understanding of the basic concepts needed to begin working with the program.

In *Units 2–36*, students complete Focus Word activities (reading and spelling words containing the focus phoneme), and Focus Concept activities (consolidating spelling and vocabulary concepts).

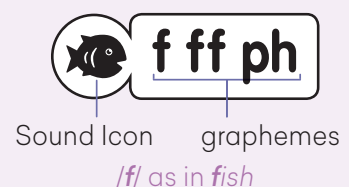
Additional resources, including *Teaching Charts*, *Student Charts* and *Playing Cards*, are also available to support teaching and learning.



Sound Boxes

In Sound Waves each phoneme is represented by a Sound Box. Each Sound Box contains a Sound Icon and the most common grapheme/s used to represent that phoneme.

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



How to Use This Book

The activities in this book should only be completed after the associated lessons have been taught using the teaching resources at *Sound Waves Literacy Online*.

Sound Box.....
represents the focus phoneme

Focus Words.....
contain the focus phoneme and link to Focus Concepts

Focus Word activities.....
involve identifying the focus phoneme in words, segmenting words into phonemes, and reading and spelling words

Focus Concept activities.....
involve working with spelling and vocabulary concepts

★ A star in the banner indicates there is one or more hints for the Focus Concept. The Helpful Hints are located on pages 80 and 81.

UNIT 22 **SS SE CE X' C** seal kiss mouse juice fox pencil

Focus Words
mess cross horse place dancing
miss sleep mouse cent sister
dress sky ice once city
press next nice dance circle

* We can use x for the two sounds (kcx) as in fox.

1 **Underline** the letter or letters for (s s e o x c) in the Focus Words.

2 **Help** the seal reach the rocks. **Colour** the words with (s s e o x c).

3 **Write** the number of sounds you hear in the word.
ice ____ nice ____ six ____ first ____ sling ____ sister ____
city ____ star ____ next ____ crust ____ smell ____ mouse ____

4 **Segment** the picture names.

5 **Finish** the word sums. **Label** the pictures with some of the words.

horn	-	n	+	se	=	_____
spy	-	p	+	k	=	_____
nest	-	s	+	x	=	_____
spell	-	p	+	m	=	_____
mass	-	a	+	i	=	_____
sleep	-	l	+	w	=	_____

48 Sound Waves Spelling Student Book 2 ISBN 978 1 74135 362 4

Lesson 1

Introduce the focus phoneme, grapheme/s and Focus Words using the online lesson guide and slideshow.

Students consolidate the knowledge taught in each lesson by completing the associated Student Book activities.

Grapheme ss ★ Hint 3

6 **Write ss or s** to finish the words. **Label** the pictures with some of the words.

ma ____ li ____ t ki ____
cro ____ me ____ ne ____ t
pre ____ de ____ k dre ____

Graphemes c, ce ★ Hint 4

7 **Write 1st, 2nd, 3rd or 4th** to show where you hear (s s e o x c) in the words. The first one is done for you.

cent 1st ice ____ nice ____ twice ____
fence ____ race ____ centre ____ circle ____
city ____ dice ____ chance ____ place ____

8 **Write c or ce** to finish the words. **Label** the pictures with some of the words.

i ____ e on ____
ni ____ e ____ ircle
____ ity fa ____ e
dan ____ pla ____ e

Suffixes ed, ing ★ Hint 13

9 **Rewrite** the words from the brackets using **ed** or **ing**.

A clown was _____. [dance]
The acrobats _____ around the ring. [race]
A clown was _____ in the safety nets. [sleep]
The juggler _____ rings around his neck. [place]
A clown was _____ a cake upside down. [ice]
Trapeze artists were _____ from the ropes. [swing]

ISBN 978 1 74135 362 4 Sound Waves Spelling Student Book 2 49

Lessons 2-4

Teach each Focus Concept using the online lesson guide and slideshow.

Students consolidate the knowledge taught in each lesson by completing the associated Student Book activity.



k c q ck x* ch kite car queen sock fox school

Focus Words

week	clap	stick	ask	could
skin	clean	truck	quit	school
skip	clock	call	quick	next
crash	black	cry	queen	sixty

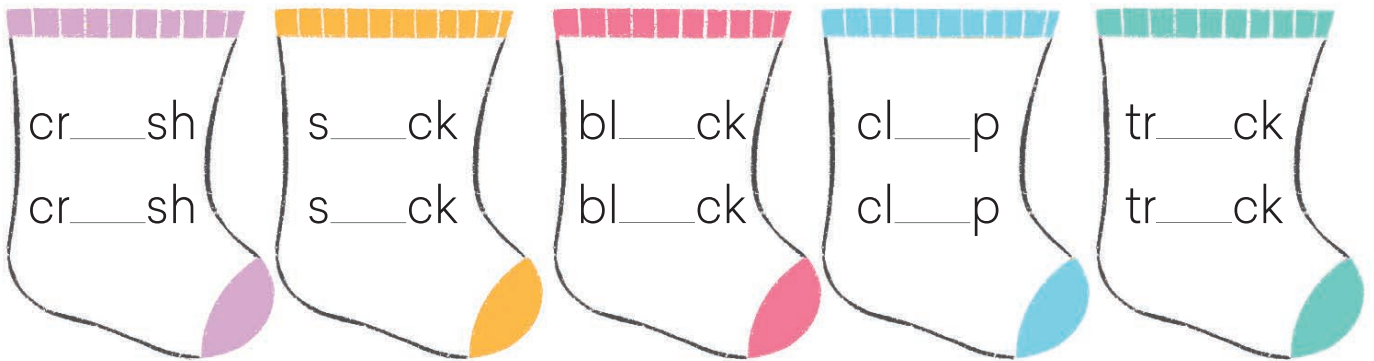
* We can use **x** for the two sounds **k c q ck x ch** as in *fox*. **s ss se ce x c**

1 Underline the letter or letters for **k c q ck x ch** in the Focus Words.

2 Draw a stroke on the line for each sound you hear in the picture name.



3 Write a, e, i, o or u to make real words.



4 Unjumble the letters to make Focus Words. Some letters are there to help you. **Use** the words to finish the sentences.

ksa	a_____k	eekw	w_____k	oulcd	c_____d
llca	c_____ll	cneal	c_____n	loochs	s_____l

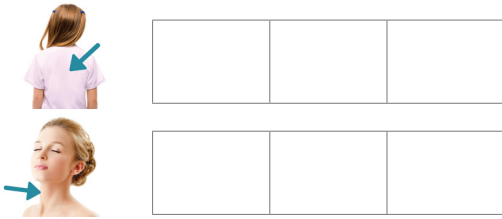
Next _____ I will start _____.

Alex will _____ the mud off his socks.

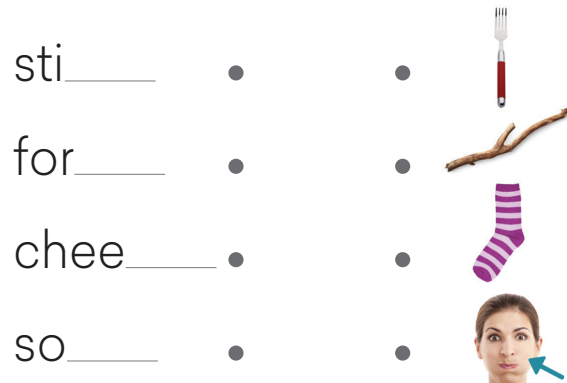
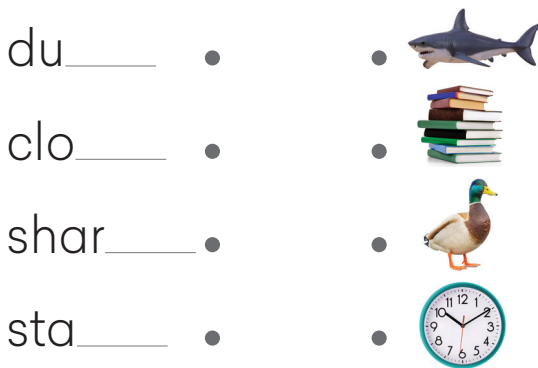
Did you _____ if we _____ fly the kite?

Her phone is broken, so she cannot _____ you.

5 Segment the picture names.



6 Write ck or k to finish the words. Match the words to the pictures.



7 Write the words from the box to match the clues.

king clean kitten could call skin skip keep

on your body _____ not dirty _____

ring someone _____ a baby cat _____

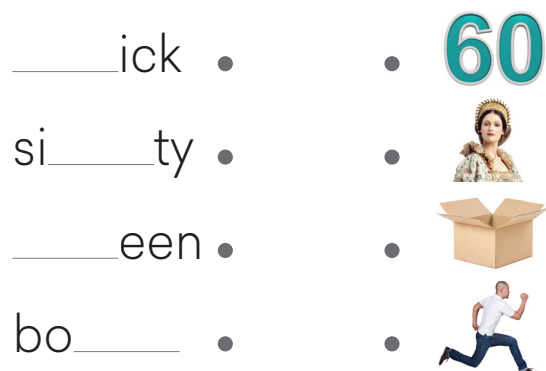
rhymes with *would* _____ a little jump _____

opposite of *throw out* _____ has a crown _____

8 Write cl or cr to finish the words. Match the words to the pictures.



9 Write qu or x to finish the words. Match the words to the pictures.





Focus Words

now	brown	mouse	sound	about
how	out	house	ground	flower
down	loud	count	cloudy	our
town	mouth	round	around	hour

1 Underline the letters for in the Focus Words.

2 Write the number of sounds you hear in the picture name.



3 Write Focus Words that match the clues.

not up _____	a small animal _____
small city _____	at this time _____
not in _____	colour of mud _____

4 Make real words with the word beginnings and the word endings.

5 Finish the sentences with the words from the box.

Do you know _____ to get to _____
house? It is _____ the corner. It takes
_____ five minutes to walk there. You
should come over to play for an _____.

our
how
hour
about
around

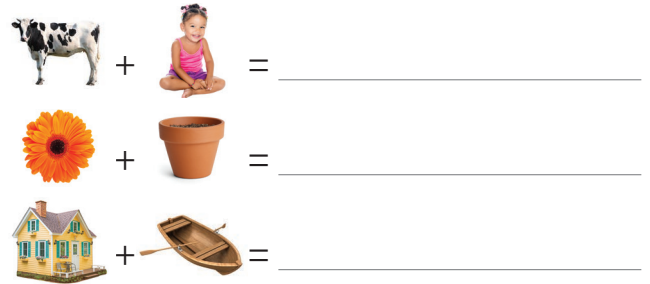
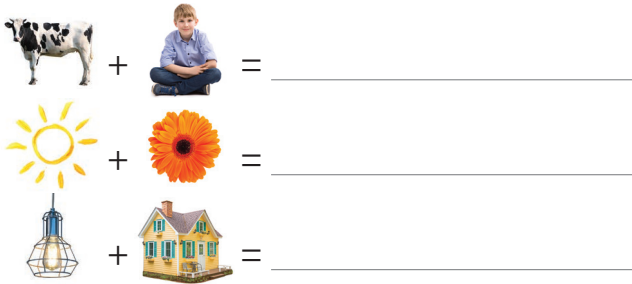
Compound Words

6 Write the two words that make each compound word. The first one is done for you.

some + how = somehow
 _____ + _____ = playground
 _____ + _____ = lookout
 _____ + _____ = without
 _____ + _____ = countdown
 _____ + _____ = outside



7 Add the picture names to make compound words.



Suffix y

8 Rewrite the words adding the suffix **y**.
Use the words to describe the pictures.

The suffix **y** means *having*.

bump _____
 mess _____
 cloud _____

dirt _____
 rain _____
 curl _____



a _____ room



a _____ wig



a _____ sky



a _____ dog



a _____ shell



a _____ day

SOUND WAVES

LITERACY

FOUNDATION TO YEAR 6

Our structured literacy approach is the key to reading, writing and spelling success. Sound Waves Literacy covers phonemic awareness, synthetic phonics, morphology and etymology, and:

- is evidence-informed
- follows a systematic synthetic phonics sequence of instruction
- is sequential and cumulative across the primary school years
- includes lesson resources to explicitly teach phoneme-grapheme relationships and vocabulary concepts
- incorporates early years reading lessons and practice
- provides assessment and remediation opportunities

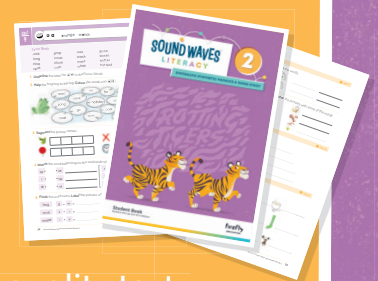


EVERYTHING YOU NEED FROM FOUNDATION TO YEAR 6 ...



Start with Online teaching resources. These provide everything teachers need to deliver systematic, explicit, engaging lessons. Features include detailed lesson guides, interactive slideshows, videos, assessment and more.

Follow on with Student Book activities. These provide students with immediate consolidation of the synthetic phonics and word study knowledge taught in each lesson. Available as a workbook or printable pages.



Culminate with Decodable Readers. These high quality texts are essential for Foundation and Year 1 students to apply their phoneme-grapheme knowledge when reading.

Additional resources such as Teaching Charts, Student Charts and Playing Cards are available to support teaching and learning.



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www.fireflyeducation.com.au/soundwaves



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