



**SOUND WAVES**  
LITERACY

**NSW STAGE 3 SYLLABUS MATCH**

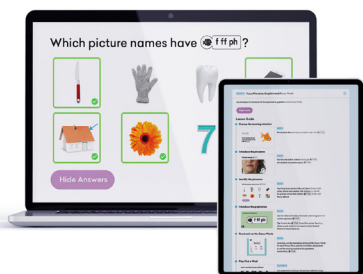
# Sound Waves Literacy Components

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 Years 5 and 6 of Sound Waves comprehensively meet the outcome and content for Spelling in the NSW Stage 3 Syllabus.

## 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.










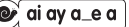
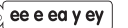



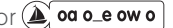



















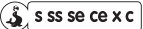


## Extra resources







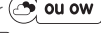

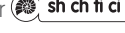



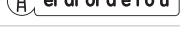









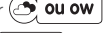

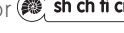



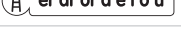
A variety of extra resources, such as charts and cards, are available to provide ongoing support for students' reading and spelling.



# NSW Stage 3 Syllabus Match

Outcome	Content		Sound Waves Year 5	Sound Waves Year 6
<p><b>SPELLING</b></p> <p><b>EN3-SPELL-01:</b> automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words.</p>	<p><b>Phonological component</b></p>	<p>segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling</p>	<p>Units 1–36</p> <p><b>Note:</b> Students are explicitly taught to break words into syllables and phonemes as a strategy for spelling. Students practise and apply these strategies weekly in Units 1–36.</p>	<p>Units 1–36</p> <p><b>Note:</b> Students are explicitly taught to break words into syllables and phonemes as a strategy for spelling. Students practise and apply these strategies weekly in Units 1–36.</p>
	<p><b>Orthographic component</b></p>	<p>apply and explain graphemes identified by their etymology</p>	<ul style="list-style-type: none"> <li>Unit 4: Grapheme <b>ch</b> for </li> <li>Unit 21: Word origins – Indigenous Australian languages (Wemba Wemba, Yuwaalaraay, Guugu Yimidhirr, Dharug, Noongar, Gamilaraay, Wiradjuri)</li> <li>Unit 28: Word origins – Turkish, Dutch, Portuguese, French, Latin, Spanish</li> <li>Unit 29: Word origins – German, French, Latin, Dutch</li> </ul>	<ul style="list-style-type: none"> <li>Unit 8: Grapheme <b>ph</b> for </li> <li>Unit 21: Word origins – Greek, Latin, Arabic, French, Japanese, German, Spanish, Persian</li> <li>Unit 27: Word origins – German, Latin, Greek, Dutch, Arabic, Italian, Japanese</li> <li>Unit 28: Word origins – Latin, French, Hawaiian</li> <li>Unit 29: Word origins – German, French, Spanish, Japanese, Hindi</li> </ul>
		<p>apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts</p>	<p>Phoneme–grapheme relationships:</p> <ul style="list-style-type: none"> <li>Unit 5: <b>ay</b> for </li> <li>Unit 7: <b>o</b> for </li> <li>Unit 8: <b>gh</b> for </li> <li>Unit 9: <b>ho, au, ow</b> for </li> <li>Unit 10: <b>gu, gh</b> for </li> <li>Unit 11: <b>oo, ou</b> for </li> <li>Unit 12: <b>gg, dj</b> for </li> <li>Unit 13: <b>eigh, aigh</b> for </li> <li>Unit 15: <b>ie, ei</b> for </li> <li>Unit 16: <b>mb, mn</b> for </li> <li>Unit 17: <b>eigh</b> for </li> <li>Unit 18: <b>kn</b> for </li> <li>Unit 19: <b>ough, ou</b> for </li> <li>Unit 20: <b>wr</b> for </li> <li>Unit 21: <b>al, au, ah</b> for </li> <li>Unit 22: <b>sc, sw</b> for </li> </ul>	<p>Phoneme–grapheme relationships:</p> <ul style="list-style-type: none"> <li>Unit 2: <b>pb</b> for </li> <li>Unit 4: <b>que</b> for </li> <li>Unit 5: <b>a, eo</b> for </li> <li>Unit 7: <b>ui</b> for </li> <li>Unit 9: <b>ho, au, ow, ach, e</b> for </li> <li>Unit 10: <b>gu, gue</b> for </li> <li>Unit 11: <b>ou</b> for </li> <li>Unit 12: <b>gg, d</b> for </li> <li>Unit 13: <b>ei, eigh, et, e</b> for </li> <li>Unit 15: <b>ie, ei</b> for </li> <li>Unit 16: <b>me</b> for </li> <li>Unit 18: <b>kn, ne</b> for  <b>ngue</b> for </li> <li>Unit 19: <b>ough</b> for </li> <li>Unit 20: <b>rh</b> for </li> <li>Unit 21: <b>ear, au, er</b> for </li> <li>Unit 22: <b>sc, st, sw</b> for </li> </ul>

# NSW Stage 3 Syllabus Match

Outcome	Content	Sound Waves Year 5	Sound Waves Year 6
<p><b>SPELLING</b></p> <p><b>EN3-SPELL-01:</b> automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words.</p> <p>(continued)</p>	<p><b>Orthographic component</b> (continued)</p> <p>apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts (continued)</p> <p>recognise that the same grapheme can represent different phonemes</p>	<p>• Unit 23: <b>urr</b> for </p> <p>• Unit 24: <b>bt</b> for </p> <p>• Unit 25: <b>oar, ough, augh, our, o, ure, oa</b> for </p> <p>• Unit 27: <b>oul, o, ou</b> for </p> <p>• Unit 29: <b>ui, oe, ough, ou</b> for </p> <p>• Unit 30: <b>ze, ss</b> for </p> <p>• Unit 31: <b>ough, hou</b> for </p> <p>• Unit 32: <b>ti</b> for , <b>s, ss, xi</b> for </p> <p>• Unit 33: <b>ier, ea</b> for </p> <p>• Unit 34: <b>the</b> for </p> <p>• Unit 35: <b>ere, ayor</b> for </p> <p>• Unit 36: <b>ar, ure, our</b> for </p> <p>Graphemes:</p> <ul style="list-style-type: none"> <li>• <b>a</b> as in <i>apple, watch, lady, glass, area, pizza</i></li> <li>• <b>c</b> as in <i>car, pencil</i></li> <li>• <b>ch</b> as in <i>school, chicken</i></li> <li>• <b>e</b> as in <i>egg, me, cereal, bucket</i></li> <li>• <b>ea</b> as in <i>head, seat, weary</i></li> <li>• <b>ay</b> as in <i>says, hay</i></li> <li>• <b>i</b> as in <i>igloo, litre, spider, dolphin</i></li> <li>• <b>y</b> as in <i>syrup, baby, fly, yoyo</i></li> <li>• <b>o</b> as in <i>women, orange, monkey, comb, story, do, lemon</i></li> <li>• <b>gh</b> as in <i>laugh, spaghetti</i></li> <li>• <b>au</b> as in <i>sausage, laugh, sauce</i></li> <li>• <b>ow</b> as in <i>knowledge, window, flower</i></li> <li>• <b>g</b> as in <i>girl, giraffe</i></li> <li>• <b>u</b> as in <i>umbrella, queen, bush, computer, ruler, cactus</i></li> <li>• <b>oo</b> as in <i>flood, book, boot</i></li> <li>• <b>ou</b> as in <i>young, boulder, courier, group, cloud, famous</i></li> <li>• <b>eight</b> as in <i>eight, height</i></li> <li>• <b>n</b> as in <i>net, wink</i></li> <li>• <b>oa</b> as in <i>boat, broad</i></li> </ul>	<p>• Unit 23: <b>our, urr</b> for </p> <p>• Unit 25: <b>augh, oa, hau, aur</b> for </p> <p>• Unit 27: <b>oul, o, ou</b> for </p> <p>• Unit 28: <b>ui, eu, ueue</b> for  </p> <p>• Unit 29: <b>ue, ough, ou, oeu</b> for </p> <p>• Unit 30: <b>ss</b> for , <b>x</b> for  </p> <p>• Unit 31: <b>ough</b> for </p> <p>• Unit 32: <b>ti</b> for , <b>ch, ss</b> for </p> <p>• Unit 33: <b>ier, ir, ea</b> for </p> <p>• Unit 34: <b>the</b> for </p> <p>• Unit 35: <b>ere, ayor, aire, ae</b> for </p> <p>• Unit 36: <b>ar</b> for </p> <p>Graphemes:</p> <ul style="list-style-type: none"> <li>• <b>a</b> as in <i>apple, any, cabbage, watch, lady, glass, ball, area, pizza</i></li> <li>• <b>c</b> as in <i>car, pencil</i></li> <li>• <b>ch</b> as in <i>school, chicken, chef</i></li> <li>• <b>x</b> as in <i>fox, exaggerate</i></li> <li>• <b>e</b> as in <i>egg, pretty, encore, cafe, me, cereal, bucket</i></li> <li>• <b>ea</b> as in <i>head, seat, weary, bearable</i></li> <li>• <b>i</b> as in <i>igloo, litre, spider, dolphin</i></li> <li>• <b>y</b> as in <i>syrup, baby, fly</i></li> <li>• <b>ui</b> as in <i>build, pursuit</i></li> <li>• <b>o</b> as in <i>orange, monkey, comb, woman, do, lemon</i></li> <li>• <b>au</b> as in <i>sausage, laugh, sauce</i></li> <li>• <b>ow</b> as in <i>knowledge, window, flower</i></li> <li>• <b>g</b> as in <i>girl, giraffe</i></li> <li>• <b>u</b> as in <i>umbrella, queen, bush, failure, computer, ruler, cactus</i></li> <li>• <b>ou</b> as in <i>young, courier, group, cloud, famous</i></li> <li>• <b>ir</b> as in <i>iron, bird, souvenir</i></li> <li>• <b>n</b> as in <i>net, wink</i></li> <li>• <b>oa</b> as in <i>boat, broad</i></li> </ul>

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Outcome	Content		Sound Waves Year 5	Sound Waves Year 6
<b>SPELLING</b> <b>EN3-SPELL-01:</b> automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words. (continued)	<b>Orthographic component</b> (continued)	recognise that the same grapheme can represent different phonemes (continued)	<ul style="list-style-type: none"> <li>• <b>ough</b> as in <i>though, bought, through, plough</i></li> <li>• <b>ar</b> as in <i>star, war, scarce, dollar</i></li> <li>• <b>s</b> as in <i>seal, bears, treasure, sure</i></li> <li>• <b>ss</b> as in <i>kiss, dissolve, tissue</i></li> <li>• <b>se</b> as in <i>mouse, cheese</i></li> <li>• <b>er</b> as in <i>fern, ladder</i></li> <li>• <b>or</b> as in <i>world, horse</i></li> <li>• <b>ear</b> as in <i>early, ear</i></li> <li>• <b>t</b> as in <i>tiger, picture</i></li> <li>• <b>our</b> as in <i>your, colour</i></li> <li>• <b>ure</b> as in <i>sure, picture</i></li> <li>• <b>u_e</b> as in <i>volume, flute</i></li> <li>• <b>ti</b> as in <i>question, station</i></li> <li>• <b>ere</b> as in <i>here, where</i></li> <li>• <b>th</b> as in <i>thong, feather</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>ough</b> as in <i>though, through, plough</i></li> <li>• <b>ar</b> as in <i>star, scarce, dollar</i></li> <li>• <b>er</b> as in <i>sergeant, fern, ladder</i></li> <li>• <b>ear</b> as in <i>heart, early</i></li> <li>• <b>s</b> as in <i>seal, bears, treasure</i></li> <li>• <b>ss</b> as in <i>kiss, dissolve, tissue</i></li> <li>• <b>t</b> as in <i>tiger, picture</i></li> <li>• <b>oo</b> as in <i>book, boot</i></li> <li>• <b>ew</b> as in <i>few, screw</i></li> <li>• <b>u_e</b> as in <i>volume, flute</i></li> <li>• <b>ue</b> as in <i>rescue, glue</i></li> <li>• <b>ti</b> as in <i>question, station</i></li> <li>• <b>ere</b> as in <i>here, where</i></li> <li>• <b>th</b> as in <i>thong, feather</i></li> </ul>
		proofread written texts to correct misspellings, making use of spelling reference tools where required	Proofreading activities in the Student Book: • Units 10, 22, 23, 27, 28, 35, 36  <b>Note:</b> Students are explicitly taught to use the <i>Sound Waves Student Chart</i> (standard or extended) as a reference tool to support spelling attempts and corrections. Additionally, students are prompted to use a dictionary in some Student Book activities for support with word meanings.	Proofreading activities in the Student Book: • Units 2, 3, 8, 11, 14, 20, 23, 26, 27  <b>Note:</b> Students are explicitly taught to use the <i>Sound Waves Student Chart</i> (standard or extended) as a reference tool to support spelling attempts and corrections. Additionally, students are prompted to use a dictionary in some Student Book activities for support with word meanings.
	<b>Morphological component</b>	explain and use spelling conventions to add derivational suffixes such as <i>-ion, -ian, -ence, -ous</i> to base words or roots	Suffixes (derivational): • Unit 4: <b>ion</b> • Unit 7: <b>ive</b> • Unit 10: <b>ness, ment</b> • Unit 11: <b>y</b> • Unit 13: <b>er, or, ee</b> • Unit 14: <b>ful, less, able</b> • Unit 15: <b>ly</b> • Unit 18: <b>en</b> • Unit 22: <b>ous</b>	Suffixes (derivational): • Unit 2: <b>able</b> • Unit 4: <b>ion</b> • Unit 10: <b>ly</b> • Unit 11: <b>er, or, ist</b> • Unit 13: <b>ation</b> • Unit 14: <b>al</b> • Unit 15: <b>ty, ity</b> • Unit 17: <b>ify</b> • Unit 18: <b>ance, ence</b>

# NSW Stage 3 Syllabus Match

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<b>SPELLING</b> <b>EN3-SPELL-01:</b> automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words. (continued)	<b>Morphological component</b> (continued) explain and use spelling conventions to add derivational suffixes such as <i>-ion, -ian, -ence, -ous</i> to base words or roots (continued)	<ul style="list-style-type: none"> <li>Unit 30: <b>ise, ion</b></li> <li>Unit 31: <b>able</b></li> <li>Unit 32: <b>ion</b></li> <li>Unit 35: <b>ly, ous, y, less, ful, able, ness</b></li> <li>Unit 36: <b>al</b></li> </ul>	<ul style="list-style-type: none"> <li>Unit 22: <b>ous</b></li> <li>Unit 24: <b>ment</b></li> <li>Unit 26: <b>ive</b></li> <li>Unit 30: <b>ise, sion</b></li> <li>Unit 31: <b>less</b></li> <li>Unit 32: <b>ion</b></li> <li>Unit 35: <b>ian</b></li> </ul>
	explain and use spelling conventions for assimilated prefixes such as <i>in-, ad-, com-</i>	Prefixes (assimilated): <ul style="list-style-type: none"> <li>Unit 7: <b>in, im, il, ir</b></li> </ul> <b>Note:</b> Students also learn the prefixes <b>anti, dia, kilo, milli, ex, dec, deci, cent, dis, mis, de, non, quad, oct, multi, semi, com, bi, tri, en, pre, re, circum, inter, tele, trans, auto, sub</b> and <b>super</b> in Year 5.	Prefixes (assimilated): <ul style="list-style-type: none"> <li>Unit 7: <b>in, im, il, ir</b></li> <li>Unit 9: <b>con</b></li> <li>Unit 36: <b>ad, ac</b></li> </ul> <b>Note:</b> Students also learn the prefixes <b>ex, dec, cent, kilo, dis, mis, anti, non, hyper, hypo, mono, multi, com, co, pro, circum, auto, trans, uni, sub, super, out, syn, sym</b> and <b>inter</b> in Year 6.
	explain the etymology of taught roots and apply this knowledge when creating written texts	Greek roots: <ul style="list-style-type: none"> <li>Unit 3: <b>astro, aster</b></li> <li>Unit 8: <b>graph, phon, photo</b></li> </ul> Latin roots: <ul style="list-style-type: none"> <li>Unit 3: <b>ang, aqua, anim</b></li> <li>Unit 11: <b>struct</b></li> <li>Unit 12: <b>ject</b></li> <li>Unit 17: <b>scrib, script</b></li> <li>Unit 19: <b>mot, pos</b></li> <li>Unit 20: <b>port</b></li> <li>Unit 23: <b>circ</b></li> <li>Unit 24: <b>rupt, sect</b></li> <li>Unit 25: <b>aud</b></li> <li>Unit 36: <b>cap, mit, pel</b></li> </ul>	Greek roots: <ul style="list-style-type: none"> <li>Unit 6: <b>pod</b></li> <li>Unit 10: <b>graph, gram</b></li> <li>Unit 12: <b>hydr, geo, bio, logy</b></li> <li>Unit 16: <b>meter</b></li> <li>Unit 34: <b>therm</b></li> <li>Unit 35: <b>aer, aero</b></li> </ul> Latin roots: <ul style="list-style-type: none"> <li>Unit 3: <b>tract</b></li> <li>Unit 5: <b>cess, cep, sect</b></li> <li>Unit 6: <b>ped, duc, duct, duce</b></li> <li>Unit 8: <b>flex, flect, frag, fract</b></li> <li>Unit 11: <b>struct, rupt</b></li> <li>Unit 15: <b>ceed, cede, cess</b></li> <li>Unit 19: <b>mot, pos</b></li> <li>Unit 20: <b>spect, press</b></li> </ul>

# NSW Stage 3 Syllabus Match

Outcome	Content		Sound Waves Year 5	Sound Waves Year 6
<p><b>SPELLING</b></p> <p><b>EN3-SPELL-01:</b> automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words.</p> <p>(continued)</p>	<p><b>Morphological component</b></p> <p>(continued)</p>	<p>explain the etymology of taught roots and apply this knowledge when creating written texts</p> <p>(continued)</p> <p>correctly spell taught homophones when creating written texts across a range of writing topics and learning areas</p>	<p>Homophones:</p> <ul style="list-style-type: none"> <li>Units 2, 13, 15, 19, 22, 25, 26, 28, 31, 35</li> </ul>	<ul style="list-style-type: none"> <li>Unit 23: <b>circ, vers, vert</b></li> <li>Unit 24: <b>ject, fact, fect</b></li> <li>Unit 25: <b>port, form</b></li> <li>Unit 35: <b>aqua</b></li> </ul> <p>Homophones:</p> <ul style="list-style-type: none"> <li>Units 3, 13, 17, 22</li> </ul>