



SOUND WAVES

LITERACY

SCOPE AND SEQUENCE F-6

PHONEMIC AWARENESS • SYNTHETIC PHONICS • MORPHOLOGY • ETYMOLOGY

THE KEY TO READING, WRITING AND SPELLING SUCCESS

firefly
EDUCATION

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Welcome to Sound Waves Literacy

Sound Waves Literacy is a structured literacy program for Foundation to Year 6. The program follows a systematic synthetic phonics approach and has been a trusted favourite in Australian schools for more than two decades. Our team of linguistic experts and experienced teachers continually examine the research on the best practices for teaching reading and spelling. Why? To ensure Sound Waves continues to meet the pedagogical and practical requirements of the modern classroom.

A whole-school approach

Sound Waves Literacy is a whole-school approach that supports you to deliver whole-class systematic, explicit and engaging lessons. A whole-school approach is essential for ensuring all students receive consistent and effective instruction across their primary school years.

Systematic, sequential and cumulative

All instruction within Sound Waves Literacy occurs in a systematic and carefully controlled sequence. Teaching moves from simple to more complex concepts, with revision within and across year levels.

Evidence-informed

The program aligns with research on the best practices for reading and spelling instruction. This includes the three significant reviews of reading research conducted in the last few decades and a wide range of independent research and reviews from the education, psychology and linguistics fields.

Four key areas

Teaching in Sound Waves Literacy covers four key areas of instruction required for reading and spelling success: phonemic awareness, synthetic phonics, morphology and etymology.

Explicit instruction

All the instruction in Sound Waves Literacy is direct. You are supported to deliver explicit instruction with thoughtfully structured lesson guides and interactive slideshows. Lessons include opportunities to check for student understanding and culminate in independent practice for students.

Assessment

Sound Waves Literacy includes an extensive set of reading and spelling assessments to monitor students' progress. Remediation resources are also provided to ensure students can be given targeted and timely support as required.

Aligned with national and state curricula

Sound Waves Literacy comprehensively covers the content descriptions for the Phonic and Word Knowledge sub-strand of the Australian and Victorian Curriculums, as well as the outcomes and content for Phonological Awareness, Phonic Knowledge and Spelling in the NSW Syllabus. In Foundation and Year 1, the program also covers elements of the Analysing, Interpreting and Evaluating sub-strand of the Australian Curriculum (as well as the Victorian Curriculum and NSW Syllabus equivalents) that are specifically related to reading decodable texts.

Free professional learning and support

Sound Waves Literacy provides free professional learning and support to ensure the successful implementation of the program. Professional learning workshops are run by a highly experienced and knowledgeable team of education consultants, who are former classroom teachers, curriculum leaders, intervention teachers and principals.

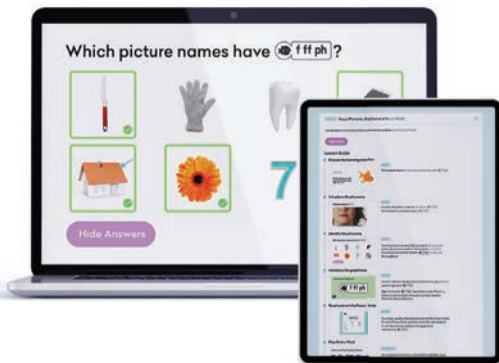


Program Resources

Sound Waves Literacy offers a comprehensive, effective and engaging resource suite for Foundation to Year 6. Setting up your classroom is easy!

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.



Key Information (All Year Levels)

Sound Waves Literacy covers Foundation to Year 6, with carefully crafted content to support students' reading and spelling success as they progress through their primary school years.

Sequence of Teaching Phonics

In Sound Waves Literacy, the teaching of phoneme–grapheme relationships adheres to the principles of a well-organised sequence:

- phoneme–grapheme relationships are taught in an order that allows students to immediately begin reading and spelling several words
- simple phoneme–grapheme relationships are introduced before more complex relationships
- phonemes that sound similar are not introduced in close proximity
- graphemes that look similar are not taught in close proximity.

In Foundation, phoneme–grapheme relationships are introduced in a very specific order, which minimises confusion for students and ensures they are up and running quickly with reading and spelling. The sequence 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* and *nap*.

The Years 1–6 sequence is organised differently to Foundation. Students in Years 1–6 work through the same sequence of phoneme–grapheme relationship units, but the complexity increases each year. Teaching of spelling patterns, morphology and etymology also increases each year.

Lesson Types

There are two types of lessons in the program*:

Phoneme–Grapheme Relationship lessons

In these lessons, you use the online teaching resources to introduce students to a focus phoneme, grapheme/s and Focus Words. At the end of each lesson students complete the corresponding Student Book activities to consolidate their learning.

Foundation and Year 1 teachers also conduct whole-class modelled and shared reading using the projectable Sound Waves Decodable Readers.

Focus Concept lessons

In these lessons, you use the online teaching resources to teach your students Focus Concepts related to spelling patterns, morphology (prefixes, suffixes, and Greek and Latin roots), etymology and vocabulary. At the end of each lesson students complete the corresponding Student Book activities to consolidate their learning.

Foundation and Year 1 students also participate in reading practice using the class sets of Sound Waves Decodable Readers.

* To suit the specialised nature of instruction required in the first year of school, the Foundation program begins with five weeks of oral-only phonemic awareness lessons before commencing the Phoneme–Grapheme Relationship lessons and Focus Concept lessons from week six onwards.

Sound Icons and Sound Boxes

Sound Icons and Sound Boxes are a crucial component of Sound Waves Literacy. They provide you and your students with a consistent code to understand and explore phonemes and phoneme–grapheme relationships.

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

Sound Icon



Sound Icon
/f/ as in *fish*

Sound Box



Sound Icon graphemes
/f/ as in *fish*

Key Information (Foundation and Year 1)

Decodable Readers are included in the Foundation and Year 1 programs. These books provide students with practice reading connected texts to develop word recognition skills and fluency. The Sound Waves Decodable Readers are available in three levels of difficulty: Support, Core and Extended.

Foundation Decodable Readers: Difficulty Levels

The difficulty level is based on the featured word type/s (CVC, CCVC, CVCC) and the number of words in the book.

- **Support books** primarily feature CVC words and contain 20–75 words. There are 47 different books in the set.
- **Core books** also primarily feature CVC words, but contain 25–130 words. There are 40 different books in the set.
- **Extended books** feature CCVC and CVCC words (including words with the suffix **s**) alongside CVC words and contain 40–150 words. There are 40 different books in the set.

When words are described as CVC, CCVC or CVCC, the C stands for consonant phoneme and the V stands for vowel phoneme. A phoneme can be represented by multiple letters. Some examples include: CVC words – *sad/mash*, CCVC words – *grub/sweep*, CVCC words – *camp/bend*.

Year 1 Decodable Readers: Difficulty Levels

The difficulty level is based on the featured word type/s (CVC, CCVC, CVCC, CCVCC, CCCVC, CVCCC) and the number of words in the book.

- **Support books** primarily feature CVC words. They also feature some two-syllable words and words with the suffixes **s**, **ed** and **ing**. The word count is constrained to 50–100 words. There are 53 different books in the set.
- **Core books** primarily feature CCVC, CVCC and CCVCC words alongside CVC words. They also feature some two-syllable words and words with the suffixes **s**, **ed**, **ing**, **er**, **ly** and **y**. The word count steadily increases from 110–250 words. There are 43 different books in the set.
- **Extended books** feature CCCVC and CVCCC words alongside CVC, CCVC, CVCC and CCVCC words. They also feature some two-syllable words and words with the suffixes **s**, **ed**, **ing**, **er**, **ly** and **y**. The word count steadily increases from 130–290 words. There are 43 different books in the set.

When words are described as CVC, CCVC, CVCC, CCVCC, CCCVC or CVCCC, the C stands for consonant phoneme and the V stands for vowel phoneme. A phoneme can be represented by multiple letters. Some examples include: CVC words – *sad/mash*, CCVC words – *grub/sweep*, CVCC words – *camp/bend*, CCVCC words – *friend/stamp*, CCCVC words – *splash/spring*, CVCCC words – *finds/jumped*.

Special Words

Foundation and Year 1 feature Special Words. These are high-frequency words that contain unusual or advanced phoneme–grapheme relationships.

Each Special Word is taught by explaining the phoneme–grapheme relationships in the word and identifying the tricky part/s of the word. Special Words are *not* taught as 'whole words' or 'pictures' that need to be memorised. Students are provided with opportunities to practise reading Special Words in the Decodable Readers.

Foundation Scope and Sequence

Refer to this table for an overview of the scope of the Foundation program and the sequence of phoneme–grapheme relationships. See the Yearly Plan (pages 8–11) for specific information about which concepts are taught and when.

Foundation			
Students are taught phonemic awareness skills and phoneme–grapheme relationships needed to begin reading and spelling. Teaching is focused on single-syllable CVC words, with the option to extend to CCVC and CVCC words. Students also learn high-frequency Special Words, the inflectional suffix s and other Focus Concepts such as sentence writing.			
Focus Area	Content Taught		
Phonemic awareness	<ul style="list-style-type: none"> identifying the initial phoneme identifying the final phoneme identifying the medial phoneme blending phonemes segmenting words into phonemes manipulating (deleting, adding and substituting phonemes) <p>Note: In Foundation, phonemic awareness skills are first taught in oral-only lessons then these skills are reinforced on an ongoing basis in the context of reading and spelling.</p>		
	<p>Phoneme–grapheme relationships</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> m for a for t for s for i for d for f for n for p for o for r for g for e for h for k for c for u for </td> <td> <ul style="list-style-type: none"> b for l for j for y for v for w for z for ck for ng for ss for ff for ll for zz, s for x for q, u for ch for sh for </td> <td> <ul style="list-style-type: none"> th for th for s for ai, ay, a_e for ee, e, ea for i_e, y for oa, o_e, o for ar, a for ir, ur for or, a for oo, u for oo for ou, ow for oy for eer, ear for air for er for </td> </tr> </table>	<ul style="list-style-type: none"> m for a for t for s for i for d for f for n for p for o for r for g for e for h for k for c for u for 	<ul style="list-style-type: none"> b for l for j for y for v for w for z for ck for ng for ss for ff for ll for zz, s for x for q, u for ch for sh for
<ul style="list-style-type: none"> m for a for t for s for i for d for f for n for p for o for r for g for e for h for k for c for u for 	<ul style="list-style-type: none"> b for l for j for y for v for w for z for ck for ng for ss for ff for ll for zz, s for x for q, u for ch for sh for 	<ul style="list-style-type: none"> th for th for s for ai, ay, a_e for ee, e, ea for i_e, y for oa, o_e, o for ar, a for ir, ur for or, a for oo, u for oo for ou, ow for oy for eer, ear for air for er for 	
Phonics	<p>Tips for grapheme choice</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> ck for ss for ff for ll for </td> <td> <ul style="list-style-type: none"> x for q, u for ay for </td> </tr> </table>	<ul style="list-style-type: none"> ck for ss for ff for ll for 	<ul style="list-style-type: none"> x for q, u for ay for
	<ul style="list-style-type: none"> ck for ss for ff for ll for 	<ul style="list-style-type: none"> x for q, u for ay for 	
<p>Special Words</p> <p><i>Sound Waves Foundation</i> features Special Words. These are high-frequency words that contain unusual or advanced phoneme–grapheme relationships. The following Special Words are explicitly taught in Foundation lessons and are revised in the Foundation Decodable Readers.</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> l a is off has the my to look he she you no have </td> <td> <ul style="list-style-type: none"> was his we are see go for of there come some they one goes </td> <td> <ul style="list-style-type: none"> her were four your could would should do two who house said here where </td> </tr> </table>	<ul style="list-style-type: none"> l a is off has the my to look he she you no have 	<ul style="list-style-type: none"> was his we are see go for of there come some they one goes 	<ul style="list-style-type: none"> her were four your could would should do two who house said here where
<ul style="list-style-type: none"> l a is off has the my to look he she you no have 	<ul style="list-style-type: none"> was his we are see go for of there come some they one goes 	<ul style="list-style-type: none"> her were four your could would should do two who house said here where 	
Morphology	Suffix s (plurals)		

Foundation Yearly Plan

Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy Online*. Students consolidate their understanding with the Student Book activities and Decodable Readers.

Weeks 1–5

The Foundation program begins with five weeks of oral-only phonemic awareness lessons. These Getting Started lessons introduce students to the 43 phonemes of Australian English and teach basic phonemic awareness skills (identifying initial, final and medial sounds, blending and segmenting).

Week 6 onwards

Phonics teaching begins in Week 6 of Term 1 and continues for the remainder of 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.

Weekly Plan

Monday

Lesson 1a Introduce the focus phoneme, grapheme/s and Focus Words.

Lesson 1b Use projectable Decodable Reader for whole-class modelled and shared reading.

Tuesday

Lesson 2 Teach the Focus Concept.

Reading Use Decodable Readers for reading practice.

Wednesday

Lesson 1a Introduce the next focus phoneme, grapheme/s and Focus Words.

Lesson 1b Use projectable Decodable Reader for whole-class modelled and shared reading.

Thursday

Lesson 2 Teach the Focus Concept.

Reading Use Decodable Readers for reading practice.

Friday

Review and consolidate Revise the phoneme–grapheme relationships and Focus Concepts taught throughout the week. Re-read the week’s Decodable Readers.

Term 1

Week Getting Started Lessons







1 Initial Phonemes

2 Final Phonemes

















3 Medial Phonemes

4 Blending and Segmenting







5 **Assessment: Phonemic Awareness Assessment**

Week	Focus Graphemes	Focus Concepts	Decodable Readers
6	m for 	Phoneme-Grapheme Match	
	a for 	Phoneme-Grapheme Match	
7	t for 	Phoneme-Grapheme Match	
	s for 	Phoneme-Grapheme Match	
8	i for 	Phoneme-Grapheme Match	
	d for 	Sentence Writing	Introductory Decodable Reader d <i>Sam Tim</i>
9	Assessment: Term 1 Spelling Assessment and Single Word Reading Assessment		


Term 2

Week	Focus Graphemes	Focus Concepts	Decodable Readers
1	f for  f	Special Word <i>I</i>	Introductory Decodable Reader f <i>Sid</i>
	n for  n	Special Word <i>a</i>	Introductory Decodable Reader n <i>Dan</i>
2	p for  p	Special Word <i>is</i>	Introductory Decodable Reader p <i>Pip</i>
	o for  o	Special Word <i>off</i>	Introductory Decodable Reader o <i>Tom</i>
3	r for  r	Sentence Writing	Book 1 r support <i>1, 2, 3</i> Book 1 r core <i>Rat!</i> Book 1 r extended <i>Tram Trip</i>
	g for  g	Sentence Writing	Book 2 g support <i>Sid</i> Book 2 g core <i>Dot and Tig</i> Book 2 g extended <i>Spot a Frog</i>
4	e for  e	Sentence Writing	Book 3 e support <i>Peg Men</i> Book 3 e core <i>Red Pen</i> Book 3 e extended <i>5 in a Nest</i>
	h for  h	Special Word <i>has</i>	Book 4 h support <i>Not a Dog</i> Book 4 h core <i>Map Top</i> Book 4 h extended <i>Hats</i>
5	k for  k	Special Word <i>the</i>	Book 5 k support <i>A Pom Pom Kit</i> Book 5 k core <i>The Kit</i> Book 5 k extended <i>Skip!</i>
	c for  c	Special Word <i>my</i>	Book 6 c support <i>A Nap</i> Book 6 c core <i>Mac and Tic Tac</i> Book 6 c extended <i>The Croc</i>
6	u for  u	Special Word <i>to</i>	Book 7 u support <i>Fun in the Sun</i> Book 7 u core <i>I am Gus</i> Book 7 u extended <i>I Must Drum</i>
	b for  b	Sentence Writing	Book 8 b support <i>The Bus</i> Book 8 b core <i>Bam!</i> Book 8 b extended <i>I am the Best</i>
7	l for  l	Special Word <i>look</i>	Book 9 l support <i>The Lab</i> Book 9 l core <i>The Bug</i> Book 9 l extended <i>Plum</i>
	j for  j	Special Words <i>he, she</i>	Book 10 j support <i>Red Jam</i> Book 10 j core <i>On the Mat</i> Book 10 j extended <i>Just Spin!</i>
8	y for  y	Special Words <i>you, no</i>	Book 11 y support <i>The Yak</i> Book 11 y core <i>Am I a ...?</i> Book 11 y extended <i>Yan Can. Can You?</i>
	v for  v	Special Word <i>have</i>	Book 12 v support <i>Vic the Vet</i> Book 12 v core <i>Tom Cat</i> Book 12 v extended <i>Val and the Van</i>
9	Assessment: Term 2 Spelling Assessment and Single Word Reading Assessments		

Foundation Yearly Plan

Term 3			
Week	Focus Graphemes	Focus Concepts	Decodable Readers
1	w for 	Special Word was	Book 13 w support <i>The Web</i> Book 13 w core <i>Cop Dog and the Web</i> Book 13 w extended <i>Wet Dog</i>
	z for 	Special Word his	Book 14 z support <i>Fun!</i> Book 14 z core <i>The Big Top</i> Book 14 z extended <i>The Big Zip</i>
2	ck for 	Special Word we	Book 15 ck support <i>A Duck in Luck</i> Book 15 ck core <i>My Duck</i> Book 15 ck extended <i>Stuck!</i>
	ng for 	Special Word are	Book 16 ng support <i>Ding Dang Dong</i> Book 16 ng core <i>The Bip Bop Gang</i> Book 16 ng extended <i>We are ...?</i>
3	ss for 	Special Word see	Book 17 ss support <i>Poss</i> Book 17 ss core <i>Ring Toss</i> Book 17 ss extended <i>Floss and Bloss</i>
	ff for 	Special Word go	Book 18 ff support <i>Kick Off</i> Book 18 ff core <i>Off to See Pop</i> Book 18 ff extended <i>Dung</i>
4	ll for 	Sentence Writing	Book 19 ll support <i>The Bell</i> Book 19 ll core <i>The Hill</i> Book 19 ll extended <i>Sit Still</i>
	zz, s for 	Suffix s (plurals)	Book 20 zz, s support <i>Fizz and Fuzz</i> Book 20 zz, s core <i>Is it a ...?</i> Book 20 zz, s extended <i>Bits and Bobs</i>
5	x for  	Sentence Writing	Book 21 x support <i>Max</i> Book 21 x core <i>Mick and Rex</i> Book 21 x extended <i>Cop Dog and the Jam Drop</i>
	qu for  	Sentence Writing	Book 22 q, u support <i>Quiz!</i> Book 22 q, u core <i>Quick! Quick!</i> Book 22 q, u extended <i>Quin</i>
6	ch for 	Special Word for	Book 23 ch support <i>Chaz and Rick</i> Book 23 ch core <i>Chad</i> Book 23 ch extended <i>The Jets</i>
	sh for 	Special Word of	Book 24 sh support <i>The Gull</i> Book 24 sh core <i>Sh!</i> Book 24 sh extended <i>The Lost Ship</i>
7	th for 	Sentence Writing	Book 25 th support <i>Om Nom Nom</i> Book 25 th core <i>The King</i> Book 25 th extended <i>The Moth</i>
	th for 	Special Word there	Book 26 th support <i>Rip, Pat, Pop!</i> Book 26 th core <i>Chop Chop</i> Book 26 th extended <i>Spot the Bots</i>
8	s for 	Special Words come, some	Note: Decodable Readers are not available as words containing s for  are too difficult for Foundation students to read independently.
	ai, ay, a_e for 	Special Word they	Book 27.1 ai support <i>Rain and Hail</i> Book 27.2 ay support <i>The Map</i> Book 27.3 a_e support <i>The Chase</i> Book 27 ai, ay, a_e core <i>Dane</i> Book 27 ai, ay, a_e extended <i>Will it Rain?</i>
9	Assessment: Term 3 Spelling Assessment and Single Word Reading Assessments		

Term 4

Week	Focus Graphemes	Focus Concepts	Decodable Readers
1	ee, e, ea for  ee ea	Sentence Writing	Book 28.1 ee support <i>The Reef</i> Book 28.2 e support <i>To the Top</i> Book 28.3 ea support <i>Pick Peck</i> Book 28 ee, e, ea core <i>A Big Job</i> Book 28 ee, e, ea extended <i>Green</i>
	i_e, y for  i_e y	Special Word <i>one</i>	Book 29.1 i_e support <i>Bike Ride</i> Book 29.2 y support <i>Made by Raf</i> Book 29 i_e, y core <i>My Job at the Mine</i> Book 29 i_e, y extended <i>By My Side</i>
2	oa, o_e, o for  oa o_e o	Special Word <i>goes</i>	Book 30.1 oa support <i>Joan, Toad and Goat</i> Book 30.2 o_e support <i>Kid Zone</i> Book 30.3 o support <i>Jo and Mo</i> Book 30 oa, o_e, o core <i>Wet Day</i> Book 30 oa, o_e, o extended <i>Feed the Goat</i>
	ar, a for  ar a	Sentence Writing	Book 31 ar support <i>Time for Art</i> Book 31 ar core <i>The Farm</i> Book 31 ar, a extended <i>Tag Art</i>
3	ir, ur for  ir ur	Special Words <i>her, were</i>	Book 32 ir, ur support <i>Time for a Feed</i> Book 32 ir, ur core <i>A Girl and a Bird</i> Book 32 ir, ur extended <i>Big Surf</i>
	or, a for  or a	Special Words <i>four, your</i>	Book 33 or, a support <i>Corn</i> Book 33 or, a core <i>North Beach</i> Book 33 or, a extended <i>The Falls</i>
4	oo, u for  oo u	Special Words <i>could, would, should</i>	Book 34 oo, u support <i>The Book Nook</i> Book 34 oo, u core <i>Could You? Would You?</i> Book 34 oo, u extended <i>Pick a Book</i>
	oo for  oo	Special Words <i>do, two, who</i>	Book 35 oo support <i>Moon Tooth</i> Book 35 oo core <i>Full Moon</i> Book 35 oo extended <i>The Land, Sky and Sea</i>
5	ou, ow for  ou ow	Special Word <i>house</i>	Book 36 ou, ow support <i>A Loud Bird</i> Book 36 ou, ow core <i>My House</i> Book 36 ou, ow extended <i>No Rain</i>
	oy for  oy	Special Word <i>said</i>	Book 37 oy support <i>Toys</i> Book 37 oy core <i>Bok Choy</i> Book 37 oy extended <i>The Toy Run</i>
6	eer, ear for  eer ear	Special Word <i>here</i>	Book 38 ear support <i>A Bug in My Tum</i> Book 38 ear core <i>My Job at the Sheep Farm</i> Book 38 ear extended <i>Gruff</i>
	air for  air	Special Word <i>where</i>	Book 39 air support <i>The Big Cup</i> Book 39 air core <i>Where am I?</i> Book 39 air extended <i>Up North</i>
7	er for  er	Sentence Writing	Book 40 er support <i>Have You Ever?</i> Book 40 er core <i>My Teacher</i> Book 40 er extended <i>Never Ever</i>
8	Assessment: Term 4 Spelling Assessment and Single Word Reading Assessments		

Year 1 Scope and Sequence

Refer to this table for an overview of the scope of the Year 1 program and the sequence of phoneme–grapheme relationships. See the Yearly Plan (pages 13–16) for specific information about which concepts are taught and when.


















Year 1																																		
<p>Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling single-syllable CCVC and CVCC words, and some two-syllable words. Students continue to learn high-frequency Special Words. They revise the inflectional suffix s and learn the inflectional suffixes ed and ing along with some simple derivational suffixes in the Decodable Readers. Students are introduced to some commonly used homophones. They also learn other Focus Concepts such as blends and word building.</p>																																		
Focus Area	Content Taught																																	
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.																																	
Phonics	<p>Phoneme–grapheme relationships</p> <ul style="list-style-type: none"> • b, bb for • a for • k, c, q, ck for x for • e, ea, ai for • d, dd for • i for • f, ff for • o, a for • g, gg for • u, o for • h, wh for • j for • ai, ay, a_e, ey, eigh for • l, ll for • ee, e, ea, y for • m, mm for • i_e, y, igh for • n, nn for • ng for • oa, o_e, ow, o, oe for • p, pp for • r, rr for • ar, a, are for • s, ss, se for x for • ir, ur, er, ere for • t, tt for • or, ore, a, aw, au, our for • v, ve for • w, wh, u for • oo, u, oul for • y for • oo, ew, o, ou, wo for • z, zz, s for • ou, ow for • ch for • sh for • oy, oi for • eer, ear, ere for • th for • th for • air, ere, eir for • er for 																																	
		<p>Helpful Hints for grapheme choice</p> <ul style="list-style-type: none"> • ck for • Blends cl, cr • Blend qu • Blend x • ff for • a for • ay for • ai for • ll for • y for • ss for • a for 																																
		<p>Special Words</p> <p><i>Sound Waves Year 1 Decodable Readers</i> 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 Year 1 lessons and/or in the Year 1 Decodable Readers.</p> <table border="0"> <tr> <td>have</td> <td>done</td> <td>people</td> </tr> <tr> <td>school</td> <td>here</td> <td>were</td> </tr> <tr> <td>when</td> <td>who</td> <td>could</td> </tr> <tr> <td>said</td> <td>they</td> <td>would</td> </tr> <tr> <td>does</td> <td>love</td> <td>should</td> </tr> <tr> <td>today</td> <td>live</td> <td>blue</td> </tr> <tr> <td>little</td> <td>any</td> <td>because</td> </tr> <tr> <td>friend</td> <td>many</td> <td>our</td> </tr> <tr> <td>what</td> <td>family</td> <td>their</td> </tr> <tr> <td>come</td> <td>find</td> <td></td> </tr> <tr> <td>some</td> <td>know</td> <td></td> </tr> </table>	have	done	people	school	here	were	when	who	could	said	they	would	does	love	should	today	live	blue	little	any	because	friend	many	our	what	family	their	come	find		some	know
have	done	people																																
school	here	were																																
when	who	could																																
said	they	would																																
does	love	should																																
today	live	blue																																
little	any	because																																
friend	many	our																																
what	family	their																																
come	find																																	
some	know																																	
Morphology	<p>Suffixes</p> <p>s (plurals and verbs), ed, ing</p> <p>Note: The core and extended Year 1 Decodable Readers feature the suffixes er, ly and y.</p>																																	
Homophones	road/rode, nose/knows, no/know, to/two/too, hear/here, their/there																																	

Year 1 Yearly Plan










Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy Online*. Students consolidate their understanding with the Student Book activities and Decodable Readers. The lessons follow the same weekly plan, however the number of lessons in each week varies. Typically Lesson 1a and Lesson 1b are taught on the first day of the week, with the remaining lessons and reading practice sequenced throughout the rest of the week, depending on your literacy blocks.

Weekly Plan	
Lesson	Description
Lesson 1a	Introduce the focus phoneme, grapheme/s and Focus Words.
Lesson 1b	Use projectable Decodable Reader for whole-class modelled and shared reading.
Lesson 2	Teach the Focus Concept.
Reading	Use Decodable Readers for reading practice throughout the week.
Lesson 3	Teach the Focus Concept.
Lesson 4	Teach the Focus Concept.


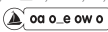







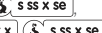






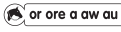






Year 1 students are introduced to one or two focus phonemes each week. They begin reading Sound Waves Decodable Readers from Unit 1 onwards.

Term 1			
Unit	Focus Graphemes	Focus Concepts	Decodable Readers
1 Getting Started		Phonemes Phonemes & Graphemes	Book 1 Getting Started support <i>Red Gum</i> Book 1 Getting Started core <i>The Big Six</i> Book 1 Getting Started extended <i>The Maze Book</i>
Assessment: Lower Years Spelling Diagnostic Test			
2 	b, bb for 	Blends br, bl Capital B , Grapheme bb	Book 2 b support <i>The Red Sub</i> Book 2 b, bb core <i>Wobble Wobble Wombat</i> Book 2 b, bb extended <i>The Bug Club</i>
3 	a for 	Rhyme Word Building	Book 3 a support <i>The Shack</i> Book 3 a core <i>Clap, Snap, Bang</i> Book 3 a extended <i>Max and the Cat</i>
4 	k, c, q, ck for  x for 	Grapheme ck Blends cl, cr Blends qu, x	Book 4.1 k, c, ck support <i>Cash for Cans</i> Book 4.2 x support <i>Fox and the Box</i> Book 4.3 q support <i>Quick is the Quoll</i> Book 4 k, c, q, ck, x core <i>Jack in a Box</i> Book 4 k, c, q, ck, x extended <i>Book Week</i>
5 	e, ea, ai for 	Rhyme Word Building	Book 5 e, ea support <i>Jen's Pet</i> Book 5 e, ea core <i>Fred Makes Lunch</i> Book 5 e, ea extended <i>Pep's Nest</i>
Assessment: Content Review 1			
6 	d, dd for 	Blend dr Blend nd Capital D , Grapheme dd	Book 6 d support <i>The Dip-a-doo</i> Book 6 d, dd core <i>Todd the Wood Duck</i> Book 6 d, dd extended <i>Dean's Birthday Cake</i>
7 	i for 	Rhyme Word Building Suffix s (plurals)	Book 7 i support <i>Is it a Cat?</i> Book 7 i core <i>The Big Fib</i> Book 7 i extended <i>I am a Big Sister</i>
8 	f, ff for 	Blends fl, fr Blend ft Capital F , Grapheme ff	Book 8 f, ff support <i>The Fun Run</i> Book 8 f, ff core <i>So Much Stuff</i> Book 8 f, ff extended <i>Jeff, the Frog and the Fish</i>
9 	o, a for 	Rhyme Word Building Grapheme a	Book 9 o support <i>A Lot of Socks</i> Book 9 o, a core <i>The Box</i> Book 9 o, a extended <i>Do You Hear What I Hear?</i>
Assessment: Content Review 2 and Term 2 Single Word Reading Assessments			
















Year 1 Yearly Plan

Term 2			
Unit	Focus Graphemes	Focus Concepts	Decodable Readers
10 	g, gg for 	Blends gr, gl Capital G , Grapheme gg	Book 10 g, gg support <i>Goog</i> Book 10 g, gg core <i>My Dog Gruff</i> Book 10 g, gg extended <i>All Sorts of Eggs</i>
11 	u, o for 	Rhyme Word Building Grapheme o	Book 11 u support <i>The Rub-a-dub Tub Cup</i> Book 11 u, o core <i>Stunt Spud</i> Book 11 u, o extended <i>The Bug Club Save the Day</i>
12  	h, wh for 	Capital H	Book 12.1 h support <i>My Hat</i> Book 12.1 h core <i>Who am I?</i> Book 12.1 h extended <i>The Little Red Hen</i>
	j for 	Suffixes ed, ing	Book 12.2 j support <i>Jack and Jo</i> Book 12.2 j core <i>Jen's Jokes</i> Book 12.2 j extended <i>Jade's Trip</i>
13 	ai, ay, a_e, ey, eigh for 	Grapheme ay Grapheme ai Grapheme a_e	Book 13.1 ai support <i>Red Tail and Bones at Gull Rock</i> Book 13.2 ay support <i>In the Bay with Jay</i> Book 13.3 a_e support <i>Jane and Kate</i> Book 13 ai, ay, a_e core <i>The Cave</i> Book 13 ai, ay, a_e extended <i>Rain, Rain, Go Away!</i>
14 	l, ll for 	Blends bl, gl, cl, fl Blends lt, lp, lf, lk Grapheme ll	Book 14 l, ll support <i>Pin the Tail</i> Book 14 l, ll core <i>Dell</i> Book 14 l, ll extended <i>Frillnecks</i>
Assessment: Content Review 3			
15 	ee, e, ea, y for 	Graphemes ee, ea Grapheme y	Book 15.1 ee, e support <i>Lee's Jeep</i> Book 15.2 ea support <i>Eat Your Peas</i> Book 15 ee, e, ea, y core <i>Leaf Printing</i> Book 15 ee, e, ea, y extended <i>Henry's Tea Shop</i>
16 	m, mm for 	Blends sm, mp Suffixes ed, ing Capital M , Grapheme mm	Book 16 m support <i>Meet My Family</i> Book 16 m, mm core <i>The Mean Mud Crab</i> Book 16 m, mm extended <i>Monsters in the Swamp</i>
17 	i_e, y, igh for 	Grapheme y Grapheme i_e Grapheme igh	Book 17.1 i_e, y support <i>Hide-and-peek</i> Book 17.2 igh support <i>In the Night</i> Book 17 i_e, y, igh core <i>I Spy on a Sunday Drive</i> Book 17 i_e, y, igh extended <i>The Red Kite</i>
18  	n, nn for 	Blend sn	Book 18.1 n support <i>Not Now</i> Book 18.1 n, nn core <i>I am Not a Fish</i> Book 18.1 n, nn extended <i>Ant Facts</i>
	ng for 	Rhyme	Book 18.2 ng support <i>Sing a Song</i> Book 18.2 ng core <i>The Fangs</i> Book 18.2 ng extended <i>The Singing King</i>
Assessment: Content Review 4 and Term 2 Single Word Reading Assessments			

Term 3

Unit	Focus Graphemes	Focus Concepts	Decodable Readers
19 	oa, o_e, ow, o_oe for 	Graphemes o_e, oa Grapheme o Homophones (<i>rode/road, nose/knows, no/know</i>)	Book 19.1 o_e, o support <i>Red Tail and Bones at Seal Cove</i> Book 19.2 oa, ow support <i>Row, Row, Row Your Boat</i> Book 19 oa, o_e, ow, o core <i>Mister Bello's Goats</i> Book 19 oa, o_e, ow, o extended <i>Did You Know?</i>
Assessment: Lower Years Spelling Diagnostic Test			
20 	p, pp for 	Blends pl, pr, sp, pt	Book 20.1 p support <i>Pip's Pets</i> Book 20.1 p, pp core <i>Nan and Poppy Day</i> Book 20.1 p, pp extended <i>I Feel So Happy</i>
	r, rr for 	Capital R, Grapheme rr	Book 20.2 r support <i>The Red Ring</i> Book 20.2 r, rr core <i>Hurry Scurry</i> Book 20.2 r, rr extended <i>Little Red</i>
21 	ar, a, are for 	Grapheme ar Grapheme a Questions with Are	Book 21 ar support <i>The Jar</i> Book 21 ar, a core <i>Garfish</i> Book 21 ar, a extended <i>Farmer Mark</i>
22 	s, ss, se for  x for 	Grapheme ss Blends sk, sc, sl, x Suffixes ed, ing	Book 22.1 s, ss, x support <i>Miss Fix-it</i> Book 22.2 se support <i>Goose on the Loose</i> Book 22 s, ss, x, se core <i>What is Summer?</i> Book 22 s, ss, x, se extended <i>Sunny the Seahorse</i>
23 	ir, ur, er, ere for 	Grapheme ir Grapheme ur Questions with Were	Book 23.1 ir, ur support <i>The Dirt Bike Cup</i> Book 23.2 er support <i>Fern</i> Book 23 ir, ur, er core <i>My Bird Book</i> Book 23 ir, ur, er extended <i>The Fern Street Kids</i>
Assessment: Content Review 5			
24 	t, tt for 	Blends tr, st Blends nt, st Capital T, Grapheme tt	Book 24 t support <i>Moon Boot</i> Book 24 t, tt core <i>Spot the Odd One Out</i> Book 24 t, tt extended <i>Tully and Silver</i>
25 	or, ore, a, aw, au, our for 	Grapheme or Grapheme a Graphemes ore, aw, au, our	Book 25.1 or, a support <i>Look How Tall I am!</i> Book 25.2 aw support <i>Up at Dawn</i> Book 25 or, ore, a, aw core <i>My Trip to the Far North</i> Book 25 or, ore, a, aw extended <i>Red Claw and Small Fry</i>
26 	v, ve for 		Book 26.1 v, ve support <i>Find Five</i> Book 26.1 v, ve core <i>The Hive</i> Book 26.1 v, ve extended <i>I Love My Town</i>
	w, wh, u for 	Blends sw, tw, qu Questions with Was, Why, What, When	Book 26.2 w, wh support <i>Whale in the Lake</i> Book 26.2 w, wh, u core <i>I Went to Woop Woop</i> Book 26.2 w, wh, u extended <i>Wet Wombats</i>
27 	oo, u, oul for 	Graphemes oo, u Suffixes ed, ing Questions with Could, Would	Book 27 oo, u support <i>Do Not Pull the Rope</i> Book 27 oo, u core <i>Chookyard Footy</i> Book 27 oo, u extended <i>Brook and Harry at the Funhouse</i>
Assessment: Content Review 6 and Term 3 Single Word Reading Assessments			

Year 1 Yearly Plan

Term 4			
Unit	Focus Graphemes	Focus Concepts	Decodable Readers
28 	y for 	Suffixes s, ed, ing Questions Capital Y	Book 28 y support <i>You Do Not Eat Meat?</i> Book 28 y core <i>I Love Yellow</i> Book 28 y extended <i>Yacker</i>
29 	oo, ew, o, ou, wo for 	Grapheme oo Graphemes ew, o, ou Homophones (<i>to/two/too</i>)	Book 29 oo support <i>Where is All the Blue?</i> Book 29 oo, ew core <i>Moonfish</i> Book 29 oo, ew extended <i>The Blue Moon Crew</i>
30 	z, zz, s for 	Suffix s (plurals) Capital Z , Grapheme zz	Book 30 z, zz, s support <i>Bizz Buzz</i> Book 30 z, zz, s core <i>The Zop</i> Book 30 z, zz, s extended <i>Zoo Day</i>
	Focus phoneme 	Note: Graphemes for  are introduced in Year 4.	
31 	ou, ow for 	Grapheme ow Grapheme ou	Book 31 ou, ow support <i>Our Town</i> Book 31 ou, ow core <i>Helping Out</i> Book 31 ou, ow extended <i>Maggy and Mouse</i>
32 	ch for 		Book 32.1 ch support <i>Here, Chook Chook</i> Book 32.1 ch core <i>Hot Chips</i> Book 32.1 ch extended <i>Crunchy Munchy French Toast</i>
	sh for 		Book 32.2 sh support <i>The Shell</i> Book 32.2 sh core <i>My Fish Book</i> Book 32.2 sh extended <i>Sharks</i>
Assessment: Content Review 7			
33 	oy, oi for 		Book 33.1 oy, oi support <i>Boing!</i> Book 33.1 oy, oi core <i>The Lucky Coin</i> Book 33.1 oy, oi extended <i>Summer at Oyster Point</i>
	eer, ear, ere for 	Homophones (<i>hear/here</i>)	Book 33.2 eer, ear support <i>A Dear Little Cat</i> Book 33.2 eer, ear core <i>Down Near the Bay</i> Book 33.2 eer, ear extended <i>My Ears</i>
34 	th for 		Book 34.1 th support <i>Look at My Teeth</i> Book 34.1 th core <i>The Sloth Park Run</i> Book 34.1 th extended <i>The Path</i>
	th for 	Homophones (<i>their/there</i>)	Book 34.2 th support <i>Dogs</i> Book 34.2 th core <i>Feathers</i> Book 34.2 th extended <i>Family Farms</i>
35 	air, ere, eir for 	Homophones (<i>their/there</i>) Compound Words	Book 35 air support <i>The Hair Nook</i> Book 35 air core <i>Where Does it Come From?</i> Book 35 air extended <i>A Chair for Brown Bear</i>
36 	er for 		Book 36 er support <i>The Not So Eager Beaver</i> Book 36 er core <i>Dapper Snapper</i> Book 36 er extended <i>Hunter</i>
Assessment: Content Review 8 and Term 4 Single Word Reading Assessments			































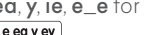








Year 2 Scope and Sequence

Refer to this table for an overview of the scope of the Year 2 program and the sequence of phoneme–grapheme relationships. See the Yearly Plan (pages 18 and 19) for specific information about which concepts are taught and when.

Year 2	
<p>Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling single-syllable CCVC, CVCC, CCVCC, CCCVC and CVCCC words, and some two-syllable words. Students revise the inflectional suffixes s, ed and ing, and learn the suffixes es, er and est. They also learn how to add some of these suffixes to words when a base change is required. Students learn some prefixes and derivational suffixes, and they are introduced to an expanded range of homophones and some contractions. They also learn and revise other Focus Concepts such as blends and compound words.</p>	
Focus Area	Content Taught
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.
Phonics	<p>Phoneme–grapheme relationships</p> <ul style="list-style-type: none"> • b, bb for • a for • k, c, q, ck, ch for x for • e, ea, a, ie, ai for • d, dd for • i, e for • f, ff, ph for • o, a for • g, gg for • u, o for • h, wh for • j, g, ge for • ai, ay, a_e, a, eigh for • l, ll for • ee, ea, y, ie, e_e for • m, mm, mb, me for • i_e, y, igh, i, ie, uy for • n, nn, kn for • ng, n for • oa, o_e, ow, o for • p for • r, rr, wr for • ar, a, are for • s, ss, se, ce, c for x for • ir, ur, or, er, ere, ear for • t, tt for • or, ore, a, aw, au, our for • v, ve for • w, wh, u for • oo, u, oul for • y for ew, u_e for • oo, ew, ue, u_e, o, ou, wo for • z, s, se for • ou, ow, hou for • ch, tch for • sh, ch for • oy, oi for • eer, ear, ere for • th for • th for • air, are, ear, ere, eir, ey're for • er, a, e for
	<p>Helpful Hints for grapheme choice</p> <ul style="list-style-type: none"> • ck, k, c for • Blends cl, cr • Blend qu • Blend x • a for • ay for • ll for • y for • ss for • c for • tch, ch for
Morphology	<p>Prefixes and suffixes</p> <p>Prefixes: un, re</p> <p>Suffixes (inflectional): s (plurals and verbs), es (plurals and verbs), ed, ing, er, est</p> <p>Suffixes (derivational): y, less</p>
	<p>Helpful Hints for suffix addition</p> <p>double, drop e, change y, add es</p>
Homophones	ate/eight, mail/male, plain/plane, sail/sale, be/bee, week/weak, see/sea, bean/been, meet/meat, no/know, new/knew, saw/sore, poor/paw, four/for, caught/court, wood/would, your/you're, to/two/too, here/hear, deer/dear, pear/pair, hare/hair, bare/bear, we're/wear/where, their/there/they're
Contractions	<p>With <i>is/has</i>: it's, who's, here's, he's, she's</p> <p>With <i>will</i>: it'll, I'll, he'll, we'll, she'll, you'll, they'll</p> <p>With <i>I</i>: I'm, I'll, I've</p> <p>With <i>not</i>: wasn't, haven't, don't, isn't, weren't, aren't, didn't, couldn't, shouldn't, wouldn't</p> <p>With <i>have</i>: I've, you've, we've, they've</p> <p>With <i>you</i>: you're, you've, you'll</p>

Year 2 Yearly Plan


















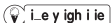


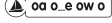



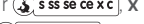










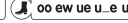
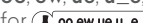
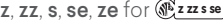
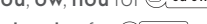



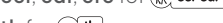



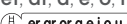






Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy Online*. Students consolidate their understanding with the Student Book activities.

Term 1				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
1	Getting Started Phonemes	Phonemes & Graphemes	Assessment: Lower Years Spelling Diagnostic Test	
2	 b, bb for 	Blends br, bl	Suffixes ed, ing (double)	
3	 a for 	Rhyme	Word Building	Suffix s (plurals)
4	 k, c, q, ck, ch for  x for  s ss se ce xc	Grapheme ck	Graphemes k, c	Blends cl, cr, qu, x
5	 e, ea, a, ie, ai for 	Word Building	Grapheme ea	
Assessment: Content Review 1				
6	 d, dd for 	Blends dr, nd	Suffixes ed, ing (double)	Correct Use of Verbs
7	 i, e for 	Rhyme	Word Building	Suffixes er, est (double)
8	 f, ff, ph for 	Blends fl, fr, ft	Compound Words	
9	 o, a for 	Grapheme a	Suffix es (plurals)	Suffixes er, est (double)
Assessment: Content Review 2				
Term 2				
10	 g, gg for 	Blends gr, gl	Suffixes ed, ing (double)	Correct Use of Verbs
11	 u, o for 	Grapheme o	Suffixes ed, ing (double)	
12	 h, wh for 	Contractions (with <i>is, has</i>)		
	 j, g, ge for 	Grapheme g		
13	 ai, ay, a_e, a, eigh for 	Grapheme ay	Suffix ing (drop e)	Homophones (<i>ate/eight, mail/male, plain/plane, sail/sale</i>)
14	 l, ll for 	Grapheme ll	Blends lt, lp, lf, ld	Contractions (with <i>will</i>)
Assessment: Content Review 3				
15	 ee, ea, y, ie, e_e for 	Grapheme y	Suffix es (change y)	Homophones (<i>be/bee, week/weak, see/sea, bean/been, meet/meat</i>)
16	 m, mm, mb, me for 	Blends sm, mp	Suffix ing (drop e)	Contractions (with <i>l</i>)
17	 i_e, y, igh, i, ie, uy for 	Suffixes es, ed (change y)		Prefix un
18	 n, nn, kn for 	Homophones (<i>no/know, new/knew</i>)		
	 ng, n for 	Assessment: Content Review 4		

Term 3				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
19	 oa, o_e, ow, o for 	Suffixes ed, ing (drop e)	Compound Words	
Assessment: Lower Years Spelling Diagnostic Test				
20	  p for 	r, rr, wr for 	Prefix re	
21	 ar, a, are for 	Grapheme a	Suffixes er, est	
22	 s, ss, se, ce, c for  x for  	Grapheme ss	Graphemes c, ce	Suffixes ed, ing (drop e)
23	 ir, ur, or, er, ere, ear for 	Grapheme or	Graphemes ear, er	Alphabetical Order
Assessment: Content Review 5				
24	 t, tt for 	Synonyms	Contractions (with <i>not</i>)	
25	 or, ore, a, aw, au, our for 	Homophones (<i>knew/new, no/know, saw/sore, poor/paw, four/for, caught/court</i>)	Suffixes er, est	
26	 v, ve for   w, wh, u for 	Contractions (with <i>have</i>)	Antonyms	
27	 oo, u, oul for 	Compound Words	Homophones (<i>wood/would</i>)	Contractions (with <i>not</i>)
Assessment: Content Review 6				
Term 4				
28	 y for  ew, u_e for  	Contractions (with <i>you</i>)	Homophones (<i>your/you're, new/knew</i>)	Alphabetical Order
29	 oo, ew, ue, u_e, o, ou, wo for 	Grapheme u_e	Grapheme ew	Homophones (<i>to/two/too</i>)
30	 z, s, se for   Focus phoneme  Note: Graphemes for  are introduced in Year 4.	Suffixes s, es (plurals)	Suffixes s, es (verbs)	
31	 ou, ow, hou for 	Compound Words	Suffix y	
32	 ch, tch for   sh, ch for 	Grapheme tch		
Assessment: Content Review 7				
33	 oy, oi for   eer, ear, ere for 	Homophones (<i>here/hear, deer/dear</i>)		
34	 th for   th for 			
35	 air, are, ear, ere, eir, ey're for 	Homophones (<i>pear/pair, hare/hair, bare/bear, we're/wear/where, their/there/they're</i>)	Suffix less	
36	 er, a, e for 	Grapheme a		
Assessment: Content Review 8				









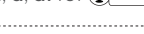





















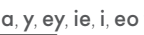








Year 3 Scope and Sequence

Refer to this table for an overview of the scope of the Year 3 program and the sequence of phoneme–grapheme relationships. See the Yearly Plan (pages 21 and 22) for specific information about which concepts are taught and when.

Year 3	
<p>Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling single-syllable words with complex vowel graphemes and working with multisyllabic words. Students revise adding inflectional suffixes to words when a base change is required. They also learn a range of prefixes and derivational suffixes, and how to add the suffix y to words when a base change is required. Students continue to revise and learn homophones and contractions along with other Focus Concepts such as compound words and irregular past tense.</p>	
Focus Area	Content Taught
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.
Phonics	<p>Phoneme–grapheme relationships</p> <ul style="list-style-type: none"> • b, bb for  • a for  • k, c, q, ck, ch for  x for  • e, ea, a, ai for  • d, dd for  • i, e, u, ui for  • f, ff, ph for  • o, a for  • g, gg, gu for  • u, o, ou for  • h, wh for  • j, g, ge, dge for  • ai, ay, a_e, a, ea, eigh for  • l, ll for  • ee, ea, y, ey, ie, i, eo for  • m, mm, mb, me for  • i_e, y, igh, i, ie, uy for  • n, nn, kn for  • ng, n for  • oa, o_e, ow, o, oe for  • p for  • r, rr, wr for  • ar, a, al, au, are for  • s, ss, se, ce, c for  x for   • ir, ur, or, er, ere, ear for  • t, tt for  • or, ore, a, aw, au, oor, ough, augh, ar, al, o for  • v, ve for  • w, wh, u for  • oo, u, oul, o for  • y for  u, ew, u_e, ue, eau for   • oo, ew, ue, u_e, ui, o, ough, wo for  • z, zz, s, se, ze for  • ou, ow, hou for  • ch, tch, t for  • sh, ch, s for  • oy, oi for  • eer, ear, ere for  • th for  • th for  • air, are, ear, ere, eir, ey're for  • er, ar, a, e, o, re, ure for  <p>Helpful Hints for grapheme choice</p> <ul style="list-style-type: none"> • ck, k for  • Blend qu • Blend x • a for  • dge, ge for  • a for  • c for  • tch, ch for 
Morphology	<p>Prefixes and suffixes</p> <p>Prefixes: un, mid, mis, pre, re, dis</p> <p>Suffixes (inflectional): s (plurals and verbs), es (plurals and verbs), ed, ing, er, est</p> <p>Suffixes (derivational): ful, less, y, en, ness, ly, ist, y, er</p> <p>Helpful Hints for suffix addition</p> <p>double, drop e, change y, change f and fe, add es</p>
Homophones	hear/here, hole/whole, who's/whose, wait/weight, tail/tale, ate/eight, brake/break, four/for, saw/sore, caught/court, poor/pour/paw, your/you're, new/knew, blue/blew, through/threw, to/two/too, flour/flower, our/hour, aloud/allowed, their/there/they're, bear/bare, hair/hare, pair/pear, where/we're/wear
Contractions	<p>With <i>is</i>: it's, she's, that's, he's, here's, where's, how's, who's, what's</p> <p>With <i>will</i>: he'll, she'll, I'll, you'll, we'll, they'll, who'll, it'll</p> <p>With <i>not</i>: isn't, don't, wasn't, weren't, haven't, couldn't, didn't, can't, won't, wouldn't, shouldn't</p> <p>With <i>have</i>: I've, you've, we've, they've, could've, would've</p> <p>With <i>you</i>: you'd, you're, you'll, you've</p>

Year 3 Yearly Plan

Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy Online*. Students consolidate their understanding with the Student Book activities.

Term 1				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
1	Getting Started	Phonemes	Phonemes & Graphemes	
Assessment: Lower Years Spelling Diagnostic Test				
2	 b, bb for 	Suffixes ed, ing (double)	Irregular Past Tense	Antonyms
3	 a for 	Suffixes ed, ing (double)	Alphabetical Order	
4	 k, c, q, ck, ch for  x for  s ss se ce xc	Graphemes ck, k	Blends qu, x	Suffix es (plurals)
5	 e, ea, a, ai for 	Grapheme ea	Irregular Past Tense	
Assessment: Content Review 1				
6	 d, dd for 	Compound Words	Suffixes ed, ing (double)	Alphabetical Order
7	 i, e, u, ui for 	Suffixes ed, ing (double)	Suffixes s, es (verbs)	Synonyms
8	 f, ff, ph for 	Suffixes ed, ing (double)	Suffix ful	
9	 o, a for 	Grapheme a	Suffixes er, est (double)	
Assessment: Content Review 2				
Term 2				
10	 g, gg, gu for 	Suffixes er, est (double)	Suffix ful	
11	 u, o, ou for 	Suffixes s, es (verbs)	Prefix un	
12	 h, wh for   j, g, ge, dge for 	Homophones (<i>hear/here, hole/whole, who's/whose</i>)	Contractions (with <i>is</i>)	
Assessment: Content Review 3				
13	 ai, ay, a_e, a, ea, eigh for 	Grapheme dge	Suffixes ed, ing (drop e)	Homophones (<i>wait/weight, tail/tale, ate/eight, brake/break</i>)
14	 l, ll for 	Irregular Past Tense	Suffix less	Contractions (with <i>will</i>)
Assessment: Content Review 3				
15	 ee, ea, y, ey, ie, i, eo for 	Suffixes s, es (change y)	Suffix y	Irregular Plurals
16	 m, mm, mb, me for 	Suffixes s, es (change y)	Prefix mid	Prefix mis
17	 i_e, y, igh, i, ie, uy for 	Suffix ing (drop e)	Suffixes ed, es, ing (change y)	
18	 n, nn, kn for   ng, n for 	Suffix en		
Assessment: Content Review 4				

Year 3 Yearly Plan

Term 3				
19		oa, o_e, ow, o, oe for 	Suffixes s, es (plurals)	Suffixes ed, ing (drop e) Irregular Past Tense
Assessment: Lower Years Spelling Diagnostic Test				
20		p for 	Irregular Past Tense	Prefix pre
		r, rr, wr for 	Prefix re	
21		ar, a, al, au, are for 	Grapheme a	Suffix ness Suffix ly
22		s, ss, se, ce, c for  x for 	Graphemes c, ce	Prefix dis Suffixes s, es (change y)
23		ir, ur, or, er, ere, ear for 	Grapheme or	Compound Words
		Assessment: Content Review 5		
24		t, tt for 	Suffix ist	Contractions (with <i>not</i>)
25		or, ore, a, aw, au, oor, ough, augh, ar, al, o for 	Suffixes er, est (double)	Homophones (<i>four/for, saw/sore, caught/court, poor/pour/paw</i>) Irregular Past Tense
26		v, ve for 	Suffix s (change f and fe)	Contractions (with <i>have</i>)
		w, wh, u for 		
27		oo, u, oul, o for 	Irregular Past Tense	Contractions (with <i>not</i>)
		Assessment: Content Review 6		
Term 4				
28		y for  eau for 	Contractions (with <i>you</i>)	Homophones (<i>your/you're, new/knew</i>)
29		oo, ew, ue, u_e, ui, o, ough, wo for 	Irregular Past Tense	Homophones (<i>blue/blew, through/threw, whose/who's, to/two/too</i>)
30		z, zz, s, se, ze for 	Suffixes s, es (change y , change f and fe)	Suffix y
		Focus phoneme  Note: Graphemes for  are introduced in Year 4.		
31		ou, ow, hou for 	Compound Words	Homophones (<i>flour/flower, our/hour, aloud/allowed</i>)
32		ch, tch, t for 	Grapheme tch	
		sh, ch, s for 	Compound Words	
Assessment: Content Review 7				
33		oy, oi for 		
		eer, ear, ere for 	Homophones (<i>here/hear</i>)	
34		th for 	Compound Words	
		th for 	Homophones (<i>their/there/they're</i>)	
35		air, are, ear, ere, eir, ey're for 	Homophones (<i>bear/bare, hair/hare, pair/pear, there/their/they're, where/we're/wear</i>)	Compound Words
36		er, ar, a, e, o, re, ure for 	Suffix er	
		Assessment: Content Review 8		

Year 4 Scope and Sequence

Refer to this table for an overview of the scope of the Year 4 program and the sequence of phoneme–grapheme relationships. See the Yearly Plan (pages 24 and 25) for specific information about which concepts are taught and when.

Year 4	
<p>Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling single-syllable words with complex vowel graphemes and working with multisyllabic words. Due to the complexity of the words students are working with, there is a strong focus on vocabulary. Students revise adding inflectional suffixes to words when a base change is required. They also learn a range of prefixes and derivational suffixes, and how to add some of the derivational suffixes to words when a base change is required. Students continue to revise and learn homophones and contractions along with other Focus Concepts such as compound words and irregular past tense.</p>	
Focus Area	Content Taught
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.
Phonics	<p>Phoneme–grapheme relationships</p> <ul style="list-style-type: none"> • b, bb for • a for • k, c, q, ck for x for • e, ea, a, ie for • d, dd for • i, e, u, ui for • f, ph, gh for • o, a for • g, gg, gu for • u, o, oo, ou for • h, wh for • j, g, ge, dge for • ai, a_e, a, ea, ey, eigh for • l, ll for • ee, e, ea, y, ey, ie, eo for • m, mm, mb for • i_e, y, igh, i, ie, uy, is, eye for • n, kn for • ng, n for • oa, o_e, ow, o, oe, ough for • p, pp for • r, rr, wr for • ar, a, ear, al, au for • s, ss, se, ce, c for x for • ir, ur, or, er, ere, ear, our for • t, tt for • or, ore, a, aw, au, oor, ough, augh, our, al, ure for • v, ve for • w, wh, u for • oo, u, oul, o for • y for u, ew, u_e, ue, eau, iew for • oo, ew, ue, u_e, ui, oe, ough for • z, zz, s, se for • s, si for • ou, ow, ough, hou for • ch, tch, t for • sh, ti, ci for • oy, oi for • eer, ear, ere, ier for • th for • th for • air, are, ear, ere, eir, ai, ar, a, ey're for • er, or, a, e, i, o, ai, ure, our for <p>Helpful Hints for grapheme choice</p> <ul style="list-style-type: none"> • ck, k, c for • a for
Morphology	<p>Prefixes and suffixes</p> <p>Prefixes: ex, mis, dis, un, in, im, fore, bi, tri, pre, re, sub, inter, super, out</p> <p>Suffixes (inflectional): s (plurals and verbs), es (plurals and verbs), ed, ing, er, est</p> <p>Suffixes (derivational): y, ful, ly, er, ment, ness, ship, en, ous, wards, hood, ish, ion, or, ist</p> <p>Helpful Hints for suffix addition</p> <p>double, drop e, change y, change f and fe, add es</p>
Homophones	great/grate, groan/grown, guest/guessed, herd/heard, whose/who's, hole/whole, break/brake, sail/sale, plane/plain, ate/eight, peace/piece, meter/metre, weak/week, storey/story, sea/see, scene/seen, hi/high, l/eye, right/write, mined/mind, tide/tied, tows/toes, know/nose, role/roll, rose/rows, throne/thrown, shore/sure, court/caught, poor/pour/paw, for/four, sore/saw, flour/flower, our/hour, aloud/allowed, their/there/they're, where/wear/we're, pair/pear, fare/fair, bear/bare, hair/hare, pears/pairs
Contractions	With <i>have/has/is</i> : I've, we've, you've, they've, he's, here's, who's, she's, could've, should've With <i>will</i> : I'll, you'll, he'll, we'll, she'll, they'll With <i>not</i> : don't, wasn't, shouldn't, wouldn't, can't, won't, couldn't, didn't, haven't

Year 4 Yearly Plan

Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy Online*. Students consolidate their understanding with the Student Book activities.

Term 1				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
1	Getting Started	Phonemes	Phonemes & Graphemes	
Assessment: Upper Years Spelling Diagnostic Test				
2	 b, bb for 	Suffixes ed, ing (double)	Compound Words	Irregular Past Tense
3	 a for 	Suffixes ed, ing (double)	Synonyms	
4	 k, c, q, ck for  x for  s ss se ce x c	Graphemes ck, k, c	Prefix ex	
5	 e, ea, a, ie for 	Compound Words	Suffixes s, es (verbs)	
Assessment: Content Review 1				
6	 d, dd for 	Suffixes ed, ing (drop e)	Prefixes mis, dis, un	Irregular Past Tense
7	 i, e, u, ui for 	Suffixes er, est (double)	Prefixes in, im	
8	 f, ph, gh for 	Suffixes s, es (change y)	Suffix s (change f and fe)	Prefix fore
9	 o, a for 	Grapheme a	Suffixes ed, ing, s, es (double)	Synonyms & Antonyms
Assessment: Content Review 2				
Term 2				
10	 g, gg, gu for 	Suffixes ed, ing (double, drop e)	Homophones (<i>great/grate, groan/grown, guest/guessed</i>)	
11	 u, o, oo, ou for 	Suffix es (change y)	Suffix y	
12	 h, wh for 	Contractions (with <i>have, has, is</i>)	Homophones (<i>herd/heard, whose/who's, hole/whole</i>)	
	 j, g, ge, dge for 	Grapheme g		
13	 ai, a_e, a, ea, ey, eigh for 	Suffixes y, er, est (drop e, change y)	Homophones (<i>break/brake, great/grate, sail/sale, plane/plain, ate/eight</i>)	
14	 l, ll for 	Suffix ful	Contractions (with <i>will</i>)	
Assessment: Content Review 3				
15	 ee, e, ea, y, ey, ie, eo for 	Suffix ly	Homophones (<i>peace/piece, meter/metre, weak/week, storey/story, sea/see, scene/seen</i>)	
16	 m, mm, mb for 	Suffix er	Suffix ment	
17	 i_e, y, igh, i, ie, uy, is, eye for 	Suffixes ed, ing, s, es (drop e, change y)	Prefixes bi, tri	Homophones (<i>hi/high, ll/eye, right/write, mined/mind, tide/tied</i>)
	 n, kn for 	Suffix ness	Contractions (with <i>not</i>)	
18	 ng, n for 			
Assessment: Content Review 4				

Term 3				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
19	 oa, o_e, ow, o, oe, ough for 	Homophones (<i>tows/toes, knows/nose, role/roll, rose/rows, throne/thrown</i>)	Suffixes s, es (change y , change f and fe)	
Assessment: Upper Years Spelling Diagnostic Test				
20	  p, pp for   r, rr, wr for 	Suffix ship Prefixes pre, re		
21	 ar, a, ear, al, au for 	Suffix en		
22	 s, ss, se, ce, c for  x for  	Suffix ous	Prefix sub	
23	 ir, ur, or, er, ere, ear, our for 	Suffixes y, er, est (change y)		
Assessment: Content Review 5				
24	 t, tt for 	Prefix inter	Contractions (with not)	
25	 or, ore, a, aw, au, oor, ough, augh, our, al, ure for 	Homophones (<i>shore/sure, court/caught, poor/pour/paw, for/four, sore/saw</i>)	Irregular Past Tense	
26	 v, ve for   w, wh, u for 	Contractions (with have) Suffix wards		
27	 oo, u, oul, o for 	Suffix hood	Irregular Past Tense	
Assessment: Content Review 6				
Term 4				
28	 y for  u, ew, u_e, ue, eau, iew for  	Suffix ish		
29	 oo, ew, ue, u_e, ui, oe, ough for 	Prefix super	Irregular Past Tense	
30	 z, zz, s, se for   s, si for 	Homophones (<i>whose/who's</i>)	Suffixes s, es (change y , change f and fe)	
31	 ou, ow, ough, hou for 	Prefix out	Homophones (<i>flour/flower, our/hour, aloud/allowed</i>)	
32	 ch, tch, t for   sh, ti, ci for 	Suffix ion		
Assessment: Content Review 7				
33	 oy, oi for   eer, ear, ere, ier for 			
34	 th for   th for 	Homophones (<i>their/there/they're</i>)		
35	 air, are, ear, ere, eir, ai, ar, a, ey're for 	Homophones (<i>where/wear/we're, pair/pear, fare/fair, bear/bare, their/there/they're, hair/hare, storey/story, pears/pairs</i>)		
36	 er, or, a, e, i, o, ai, ure, our for 	Suffixes er, or, ist		
Assessment: Content Review 8				









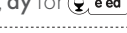





















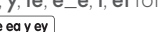









Year 5 Scope and Sequence

Refer to this table for an overview of the scope of the Year 5 program and the sequence of phoneme–grapheme relationships. See the Yearly Plan (pages 27 and 28) for specific information about which concepts are taught and when.

Year 5	
<p>Students revise previously taught phoneme–grapheme relationships and learn additional graphemes. Teaching is focused on reading and spelling multisyllabic words. Due to the complexity of the words students are working with, there is a strong focus on vocabulary. Students revise adding inflectional suffixes to words when a base change is required. They also learn a wide range of prefixes and derivational suffixes, and how to add some of the derivational suffixes to words when a base change is required. Students learn common Greek and Latin roots, and the etymology of a variety of English words. They continue to revise and learn homophones and contractions.</p>	
Focus Area	Content Taught
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.
Phonics	<p>Phoneme–grapheme relationships</p> <ul style="list-style-type: none"> • b, bb for • a for • k, c, q, ck, x, ch for for • e, ea, ay for • d, dd for • i, y, o for • f, ff, ph, gh for • o, a, ho, au, ow for • g, gu, gh for • u, o, oo, ou for • h for • j, g, ge, dge, dg, gg, dj for • ai, ay, a_e, a, eigh, aigh for • l, ll, le for • e, ea, y, ie, e_e, i, ei for • m, mm, mb, mn for • i_e, y, igh, i, eigh for • n, kn for • ng, n for • oa, o_e, ow, o, ough, ou for • p, pp for • r, rr, wr for • ar, a, al, au, ah for • s, ss, se, ce, c, sc, sw for x for • ir, ur, or, er, ear, err, urr for • t, tt, te, bt for • or, aw, au, oar, ough, augh, our, ar, o, ure, oa for • v, ve for • w, wh, u for • oo, u, oul, o, ou for • y for u, ew, u_e, ue for • oo, u_e, u, ui, o, oe, ough, ou for • zz, s, se, ze, ss for • s, si for • ou, ow, ough, hou for • ch, tch, ti, t for • ti, ci, s, ss, ssi, xi for • oy, oi for • eer, ear, ere, ier, e, ea for • th for • th, the for • air, are, ere, ar, a, ayor, ey're for • er, ar, a, e, i, o, u, ure, ou, our for
Morphology	<p>Prefixes and suffixes</p> <p>Prefixes: anti, dia, kilo, milli, ex, dec, deci, cent, dis, mis, in, de, im, il, ir, non, quad, oct, multi, semi, com, bi, tri, en, pre, re, circum, inter, tele, trans, auto, sub, super</p> <p>Suffixes (inflectional): s (plurals and verbs), es (plurals and verbs), ed, ing, er, est</p> <p>Suffixes (derivational): ion, ive, ness, ment, y, er, or, ee, ful, less, able, ly, en, ous, ise, al</p> <hr/> <p>Helpful Hints for suffix addition</p> <p>double, drop e, change y, change f and fe, add es</p> <hr/> <p>Greek and Latin roots</p> <p>Greek roots: astro, aster, graph, phon, photo</p> <p>Latin roots: ang, aqua, anim, struct, ject, scribe, script, mot, pos, port, circ, rupt, sect, aud, cap, mit, pel</p>
Etymology	<ul style="list-style-type: none"> • Grapheme ch for • Word origins – Indigenous Australian languages (Wemba Wemba, Yuwaalaraay, Guugu Yimidhirr, Dharug, Noongar, Gamilaraay, Wiradjuri) • Word origins – Turkish, Dutch, Portuguese, French, Latin, Spanish, German
Homophones	band/banned, bored/board, berry/bury, boarder/border, billed/build, buoy/boy, weight/wait, break/brake, pain/pane, rays/raise, days/daze, waist/waste, reel/real, peak/peek, seen/scene, steal/steel, creak/creek, piece/peace, mode/mowed, lone/loan, bolder/boulder, so/sew/sow, soared/sword, paced/paste, seller/cellar, scents/cents, sight/site, lesson/lessen, sure/shore, storey/story, foreword/forward, you're/your, coarse/course, sore/saw/soar, hoarse/horse, forth/fourth, week/weak, whale/wail, weather/whether, word/whirled, we're/wear/where, dew/due, ewe/you, cue/queue, allowed/aloud, flour/flower, council/counsel, hour/our, hair/hare, bare/bear, mare/mayor, they're/their/there, stares/stairs, fare/fair, flair/flare, pare/pair/pear, heir/air
Contractions	Contractions with <i>have</i> : should've, could've, would've

Year 5 Yearly Plan

Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy Online*. Students consolidate their understanding with the Student Book activities.




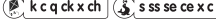
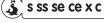








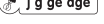




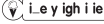


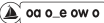



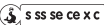
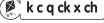









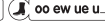














Term 1				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
1	Getting Started	Phonemes	Phonemes & Graphemes	
Assessment: Upper Years Spelling Diagnostic Test				
2	 b, bb for 	Suffixes ed, ing (double, change y , drop e)	Homophones (<i>band/banned, bored/board, berry/bury, boarder/border, billed/build, buoy/boy</i>)	
3	 a for 	Prefixes anti, dia	Greek Roots astro, aster & Latin Roots ang, aqua, anim	
4	 k, c, q, ck, x, ch for  x for  s ss se ce xc	Grapheme ch	Prefixes kilo, milli	Suffix ion
5	 e, ea, ay for 	Prefix ex	Prefixes dec, deci, cent	
Assessment: Content Review 1				
6	 d, dd for 	Prefixes dis, mis	Prefixes in, de	
7	 i, y, o for 	Prefixes in, im, il, ir	Suffix ive	
8	 f, ff, ph, gh for 	Suffixes s, es (change y , change f and fe)	Greek Roots graph, phon, photo	
9	 o, a, ho, au, ow for 	Prefix non	Prefixes quad, oct	
Assessment: Content Review 2				
Term 2				
10	 g, gu, gh for 	Suffixes ed, ing (drop e , double)	Suffixes ness, ment	
11	 u, o, oo, ou for 	Suffixes y, er, est (change y , drop e)	Latin Root struct	
12	 h for   j, g, ge, dge, dg, gg, dj for 	Latin Root ject		
13	 ai, ay, a_e, a, eigh, aigh for 	Homophones (<i>weight/wait, break/brake, pain/pane, rays/raise, days/daze, waist/waste</i>)	Suffixes er, or, ee	
14	 l, ll, le for 	Suffixes ful, less	Suffix able	
Assessment: Content Review 3				
15	 e, ea, y, ie, e_e, i, ei for 	Suffix ly	Homophones (<i>reel/real, peak/peek, seen/scene, steal/steel, creak/creek, piece/peace</i>)	
16	 m, mm, mb, mn for 	Prefixes multi, semi	Prefix com	
17	 i_e, y, igh, i, eigh for 	Prefixes bi, tri	Latin Roots scrib, script	
18	 n, kn for   ng, n for 	Prefix & Suffix en		
Assessment: Content Review 4				
Term 3				
19	 oa, o_e, ow, o, ough, ou for 	Homophones (<i>mode/mowed, lonel/loan, bolder/boulder, so/sew/sow</i>)	Latin Roots mot, pos	
Assessment: Upper Years Spelling Diagnostic Test				

Year 5 Yearly Plan

Term 3 continued				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
20	 p, pp for 	Latin Root port		
	 r, rr, wr for 	Prefixes pre, re		
21	 ar, a, al, au, ah for 	Word Origins		Plurals (irregular plurals, change y , change f and fe)
22	 s, ss, se, ce, c, sc, sw for  x for  	Suffix ous		Homophones (<i>soared/sword, paced/paste, seller/cellar, scents/cents, sight/site, lesson/lessen</i>)
23	 ir, ur, or, er, ear, err, urr for 	Suffixes ed, ing (double)		Prefix circum & Latin Root circ
	Assessment: Content Review 5			
24	 t, tt, te, bt for 	Prefixes inter, tele, trans		Latin Roots rupt, sect
25	 or, aw, au, oar, ough, augh, our, ar, o, ure, oa for 	Prefix auto & Latin Root aud		Homophones (<i>sure/shore, storey/story, foreword/forward, you're/your, coarse/course, sore/saw/soar, hoarse/horse, forth/fourth</i>)
26	 v, ve for 			
	 w, wh, u for 	Homophones (<i>week/weak, whale/wail, weather/whether, waist/waste, world/whirled, we're/wear/where</i>)		
27	 oo, u, oul, o, ou for 	Compound Words		Contractions (with <i>have</i>)
	Assessment: Content Review 6			
Term 4				
28	 y for  u, ew, u_e, ue for  	Word Origins		Homophones (<i>dew/du, ewe/you, cue/queue</i>)
29	 oo, u_e, u, ui, o, oe, ough, ou for 	Word Origins		Prefixes sub, super
30	 zz, s, se, ze, ss for 	Suffix ise		
	 s, si for 	Suffix ion		
31	 ou, ow, ough, hou for 	Homophones (<i>allowed/aloud, flour/flower, council/counsel, hour/our</i>)		Suffix able
32	 ch, tch, ti, t for 			
	 ti, ci, s, ss, ssi, xi for 	Suffix ion		
Assessment: Content Review 7				
33	 oy, oi for 			
	 eer, ear, ere, ier, e, ea for 			
34	 th for 			
	 th, the for 			
35	 air, are, ere, ar, a, ayor, ey're for 	Suffix Revision		Homophones (<i>hair/hare, bare/bear, mare/mayor, they're/their/there, stares/stairs, where/we're/wear, fare/fair, flair/flare, pare/pair/pear, heir/air</i>)
36	 er, ar, a, e, i, o, u, ure, ou, our for 	Suffix al		Latin Roots cap, mit, pel
	Assessment: Content Review 8			




Year 6 Scope and Sequence

Refer to this table for an overview of the scope of the Year 6 program and the sequence of phoneme–grapheme relationships. See the Yearly Plan (pages 30 and 31) for specific information about which concepts are taught and when.

Year 6	
Focus Area	Content Taught
Phonemic awareness	Phonemic awareness skills are revised in the context of reading and spelling.
Phonics	<p>Phoneme–grapheme relationships</p> <ul style="list-style-type: none"> • b, bb, pb for  b bb • a for  a • k, c, q, ck, x, ch, que for  k c q ck x ch, x for  k c q ck x ch,  s s s se ce x c • e, ea, a, eo for  e ea • d, dd for  d dd • i, y, e, ui, a for  i • f, ff, ph for  f ff ph • o, a, ho, au, ow, ach, e for  o a • g, gu, gue for  g gg • u, o, ou for  u o • h for  h • j, g, ge, gg, d for  j g ge dge • ai, ay, a_e, a, ei, eigh, et, e for  ai ay a_e a • l, ll for  l ll • ee, e, ea, y, ie, e_e, i, ei for  ee e ea y ie e_e i ei • m, mm, me for  m mm mb • i_e, y, igh, i, ir for  i_e y igh i ie • n, kn, ne for  n nn kn • ng, n, ngue for  ng n • oa, o_e, ow, o, ough for  oa o_e ow o • p, pp for  p pp • r, rr, rh for  r rr wr • ar, a, ear, au, er for  ar a • s, ss, ce, c, sc, st, sw for  s ss se ce x c, x for  k c q ck x ch,  s s s se ce x c • ir, ur, er, ear, our, urr for  ir ur or er • t, tt for  t tt • or, ore, a, aw, au, augh, oa, hau, aur for  or ore a aw au • v, ve for  v ve • wh, u for  w wh u • oo, u, oul, o, ou for  oo u • i, u for  y u, u, ui, eu, ew, u_e, ue, ueue for  y u,  oo ew ue u_e u • oo, ew, ue, u_e, u, o, ough, ou, oeu for  oo ew ue u_e u • z, s, ss for  z zz s se, x for  g gg • s, si for  s si • ou, ow, ough for  ou ow • ch, ti, t for  ch tch • sh, ch, ti, ss, ssi for  sh ch ti ci • oy, oi for  oy oi • eer, ere, ier, e, ir, ea for  eer ear • th for  th • th, the for  th • air, are, ere, ar, a, ayor, ea, aire, ae for  air are • er, ar, a, e, i, o, u, ure, ou for  er ar a e i o u ure ou
Morphology	<p>Prefixes and suffixes</p> <p>Prefixes: ex, dec, cent, kilo, dis, mis, in, im, il, ir, anti, non, con, hyper, hypo, mono, multi, com, co, pro, circum, auto, trans, uni, sub, super, out, syn, sym, inter, ad, ac</p> <p>Suffixes (inflectional): s (verbs), es (verbs), ed, ing</p> <p>Suffixes (derivational): able, ion, ly, er, or, ist, ation, al, ty, ity, ify, ance, ence, ous, ment, ive, ise, sion, less, ian</p> <p>Helpful Hints for suffix addition</p> <p>double, drop e, change y</p> <p>Greek and Latin roots</p> <p>Greek roots: pod, graph, gram, hydr, geo, bio, logy, meter, therm, aer, aero</p> <p>Latin roots: tract, cess, cep, sect, ped, duc, duct, duce, flex, flect, frag, fract, struct, rupt, ceed, cede, cess, mot, pos, spect, press, circ, vers, vert, ject, fact, fect, port, form, aqua</p>
Etymology	<ul style="list-style-type: none"> • Grapheme ph for  f ff ph • Word origins – Greek, Latin, Arabic, French, Japanese, German, Spanish, Persian, Dutch, Italian, Hawaiian, Hindi
Homophones	practice/practise, reign/rain, patience/patients, stationary/stationery, licence/license, minor/miner, site/sight, idol/idle, sauce/source, horse/hoarse, muscle/mussel, principal/principle
Contractions	Contractions with <i>have</i> : should've, could've, would've

Year 6 Yearly Plan

Teach explicit whole-class lessons using the lesson guides and slideshows at *Sound Waves Literacy Online*. Students consolidate their understanding with the Student Book activities.











Term 1				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
1	Getting Started	Phonemes	Phonemes & Graphemes	
Assessment: Upper Years Spelling Diagnostic Test				
2	 b, bb, pb for 	Suffixes ed, ing, s, es (change y , drop e , double)	Suffix able	
3	 a for 	Latin Root tract	Homophones (<i>practice/practise</i>)	
4	 k, c, q, ck, x, ch, que for  x for  s s s e c e x c	Prefix ex	Suffix ion	
5	 e, ea, a, eo for 	Latin Roots cess, cep, sect	Prefixes dec, cent, kilo	
Assessment: Content Review 1				
6	 d, dd for 	Greek Root pod & Latin Root ped	Latin Roots duc, duct, duce	
7	 i, y, e, ui, a for 	Prefixes dis, mis	Prefixes in, im, il, ir	
8	 f, ff, ph for 	Grapheme ph	Latin Roots flex, flect, frag, fract	
9	 o, a, ho, au, ow, ach, e for 	Prefixes anti, non	Prefix con	
Assessment: Content Review 2				
Term 2				
10	 g, gu, gue for 	Suffix ly	Greek Roots graph, gram	
11	 u, o, ou for 	Suffixes er, or, ist	Latin Roots struct, rupt	
12	 h for 	Prefixes hyper, hypo & Greek Root hydr		
	 j, g, ge, gg, d for 	Greek Roots geo, bio, logy		
13	 ai, ay, a_e, a, ei, eigh, et, e for 	Suffix ation	Homophones (<i>reign/rain, patience/patients, stationary/stationery</i>)	
14	 l, ll for 	Suffixes ed, ing (double)	Suffix al	Prefixes mono, multi
Assessment: Content Review 3				
15	 ee, e, ea, y, ie, e_e, i, ei for 	Suffixes ty, ity	Latin Roots ceed, cede, cess	
16	 m, mm, me for 	Prefix com	Greek Root meter	
17	 i_e, y, igh, i, ir for 	Suffix ify	Homophones (<i>licence/license, minor/miner, site/sight, idoll/idle</i>)	
	 n, kn, ne for 	Suffixes ance, ence		
18	 ng, n, ngue for 			
Assessment: Content Review 4				

Term 3				
Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4
19	 oa, o_e, ow, o, ough for 	Prefix co	Latin Roots mot, pos	
Assessment: Upper Years Spelling Diagnostic Test				
20	  p, pp for 	Latin Roots spect, press		
	 r, rr, rh for 	Prefix pro		
21	 ar, a, ear, au, er for 	Word Origins	Portmanteaus	
22	 s, ss, ce, c, sc, st, sw for  x for  	Suffix ous	Homophones (<i>sauce/source, horse/hoarse, muscle/mussel, principal/principle</i>)	
23	 ir, ur, er, ear, our, urr for 	Suffixes ed, ing (double)	Prefix circum & Latin Root circ	Latin Roots vers, vert
Assessment: Content Review 5				
24	 t, tt for 	Suffix ment	Latin Roots ject, fact, fect	
25	 or, ore, a, aw, au, augh, oa, hau, aur for 	Prefix auto	Prefix trans & Latin Roots port, form	
26	 v, ve for 	Suffix ive		
	 wh, u for 			
27	 oo, u, oul, o, ou for 	Contractions (with <i>have</i>)	Word Origins	
Assessment: Content Review 6				
Term 4				
28	 i, u for  u, ui, eu, ew, u_e, ue, ueue for  	Word Origins	Prefix uni	
29	 oo, ew, ue, u_e, u, o, ough, ou, oeu for 	Word Origins	Prefixes sub, super	
30	 z, s, ss for  x for  	Suffix ise		
	 s, si for 	Suffix sion		
31	 ou, ow, ough for 	Prefix out	Suffix less	
32	 ch, ti, t for 			
	 sh, ch, ti, ss, ssi for 	Suffix ion		
Assessment: Content Review 7				
33	 oy, oi for 			
	 eer, ere, ier, e, ir, ea for 			
34	 th for 	Prefixes syn, sym & Greek Root therm		
	 th, the for 			
35	 air, are, ere, ar, a, ayor, ea, aire, ae for 	Suffix ian	Greek Roots aer, aero & Latin Root aqua	
36	 er, ar, a, e, i, o, u, ou for 	Prefix inter	Prefixes ad, ac	
Assessment: Content Review 8				













Years 1–6 Focus Concepts (Unit View)

Years 1–6 Focus Concepts (Unit View)













This section of the document shows the Focus Concepts taught in Lessons 2–4 of each unit. In Lesson 1 of each unit, students are introduced to a focus phoneme, grapheme/s and words containing the focus phoneme. Refer to pages 13–31 for the Lesson 1 content.

Units 1–11		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Getting Started						
2		<ul style="list-style-type: none"> Blends br, bl Capital B, Grapheme bb 	<ul style="list-style-type: none"> Blends br, bl Suffixes ed, ing 	<ul style="list-style-type: none"> Suffixes ed, ing Irregular Past Tense Antonyms 	<ul style="list-style-type: none"> Suffixes ed, ing Compound Words Irregular Past Tense 	<ul style="list-style-type: none"> Suffixes ed, ing Homophones 	<ul style="list-style-type: none"> Suffixes ed, ing, s, es Suffix able
3		<ul style="list-style-type: none"> Rhyme Word Building 	<ul style="list-style-type: none"> Rhyme Word Building Suffix s 	<ul style="list-style-type: none"> Suffixes ed, ing Alphabetical Order 	<ul style="list-style-type: none"> Suffixes ed, ing Synonyms 	<ul style="list-style-type: none"> Prefixes anti, dia Greek Roots astro, aster & Latin Roots ang, aqua, anim 	<ul style="list-style-type: none"> Latin Root tract Homophones
4		<ul style="list-style-type: none"> Grapheme ck Blends cl, cr Blends qu, x 	<ul style="list-style-type: none"> Grapheme ck, k Graphemes k, c Blends cl, cr, qu, x 	<ul style="list-style-type: none"> Graphemes ck, k Blends qu, x Suffix es 	<ul style="list-style-type: none"> Graphemes ck, k, c Prefix ex 	<ul style="list-style-type: none"> Grapheme ch Prefixes kilo, milli Suffix ion 	<ul style="list-style-type: none"> Prefix ex Suffix ion
5		<ul style="list-style-type: none"> Rhyme Word Building 	<ul style="list-style-type: none"> Word Building Grapheme ea 	<ul style="list-style-type: none"> Grapheme ea Irregular Past Tense 	<ul style="list-style-type: none"> Compound Words Suffixes s, es 	<ul style="list-style-type: none"> Prefix ex Prefixes dec, deci, cent 	<ul style="list-style-type: none"> Latin Roots cess, cep, sect Prefixes dec, cent, kilo
6		<ul style="list-style-type: none"> Blend dr Blend nd Capital D, Grapheme dd 	<ul style="list-style-type: none"> Blends dr, nd Suffixes ed, ing Correct Use of Verbs 	<ul style="list-style-type: none"> Compound Words Suffixes ed, ing Alphabetical Order 	<ul style="list-style-type: none"> Suffixes ed, ing Prefixes mis, dis, un Irregular Past Tense 	<ul style="list-style-type: none"> Prefixes dis, mis Prefixes in, de 	<ul style="list-style-type: none"> Greek Root pod & Latin Root ped Latin Roots duc, duct, duce
7		<ul style="list-style-type: none"> Rhyme Word Building Suffix s 	<ul style="list-style-type: none"> Rhyme Word Building Suffixes er, est 	<ul style="list-style-type: none"> Suffixes ed, ing Suffixes s, es Synonyms 	<ul style="list-style-type: none"> Suffixes er, est Prefixes in, im 	<ul style="list-style-type: none"> Suffixes in, im, il, ir Suffix ive 	<ul style="list-style-type: none"> Prefixes dis, mis Prefixes in, im, il, ir
8		<ul style="list-style-type: none"> Blends fl, fr Blend ft Capital F, Grapheme ff 	<ul style="list-style-type: none"> Blends fl, fr, ft Compound Words 	<ul style="list-style-type: none"> Suffixes ed, ing Suffix ful 	<ul style="list-style-type: none"> Suffixes s, es Suffix s Prefix fore 	<ul style="list-style-type: none"> Suffixes s, es Greek Roots graph, phon, Prefix photo 	<ul style="list-style-type: none"> Grapheme ph Latin Roots flex, flect, frag, fract
9		<ul style="list-style-type: none"> Rhyme Word Building Grapheme a 	<ul style="list-style-type: none"> Grapheme a Suffix es Suffixes er, est 	<ul style="list-style-type: none"> Grapheme a Suffixes ed, ing, s, es Synonyms & Antonyms 	<ul style="list-style-type: none"> Prefix non Prefixes quad, oct 	<ul style="list-style-type: none"> Prefixes anti, non Prefix con 	<ul style="list-style-type: none"> Suffix ly Greek Roots graph, gram
10		<ul style="list-style-type: none"> Blends gr, gl Capital G, Grapheme gg 	<ul style="list-style-type: none"> Blends gr, gl Suffixes ed, ing Correct Use of Verbs 	<ul style="list-style-type: none"> Suffixes er, est Suffix ful 	<ul style="list-style-type: none"> Suffixes ed, ing Homophones 	<ul style="list-style-type: none"> Suffixes ed, ing Suffixes ness, ment 	<ul style="list-style-type: none"> Suffix ly Greek Roots graph, gram
11		<ul style="list-style-type: none"> Rhyme Word Building Grapheme o 	<ul style="list-style-type: none"> Grapheme o Suffixes ed, ing 	<ul style="list-style-type: none"> Suffixes s, es Prefix un 	<ul style="list-style-type: none"> Suffix es Suffix y 	<ul style="list-style-type: none"> Suffixes y, er, est Latin Root struct 	<ul style="list-style-type: none"> Suffixes er, or, ist Latin Roots struct, rupt

Units 12–21

Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
12 	<ul style="list-style-type: none"> Capital H 	<ul style="list-style-type: none"> Contractions 	<ul style="list-style-type: none"> Homophones Contractions 	<ul style="list-style-type: none"> Contractions Homophones 	<ul style="list-style-type: none"> Latin Root ject 	<ul style="list-style-type: none"> Prefixes hyper, hypo & Greek Root hydr
13 	<ul style="list-style-type: none"> Suffixes ed, ing 	<ul style="list-style-type: none"> Grapheme g 	<ul style="list-style-type: none"> Grapheme dge 	<ul style="list-style-type: none"> Grapheme g 	<ul style="list-style-type: none"> Homophones Suffixes er, or, ee 	<ul style="list-style-type: none"> Greek Roots geo, bio, logy
14 	<ul style="list-style-type: none"> Graphemes ay Grapheme ai Grapheme a_e 	<ul style="list-style-type: none"> Grapheme ay Suffix ing Homophones 	<ul style="list-style-type: none"> Suffixes ed, ing Homophones 	<ul style="list-style-type: none"> Suffixes y, er, est Homophones 	<ul style="list-style-type: none"> Homophones 	<ul style="list-style-type: none"> Suffix ation Homophones
15 	<ul style="list-style-type: none"> Blends bl, gl, cl, fl Blends lt, lp, lf, lk Grapheme ll 	<ul style="list-style-type: none"> Grapheme ll Blends lt, lp, lf, ld Contractions 	<ul style="list-style-type: none"> Irregular Past Tense Suffix less Contractions 	<ul style="list-style-type: none"> Suffix ful Contractions 	<ul style="list-style-type: none"> Suffixes ful, less Suffix able 	<ul style="list-style-type: none"> Suffixes ed, ing Suffix al Prefixes mono, multi
16 	<ul style="list-style-type: none"> Graphemes ee, ea Grapheme y 	<ul style="list-style-type: none"> Grapheme y Suffix es Homophones 	<ul style="list-style-type: none"> Suffixes s, es Suffix y Irregular Plurals 	<ul style="list-style-type: none"> Suffix ly Homophones 	<ul style="list-style-type: none"> Suffix ly Homophones 	<ul style="list-style-type: none"> Suffixes ty, ity Latin Roots ceed, cede, cess
17 	<ul style="list-style-type: none"> Blends sm, mp Suffixes ed, ing Capital M, Grapheme mm 	<ul style="list-style-type: none"> Blends sm, mp Suffix ing Contractions 	<ul style="list-style-type: none"> Suffixes s, es Prefix mid Prefix mis 	<ul style="list-style-type: none"> Suffix er Suffix ment 	<ul style="list-style-type: none"> Prefixes multi, semi Prefix com 	<ul style="list-style-type: none"> Prefix com Greek Root meter
18 	<ul style="list-style-type: none"> Grapheme y Grapheme i_e Grapheme igh 	<ul style="list-style-type: none"> Suffixes es, ed Prefix un 	<ul style="list-style-type: none"> Suffix ing Suffixes ed, es, ing 	<ul style="list-style-type: none"> Suffixes ed, ing, s, es Prefixes bi, tri Homophones 	<ul style="list-style-type: none"> Prefixes bi, tri Latin Roots scrib, script 	<ul style="list-style-type: none"> Suffix ify Homophones
19 	<ul style="list-style-type: none"> Blend sn 	<ul style="list-style-type: none"> Homophones 	<ul style="list-style-type: none"> Suffix en 	<ul style="list-style-type: none"> Suffix ness Contractions 	<ul style="list-style-type: none"> Prefix & Suffix en 	<ul style="list-style-type: none"> Suffixes ance, ence
20 	<ul style="list-style-type: none"> Graphemes o_e, oa Grapheme o Homophones 	<ul style="list-style-type: none"> Suffixes ed, ing Compound Words 	<ul style="list-style-type: none"> Suffixes s, es Suffixes ed, ing Irregular Past Tense 	<ul style="list-style-type: none"> Homophones Suffixes s, es 	<ul style="list-style-type: none"> Homophones Latin Roots mot, pos 	<ul style="list-style-type: none"> Prefix co Latin Roots mot, pos
21 	<ul style="list-style-type: none"> Blends pl, pr, sp, pt 	<ul style="list-style-type: none"> Prefix re 	<ul style="list-style-type: none"> Irregular Past Tense Prefix pre 	<ul style="list-style-type: none"> Suffix ship 	<ul style="list-style-type: none"> Latin Root port 	<ul style="list-style-type: none"> Latin Roots spect, press
21 	<ul style="list-style-type: none"> Capital R, Grapheme rr 	<ul style="list-style-type: none"> Prefix re 	<ul style="list-style-type: none"> Prefix re 	<ul style="list-style-type: none"> Prefixes pre, re 	<ul style="list-style-type: none"> Prefixes pre, re 	<ul style="list-style-type: none"> Prefix pro
21 	<ul style="list-style-type: none"> Grapheme ar Grapheme a Questions with Are 	<ul style="list-style-type: none"> Grapheme a Suffixes er, est 	<ul style="list-style-type: none"> Grapheme a Suffix ness Suffix ly 	<ul style="list-style-type: none"> Suffix en 	<ul style="list-style-type: none"> World Origins Plurals 	<ul style="list-style-type: none"> World Origins Portmanteaus

Years 1–6 Focus Concepts (Unit View)

Units 22–31		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit							
22		<ul style="list-style-type: none"> Grapheme ss Blends sk, sc, sl, x Suffixes ed, ing 	<ul style="list-style-type: none"> Grapheme ss Graphemes c, ce Suffixes ed, ing 	<ul style="list-style-type: none"> Graphemes c, ce Prefix dis Suffixes s, es 	<ul style="list-style-type: none"> Suffix ous Prefix sub 	<ul style="list-style-type: none"> Suffix ous Homophones 	<ul style="list-style-type: none"> Suffix ous Homophones
23		<ul style="list-style-type: none"> Grapheme ir Grapheme ur Questions with <i>Were</i> 	<ul style="list-style-type: none"> Grapheme or Graphemes ear, er Alphabetical Order 	<ul style="list-style-type: none"> Grapheme or Compound Words 	<ul style="list-style-type: none"> Suffixes y, er, est 	<ul style="list-style-type: none"> Suffixes ed, ing Prefix circum & Latin Root circ 	<ul style="list-style-type: none"> Suffixes ed, ing Prefix circum & Latin Root circ Latin Roots vers, vert
24		<ul style="list-style-type: none"> Blends tr, st Blends nt, st Capital T Grapheme tt 	<ul style="list-style-type: none"> Synonyms Contractions 	<ul style="list-style-type: none"> Suffix ist Contractions 	<ul style="list-style-type: none"> Prefix inter Contractions 	<ul style="list-style-type: none"> Prefixes inter, tele, trans Latin Roots rapt, sect 	<ul style="list-style-type: none"> Suffix ment Latin Roots ject, fact, fect
25		<ul style="list-style-type: none"> Grapheme or Grapheme a Graphemes ore, aw, au, our 	<ul style="list-style-type: none"> Homophones Suffixes er, est 	<ul style="list-style-type: none"> Suffixes er, est Homophones Irregular Past Tense 	<ul style="list-style-type: none"> Homophones Irregular Past Tense 	<ul style="list-style-type: none"> Prefix auto & Latin Root aud Homophones 	<ul style="list-style-type: none"> Prefix auto Prefix trans & Latin Roots port, form
26	 	<ul style="list-style-type: none"> Blends sw, tw, qu Questions with <i>Was, Why, What, When</i> 	<ul style="list-style-type: none"> Contractions Antonyms 	<ul style="list-style-type: none"> Suffix s Contractions 	<ul style="list-style-type: none"> Contractions 	<ul style="list-style-type: none"> Homophones 	<ul style="list-style-type: none"> Suffix ive
27		<ul style="list-style-type: none"> Graphemes oo, u Suffixes ed, ing Questions with <i>Could, Would</i> 	<ul style="list-style-type: none"> Compound Words Homophones Contractions 	<ul style="list-style-type: none"> Irregular Past Tense Contractions 	<ul style="list-style-type: none"> Suffix hood Irregular Past Tense 	<ul style="list-style-type: none"> Compound Words Contractions 	<ul style="list-style-type: none"> Contractions Word Origins
28		<ul style="list-style-type: none"> Suffixes s, ed, ing Questions Capital Y 	<ul style="list-style-type: none"> Contractions Homophones Alphabetical Order 	<ul style="list-style-type: none"> Contractions Homophones 	<ul style="list-style-type: none"> Suffix ish 	<ul style="list-style-type: none"> Word Origins Homophones 	<ul style="list-style-type: none"> Word Origins Prefix uni
29		<ul style="list-style-type: none"> Grapheme oo Graphemes ew, o, ou Homophones 	<ul style="list-style-type: none"> Grapheme u_e Grapheme ew Homophones 	<ul style="list-style-type: none"> Irregular Past Tense Homophones 	<ul style="list-style-type: none"> Prefix super Irregular Past Tense 	<ul style="list-style-type: none"> Word Origins Prefixes sub, super 	<ul style="list-style-type: none"> Word Origins Prefixes sub, super
30	 	<ul style="list-style-type: none"> Suffix s Capital Z Grapheme zz 	<ul style="list-style-type: none"> Suffixes s, es Suffixes s, es 	<ul style="list-style-type: none"> Suffixes s, es Suffix y 	<ul style="list-style-type: none"> Homophones Suffixes s, es 	<ul style="list-style-type: none"> Suffix ise 	<ul style="list-style-type: none"> Suffix ise
31		<ul style="list-style-type: none"> Grapheme ow Grapheme ou 	<ul style="list-style-type: none"> Compound Words Suffix y 	<ul style="list-style-type: none"> Compound Words Homophones 	<ul style="list-style-type: none"> Prefix out Homophones 	<ul style="list-style-type: none"> Homophones Suffix able 	<ul style="list-style-type: none"> Prefix out Suffix less

Units 32–36

Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 		<ul style="list-style-type: none"> Grapheme th 	<ul style="list-style-type: none"> Grapheme tch 			
 			<ul style="list-style-type: none"> Compound Words 	<ul style="list-style-type: none"> Suffix ion 	<ul style="list-style-type: none"> Suffix ion 	<ul style="list-style-type: none"> Suffix ion
 	<ul style="list-style-type: none"> Homophones 	<ul style="list-style-type: none"> Homophones 	<ul style="list-style-type: none"> Compound Words 			<ul style="list-style-type: none"> Prefixes syn, sym & Greek Root therm
 	<ul style="list-style-type: none"> Homophones Compound Words 	<ul style="list-style-type: none"> Homophones Suffix less 	<ul style="list-style-type: none"> Homophones Compound Words 	<ul style="list-style-type: none"> Homophones 	<ul style="list-style-type: none"> Suffix Revision Homophones 	<ul style="list-style-type: none"> Suffix ian Greek Roots aer, aero & Latin Root aqua
 	<ul style="list-style-type: none"> Grapheme a 		<ul style="list-style-type: none"> Suffix er 	<ul style="list-style-type: none"> Suffixes er, or, ist 	<ul style="list-style-type: none"> Suffix al Latin Roots cap, mit, pel 	<ul style="list-style-type: none"> Prefix inter Prefixes ad, ac

Years 1–6 Focus Concepts (Concept View)

Phonemic Awareness & Synthetic Phonics						
Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rhyme	Unit 3 -at, -ag, -ad, -am, -an 5 -ead/-ed, -ell, -eg/ -egg, -en, -et 7 -it, -in, -ig, -ip 9 -op, -ot, -og 11 -ut, -un, -ug, -um 18 -ing, -ang, -ong	Unit 3 -ack, -ap, -ash, -ang 7 -in, -ill, -ip, -ing				
Word Building	Unit 3 -and, -ack 5 -est, -ent, -end 7 -ill, -ick, -ing 9 -ock, -ong 11 -uck, -ust, -ump	Unit 3 -amp, -and 5 -est, -end, -ent 7 -ing, -ill, -ist, -im, -ip, -ink, -ive, -ick, -ich				
Blends	Unit 2 br-, bl- 4 cl-, cr-, qu-, -x 6 dr-, -nd 8 fl-, fr-, -ft 10 gr-, gl- 14 bl-, gl-, cl-, fl-, -lt, -lp, -lf, -lk 16 sm-, -mp 18 sn- 20 pl-, pr-, sp-, -pt 22 sk-, -sk, sc-, sl-, -x 24 tr-, st-, -nt, -st 26 sw-, tw-, qu-	Unit 2 br-, bl- 4 cl-, cr-, qu-, -x-, -x 6 dr-, -nd 8 fl-, fr-, -ft 10 gr-, gl- 14 bl-, gl-, cl-, fl-, -lt, -lp, -lf, -lk 16 sm-, -mp				
Capitals & Graphemes	Unit 2 B, bb 4 ck 6 D, dd 8 F, ff 9 a 10 G, gg 11 o 12 H 13 ay, ai, a_e 14 ll 15 ee, ea, y 16 M, mm 17 y, i_e, igh 19 o_e, oa, o 20 R, rr 21 ar, a 22 ss 23 ir, ur 24 T, tt 25 or, a, ore, aw, au, our 27 oo, u 28 Y 29 oo, ew, o, ou 30 Z, zz 31 ow, ou	Unit 4 ck, k, c 5 ea 9 a 11 o 12 g 13 ay 14 ll 15 y 21 a 22 ss, c, ce 23 or, ear, er 29 u_e, ew 32 tch 36 a	Unit 4 ck, k, c 9 a 12 g	Unit 4 ch	Unit 8 ph	

Note: Blends are taught as two separate phonemes. In Blends lessons, students learn to segment blends into individual phonemes.

Note: The graphemes listed are covered in Lessons 2–4, building on the introduction of focus graphemes in Lesson 1. Refer to pages 13–31 for all the graphemes introduced in Lesson 1 of each unit.

Morphology & Etymology

Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Prefixes	<p>Unit</p> <p>17 un</p> <p>20 re</p>	<p>Unit</p> <p>11 un</p> <p>16 mid, mis</p> <p>20 pre, re</p> <p>22 dis</p>	<p>Unit</p> <p>4 ex</p> <p>6 mis, dis, un</p> <p>7 in, im</p> <p>8 fore</p> <p>17 bi, tri</p> <p>20 pre, re</p> <p>22 sub</p> <p>24 inter</p> <p>29 super</p> <p>31 out</p>	<p>Unit</p> <p>3 anti, dia</p> <p>4 kilo, milli</p> <p>5 ex, dec, deci, cent</p> <p>6 dis, mis, in, de</p> <p>7 in, im, il, ir</p> <p>9 non, quad, oct</p> <p>16 multi, semi, com</p> <p>17 bi, tri</p> <p>18 en</p> <p>20 pro</p> <p>23 circum</p> <p>25 auto, trans</p> <p>28 uni</p> <p>29 sub, super</p> <p>31 out</p> <p>34 syn, sym</p> <p>36 inter, ad, ac</p>	<p>Unit</p> <p>4 ex</p> <p>5 dec, cent, kilo</p> <p>7 dis, mis, in, im, il, ir</p> <p>9 anti, non, con</p> <p>12 hyper, hypo</p> <p>14 mono, multi</p> <p>16 com</p> <p>19 co</p> <p>20 pro</p> <p>23 circum</p> <p>25 auto, trans</p> <p>28 uni</p> <p>29 sub, super</p> <p>31 out</p> <p>34 syn, sym</p> <p>36 inter, ad, ac</p>	<p>Unit</p> <p>2 ed, ing (double)</p> <p>3 s (plurals)</p> <p>6 ed, ing (double)</p> <p>7 er, est (double)</p> <p>9 es (plurals), er, est (double)</p> <p>10 ed, ing (double)</p> <p>11 ed, ing (double)</p> <p>13 ing (drop e)</p> <p>15 es (plurals – change y)</p> <p>16 ing (drop e)</p> <p>17 es (verbs – change y), ed (change y)</p> <p>19 ed, ing (drop e)</p> <p>21 er, est</p> <p>22 ed, ing (drop e)</p> <p>25 er, est</p> <p>30 s, es (plurals), s, es (verbs)</p>	<p>Unit</p> <p>2 ed, ing (double)</p> <p>3 ed, ing (double)</p> <p>4 es (plurals)</p> <p>6 ed, ing (double)</p> <p>7 ed, ing (double), es (plurals), er, est (double)</p> <p>8 ed, ing (double)</p> <p>9 er, est (double)</p> <p>10 er, est (double)</p> <p>11 s, es (verbs)</p> <p>13 ed, ing (drop e)</p> <p>15 s, es (plurals – change y)</p> <p>17 ed (change y)</p> <p>19 ed, ing (drop e)</p> <p>21 er, est</p> <p>22 ed, ing (drop e)</p> <p>25 er, est</p> <p>30 s, es (plurals), s, es (verbs)</p>	<p>Unit</p> <p>2 ed, ing (double)</p> <p>3 ed, ing (double)</p> <p>5 s, es (verbs)</p> <p>6 ed, ing (drop e)</p> <p>7 er, est (double)</p> <p>8 s, es (plurals – change y), s (plurals – change f and fe)</p> <p>9 ed, ing, s, es (double)</p> <p>10 ed, ing (double, drop e)</p> <p>11 er, est (change y)</p> <p>13 er, est (change y)</p> <p>17 ed, ing (drop e, change y), s, es (verbs – change y)</p> <p>19 s, es (plurals – change y, change f and fe)</p> <p>23 er, est (change y)</p> <p>30 s, es (plurals – change y, change f and fe)</p>	<p>Unit</p> <p>2 ed, ing (double, change y; drop e)</p> <p>8 s, es (plurals/verbs – change y, change f and fe)</p> <p>10 ed, ing (drop e, double)</p> <p>11 er, est (change y)</p> <p>21 s, es (plurals – change y, change f and fe)</p> <p>23 ed, ing (double)</p> <p>35 Suffix Revision ed, ing (drop e)</p>
Suffixes (Inflectional)	<p>Unit</p> <p>7 s (plurals)</p> <p>12 ed, ing</p> <p>16 ed, ing</p> <p>22 ed, ing</p> <p>27 ed, ing</p> <p>28 s (verb) ed, ing</p> <p>30 s (plurals)</p>	<p>Unit</p> <p>2 ed, ing (double)</p> <p>3 s (plurals)</p> <p>6 ed, ing (double)</p> <p>7 er, est (double)</p> <p>9 es (plurals), er, est (double)</p> <p>10 ed, ing (double)</p> <p>11 ed, ing (double)</p> <p>13 ing (drop e)</p> <p>15 es (plurals – change y)</p> <p>16 ing (drop e)</p> <p>17 es (verbs – change y), ed (change y)</p> <p>19 ed, ing (drop e)</p> <p>21 er, est</p> <p>22 ed, ing (drop e)</p> <p>25 er, est</p> <p>30 s, es (plurals), s, es (verbs)</p>	<p>Unit</p> <p>2 ed, ing (double)</p> <p>3 ed, ing (double)</p> <p>5 s, es (verbs)</p> <p>6 ed, ing (drop e)</p> <p>7 er, est (double)</p> <p>8 s, es (plurals – change y), s (plurals – change f and fe)</p> <p>9 ed, ing, s, es (double)</p> <p>10 ed, ing (double, drop e)</p> <p>11 er, est (change y)</p> <p>13 er, est (change y)</p> <p>17 ed, ing (drop e, change y), s, es (verbs – change y)</p> <p>19 s, es (plurals – change y, change f and fe)</p> <p>23 er, est (change y)</p> <p>30 s, es (plurals – change y, change f and fe)</p>	<p>Unit</p> <p>2 ed, ing (double, change y; drop e)</p> <p>8 s, es (plurals/verbs – change y, change f and fe)</p> <p>10 ed, ing (drop e, double)</p> <p>11 er, est (change y)</p> <p>21 s, es (plurals – change y, change f and fe)</p> <p>23 ed, ing (double)</p> <p>35 Suffix Revision ed, ing (drop e)</p>					

Years 1–6 Focus Concepts (Concept View)

Morphology & Etymology						
Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Suffixes (Derivational)	<p>Unit</p> <p>31 y</p> <p>35 less</p>	<p>Unit</p> <p>8 ful</p> <p>10 ful</p> <p>14 less</p> <p>15 y</p> <p>18 en</p> <p>21 ness, ly</p> <p>24 ist</p> <p>30 y</p> <p>36 er</p>	<p>Unit</p> <p>11 y</p> <p>13 y</p> <p>14 ful</p> <p>15 ly</p> <p>16 er, ment</p> <p>18 ness</p> <p>20 ship</p> <p>21 en</p> <p>22 ous</p> <p>23 y</p> <p>26 wards</p> <p>27 hood</p> <p>28 ish</p> <p>32 ion</p> <p>36 er, or, ist</p>	<p>Unit</p> <p>4 ion</p> <p>7 ive</p> <p>10 ness, ment</p> <p>11 y</p> <p>13 er, or, ee</p> <p>14 ful, less, able</p> <p>15 ly</p> <p>18 en</p> <p>22 ous</p> <p>30 ise, ion</p> <p>31 able</p> <p>32 ion</p> <p>35 Suffix Revision ly, ous, y, less, ful, able, ness</p> <p>36 al</p>	<p>Unit</p> <p>2 able</p> <p>4 ion</p> <p>10 ly</p> <p>11 er, or, ist</p> <p>13 ation</p> <p>14 al</p> <p>15 ty, ity</p> <p>17 ify</p> <p>18 ance, ence</p> <p>22 ous</p> <p>24 ment</p> <p>26 ive</p> <p>30 ise, sion</p> <p>31 less</p> <p>32 ion</p> <p>35 ian</p>	<p>Unit</p> <p>6 pod</p> <p>10 graph, gram</p> <p>12 hydr, geo, bio, logy</p> <p>16 meter</p> <p>34 therm</p> <p>35 aer, aero</p>
Greek Roots	<p>Unit</p> <p>3 astro, aster</p> <p>8 graph, phon, photo</p>	<p>Unit</p> <p>3 ang, aqua, anim</p> <p>11 struct</p> <p>12 ject</p> <p>17 scrib, script</p> <p>19 mot, pos</p> <p>20 port</p> <p>23 circ</p> <p>24 rupt, sect</p> <p>25 aud</p> <p>36 cap, mit, pel</p>	<p>Unit</p> <p>3 tract</p> <p>5 cess, cep, sect</p> <p>6 ped, duc, duct, duce</p> <p>8 flex, flect, frag, fract</p> <p>11 struct, rupt</p> <p>15 ceed, cede, cess</p> <p>19 mot, pos</p> <p>20 spect, press</p> <p>23 circ, vers, vert</p> <p>24 ject, fact, fect</p> <p>25 port, form</p> <p>35 aqua</p>	<p>Unit</p> <p>21 Indigenous Australian languages (Wemba Wemba, Yuwaalaraay, Guugu Yimidhirr, Dharug, Noongar, Gamilaraay, Wiradjuri)</p> <p>28 Turkish, Dutch, Portuguese, French, Latin, Spanish</p> <p>29 German, French, Latin, Dutch</p>	<p>Unit</p> <p>21 Greek, Latin, Arabic, French, Japanese, German, Spanish, Persian</p> <p>27 German, Latin, Greek, Dutch, Arabic, Italian, Japanese</p> <p>28 Latin, French, Hawaiian</p> <p>29 German, French, Spanish, Japanese, Hindi</p>	
Latin Roots	<p>Unit</p> <p>21</p>	<p>Unit</p> <p>21</p>	<p>Unit</p> <p>21</p>	<p>Unit</p> <p>21</p>	<p>Unit</p> <p>21</p>	<p>Unit</p> <p>21</p>
Word Origins	<p>Unit</p> <p>21</p>	<p>Unit</p> <p>21</p>	<p>Unit</p> <p>21</p>	<p>Unit</p> <p>21</p>	<p>Unit</p> <p>21</p>	<p>Unit</p> <p>21</p>

Morphology & Etymology

Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Portmanteaus						Unit 21 motel, email, blog, chortle, spork, hangry, smog, brunch, podcast, glamping

Other Focus Concepts

Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Homophones	Unit 19 rode/road, nose/knows, no/know 29 to/two/too 33 hear/here 34 their/there 35 their/there	Unit 13 ate/eight, mail/male, plain/plane, sail/sale 15 be/bee, week/weak, see/sea, bean/been, meet/meat 18 no/know, new/knew 25 knew/new, no/know, saw/sore, poor/paw, four/for, caught/court 27 wood/would 28 your/you're, new/knew 29 to/two/too 33 here/hear, deer/dear 35 pear/pair, hare/hair, bare/bear, we're/wear/where, their/there/they're	Unit 12 hear/here, hole/whole, who's/whose 13 wait/weight, tail/tale, ate/eight, brake/break 25 four/for, saw/sore, caught/court, poor/pour/paw 28 your/you're, new/knew 29 blue/blew, through/threw, whose/who's, to/two/too 31 flour/flower, our/hour, aloud/allowed 33 here/hear 34 their/there/they're 35 bear/bare, hair/hare, pair/pear, there/their/they're, where/we're/wear	Unit 10 great/grate, groan/grown, guest/guessed 12 herd/heard, whose/who's, hole/whole 13 break/brake, great/grate, sail/sale, plane/plain, ate/eight 15 peace/piece, meter/metre, weak/week, storey/story, sea/see, scene/seen 17 hi/high, l/eye, right/write, mined/mind, tide/tied 19 tows/foes, knows/nose, role/roll, rose/rows, throne/thrown 25 shore/sure, court/caught, poor/pour/paw, for/our, sore/saw 30 whose/who's 31 flour/flower, our/hour, aloud/allowed 34 their/there/they're 35 where/wear/we're, pair/pear, fare/fair, bear/bare, their/there/they're, hair/hare, storey/story, pears/pairs	Unit 2 band/banned, bored/board, berry/bury, boarder/border, billed/build, buoy/boy 13 weight/wait, break/brake, pain/pane, rays/raise, days/daze, waist/waste 15 reel/red, peak/peek, seen/scene, steal/steel, creak/creek, piece/peace 19 mode/mowed, lone/loan, bolder/boulder, so/sew/sow 22 soared/sword, paced/paste, seller/cellar scents/cents, sight/site, lesson/lessen 25 sure/shore, storey/story, foreward/forward, you're/your, coarse/course, sore/saw/soar, hoarse/horse, forth/fourth 26 week/weak, whale/wail, weather/whether, waist/waste, world/whirled, we're/wear/where 28 dew/due, ewe/you, cue/queue 31 allowed/aloud, flour/flower, council/counsel, hour/our 35 hair/hare, bare/bear, mare/mayor, they're/their/there, stares/stairs, where/we're/wear, fare/fair, flair/flare, pare/pair/pear, heir/air	Unit 3 practice/practise 13 reign/rain, patience/patients, stationary/stationery 17 licence/license, minor/miner, site/sight, idol/idle 22 sauce/source, horse/hoarse, muscle/mussel, principal/principle

Years 1–6 Focus Concepts (Concept View)

Other Focus Concepts						
Focus Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contractions	<p>Unit</p> <p>12 it's, who's, here's, he's, she's</p> <p>14 it'll, I'll, he'll, we'll, she'll, you'll, they'll</p> <p>16 I'm, I'll, I've</p> <p>24 wasn't, haven't, don't, isn't, weren't, aren't, didn't</p> <p>26 I've, you've, we've, they've</p> <p>27 couldn't, shouldn't, wouldn't</p> <p>28 you're, you've, you'll</p>	<p>Unit</p> <p>12 it's, she's, that's, he's, here's, where's, how's, who's, what's</p> <p>14 he'll, she'll, I'll, you'll, we'll, they'll, who'll, it'll</p> <p>24 isn't, don't, wasn't, weren't, haven't, couldn't, didn't, can't, won't</p> <p>26 I've, you've, we've, they've, could've, would've</p> <p>27 couldn't, wouldn't, shouldn't</p> <p>28 you'd, you're, you'll, you've</p>	<p>Unit</p> <p>12 I've, we've, you've, they've, he's, here's, who's, she's</p> <p>14 I'll, you'll, he'll, we'll, she'll, they'll</p> <p>18 don't, wasn't, shouldn't, wouldn't, can't, won't, couldn't, didn't</p> <p>24 don't, can't, wasn't, shouldn't, haven't, won't</p> <p>26 I've, you've, we've, they've, could've, would've, shouldn't</p>	<p>Unit</p> <p>27 should've, could've, would've</p>	<p>Unit</p> <p>27 should've, could've, would've</p>	<p>Unit</p> <p>27 should've, could've, would've</p>
Compound Words	<p>Unit</p> <p>35 haircut, football, armchair, starfish, hairbrush, upstairs</p>	<p>Unit</p> <p>8 flagpole, football, goldfish, afternoon, flyscreen, footprint</p> <p>19 photograph, flowerbed, homemade, postcard, raincoat, speedboat, download, goalpost, notebook, tightrope, backbone, rainbow, sailboat, snowman, homework</p> <p>27 football, footprint, footpath, bookmark, bookshelf, bookshop, somehow, playground, lookout, without, countdown, outside, cowboy, sunflower, lighthouse, cowgirl, flowerpot, houseboat</p>	<p>Unit</p> <p>6 goldfish, playground, weekend, driveway, beside, downstairs, ladybird, daydream</p> <p>23 artwork, bookworm, birthday, password, surfboard, worksheet, birdbath, worldwide</p> <p>31 countdown, outside, houseboat, lighthouse, sunflower, playground, without, ourselves</p> <p>32 hairbrush, toothbrush, paintbrush, goldfish, jellyfish, starfish, shoelace, shoebox, horseshoe</p> <p>34 somebody, something, someone, anybody, anything, anyone</p> <p>35 airport, anywhere, haircut, downstairs, upstairs, aircraft, everywhere, wheelchair</p>	<p>Unit</p> <p>2 keyboard, notebook, jellybean, bathroom, bookshelf, blueberry, background, shoebox, somebody, basketball</p> <p>5 anyone, anything, anywhere, anybody, anymore, anytime</p>	<p>Unit</p> <p>27 bookshelf, courthouse, bushfire, guidebook, bulldozer, firewood, goodbye, sugarcane, footwear, barefoot, football, footprint, footpath, driftwood, woodwork, homework, homesick</p>	<p>Unit</p> <p>27 bookshelf, courthouse, bushfire, guidebook, bulldozer, firewood, goodbye, sugarcane, footwear, barefoot, football, footprint, footpath, driftwood, woodwork, homework, homesick</p>
Synonyms	<p>Unit</p> <p>24</p>	<p>Unit</p> <p>7</p>	<p>Unit</p> <p>3</p> <p>9</p>	<p>Unit</p> <p>9</p>	<p>Unit</p> <p>9</p>	<p>Unit</p> <p>9</p>
Antonyms	<p>Unit</p> <p>26</p>	<p>Unit</p> <p>2</p>	<p>Unit</p> <p>2</p>	<p>Unit</p> <p>2</p>	<p>Unit</p> <p>2</p>	<p>Unit</p> <p>2</p>

Other Focus Concepts

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus Concept						
Irregular Plurals			Unit 15 foot/feet, tooth/teeth, child/children, sheep/sheep, goose/geese, person/people			
Irregular Past Tense			Unit 2 begin/began, break/broke, bring/brought, buy/bought, build/built, meet/met, spend/spent, hold/hold, feel/felt, say/said, send/sent, keep/kept 14 fly/flew, tell/told, hold/hold, fall/fell, blow/blew, feel/felt 19 sell/sold, ride/rode, grow/grew, break/broke 20 sleep/slept, creep/crept, leap/leapt, keep/kept, sweep/swept 25 catch/caught, buy/bought, draw/drew, see/saw, fall/fell 27 understand/understood, shake/shook, take/took, stand/stood 29 draw/drew, fly/flew, blow/blew, know/knew, grow/grew, throw/threw	Unit 2 bend/bent, begin/began, build/built, become/became, break/broke, buy/bought, bring/brought, ride/rode, sell/sold, draw/drew, drive/drove, stand/stood 25 teach/taught, buy/bought, catch/caught, bring/brought, think/thought, fight/fought, understand/understood, stand/stood, is/was, shake/shook, take/took 29 choose/chose, throw/threw, draw/drew, lose/lost, fly/flew, grow/grew, know/knew, withdraw/withdrew		
Correct Use of Verbs	Unit 6 do, does, doing, done, did 10 go, goes, going, gone					
Alphabetical Order	Unit 23 first letter 28 first letter		Unit 3 first letter, second letter, third letter 6 second letter, third letter			
Questions	Unit 21 23 26 27 28					



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