

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

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

You will need to understand the following terms in order to effectively use Sound Waves Literacy resources.

Phoneme

A phoneme is the smallest unit of sound in a word, for example, the word *chat* has three phonemes: /**ch**/, /**a**/ and /**t**/.

Grapheme

A grapheme is a letter or letter combination used to represent a phoneme in writing, for example, the graphemes **ch** or **tch** can be used to represent the phoneme /**ch**/, as in **chat** or **catch**.

Graph/digraph/trigraph/quadgraph

A grapheme can be a single letter or a combination of letters. A single-letter grapheme is called a graph, as in **h**at; a two-letter grapheme is called a digraph, as in **ch**icken; a three-letter grapheme is called a trigraph, as in **bridg**e; and a four-letter grapheme is called a quadgraph, as in **ei**ght.

Phonemic awareness

Phonemic awareness is the ability to work with phonemes, for example, segmenting a word into phonemes or blending phonemes to form a word.

Synthetic phonics

Synthetic phonics is an approach to phonics instruction that involves *explicitly* and *systematically* teaching the relationship between phonemes and graphemes.

Morphology

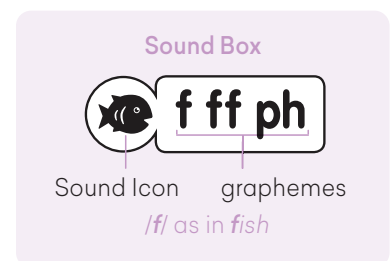
Morphology involves knowledge of the meaningful parts of words: prefixes, suffixes, and Greek and Latin roots.

Etymology

Etymology involves an understanding of word origins and history.

Sound Box

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



Want more?

For research and reports about the effectiveness of synthetic phonics, follow the QR code to read *Sound Waves Literacy and synthetic phonics: The facts*. It includes links to key studies from the US (National Reading Panel), the UK (seven-year longitudinal Clackmannanshire study), and Australia (National Inquiry into the Teaching of Literacy).

