



# SOUND WAVES

## LITERACY

## NSW EARLY STAGE 1 SYLLABUS MATCH

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# Sound Waves Literacy Components

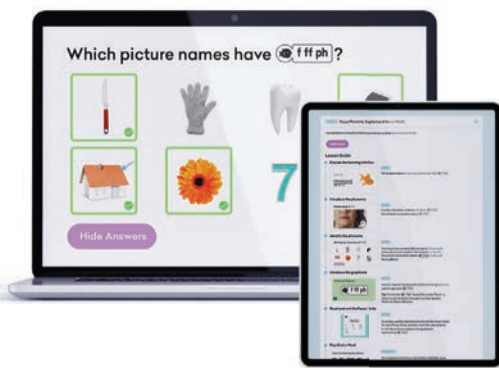
The Sound Waves Literacy program (F–6) consists of online teaching resources, Student Books, Decodable Readers and extra resources.

Use this document to understand how Sound Waves Foundation comprehensively meets the outcomes and content for Phonological Awareness, Phonic Knowledge, Spelling, Print Conventions and Reading Fluency in the NSW Early Stage 1 Syllabus.

Additionally, refer to this document to see how Sound Waves Foundation aligns with the suggested NSW Early Stage 1 instructional sequence for grapheme–phoneme correspondences.

## Sound Waves Literacy Online

**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.



## Student Books

**Student Book** activities provide students with immediate consolidation and practice of the knowledge and skills taught in the **Sound Waves Literacy Online** lessons.



## Decodable Readers

Foundation and Year 1

The **Decodable Readers** provide Foundation and Year 1 students with targeted reading practice. The books follow the same sequence of phoneme–grapheme relationships taught in the lessons.

The Decodable Readers are available in three levels of difficulty: Support, Core and Extended.



## Extra resources

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



# NSW Early Stage 1 Syllabus Match





Outcome	Content		Sound Waves Foundation
<p><b>PHONOLOGICAL AWARENESS</b></p> <p><b>ENE-PHOAW-01:</b> identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts.</p>	<p><b>Words</b></p>	<p>repeat words and phrases</p>	<p><b>Information coming soon</b>  <b>The Foundation program is being updated for 2025.</b>                      This document will be re-issued in September with details on how and where this content description is covered in the updated program.</p>
		<p>complete familiar spoken phrases in texts, including chants, rhymes, songs and poems</p>	
		<p>segment a spoken sentence of 3 to 5 words into separate spoken words</p>	
	<p><b>Syllables</b></p>	<p>orally blend and segment syllables in words comprising up to 3 syllables</p>	<p><b>Information coming soon</b>  <b>The Foundation program is being updated for 2025.</b>                      This document will be re-issued in September with details on how and where this content description is covered in the updated program.</p>
		<p>blend onset and rime to say a one-syllable word</p>	
	<p><b>Phonemes</b></p>	<p>provide a word when given a starting phoneme</p>	<p><b>Information coming soon</b>  <b>The Foundation program is being updated for 2025.</b>                      This document will be re-issued in September with details on how and where this content description is covered in the updated program.</p>
		<p>consistently say the first phoneme of a spoken one-syllable word</p>	
		<p>listen to up to 4 words, indicate those that start with the same phoneme and say other words that start with that phoneme</p>	
		<p>orally blend up to 4 phonemes together to make a one-syllable spoken word</p>	
		<p>orally segment one-syllable words comprised of up to 4 phonemes into separate phonemes</p>	

# NSW Early Stage 1 Syllabus Match

Outcome	Content		Sound Waves Foundation
<p><b>PHONOLOGICAL AWARENESS</b></p> <p><b>ENE-PHOAW-01:</b> identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts.</p> <p>(continued)</p>	<p><b>Phonemes</b> (continued)</p>	<p>identify the number of phonemes that make up a spoken one-syllable word comprising fewer than 4 phonemes</p>	<p><b>Information coming soon</b> <b>The Foundation program is being updated for 2025.</b> This document will be re-issued in September with details on how and where this content description is covered in the updated program.</p>
		<p>identify the first, middle and final phonemes in a one-syllable word</p>	
		<p>identify the difference between a voiced phoneme and an unvoiced phoneme</p>	
		<p>blend aloud all phonemes when asked to delete, add or substitute an initial phoneme</p>	
		<p>blend aloud all phonemes when asked to delete, add or substitute a final phoneme</p>	
		<p>blend aloud all phonemes when asked to substitute a medial vowel phoneme</p>	

Outcome	Content		Sound Waves Foundation
<p><b>PHONIC KNOWLEDGE</b></p> <p><b>ENE-PHOKW-01:</b> uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts.</p>	<p><b>Single-letter graphemes</b></p>	<p>match a single-letter grapheme with a phoneme</p> <p>say the most common phoneme for single-letter graphemes (graphs)</p> <p>blend single-letter grapheme–phoneme correspondences to decode VC and CVC words, and apply this knowledge when reading, including decodable texts</p> <p>segment and encode single-letter VC and CVC words, and apply this knowledge when writing words and creating texts</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> <li>• Term 1, Week 6: <b>m</b> for  <b>m</b>, <b>a</b> for  <b>a</b></li> <li>• Term 1, Week 7: <b>t</b> for  <b>t</b>, <b>s</b> for  <b>s</b></li> <li>• Term 1, Week 8: <b>i</b> for  <b>i</b>, <b>d</b> for  <b>d</b></li> <li>• Term 2, Week 1: <b>f</b> for  <b>f</b>, <b>n</b> for  <b>n</b></li> <li>• Term 2, Week 2: <b>p</b> for  <b>p</b>, <b>o</b> for  <b>o</b></li> <li>• Term 2, Week 3: <b>r</b> for  <b>r</b>, <b>g</b> for  <b>g</b></li> <li>• Term 2, Week 4: <b>e</b> for  <b>e</b>, <b>h</b> for  <b>h</b></li> <li>• Term 2, Week 5: <b>k</b>, <b>c</b> for  <b>k c</b></li> <li>• Term 2, Week 6: <b>u</b> for  <b>u</b>, <b>b</b> for  <b>b</b></li> <li>• Term 2, Week 7: <b>l</b> for  <b>l</b>, <b>j</b> for  <b>j</b></li> <li>• Term 2, Week 8: <b>y</b> for  <b>y</b>, <b>v</b> for  <b>v</b></li> <li>• Term 3, Week 1: <b>w</b> for  <b>w</b>, <b>z</b> for  <b>z</b></li> <li>• Term 3, Week 4: <b>s</b> for  <b>z z z s</b></li> <li>• Term 3, Week 5: <b>q</b> for  <b>k c q c k x</b>, <b>u</b> for  <b>w u</b></li> <li>• Term 4, Week 1: <b>e</b> for  <b>e e e e a</b>, <b>y</b> for  <b>i e y</b></li> <li>• Term 4, Week 2: <b>o</b> for  <b>o a o e o</b>, <b>a</b> for  <b>a r a</b></li> <li>• Term 4, Week 3: <b>a</b> for  <b>o r a</b></li> <li>• Term 4, Week 4: <b>u</b> for  <b>o o u</b></li> </ul> <p>Introductory Decodable Readers:</p> <ul style="list-style-type: none"> <li>• Fold-up book <b>d</b></li> <li>• Fold-up book <b>f</b></li> <li>• Fold-up book <b>n</b></li> <li>• Fold-up book <b>p</b></li> <li>• Fold-up book <b>o</b></li> </ul> <p>Decodable Readers:</p> <ul style="list-style-type: none"> <li>• Book 1 <b>r</b> (support and core)</li> <li>• Book 2 <b>g</b> (support and core)</li> <li>• Book 3 <b>e</b> (support and core)</li> <li>• Book 4 <b>h</b> (support and core)</li> <li>• Book 5 <b>k</b> (support and core)</li> <li>• Book 6 <b>c</b> (support and core)</li> <li>• Book 7 <b>u</b> (support and core)</li> <li>• Book 8 <b>b</b> (support and core)</li> <li>• Book 9 <b>l</b> (support and core)</li> <li>• Book 10 <b>j</b> (support and core)</li> <li>• Book 11 <b>y</b> (support and core)</li> <li>• Book 12 <b>v</b> (support and core)</li> <li>• Book 13 <b>w</b> (support and core)</li> <li>• Book 14 <b>z</b> (support and core)</li> <li>• Book 22 <b>q, u</b> (support and core)</li> <li>• Book 28.2 <b>e</b> (support)</li> <li>• Book 29.2 <b>y</b> (support)</li> <li>• Book 30.3 <b>o</b> (support)</li> </ul>












# NSW Early Stage 1 Syllabus Match

Outcome	Content		Sound Waves Foundation
<p><b>PHONIC KNOWLEDGE</b></p> <p><b>ENE-PHOKW-01:</b> uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts.</p> <p>(continued)</p>	<p><b>Single-letter graphemes</b></p> <p>(continued)</p>	<p>blend common single-letter grapheme–phoneme correspondences to read CCVC and CVCC words, and apply this when reading texts, including decodable texts</p> <p>segment common, single-letter grapheme–phoneme correspondences to encode CCVC and CVCC words</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> <li>Term 3, Week 5: <b>x</b> for  </li> <li><b>q, u</b> for  </li> </ul> <p>Lesson 2:</p> <ul style="list-style-type: none"> <li>Term 3, Week 4: Suffix <b>s</b> (plurals)</li> </ul> <p>Decodable Readers:</p> <ul style="list-style-type: none"> <li>Book 1 <b>r</b> (extended)</li> <li>Book 2 <b>g</b> (extended)</li> <li>Book 3 <b>e</b> (extended)</li> <li>Book 4 <b>h</b> (extended)</li> <li>Book 5 <b>k</b> (extended)</li> <li>Book 6 <b>c</b> (extended)</li> <li>Book 7 <b>u</b> (extended)</li> <li>Book 8 <b>b</b> (extended)</li> <li>Book 9 <b>l</b> (extended)</li> <li>Book 10 <b>j</b> (extended)</li> <li>Book 11 <b>y</b> (extended)</li> <li>Book 12 <b>v</b> (extended)</li> <li>Book 13 <b>w</b> (extended)</li> <li>Book 14 <b>z</b> (extended)</li> <li>Book 15 <b>ck</b> (extended)</li> <li>Book 16 <b>ng</b> (extended)</li> <li>Book 17 <b>ss</b> (extended)</li> <li>Book 18 <b>ff</b> (extended)</li> <li>Book 19 <b>ll</b> (extended)</li> <li>Book 20 <b>zz, s</b> (extended)</li> <li>Book 21 <b>x</b> (extended)</li> <li>Book 22 <b>q, u</b> (extended)</li> <li>Book 23 <b>ch</b> (extended)</li> <li>Book 24 <b>sh</b> (extended)</li> <li>Book 25 <b>th</b> (extended)</li> <li>Book 26 <b>th</b> (extended)</li> <li>Book 27 <b>ai, ay, a_e</b> (extended)</li> <li>Book 28 <b>ee, e, ea</b> (extended)</li> <li>Book 29 <b>i_e, y</b> (extended)</li> <li>Book 30 <b>oa, o_e, o</b> (extended)</li> <li>Book 31 <b>ar, a</b> (extended)</li> <li>Book 32 <b>ir, ur</b> (extended)</li> <li>Book 33 <b>or, a</b> (extended)</li> <li>Book 34 <b>oo, u</b> (extended)</li> <li>Book 35 <b>oo</b> (extended)</li> <li>Book 36 <b>ou, ow</b> (extended)</li> <li>Book 37 <b>oy</b> (extended)</li> <li>Book 38 <b>ear</b> (extended)</li> <li>Book 39 <b>air</b> (extended)</li> <li>Book 40 <b>er</b> (extended)</li> </ul>

# NSW Early Stage 1 Syllabus Match


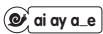











Outcome	Content		Sound Waves Foundation
<p><b>PHONIC KNOWLEDGE</b></p> <p><b>ENE-PHOKW-01:</b> uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts.</p> <p>(continued)</p>	<p><b>Digraphs</b></p>	<p>decode and blend words containing consonant digraphs and apply this when reading texts, including decodable texts</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> <li>Term 3, Week 2: <b>ck</b> for , <b>ng</b> for </li> <li>Term 3, Week 3: <b>ss</b> for , <b>ff</b> for </li> <li>Term 3, Week 4: <b>ll</b> for , <b>zz</b> for </li> <li>Term 3, Week 6: <b>ch</b> for , <b>sh</b> for </li> <li>Term 3, Week 7: <b>th</b> for , <b>th</b> for </li> </ul>
		<p>segment and encode CVC words containing consonant digraphs</p>	<p>Decodable Readers:</p> <ul style="list-style-type: none"> <li>Book 15 <b>ck</b> (support, core and extended)</li> <li>Book 16 <b>ng</b> (support, core and extended)</li> <li>Book 17 <b>ss</b> (support, core and extended)</li> <li>Book 18 <b>ff</b> (support, core and extended)</li> <li>Book 19 <b>ll</b> (support, core and extended)</li> <li>Book 20 <b>zz, s</b> (support, core and extended)</li> <li>Book 23 <b>ch</b> (support, core and extended)</li> <li>Book 24 <b>sh</b> (support, core and extended)</li> <li>Book 25 <b>th</b> (support, core and extended)</li> <li>Book 26 <b>th</b> (support, core and extended)</li> </ul>
	<p>decode words containing split digraphs and vowel digraphs</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> <li>Term 3, Week 8: <b>ai, ay, a_e</b> for </li> <li>Term 4, Week 1: <b>ee, ea</b> for , <b>i_e</b> for </li> <li>Term 4, Week 2: <b>oa, o_e</b> for , <b>ar</b> for </li> <li>Term 4, Week 3: <b>ir, ur</b> for , <b>or</b> for </li> <li>Term 4, Week 4: <b>oo</b> for , <b>oo</b> for </li> <li>Term 4, Week 5: <b>ou, ow</b> for , <b>oy</b> for </li> <li>Term 4, Week 7: <b>er</b> for </li> </ul>	
	<p>experiment with encoding high-frequency words containing split digraphs and vowel digraphs</p>	<p>Decodable Readers:</p> <ul style="list-style-type: none"> <li>Book 27.1 <b>ai</b> (support)</li> <li>Book 27.2 <b>ay</b> (support)</li> <li>Book 27.3 <b>a_e</b> (support)</li> <li>Book 27 <b>ai, ay, a_e</b> (core and extended)</li> <li>Book 28.1 <b>ee</b> (support)</li> <li>Book 28.3 <b>ea</b> (support)</li> <li>Book 28 <b>ee, e, ea</b> (core and extended)</li> <li>Book 29.1 <b>i_e</b> (support)</li> <li>Book 29 <b>i_e, y</b> (core and extended)</li> <li>Book 30.1 <b>oa</b> (support)</li> <li>Book 30.2 <b>o_e</b> (support)</li> <li>Book 30 <b>oa, o_e, o</b> (core and extended)</li> <li>Book 31 <b>ar, a</b> (support <b>ar</b>, core <b>ar</b> and extended <b>ar, a</b>)</li> <li>Book 32 <b>ir, ur</b> (support, core and extended)</li> <li>Book 33 <b>or, a</b> (support, core and extended)</li> <li>Book 34 <b>oo, u</b> (support, core and extended)</li> <li>Book 35 <b>oo</b> (support, core and extended)</li> <li>Book 36 <b>ou, ow</b> (support, core and extended)</li> <li>Book 37 <b>oy</b> (support, core and extended)</li> <li>Book 40 <b>er</b> (support, core and extended)</li> </ul>	

# NSW Early Stage 1 Syllabus Match

Outcome	Content		Sound Waves Foundation
<p><b>SPELLING</b></p> <p><b>ENE-SPELL-01:</b> applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts.</p>	<p><b>Integrated spelling components</b></p>	<p>combine phonological, phonic, orthographic and morphemic knowledge to spell taught high-frequency irregular words comprising up to 3 phonemes</p>	<p>Special Words:</p> <ul style="list-style-type: none"> <li>• Term 2, Week 1: <i>l, a</i></li> <li>• Term 2, Week 2: <i>is, off</i></li> <li>• Term 2, Week 4: <i>has</i></li> <li>• Term 2, Week 5: <i>the, my</i></li> <li>• Term 2, Week 6: <i>to</i></li> <li>• Term 2, Week 7: <i>look, he, she</i></li> <li>• Term 2, Week 8: <i>you, no, have</i></li> <li>• Term 3, Week 1: <i>was, his</i></li> <li>• Term 3, Week 2: <i>we, are</i></li> <li>• Term 3, Week 3: <i>see, go</i></li> <li>• Term 3, Week 6: <i>for, of</i></li> <li>• Term 3, Week 7: <i>there</i></li> <li>• Term 3, Week 8: <i>come, some, they</i></li> <li>• Term 4, Week 1: <i>one</i></li> <li>• Term 4, Week 2: <i>goes</i></li> <li>• Term 4, Week 3: <i>her, were, four, your</i></li> <li>• Term 4, Week 4: <i>could, would, should, do, two, who</i></li> <li>• Term 4, Week 5: <i>house, said</i></li> <li>• Term 4, Week 6: <i>here, where</i></li> </ul> <p><b>Note:</b> Special Words are high-frequency words with unusual spellings (e.g. <i>the</i>) or words containing phoneme–grapheme correspondences not yet introduced in the sequence.</p>
	<p><b>Phonological component</b></p>	<p>segment single-syllable words into phonemes as a strategy for spelling</p>	<p>All spelling tasks in Terms 1–4, Lessons 1 and 2, including:</p> <ul style="list-style-type: none"> <li>• <i>Model writing the Focus Words</i></li> <li>• <i>Complete the Student Book activities</i> in Lesson 1</li> <li>• <i>Focus Concepts</i> in Lesson 2</li> <li>• <i>Creative Composing</i> in Extra Games &amp; Activities</li> </ul>
		<p>segment multisyllabic words into syllables and phonemes as a strategy for spelling</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> <li>• Term 4, Week 7: <b>er</b> for </li> </ul>
	<p><b>Orthographic component</b></p>	<p>spell their own name</p>	<p><i>Name Sounds Elimination</i> in Extra Games &amp; Activities:</p> <ul style="list-style-type: none"> <li>• Term 1, Week 6: <b>m</b> for </li> <li>• Term 2, Week 6: <b>u</b> for </li> <li>• Term 2, Week 7: <b>l</b> for </li> </ul> <p><i>Whose Name?</i> in Extra Games &amp; Activities:</p> <ul style="list-style-type: none"> <li>• Term 3, Week 5: <b>x</b> for  </li> </ul> <p><b>Note:</b> These games help students to identify the phonemes in their names.</p>
		<p>know that the digraphs <i>zz, ss, ll, ff</i> and <i>ck</i> do not usually start a word in Standard Australian English</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> <li>• Term 3, Week 2: <b>ck</b> for </li> <li>• Term 3, Week 3: <b>ss</b> for  <b>ff</b> for </li> <li>• Term 3, Week 4: <b>ll</b> for  <b>zz</b> for </li> </ul>



# NSW Early Stage 1 Syllabus Match

Outcome	Content		Sound Waves Foundation
<p><b>SPELLING</b></p> <p><b>ENE-SPELL-01:</b> applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts.</p> <p>(continued)</p>	<p><b>Orthographic component</b></p> <p>(continued)</p>	<p>know that words do not usually end with the letter v, and that ve is commonly used</p>	<p>Lessons 1 and 2:</p> <ul style="list-style-type: none"> <li>Term 2, Week 8: <b>v</b> for  <b>v</b>, Special Word <i>have</i></li> </ul>
		<p>experiment with some vowel digraphs and split digraphs to spell taught high-frequency words and/or personally significant words</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> <li>Term 3, Week 8: <b>ai, ay, a_e</b> for </li> <li>Term 4, Week 1: <b>ee, ea</b> for  <b>i_e</b> for </li> <li>Term 4, Week 2: <b>oa, o_e</b> for  <b>ar</b> for </li> <li>Term 4, Week 3: <b>ir, ur</b> for  <b>or</b> for </li> <li>Term 4, Week 4: <b>oo</b> for  <b>oo</b> for </li> <li>Term 4, Week 5: <b>ou, ow</b> for  <b>oy</b> for </li> <li>Term 4, Week 7: <b>er</b> for </li> </ul>
	<p><b>Morphological component</b></p>	<p>add the plural-marking suffix (s) to base nouns that require no change when suffixed</p>	<p>Lesson 2:</p> <ul style="list-style-type: none"> <li>Term 3, Week 4: Suffix <b>s</b> (plurals)</li> </ul>
		<p>experiment with the tense-marking suffixes to spell familiar base verbs</p>	<p>Students are explicitly taught tense-marking suffixes from Year 1 onwards.</p>
		<p>spell high-frequency compound words and homophones comprising taught graphemes</p>	<p>Students are explicitly taught compound words from Year 1 onwards.</p> <p>Students are taught several Focus Words and Special Words in <i>Sound Waves Foundation</i> that are homophones including: <i>to/too/two, for/four, hear/here</i> and <i>dear/deer</i>. Students are explicitly taught homophones from Year 1 onwards.</p>

# NSW Early Stage 1 Syllabus Match

Outcome	Content		Sound Waves Foundation
<p><b>PRINT CONVENTIONS</b></p> <p><b>ENE-PRINT-01:</b> tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print.</p>	<p><b>Features of print</b></p>	<p>understand that written Standard Australian English uses letters to represent sounds</p> <p>understand that print contains a message</p> <p>identifies pictures in texts</p> <p>know the difference between a letter and a word</p> <p>distinguish between punctuation, letters, words and numerals in texts</p> <p>identify spaces between words</p> <p>identify numerals in texts</p> <p>identify and name lower- and upper-case letters</p> <p>recognise symbols, icons and personally significant words in everyday situations and in texts</p>	<p><i>Modelled and Shared Reading</i> in Lesson 1 in Terms 1–4:</p> <ul style="list-style-type: none"> <li>Projectable Introductory Decodable Readers: Fold-up books <b>d, f, n, p, o</b></li> <li>Projectable Decodable Readers: Books 1–40 (support, core and extended)</li> </ul> <p><i>Reading Practice</i> after Lesson 2 in Terms 1–4:</p> <ul style="list-style-type: none"> <li>Printable Introductory Decodable Readers: Fold-up books <b>d, f, n, p, o</b></li> <li>Decodable Readers class sets: Books 1–40 (support, core and extended)</li> </ul> <p><b>Note:</b> Introductory Decodable Readers are a short sequence of fold-up printable and projectable books that allow students to practise reading single words and simple sentences before moving on to reading longer text in the Sound Waves Foundation Decodable Readers.</p>
	<p><b>Directionality of print</b></p>	<p>show awareness of appropriate orientation of the text being read</p> <p>locates the front and back of a book and top and bottom of a page</p> <p>turns pages one at a time</p> <p>begin reading at the top of the page and conclude reading at the bottom of the page</p> <p>track text left to right and use return sweep</p> <p>consistently read left page before right page</p>	<p><i>Modelled and Shared Reading</i> in Lesson 1 in Terms 1–4:</p> <ul style="list-style-type: none"> <li>Projectable Introductory Decodable Readers: Fold-up books <b>d, f, n, p, o</b></li> <li>Projectable Decodable Readers: Books 1–40 (support, core and extended)</li> </ul> <p><i>Reading Practice</i> after Lesson 2 in Terms 1–4:</p> <ul style="list-style-type: none"> <li>Printable Introductory Decodable Readers: Fold-up books <b>d, f, n, p, o</b></li> <li>Decodable Readers class sets: Books 1–40 (support, core and extended)</li> </ul>







# NSW Early Stage 1 Syllabus Match

Outcome	Content		Sound Waves Foundation
<p><b>READING FLUENCY</b></p> <p><b>ENE-REFLU-01:</b> reads decodable texts aloud with automaticity</p>	<p><b>Automaticity</b></p>	<p>read words automatically then apply to texts</p>	<p><i>Warm Up</i> in Decodable Readers:</p> <ul style="list-style-type: none"> <li>Books 1–40 (support, core and extended)</li> </ul> <p><b>Note:</b> The Warm Up at the start of each Decodable Reader introduces students to words that include the focus phoneme–grapheme correspondence featured in the text. This allows students to practise reading words in isolation before reading the words in the book.</p>
		<p>read texts with taught grapheme–phoneme correspondences and taught high-frequency words with automaticity</p>	<p><i>Modelled and Shared Reading</i> in Lesson 1 in Terms 1–4:</p> <ul style="list-style-type: none"> <li>Projectable Introductory Decodable Readers: Fold-up books <b>d, f, n, p, o</b></li> <li>Projectable Decodable Readers: Books 1–40 (support, core and extended)</li> </ul> <p><i>Reading Practice</i> after Lesson 2 in Terms 1–4:</p> <ul style="list-style-type: none"> <li>Printable Introductory Decodable Readers: Fold-up books <b>d, f, n, p, o</b></li> <li>Decodable Readers class sets: Books 1–40 (support, core and extended)</li> </ul> <p><b>Note:</b> The Sound Waves Foundation Decodable Readers follow Sound Waves Literacy's systematic synthetic phonics sequence so each book only features words with phoneme–grapheme correspondences and Special Words (high-frequency words) students have been explicitly taught.</p>
		<p>know that fluent reading involves recognising and reading words accurately and automatically</p>	<p><i>Modelled and Shared Reading</i> in Lesson 1 in Terms 1–4:</p> <ul style="list-style-type: none"> <li>Projectable Introductory Decodable Readers: Fold-up books <b>d, f, n, p, o</b></li> <li>Projectable Decodable Readers: Books 1–40 (support, core and extended)</li> </ul> <p><i>Reading Practice</i> after Lesson 2 in Terms 1–4:</p> <ul style="list-style-type: none"> <li>Printable Introductory Decodable Readers: Fold-up books <b>d, f, n, p, o</b></li> <li>Decodable Readers class sets: Books 1–40 (support, core and extended)</li> </ul>
	<p><b>Prosody</b></p>	<p>read phrases comprising 2 or 3 words aloud, in a rhythmic manner</p>	<p><i>Modelled and Shared Reading</i> in Lesson 1 in Terms 1–4:</p> <ul style="list-style-type: none"> <li>Projectable Introductory Decodable Readers: Fold-up books <b>d, f, n, p, o</b></li> <li>Projectable Decodable Readers: Books 1–40 (support, core and extended)</li> </ul> <p><i>Reading Practice</i> after Lesson 2 in Terms 1–4:</p> <ul style="list-style-type: none"> <li>Printable Introductory Decodable Readers: Fold-up books <b>d, f, n, p, o</b></li> <li>Decodable Readers class sets: Books 1–40 (support, core and extended)</li> </ul>
		<p>know that pace and expression vary when reading, according to the audience and purpose</p>	
		<p>stop at the end of a sentence in response to a full stop</p>	
		<p>regulate their voice to respond to punctuation such as question marks and exclamation marks</p>	

# Understanding Different Instructional Sequences

## What are the principles that underpin a well-organised sequence?

A sequence should be based on the four principles<sup>1,2</sup>.

- Teach phoneme–grapheme relationships in an order that allows children to immediately begin reading and spelling several words.
- Teach simple phoneme–grapheme relationships before more complex relationships. For example, teach single-letter graphemes like **a** for  before teaching digraphs such as **ai**, **ay** and **a\_e** for   .
- Separate phonemes that sound similar. For example, do not introduce /s/ as in  and /z/ as in  in close proximity.
- Separate graphemes that look similar. For example, do not teach **m** and **n** in close proximity.

## How are phoneme–grapheme relationships introduced in *Sound Waves Foundation*?

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

## Why do systematic synthetic phonics programs have different sequences?

High-quality systematic synthetic phonics programs carefully sequence the teaching of phoneme–grapheme relationships. Most programs base their order of sounds on the Carnine order developed in 1997 according to the principles above. In *Sound Waves Foundation*, the graphemes **m**, **a**, **t**, **s**, **i**, **d** are introduced first. Other common starting orders are **mstapi**, **satpin** or **amtsif**.

These sequences differ only slightly and do not impact students' learning. The sequences adhere to the essential principles for the initial introduction of phoneme–grapheme relationships and result in students being able to read and spell about 20 CVC words. In addition, it is more productive and appropriate than using the first six letters of the alphabet, which results in children being able to read just 10 CVC words.


Many programs differ in their starting point. Keep in mind it is not just the first six phoneme–grapheme relationships that matter in a synthetic phonics teaching sequence. It is important to evaluate an entire program beyond the first six sounds.

## How does *Sound Waves Foundation* align with the suggested NSW Early Stage 1 instructional sequence?

The suggested NSW Early Stage 1 instructional sequence for grapheme–phoneme correspondences provides general advice for sequencing the teaching of phoneme–grapheme relationships in Early Stage 1. The sequence is a 'suggested example that schools may adapt or adopt'<sup>4</sup> and 'not all grapheme–phoneme combinations have been included'<sup>4</sup>.

*Sound Waves Foundation* covers all except five of the phoneme–grapheme relationships outlined in the suggested Early Stage 1 instructional sequence and these relationships are taught in a similar order (i.e. single-letter consonant and vowel graphemes, followed by consonant digraphs, followed by more complex vowel digraphs).

Additionally, *Sound Waves Foundation* covers 15 phoneme–grapheme relationships not listed in the suggested instructional sequence. These additional phoneme–grapheme relationships are important as they ensure students are able to represent all 43 phonemes in Australian English.

s for  **zz s**, s for , o for  **oo o\_e o**, ar, a for , ir, ur for  **ir ur**, or, a for  **or a**, oo, u for  **oo u**, eer, ear for  **eer ear**, air for  **air**, er for  **er**

Refer to pages 12 and 13 for more information about how *Sound Waves Foundation* aligns with the suggested NSW Early Stage 1 instructional sequence for grapheme–phoneme correspondences.

# Understanding Different Instructional Sequences

## References

1. Carnine, D., Silbert, J., Kame'enui, E. and Tarver, S., 2003. *Direct instruction reading* 4th ed. Pearson.
2. Moats, L., 2020. *Speech to print: language essentials for teachers* 3rd ed. Brookes Publishing.
3. Kenner, B., Terry, N., Friebling, A. and Namy, L., 2017. Phonemic awareness development in 2.5- and 3.5-year-old children: an examination of emergent, receptive, knowledge and skills. *Reading and Writing*, [online] 30(7), pp.1575-1594. Available at: <<https://link.springer.com/article/10.1007/s11145-017-9738-0>>.
4. NSW Department of Education, 2023. *K-2 – Instructional sequence – grapheme–phoneme correspondences*, [online]. Available at: <<https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-k-6/other-english-k-6-resources>>.

# Sound Waves Foundation Mapped to the Suggested NSW Instructional Sequence

## Suggested Instructional Sequence for Early Stage 1: Grapheme–phoneme Correspondences

Grapheme	Phoneme
s	/s/ sat
a	/a/ at
t	/t/ tap
p	/p/ pat
i	/i/ it
n	/n/ net
d	/d/ dog
m	/m/ map
g	/g/ gas
o	/o/ on
c	/k/ cat
k	/k/ kid
ck	/k/ sock
e	/e/ get
u	/u/ up
r	/r/ red
h	/h/ hen
b	/b/ bat
f/ff	/f/ fan
l/ll	/l/ leg
ss	/s/ mess
z/zz	/z/ zip
sh	/sh/ shop
ch	/ch/ chip
th	/th/ this
th	/th/ thin
ng	/ng/ sing
y	/y/ yes

## Sound Waves Foundation

In *Sound Waves Foundation*, students are taught phonemic awareness skills at the start of Term 1 and they begin working with graphemes in Term 1, Week 6.

These graphemes are taught in a similar sequence in **Term 1, Weeks 6–9** and **Term 2, Weeks 1–9**.

Exceptions: Students learn the digraphs **ck**, **ff** and **ll** in Term 3, Weeks 2–4.

These graphemes are taught in a similar sequence in **Term 3, Weeks 1–9** (continued on next page).

# Sound Waves Foundation Mapped to the Suggested NSW Instructional Sequence

Suggested Instructional Sequence for Early Stage 1: Grapheme–phoneme Correspondences	
Grapheme	Phoneme
y	/igh/ my
j	/j/ jam
v	/v/ van
ve	
w	/w/ wig
wh	
x	/k+s/ mix
q/qu	/k+w/ quit
i_e	/igh/ my
a_e	/ay/ say
o_e	/o/ pose
e_e	/ee/ me
u_e	/oo/ ute
oi	/oy/ boy
oy	
ou	/ow/ cow
ow	
oa	/ow/ own
ow	
ai	/ay/ say
ay	
ee	/ee/ me
ea	
e	
oo	/oo/ soon
ew	

## Sound Waves Foundation

These graphemes are taught in a similar sequence in **Term 3, Weeks 1–9**.

Exceptions: Students learn the grapheme **y** for in Term 4, Week 1. The digraphs **ve** for and **wh** for are introduced in the Special Words *have* and *where* in Terms 2 and 4.

These graphemes are taught in a similar sequence in **Term 4, Weeks 1–5**.

Exceptions: The split digraphs **e\_e** for and **u\_e** for or are uncommon in words suitable for Foundation students. These digraphs are taught in Year 2. Students learn the digraphs **oi** for , **ow** for , and **ew** for in Year 1.