

SOUND WAVES™

LITERACY

F







SYSTEMATIC SYNTHETIC PHONICS & WORD STUDY



Contents

All lessons start with explicit teaching using the resources at Sound Waves Literacy Online and culminate with student activities, either in this Student Book or available online as a printable resource.

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2	Final Phonemes	Online
3	Medial Phonemes	Online
4	Blending and Segmenting	Online
5	Assessment	Online
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Lesson Types

















Foundation has two lesson types.

Lesson 1: Phoneme–Grapheme Relationship. In this lesson, you explicitly teach a phoneme–grapheme relationship and conclude with Modelled & Shared Reading.

Lesson 2: Focus Concept. In this lesson, you explicitly teach Special Words, morphology or sentence writing and conclude with independent Reading Practice.

Note: Dictation sentences for the Focus Concept activities are listed on page 108.

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9	Assessment	Online

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8	Assessment	Online

Sound Boxes

In Sound Waves Literacy, phonemes are represented by Sound Boxes. Each Sound Box contains an icon and the most common grapheme/s used to represent the phoneme.

When you see a Sound Box, say the phoneme it represents. For example, when you see d, say the phoneme /d/, not *duck* or the letter name *d*.

Your Guide to Sound Waves Literacy: Foundation Year

Sound Waves Literacy is a structured literacy program, and the Foundation Year provides everything you need to teach essential reading and spelling skills in the first year of school.

How to Use the Program Resources

Sound Waves Literacy Online is home to all your teaching resources. These include lesson guides, slideshows (featuring videos and interactive tools), projectable Decodable Readers, termly assessments and remediation resources.

Use the online resources to explicitly teach each lesson. Foundation has two lesson types – **Lesson 1: Phoneme–Grapheme Relationship** and **Lesson 2: Focus Concept**. Students use this Student Book and the Decodable Readers to consolidate their learning after each lesson.



Student Book activities provide students with immediate consolidation and practice of the lesson content.

After you have explicitly taught the **Phoneme–Grapheme Relationship** lesson, students complete the corresponding Lesson 1 activities in this book. After you have taught the **Focus Concept** lesson, students complete the Lesson 2 activities.

Decodable Readers provide students with practice reading connected texts to develop word recognition skills and fluency. The Decodable Readers follow the same sequence of phoneme–grapheme relationships and Special Words taught in the lessons.

After students have completed the **Phoneme–Grapheme Relationship** Student Book activities, use the projectable Decodable Reader to model reading the grapheme taught in the lesson. Re-read the book with students joining in.

After students have completed the **Focus Concept** lesson, they use the class sets of Decodable Readers for Reading Practice. Select a Support, Core or Extended Decodable Reader for each student to use depending on their reading ability. Students continue practising with these books throughout the week, and year, as needed.



Teaching Charts and **Student Charts** feature the graphemes taught for each phoneme.




















Use the Charts throughout the week to introduce phonemes and graphemes, play games or as a reference tool to support students' everyday reading and writing.

Weekly Teaching Plan

Foundation follows the same weekly teaching plan throughout the year*. Each week you teach two **Phoneme–Grapheme Relationship** lessons and two **Focus Concept** lessons (Special Words, morphology or sentence writing). Lessons include either Modelled & Shared Reading or independent Reading Practice using Decodable Readers. The weekly plan also includes time to review and consolidate learning.



Sample Week (week 15)

Monday	 <p>Lesson 1 Phoneme–Grapheme Relationship</p>	<p>First use the online lesson to explicitly teach u for . Then ask students to consolidate their learning by completing the corresponding Student Book activities on page 38.</p>	
	<p>Modelled & Shared Reading</p>	<p>Conclude the lesson by projecting the Decodable Reader <i>I am Gus</i> and model reading it to the whole class. Re-read the book with students joining in. Focus on words containing .</p>	
Tuesday	<p>Lesson 2 Focus Concept</p>	<p>First use the online lesson to explicitly teach the Special Word to. Then ask students to consolidate their learning by completing the corresponding Student Book activities on page 39.</p>	
	<p>Reading Practice</p>	<p>From your class sets of Decodable Readers, select a Support, Core or Extended book for each student to practise independent reading. For the focus phoneme , books include <i>Fun in the Sun</i>, <i>I am Gus</i>, and <i>I Must Drum</i>. Students then complete the matching printable activities.</p>	
Wednesday	 <p>Lesson 1 Phoneme–Grapheme Relationship</p>	<p>First use the online lesson to explicitly teach b for . Then ask students to consolidate their learning by completing the corresponding Student Book activities on page 40.</p>	
	<p>Modelled & Shared Reading</p>	<p>Conclude the lesson by projecting the Decodable Reader <i>Bam!</i> and model reading it to the whole class. Re-read the book with students joining in. Focus on words containing .</p>	
Thursday	<p>Lesson 2 Focus Concept</p>	<p>First use the online lesson to explicitly teach students how to write words with b for  in sentences. Then ask students to consolidate their learning by completing the corresponding Student Book activities on page 41.</p>	
	<p>Reading Practice</p>	<p>From your class sets of Decodable Readers, select a Support, Core or Extended book for each student to practise independent reading. For the focus phoneme , books include <i>The Bus</i>, <i>Bam!</i> and <i>I am the Best</i>. Students then complete the matching printable activities.</p>	
Friday	<p>Review & Consolidate</p>	<p>Revise u for  and b for  using the Extra Games and Activities at Sound Waves Literacy Online. Re-read the week's Decodable Readers.</p>	

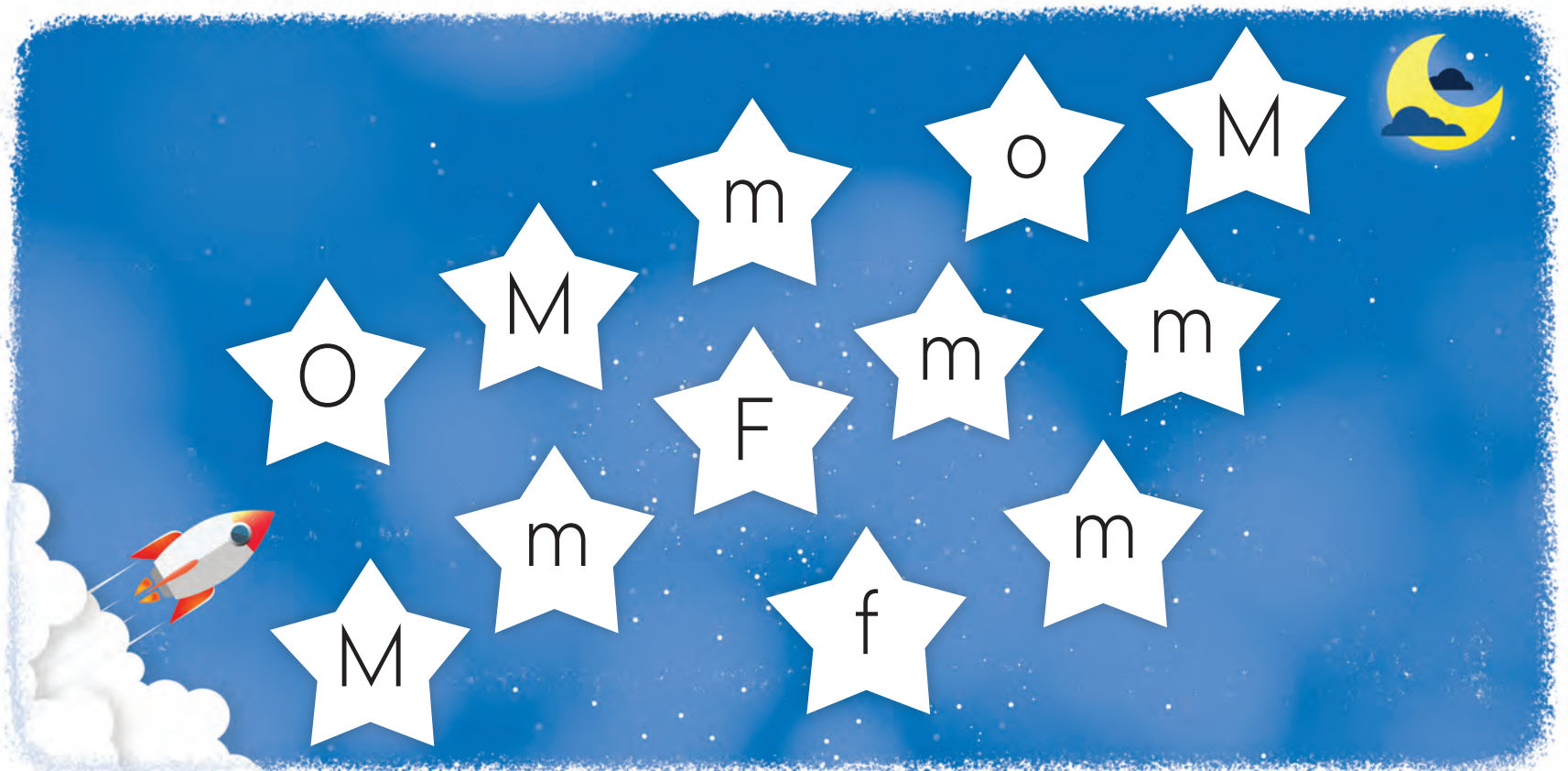
* Getting Started in weeks 1–5 follows a different plan.

Lesson 1: Phoneme-Grapheme Relationship



1 **Circle** the picture if you hear  m in the picture name.

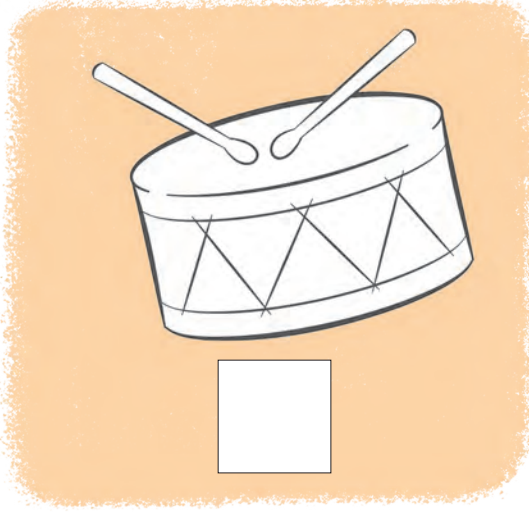
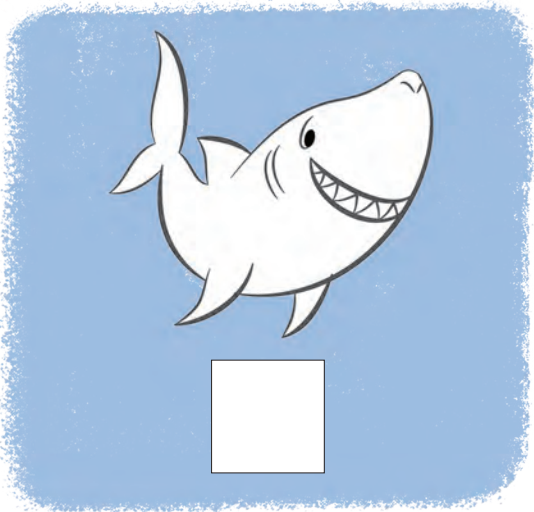
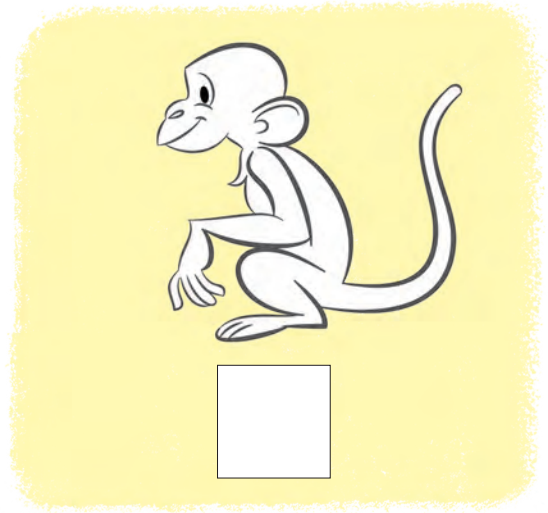


2 **Colour** the stars with **m** or **M** on them to make a path to the moon.



Lesson 2: Phoneme-Grapheme Match

- 1 **Colour** the picture if you hear  in the picture name. **Write m** under the pictures that have  in their name.



- 2 **Draw** a picture of something with  in its name. **Write m** next to the picture.



p

Lesson 1: Phoneme-Grapheme Relationship

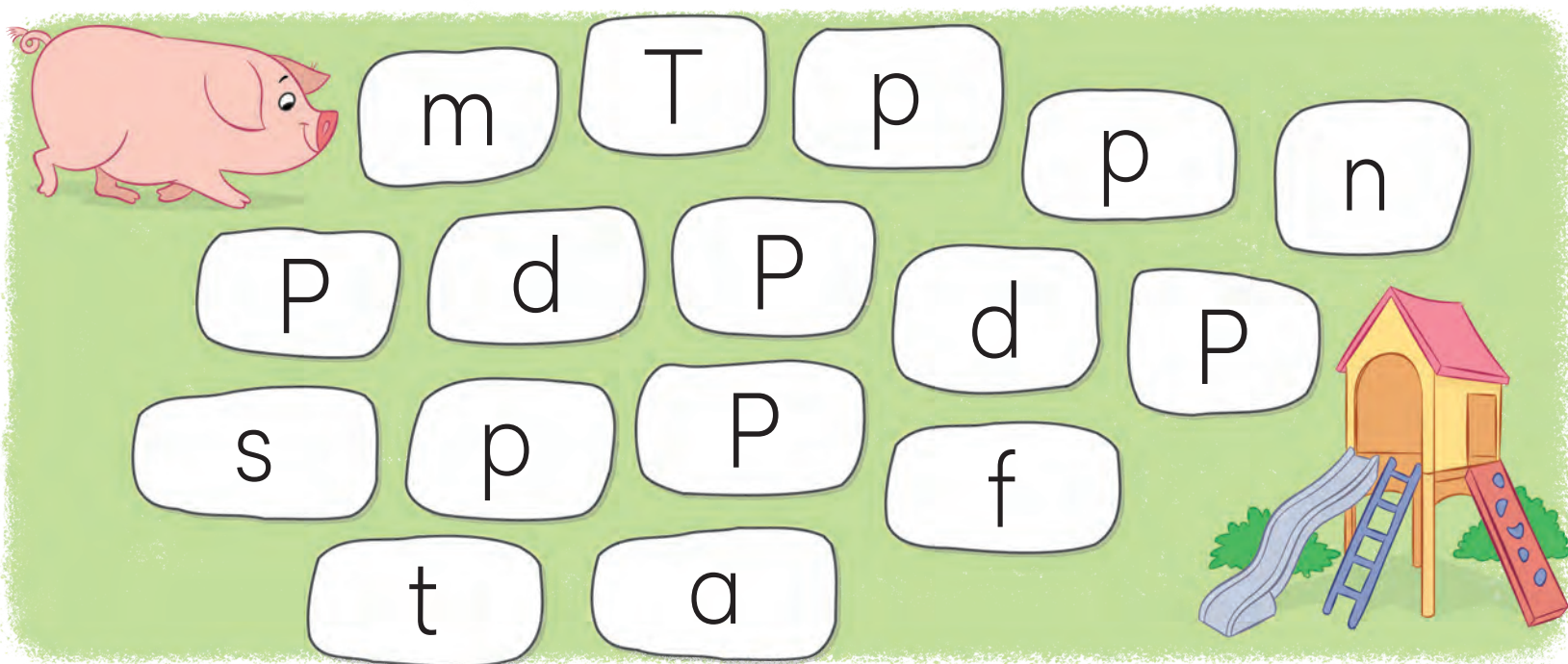
- 1 **Colour** the letter for p in each Focus Word.

pat tap

- 2 **Circle** the picture if you hear p in the picture name.



- 3 **Colour** the bricks with p or P on them to show the path to the park.



- 4 **Write** a Focus Word to match each picture.





Lesson 2: Special Word

- 1 **Read** the Special Word.
Colour the special part of the word.

is

- 2 **Segment** the Special Word.

is

--	--

- 3 **Write** the Special Word to finish the sentence.

It _____ Pam.




- 4 **Listen** to your teacher read a sentence. **Write** the sentence.



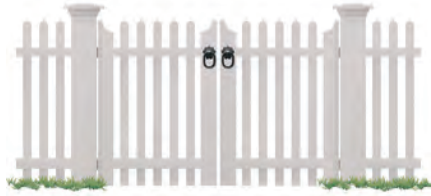
g

Lesson 1: Phoneme-Grapheme Relationship

- 1 **Colour** the letter for  **g** in each Focus Word.

got pig dog

- 2 **Circle** the picture if you hear  **g** in the picture name.



- 3 **Colour** the strands of hair with **g** or **G** on them **green**.
Colour all the other strands of hair **pink**.



- 4 **Write** a Focus Word to match each picture.

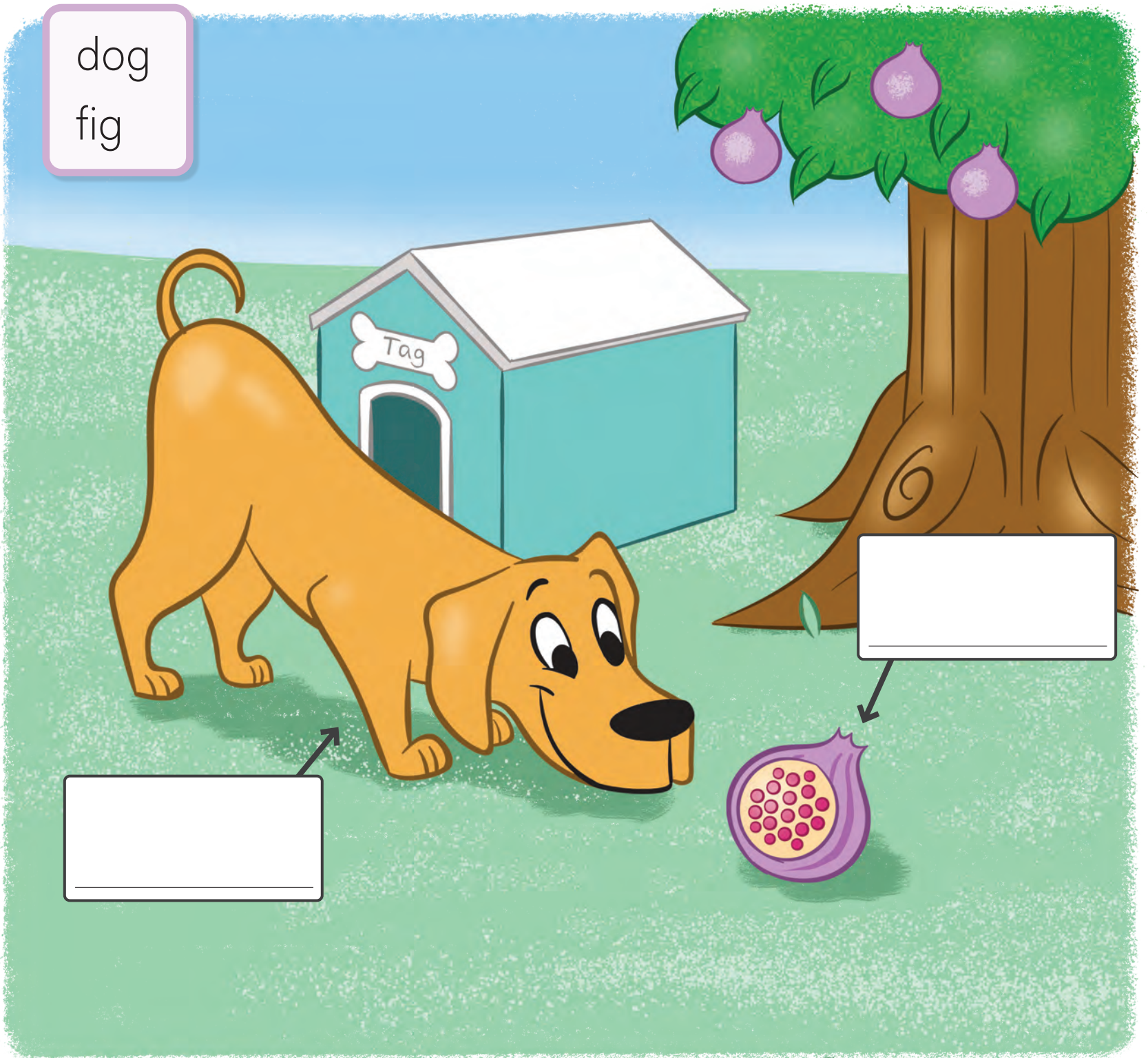




Lesson 2: Sentence Writing

1 **Label** the picture with the words from the box.

dog
fig



2 **Listen** to your teacher read a sentence. **Write** the sentence.

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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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