



SOUND WAVES

LITERACY

VICTORIAN CURRICULUM MATCH

F-6

Version 2.0

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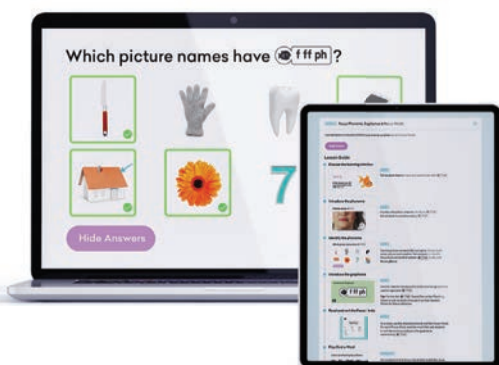
Sound Waves Literacy Components

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

Use this document to understand how Sound Waves Literacy comprehensively meets the content descriptions for the Phonic and Word Knowledge sub-strand for Foundation to Year 6 in the Victorian Curriculum, as well as elements of the Building Fluency and Making Meaning sub-strand related to reading decodable texts for Foundation and Year 1.

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.
















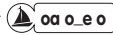










Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
<p>VC2EFLY03: recognise and generate syllables, rhyming words, alliteration patterns and phonemes in spoken words (phonological awareness).</p>	<ul style="list-style-type: none"> recognising and producing rhyming words when listening to rhyming stories or rhymes, for example 'funny' and 'money' identifying patterns of alliteration in spoken words, for example 'helpful Hasma' identifying syllables in spoken words (for example, clapping the rhythm of 'Mon-day', 'Ja-cob' or 'Si-en-na'), which is also known as syllabification 	<p>Information coming soon</p> <p>The Foundation program is being updated for 2025. This document will be re-issued in September with details on how and where this content description is covered in the updated program.</p>
<p>VC2EFLY04: orally blend, segment and manipulate one-syllable words (phonemic awareness).</p>	<ul style="list-style-type: none"> saying the sounds when given a word, for example 'can' ('c-a-n') or 'ship' ('sh-i-p') saying the word when given the sounds, for example 'l-i-p' ('lip') or 'm-u-n-ch' ('munch') saying the new word when the beginning phoneme, medial or end phoneme in a word is replaced with a different phoneme; for example, 'run' becomes 'fun', or 'fun' becomes 'fan' 	<p>Information coming soon</p> <p>The Foundation program is being updated for 2025. This document will be re-issued in September with details on how and where this content description is covered in the updated program.</p>

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
<p>VC2EFLY05: use knowledge of letters and sounds to read and spell consonant-vowel-consonant (CVC) words (phoneme–grapheme correspondence knowledge).</p> <p>VC2EFLY06: recognise and name all upper- and lower-case letters and know the most common phoneme–grapheme correspondences (sound–letter relationships).</p>	<ul style="list-style-type: none"> writing consonant-vowel-consonant (CVC) words by representing sounds with the appropriate letters, and blending sounds associated with letters when reading CVC words making plausible spelling choices using sound–letter correspondences and morphemic knowledge recognising letters in their own name matching upper- and lower-case letters identifying sounds for upper- and lower-case letters 	<p>Graphs:</p> <ul style="list-style-type: none"> Term 1, Week 6: m for  m, a for  a Term 1, Week 7: t for  t, s for  s Term 1, Week 8: i for  i, d for  d <p>Introductory Decodable Reader: Fold-up book d</p> <ul style="list-style-type: none"> Term 2, Week 1: f for  f, n for  n <p>Introductory Decodable Readers: Fold-up book f Fold-up book n</p> <ul style="list-style-type: none"> Term 2, Week 2: p for  p, o for  o <p>Introductory Decodable Readers: Fold-up book p Fold-up book o</p> <ul style="list-style-type: none"> Term 2, Week 3: r for  r, g for  g <p>Decodable Readers: Book 1 r (support and core) Book 2 g (support and core)</p> <ul style="list-style-type: none"> Term 2, Week 4: e for  e, h for  h <p>Decodable Readers: Book 3 e (support and core) Book 4 h (support and core)</p> <ul style="list-style-type: none"> Term 2, Week 5: k, c for  kc <p>Decodable Readers: Book 5 k (support and core) Book 6 c (support and core)</p> <ul style="list-style-type: none"> Term 2, Week 6: u for  u, b for  b <p>Decodable Readers: Book 7 u (support and core) Book 8 b (support and core)</p> <ul style="list-style-type: none"> Term 2, Week 7: l for  l, j for  j <p>Decodable Readers: Book 9 l (support and core) Book 10 j (support and core)</p> <ul style="list-style-type: none"> Term 2, Week 8: y for  y, v for  v <p>Decodable Readers: Book 11 y (support and core) Book 12 v (support and core)</p> <ul style="list-style-type: none"> Term 3, Week 1: w for  w, z for  z <p>Decodable Readers: Book 13 w (support and core) Book 14 z (support and core)</p> <ul style="list-style-type: none"> Term 3, Week 4: s for  sss <ul style="list-style-type: none"> Term 3, Week 5: q for  qckckx, u for  wu <p>Decodable Readers: Book 22 q, u (support and core)</p> <ul style="list-style-type: none"> Term 4, Week 1: e for  ee eea, y for  i.e y <p>Decodable Readers: Book 28.2 e (support) Book 29.2 y (support)</p> <ul style="list-style-type: none"> Term 4, Week 2: o for  oo o_eo, a for  ara <p>Decodable Reader: Book 30.3 o (support)</p> <ul style="list-style-type: none"> Term 4, Week 3: a for  ora Term 4, Week 4: u for  oo u

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation
<p>VC2EFLY05: use knowledge of letters and sounds to read and spell consonant-vowel-consonant (CVC) words (phoneme–grapheme correspondence knowledge). (continued)</p> <p>VC2EFLY06: recognise and name all upper- and lower-case letters and know the most common phoneme–grapheme correspondences (sound–letter relationships). (continued)</p>	<ul style="list-style-type: none"> • writing consonant-vowel-consonant (CVC) words by representing sounds with the appropriate letters, and blending sounds associated with letters when reading CVC words • making plausible spelling choices using sound–letter correspondences and morphemic knowledge • recognising letters in their own name • matching upper- and lower-case letters • identifying sounds for upper- and lower-case letters 	<p>Additionally, students learn these digraphs and trigraphs:</p> <ul style="list-style-type: none"> • Term 3, Week 2: ck for , ng for  Decodable Readers: Book 15 ck (support and core) Book 16 ng (support and core) • Term 3, Week 3: ss for , ff for  Decodable Readers: Book 17 ss (support and core) Book 18 ff (support and core) • Term 3, Week 4: ll for , zz for  Decodable Readers: Book 19 ll (support and core) Book 20 zz, s (support and core) • Term 3, Week 6: ch for , sh for  Decodable Readers: Book 23 ch (support and core) Book 24 sh (support and core) • Term 3, Week 7: th for , th for  Decodable Readers: Book 25 th (support and core) Book 26 th (support and core) • Term 3, Week 8: ai, ay, a_e for  Decodable Readers: Book 27.1 ai (support), Book 27.2 ay (support), Book 27.3 a_e (support), Book 27 ai, ay, a_e (core) • Term 4, Week 1: ee, ea for , i_e for  Decodable Readers: Book 28.1 ee (support), Book 28.3 ea (support), Book 28 ee, e, ea (core) Book 29.1 i_e (support), Book 29 i_e, y (core) • Term 4, Week 2: oa, o_e for , ar for  Decodable Readers: Book 30.1 oa (support), Book 30.2 o_e (support), Book 30 oa, o_e, o (core) Book 31 ar (support and core) • Term 4, Week 3: ir, ur for , or for  Decodable Readers: Book 32 ir, ur (support and core) Book 33 or, a (support and core) • Term 4, Week 4: oo for , oo for  Decodable Readers: Book 34 oo, u (support and core) Book 35 oo (support and core) • Term 4, Week 5: ou, ow for , oy for  Decodable Readers: Book 36 ou, ow (support and core) Book 37 oy (support and core) • Term 4, Week 6: eer, ear for , air for  Decodable Readers: Book 38 ear (support and core) Book 39 air (support and core) • Term 4, Week 7: er for  Decodable Readers: Book 40 er (support and core)

Foundation Victorian Curriculum Match

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Foundation																																												
VC2EFLY07: read and write some high-frequency words and other familiar words.	<ul style="list-style-type: none"> knowing how to read and write some high-frequency words recognised in shared texts and texts read independently, for example 'and', 'my', 'is', 'the' and 'go' knowing how to read and write some familiar words, for example their name, the name of a character or the name of their school 	<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 <i>Sound Waves Foundation</i> lessons and are revised in the <i>Sound Waves Foundation Decodable Readers</i>.</p> <p>Special Words:</p> <table> <tr><td>I</td><td>you</td><td>there</td><td>would</td></tr> <tr><td>a</td><td>no</td><td>come</td><td>should</td></tr> <tr><td>is</td><td>have</td><td>some</td><td>do</td></tr> <tr><td>off</td><td>was</td><td>they</td><td>two</td></tr> <tr><td>has</td><td>his</td><td>one</td><td>who</td></tr> <tr><td>the</td><td>we</td><td>goes</td><td>house</td></tr> <tr><td>my</td><td>are</td><td>her</td><td>said</td></tr> <tr><td>to</td><td>see</td><td>were</td><td>here</td></tr> <tr><td>look</td><td>go</td><td>four</td><td>where</td></tr> <tr><td>he</td><td>for</td><td>your</td><td></td></tr> <tr><td>she</td><td>of</td><td>could</td><td></td></tr> </table>	I	you	there	would	a	no	come	should	is	have	some	do	off	was	they	two	has	his	one	who	the	we	goes	house	my	are	her	said	to	see	were	here	look	go	four	where	he	for	your		she	of	could	
I	you	there	would																																											
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to	see	were	here																																											
look	go	four	where																																											
he	for	your																																												
she	of	could																																												
VC2EFLY08: understand that words are units of meaning and can be made of more than one meaningful part (morphemic knowledge).	<ul style="list-style-type: none"> learning that words are made up of meaningful parts; for example, 'dogs' has 2 meaningful parts: 'dog' and 's', meaning more than one 	Term 3, Week 4: Suffix s (plurals)																																												











Outside the Phonic and Word Knowledge sub-strand, the use of Sound Waves Decodable Readers also covers the following content description under the Literacy: Building Fluency and Making Meaning sub-strand.

Literacy: Building Fluency and Making Meaning



















Content Description	Elaborations	Sound Waves Foundation
VC2EFLY09: read decodable and authentic texts using developing phonic knowledge, and make and monitor meaning using context and emerging grammatical knowledge.	<ul style="list-style-type: none"> navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed and matching one spoken word to one written word attempting to work out unknown words by using phonic decoding and knowledge of high-frequency words pausing or asking for support when meaning breaks down 	<p>Introductory Decodable Readers: Fold-up books d, f, n, p, o</p> <p>Decodable Readers: Books 1–40 (support, core and extended)</p>

Note: Teachers may find Sound Waves Literacy resources also address other sub-strands of the Victorian Curriculum. For example, *VC2EFLY15: form most lower-case and upper-case letters using learnt letter formations* is covered in the *Model writing the grapheme* step in Foundation Phase 2 lessons. In addition, parts of *VC2EFLA04: understand concepts about print in print and digital texts, including how books and simple digital texts are usually organised* can be covered when using the projectable or class sets of Sound Waves Decodable Readers.



















Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
<p>VC2E1LY03: blend, segment and manipulate phonemes in words (phonemic awareness), including words with consonant blends at the beginning and end, and words with more than one syllable.</p>	<ul style="list-style-type: none"> making sounds in order to say a given spoken word, for example 's-p-oo-n' and 'f-i-s-t' manipulating phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) adding, substituting or deleting phonemes in any position in one-syllable words with up to 4 phonemes substituting medial sounds in spoken words to make new words, for example 'pin', 'pen', 'pan' substituting final sounds in spoken words; for example, substituting the 't' in 'pet' with 'g' to form a new word, 'peg' 	<p><i>Model segmenting Focus Words and Complete the Student Book activities in Lesson 1a:</i></p> <ul style="list-style-type: none"> Units 1–36 <p><i>Change One Sound in Extra Games & Activities:</i></p> <ul style="list-style-type: none"> Units 13, 21, 25, 31
<p>VC2E1LY04: use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and two-syllable words.</p> <p>VC2E1LY05: understand that a letter can represent more than one sound and that a syllable must contain a vowel sound.</p>	<ul style="list-style-type: none"> using knowledge of letters and sounds to write words with short vowels (for example, 'man') and with common long vowel sounds (for example, 'time') using knowledge of letter sounds to write one-syllable words with consonant digraphs and consonant blends, for example 'wish' and 'rest' recognising that letters can have more than one sound, for example the letter 'u' in 'cut', 'put' and 'use' and the letter 'a' in 'cat', 'father' and 'any' recognising sounds that can be produced by different letters, for example the 's' sound in 'sat' and 'cent' 	<p>Phoneme–grapheme relationships</p> <p>Vowels:</p> <ul style="list-style-type: none"> Unit 3: a for  a Decodable Readers: Book 3 a (support, core and extended) Unit 5: e, ea, ai for  e ea Decodable Readers: Book 5 e, ea (support, core and extended) Unit 7: i for  i Decodable Readers: Book 7 i (support, core and extended) Unit 9: o, a for  oa Decodable Readers: Book 9 o, a (support o, core o, a and extended o, a) Unit 11: u, o for  uo Decodable Readers: Book 11 u, o (support u, o, core u, o and extended u, o) Unit 13: ai, ay, a_e, ey, igh for  ai ay a_e Decodable Readers: Book 13.1 ai (support), Book 13.2 ay (support), Book 13.3 a_e (support), Book 13 ai, ay, a_e (core and extended) Unit 15: ee, e, ea, y for  ee e ea y Decodable Readers: Book 15.1 ee, e (support), Book 15.2 ea (support), Book 15 ee, e, ea, y (core and extended) Unit 17: i_e, y, igh for  i_e y igh Decodable Readers: Book 17.1 i_e, y (support), Book 17.2 igh (support), Book 17 i_e, y, igh (core and extended) Unit 19: oa, o_e, ow, o, oe for  oa o_e ow o Decodable Readers: Book 19.1 o_e, o (support), Book 19.2 oa, ow (support), Book 19 oa, o_e, ow, o (core and extended) Unit 21: ar, a, are for  ar a Decodable Readers: Book 21 ar, a (support ar, core ar, a and extended ar, a)

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
<p>VC2E1LY04: use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and two-syllable words. (continued)</p>	<ul style="list-style-type: none"> • using knowledge of letters and sounds to write words with short vowels (for example, 'man') and with common long vowel sounds (for example, 'time') • using knowledge of letter sounds to write one-syllable words with consonant digraphs and consonant blends, for example 'wish' and 'rest' <p>(continued)</p>	<ul style="list-style-type: none"> • Unit 23: ir, ur, er, ere for  ir ur er Decodable Readers: Book 23.1 ir, ur (support), Book 23.2 er (support), Book 23 ir, ur, er (core and extended) • Unit 25: or, ore, a, aw, au, our for  or ore a aw au Decodable Readers: Book 25.1 or, a (support), Book 25.2 aw (support), Book 25 or, ore, a, aw (core and extended) • Unit 27: oo, u, oul for  oo u Decodable Readers: Book 27 oo, u (support, core and extended) • Unit 29: oo, ew, o, ou, wo for  oo ew Decodable Readers: Book 29 oo, ew (support oo, core oo, ew and extended oo, ew) • Unit 31: ou, ow for  ou ow Decodable Readers: Book 31 ou, ow (support, core and extended) • Unit 33: oy, oi for  oy oi, eer, ear, ere for  eer ear Decodable Readers: Book 33.1 oy, oi (support, core and extended) Book 33.2 eer, ear (support, core and extended) • Unit 35: air, ere, eir for  air Decodable Readers: Book 35 air (support, core and extended) • Unit 36: er for  er Decodable Readers: Book 36 er (support, core and extended)
<p>VC2E1LY05: understand that a letter can represent more than one sound and that a syllable must contain a vowel sound. (continued)</p>	<ul style="list-style-type: none"> • recognising that letters can have more than one sound, for example the letter 'u' in 'cut', 'put' and 'use' and the letter 'a' in 'cat', 'father' and 'any' • recognising sounds that can be produced by different letters, for example the 's' sound in 'sat' and 'cent' <p>(continued)</p>	<p>Consonants:</p> <ul style="list-style-type: none"> • Unit 2: b, bb for  b bb Decodable Readers: Book 2 b, bb (support b, core b, bb and extended b, bb) • Unit 4: k, c, q, ck for  k c q ck, x for  k c q ck x,  s s s x se Decodable Readers: Book 4.1 c, k, ck (support), Book 4.2 x (support), Book 4.3 q (support), Book 4 k, c, q, ck, x (core and extended) • Unit 6: d, dd for  d dd Decodable Readers: Book 6 d, dd (support d, core d, dd and extended d, dd) • Unit 8: f, ff for  f ff Decodable Readers: Book 8 f, ff (support, core and extended) • Unit 10: g, gg for  g gg Decodable Readers: Book 10 g, gg (support, core and extended) • Unit 12: h, wh for  h, j for  j Decodable Readers: Book 12.1 h (support, core and extended) Book 12.2 j (support, core and extended)

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 1
<p>VC2E1LY04: use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and two-syllable words. (continued)</p> <p>VC2E1LY05: understand that a letter can represent more than one sound and that a syllable must contain a vowel sound. (continued)</p>	<ul style="list-style-type: none"> using knowledge of letters and sounds to write words with short vowels (for example, 'man') and with common long vowel sounds (for example, 'time') using knowledge of letter sounds to write one-syllable words with consonant digraphs and consonant blends, for example 'wish' and 'rest' <p>(continued)</p> <ul style="list-style-type: none"> recognising that letters can have more than one sound, for example the letter 'u' in 'cut', 'put' and 'use' and the letter 'a' in 'cat', 'father' and 'any' recognising sounds that can be produced by different letters, for example the 's' sound in 'sat' and 'cent' <p>(continued)</p>	<ul style="list-style-type: none"> Unit 14: I, II for  II Decodable Readers: Book 14 I, II (support, core and extended) Unit 16: m, mm for  m mm Decodable Readers: Book 16 m, mm (support m, core m, mm and extended m, mm) Unit 18: n, nn for  nn, ng for  ng Decodable Readers: Book 18.1 n, nn (support n, core n, nn and extended n, nn) Book 18.2 ng (support, core and extended) Unit 20: p, pp for  pp, r, rr for  rr Decodable Readers: Book 20.1 p, pp (support p, core p, pp and extended p, pp) Book 20.2 r, rr (support r, core r, rr and extended r, rr) Unit 22: s, ss, se for  ss x se, x for  kcqckx,  ss x se Decodable Readers: Book 22.1 s, ss, x (support), Book 22.2 se (support), Book 22 s, ss, x, se (core and extended) Unit 24: t, tt for  tt Decodable Readers: Book 24 t, tt (support t, core t, tt and extended t, tt) Unit 26: v, ve for  ve, w, wh, u for  wh u Decodable Readers: Book 26.1 v, ve (support, core and extended) Book 26.2 w, wh, u (support w, wh, core w, wh, u and extended w, wh, u) Unit 28: y for  y Decodable Readers: Book 28 y (support, core and extended) Unit 30: z, zz, s for  zz s Decodable Readers: Book 30 z, zz, s (support, core and extended) Unit 32: ch for  ch, sh for  sh Decodable Readers: Book 32.1 ch (support, core and extended) Book 32.2 sh (support, core and extended) Unit 34: th for  th, th for  th Decodable Readers: Book 34.1 th (support, core and extended) Book 34.2 th (support, core and extended)
<p>VC2E1LY06: spell one- and two-syllable words with common letter patterns.</p>	<ul style="list-style-type: none"> writing one- and two-syllable words containing known blends, for example 'bl' and 'st' 	<p>Grapheme patterns:</p> <ul style="list-style-type: none"> Unit 2: bb Unit 4: ck Unit 6: dd Unit 8: ff Unit 9: a Unit 10: gg Unit 11: o Unit 13: ay, ai Unit 14: ll

Literacy: Phonic and Word Knowledge																																												
Content Descriptions	Elaborations	Sound Waves Year 1																																										
<p>VC2E1LY06: spell one- and two-syllable words with common letter patterns. (continued)</p>	<ul style="list-style-type: none"> writing one- and two-syllable words containing known blends, for example 'bl' and 'st' <p>(continued)</p>	<ul style="list-style-type: none"> Unit 15: y Unit 16: mm Unit 17: y Unit 20: rr Unit 21: a Unit 22: ss Unit 24: tt Unit 25: a Unit 27: oo, u Unit 30: zz <p>Blends:</p> <ul style="list-style-type: none"> Unit 2: br, bl Unit 4: cl, cr, qu, x Unit 6: dr, nd Unit 8: fl, fr, ft Unit 10: gr, gl Unit 14: bl, gl, cl, fl, lt, lp, lf, lk Unit 16: sm, mp Unit 18: sn Unit 20: pl, pr, sp, pt Unit 22: sk, sc, sl, x Unit 24: tr, st, nt Unit 26: sw, tw, qu <p>Note: Blends are taught as two separate phonemes. In Blends lessons, students learn to segment blends into individual phonemes.</p>																																										
<p>VC2E1LY07: read and write an increasing number of high-frequency words.</p>	<ul style="list-style-type: none"> learning an increasing number of high-frequency words and reading them independently, for example 'one', 'have' and 'pretty' 	<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 <i>Sound Waves Year 1</i> lessons and/or in the <i>Sound Waves Year 1 Decodable Readers</i>.</p> <p>Special Words:</p> <table border="0"> <tr> <td>have</td> <td>they</td> <td>because</td> </tr> <tr> <td>school</td> <td>love</td> <td>our</td> </tr> <tr> <td>when</td> <td>live</td> <td>their</td> </tr> <tr> <td>said</td> <td>any</td> <td></td> </tr> <tr> <td>does</td> <td>many</td> <td></td> </tr> <tr> <td>today</td> <td>family</td> <td></td> </tr> <tr> <td>little</td> <td>find</td> <td></td> </tr> <tr> <td>friend</td> <td>know</td> <td></td> </tr> <tr> <td>what</td> <td>people</td> <td></td> </tr> <tr> <td>come</td> <td>were</td> <td></td> </tr> <tr> <td>some</td> <td>could</td> <td></td> </tr> <tr> <td>done</td> <td>would</td> <td></td> </tr> <tr> <td>here</td> <td>should</td> <td></td> </tr> <tr> <td>who</td> <td>blue</td> <td></td> </tr> </table>	have	they	because	school	love	our	when	live	their	said	any		does	many		today	family		little	find		friend	know		what	people		come	were		some	could		done	would		here	should		who	blue	
have	they	because																																										
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little	find																																											
friend	know																																											
what	people																																											
come	were																																											
some	could																																											
done	would																																											
here	should																																											
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Year 1 Victorian Curriculum Match

Literacy: Phonic and Word Knowledge









































Content Descriptions	Elaborations	Sound Waves Year 1																						
<p>VC2E1LY07: read and write an increasing number of high-frequency words. (continued)</p>	<ul style="list-style-type: none"> learning an increasing number of high-frequency words and reading them independently, for example 'one', 'have' and 'pretty' <p>(continued)</p>	<p>Additionally, the following high-frequency words with unusual phoneme–grapheme relationships are taught in <i>Sound Waves Year 1</i> lessons. Many more high-frequency words are taught, but they have simple phoneme–grapheme relationships (e.g. <i>it, and, on, then, had</i>), so they have not been listed here.</p> <p>Other high-frequency words:</p> <table> <tr><td>was</td><td>why</td></tr> <tr><td>want</td><td>you</td></tr> <tr><td>go</td><td>do</td></tr> <tr><td>eight</td><td>to</td></tr> <tr><td>goes</td><td>into</td></tr> <tr><td>are</td><td>two</td></tr> <tr><td>more</td><td>about</td></tr> <tr><td>your</td><td>these</td></tr> <tr><td>four</td><td>there</td></tr> <tr><td>seven</td><td>where</td></tr> <tr><td>eleven</td><td></td></tr> </table>	was	why	want	you	go	do	eight	to	goes	into	are	two	more	about	your	these	four	there	seven	where	eleven	
was	why																							
want	you																							
go	do																							
eight	to																							
goes	into																							
are	two																							
more	about																							
your	these																							
four	there																							
seven	where																							
eleven																								
<p>VC2E1LY08: recognise and know how to use grammatical morphemes to create word families.</p>	<ul style="list-style-type: none"> building word families from common morphemes, for example 'play', 'plays', 'playing', 'played' and 'playground' using morphemes to read words; for example, by recognising the base word in words such as 'walk-ed' 	<p>Suffixes:</p> <ul style="list-style-type: none"> Unit 7: s (plurals) Unit 12: ed, ing Unit 16: ed, ing Unit 22: ed, ing Unit 27: ed, ing Unit 28: s, ed, ing Unit 30: s (plurals) <p>Note: The support, core and extended <i>Sound Waves Year 1 Decodable Readers</i> contain the suffix s from Book 2 onwards and the suffixes ed and ing from Book 12 onwards. Additionally, the core and extended Decodable Readers feature the suffixes er, ly and y.</p>																						

Outside the Phonic and Word Knowledge sub-strand, the use of Sound Waves Decodable Readers also covers the following content description under the Literacy: Building Fluency and Making Meaning sub-strand.








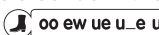
Literacy: Building Fluency and Making Meaning

Content Description	Elaborations	Sound Waves Year 1
<p>VC2E1LY09: read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and make and monitor meaning using context and grammatical knowledge.</p>	<ul style="list-style-type: none"> recognising most high-frequency words when reading a text self-correcting or asking for assistance when meaning breaks down 	<p>Decodable Readers: Books 1–36 (support, core and extended)</p>

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 2
<p>VC2E2LY03: use knowledge of blending, segmenting and manipulating to read and write increasingly complex words (phonemic awareness).</p>	<ul style="list-style-type: none"> blending and segmenting sounds in words, for example 'b-r-o-th-er' or 'c-l-ou-d-y' deleting and substituting sounds (phonemes) in spoken words to form new words (for example, deleting the initial 'scr' in 'scratch' and substituting new initial sounds to form words such as 'catch', 'batch' and 'hatch') and substituting a medial sound to form a new word (for example, 'stack' becomes 'stick') 	<p><i>Model segmenting Focus Words and Complete the Student Book activities in Lesson 1:</i></p> <ul style="list-style-type: none"> Units 1–36
<p>VC2E2LY04: use phoneme–grapheme correspondence knowledge to read and write words of one or more syllables with vowel digraphs, less common long vowel patterns, consonant blends and silent letters (phonic knowledge).</p>	<ul style="list-style-type: none"> reading words with digraphs where one letter is not pronounced (for example, 'knife' and 'thumb') and using them in writing providing the sounds for less common sound–letter matches (for example, 'ight') and using them in writing reading words with vowel digraphs ('ee', 'oo', 'ai', 'ay' and 'ea') 	<p>Phoneme–grapheme relationships</p> <p>Vowels:</p> <ul style="list-style-type: none"> Unit 3: a for  a Unit 5: e, ea, a, ie, ai for  e ea Unit 7: i, e for  i Unit 9: o, a for  oa Unit 11: u, o for  uo Unit 13: ai, ay, a_e, a, eigh for  ai ay a_e a Unit 15: ee, ea, y, ie, e_e for  ee e ea y ey Unit 17: i_e, y, igh, i, ie, uy for  i_e y igh i ie Unit 19: oa, o_e, ow, o for  oa o_e ow o Unit 21: ar, a, are for  ar a Unit 23: ir, ur, or, er, ere, ear for  ir ur or er Unit 25: or, ore, a, aw, au, our for  or ore a aw au Unit 27: oo, u, oul for  oo u Unit 29: oo, ew, ue, u_e, o, ou, wo for  oo ew ue u_e u Unit 31: ou, ow, hou for  ou ow Unit 33: oy, oi for  oy oi, eer, ear, ere for  eer ear Unit 35: air, are, ear, ere, eir, ey're for  air are Unit 36: er, a, e for  er ar or ae i o u <p>Consonants:</p> <ul style="list-style-type: none"> Unit 2: b, bb for  b bb Unit 4: k, c, q, ck, ch for  k c q ck x ch, x for  k c q ck x ch,  s ss se ce x c Unit 6: d, dd for  d dd Unit 8: f, ff, ph for  f ff ph Unit 10: g, gg for  g gg Unit 12: h, wh for  h, j, g, ge for  j g ge dge Unit 14: l, ll for  l ll Unit 16: m, mm, mb, me for  m mm mb Unit 18: n, nn, kn for  n nn kn, ng, n for  ng n Unit 20: p for  p pp, r, rr, wr for  r rr wr Unit 22: s, ss, se, ce, c for  s ss se ce x c, x for  k c q ck x ch,  s ss se ce x c Unit 24: t, tt for  t tt Unit 26: v, ve for  v ve, w, wh, u for  w wh u

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 2
<p>VC2E2LY04: use phoneme–grapheme correspondence knowledge to read and write words of one or more syllables with vowel digraphs, less common long vowel patterns, consonant blends and silent letters (phonic knowledge). (continued)</p>	<ul style="list-style-type: none"> reading words with digraphs where one letter is not pronounced (for example, 'knife' and 'thumb') and using them in writing providing the sounds for less common sound–letter matches (for example, 'ight') and using them in writing reading words with vowel digraphs ('ee', 'oo', 'ai', 'ay' and 'ea') <p>(continued)</p>	<ul style="list-style-type: none"> Unit 28: y for  Unit 30: z, s, se for  Unit 32: ch, tch for , sh, ch for  Unit 34: th for , th for  <p>Note: Students also learn the graphemes ew and u_e for   in Unit 28.</p> <p>Compound words: • Units 8, 19, 27, 31</p>
<p>VC2E2LY05: use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words.</p> <p>VC2E2LY06: build morphemic word families using knowledge of prefixes and suffixes.</p>	<ul style="list-style-type: none"> using known words and knowledge of spelling patterns and morphemes to write unknown words, for example 'one', 'once', 'only' and 'lone' using context to read the correct word when an unknown word has more than one plausible pronunciation using morphemic knowledge of words to spell unknown words, for example 'one', 'once', 'cover', 'covering' and 'uncover' writing unknown words using morphemic knowledge; for example, using the known word 'friend' to write 'friendly' and 'friendship' 	<p>Spelling patterns:</p> <ul style="list-style-type: none"> Unit 4: ck, k, c, cl, cr, qu, x Unit 9: a Unit 13: ay Unit 14: ll Unit 15: y Unit 21: a Unit 22: ss, c, ce Unit 32: tch <p>Prefixes:</p> <ul style="list-style-type: none"> Unit 17: un Unit 20: re <p>Suffixes (inflectional):</p> <ul style="list-style-type: none"> Unit 2: ed, ing (double) Unit 3: s (plurals) Unit 6: ed, ing (double) Unit 7: er, est (double) Unit 9: es (plurals), er, est (double) Unit 10: ed, ing (double) Unit 11: ed, ing (double) Unit 13: ing (drop e) Unit 15: es (change y) Unit 16: ing (drop e) Unit 17: es, ed (change y) Unit 19: ed, ing (drop e) Unit 21: er, est Unit 22: ed, ing (drop e) Unit 25: er, est Unit 30: s, es (plurals), s, es (verbs) <p>Suffixes (derivational):</p> <ul style="list-style-type: none"> Unit 31: y Unit 35: less

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 3
<p>VC2E3LY03: understand how to apply knowledge of phoneme–grapheme correspondences, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns.</p>	<ul style="list-style-type: none"> reading and writing more complex words with consonant digraphs and consonant blends, for example ‘shrinking’, ‘against’ and ‘rocket’ reading and writing consonant digraphs representing different sounds, for example ‘machine’, ‘change’ and ‘school’ 	<p><i>Model segmenting Focus Words and Complete the Student Book activities in Lesson 1:</i></p> <ul style="list-style-type: none"> Units 1–36
<p>VC2E3LY04: understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words.</p>	<ul style="list-style-type: none"> understanding how to use knowledge of prefixes to change the meaning of a base word, for example ‘undone’, ‘remove’ and ‘misunderstand’ using generalisations for adding a suffix to a base word to form a plural or past tense; for example, to make a word plural when it ends in ‘ss’, ‘sh’, ‘ch’ or ‘z’, add ‘es’ 	<p>Prefixes:</p> <ul style="list-style-type: none"> Unit 11: un Unit 16: mid, mis Unit 20: pre, re Unit 22: dis <p>Suffixes (inflectional):</p> <ul style="list-style-type: none"> Unit 2: ed, ing (double) Unit 3: ed, ing (double) Unit 4: es (plurals) Unit 6: ed, ing (double) Unit 7: ed, ing (double), s, es (verbs) Unit 8: ed, ing (double) Unit 9: er, est (double) Unit 10: er, est (double) Unit 11: s, es (verbs) Unit 13: ed, ing (drop e) Unit 15: s, es (change y) Unit 16: s, es (change y) Unit 17: ing (drop e), ed, es, ing (change y) Unit 19: s, es (plurals), ed, ing (drop e) Unit 22: s, es (change y) Unit 25: er, est (double) Unit 26: s (change f and fe) Unit 30: s, es (change y, change f and fe) <p>Suffixes (derivational):</p> <ul style="list-style-type: none"> Unit 8: ful Unit 10: ful Unit 14: less Unit 15: y Unit 18: en Unit 21: ness, ly Unit 24: ist Unit 30: y Unit 36: er

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 3
<p>VC2E3LY05: use phoneme–grapheme relationships and less common letter patterns to spell words.</p>	<ul style="list-style-type: none"> • using phonic knowledge to explore less common letter patterns after short vowels, for example words that end in ‘dge’, such as ‘badge’, ‘edge’ and ‘fridge’ • using phonic knowledge and knowledge of letter patterns to spell words with 3-letter blends, for example ‘str-ip’ 	<p>Phoneme–grapheme relationships:</p> <ul style="list-style-type: none"> • Unit 2: b, bb for  b bb • Unit 3: a for  a • Unit 4: k, c, q, ck, ch for  k c q ck x ch, x for  k c q ck x ch  s ss se ce x c • Unit 5: e, ea, a, ai for  e ea • Unit 6: d, dd for  d dd • Unit 7: i, e, u, ui for  i • Unit 8: f, ff, ph for  f ff ph • Unit 9: o, a for  o a • Unit 10: g, gg, gu for  g gg • Unit 11: u, o, ou for  u o • Unit 12: h, wh for  h, j, g, ge, dge for  j g ge dge • Unit 13: ai, ay, a_e, a, ea, eigh for  ai ay a_e a • Unit 14: l, ll for  l ll • Unit 15: ee, ea, y, ey, ie, i, eo for  ee e ea y ey • Unit 16: m, mm, mb, me for  m mm mb • Unit 17: i_e, y, igh, i, ie, uy for  i_e y igh i ie • Unit 18: n, nn, kn for  n nn kn, ng, n for  ng n • Unit 19: oa, o_e, ow, o, oe for  oa o_e ow o • Unit 20: p for  p pp, r, rr, wr for  r rr wr • Unit 21: ar, a, al, au, are for  ar a • Unit 22: s, ss, se, ce, c for  s ss se ce x c, x for  k c q ck x ch  s ss se ce x c • Unit 23: ir, ur, or, er, ere, ear for  ir ur or er • Unit 24: t, tt for  t tt • Unit 25: or, ore, a, aw, au, oor, ough, augh, ar, al, o for  or ore a aw au • Unit 26: v, ve for  v ve, w, wh, u for  w wh u • Unit 27: oo, u, oul, o for  oo u • Unit 28: y for  y u, u, ew, u_e, ue, eau for  y u  oo ew ue u_e u • Unit 29: oo, ew, ue, u_e, ui, o, ough, wo for  oo ew ue u_e u • Unit 30: z, zz, s, se, ze for  z zz s se • Unit 31: ou, ow, hou for  ou ow • Unit 32: ch, tch, t for  ch tch, sh, ch, s for  sh ch ti ci • Unit 33: oy, oi for  oy oi, eer, ear, ere for  eer ear • Unit 34: th for  th, th for  th • Unit 35: air, are, ear, ere, eir, ey're for  air are • Unit 36: er, ar, a, e, o, re, ure for  er ar or a e i o u
<p>VC2E3LY06: recognise and know how to write most high-frequency words, including some homophones.</p>	<ul style="list-style-type: none"> • using context and syntactic knowledge to spell homophones, for example ‘break’ and ‘brake’ or ‘ate’ and ‘eight’ 	<p>Homophones:</p> <ul style="list-style-type: none"> • Units 12, 13, 25, 28, 29, 31, 33, 34, 35 <p>Note: Students are taught high-frequency words in Units 1–36.</p>

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 4
<p>VC2E4LY03: understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes.</p> <p>VC2E4LY04: understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, word origins, and common prefixes and suffixes to spell more complex words.</p>	<ul style="list-style-type: none"> recognising unstressed vowels in multisyllabic words and how these vowel sounds are written, for example 'builder' and 'animal' using phonemic awareness and morphological knowledge (including blending and segmenting sounds, syllables and morphemes) to read and write multisyllabic words with more complex letter combinations, for example 'straightaway' and 'thoughtful' applying generalisations for adding affixes; for example, 'hope' becomes 'hoping', 'begin' becomes 'beginning', 'country' becomes 'countries' building morphemic word families and exploring word origins, for example 'tricycle', 'tripod' and 'triangle' 	<p>Phoneme–grapheme relationships:</p> <ul style="list-style-type: none"> Unit 2: b, bb for b bb Unit 3: a for a Unit 4: k, c, q, ck for k c q ck x ch, x for k c q ck x ch, s ss se ce x c Unit 5: e, ea, a, ie for e ea Unit 6: d, dd for d dd Unit 7: i, e, u, ui for i Unit 8: f, ph, gh for f ff ph Unit 9: o, a for o a Unit 10: g, gg, gu for g gg Unit 11: u, o, oo, ou for u o Unit 12: h, wh for h, j, g, ge, dge for j g ge dge Unit 13: ai, a_e, a, ea, ey, eigh for ai ay a_e a Unit 14: l, ll for l ll Unit 15: ee, e, ea, y, ey, ie, eo for ee e ea y ey Unit 16: m, mm, mb for m mm mb Unit 17: i_e, y, igh, i, ie, uy, is, eye for i_e y igh i ie Unit 18: n, kn for n nn kn, ng, n for ng n Unit 19: oa, o_e, ow, o, oe, ough for oa o_e ow o Unit 20: p, pp for p pp, r, rr, wr for r rr wr Unit 21: ar, a, ear, al, au for ar a Unit 22: s, ss, se, ce, c for s ss se ce x c, x for k c q ck x ch, s ss se ce x c Unit 23: ir, ur, or, er, ere, ear, our for ir ur or er Unit 24: t, tt for t tt Unit 25: or, ore, a, aw, au, oor, ough, augh, our, al, ure for or ore a aw au Unit 26: v, ve for v ve, w, wh, u for w wh u Unit 27: oo, u, oul, o for oo u Unit 28: y for y u, u, ew, u_e, ue, eau, iew for y u, oo ew ue u_e u Unit 29: oo, ew, ue, u_e, ui, oe, ough for oo ew ue u_e u Unit 30: z, zz, s, se for z zz s se, s, si for s si Unit 31: ou, ow, ough, hou for ou ow Unit 32: ch, tch, t for ch tch, sh, ti, ci for sh ch ti ci Unit 33: oy, oi for oy oi, eer, ear, ere, ier for eer ear Unit 34: th for th, th for th Unit 35: air, are, ear, ere, eir, ai, ar, a, ey're for air are Unit 36: er, or, a, e, i, o, ai, ure, our for er ar or a e i o u <p>Spelling patterns:</p> <ul style="list-style-type: none"> Unit 4: ck, k, c Unit 9: a

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 4
<p>VC2E4LY03: understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes. (continued)</p>	<ul style="list-style-type: none"> recognising unstressed vowels in multisyllabic words and how these vowel sounds are written, for example 'builder' and 'animal' using phonemic awareness and morphological knowledge (including blending and segmenting sounds, syllables and morphemes) to read and write multisyllabic words with more complex letter combinations, for example 'straightaway' and 'thoughtful' <p>(continued)</p>	<p>Prefixes:</p> <ul style="list-style-type: none"> Unit 4: ex Unit 6: mis, dis, un Unit 7: in, im Unit 8: fore Unit 17: bi, tri Unit 20: pre, re Unit 22: sub Unit 24: inter Unit 29: super Unit 31: out <p>Suffixes (inflectional):</p> <ul style="list-style-type: none"> Unit 2: ed, ing (double) Unit 3: ed, ing (double) Unit 5: s, es (verbs) Unit 6: ed, ing (drop e) Unit 7: er, est (double) Unit 8: s, es (change y), s (change f and fe) Unit 9: ed, ing, s, es (double) Unit 10: ed, ing (double, drop e) Unit 11: es (change y) Unit 13: er, est (change y) Unit 17: ed, ing (drop e, change y), s, es (change y) Unit 19: s, es (change y, change f and fe) Unit 23: er, est (change y) Unit 30: s, es (change y, change f and fe) <p>Suffixes (derivational):</p> <ul style="list-style-type: none"> Unit 11: y Unit 13: y Unit 14: ful Unit 15: ly Unit 16: er, ment Unit 18: ness Unit 20: ship Unit 21: en Unit 22: ous Unit 23: y Unit 26: wards Unit 27: hood Unit 28: ish Unit 32: ion Unit 36: er, or, ist
<p>VC2E4LY04: understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, word origins, and common prefixes and suffixes to spell more complex words. (continued)</p>	<ul style="list-style-type: none"> applying generalisations for adding affixes; for example, 'hope' becomes 'hoping', 'begin' becomes 'beginning', 'country' becomes 'countries' building morphemic word families and exploring word origins, for example 'tricycle', 'tripod' and 'triangle' <p>(continued)</p>	
<p>VC2E4LY05: read and write high-frequency words including homophones and know how to use context to identify correct spelling.</p>	<ul style="list-style-type: none"> recognising that contextual and syntactical clues can be used to determine the use of homophones, for example 'We grow wheat on <i>our</i> farm.' and 'The train trip will take about an <i>hour</i>.' 	<p>Homophones:</p> <ul style="list-style-type: none"> Units 10, 12, 13, 15, 17, 19, 25, 30, 31, 34, 35 <p>Note: Students are taught high-frequency words in Units 1–36.</p>

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 5
<p>VC2E5LY03: use phonological, morphological and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations.</p>	<ul style="list-style-type: none"> recognising and writing less familiar words that share common letter patterns but have different pronunciations, for example 'journey', 'your', 'tour' and 'sour' 	<p>Graphemes:</p> <ul style="list-style-type: none"> a as in <i>apple, watch, lady, glass, area, pizza</i> c as in <i>car, pencil</i> ch as in <i>school, chicken</i> e as in <i>egg, me, cereal, bucket</i> ea as in <i>head, seat, weary</i> ay as in <i>says, hay</i> i as in <i>igloo, litre, spider, dolphin</i> y as in <i>syrup, baby, fly, yoyo</i> o as in <i>women, orange, monkey, comb, story, do, lemon</i> gh as in <i>laugh, spaghetti</i> au as in <i>sausage, laugh, sauce</i> ow as in <i>knowledge, window, flower</i> g as in <i>girl, giraffe</i> u as in <i>umbrella, queen, bush, computer, ruler, cactus</i> oo as in <i>flood, book, boot</i> ou as in <i>young, boulder, courier, group, cloud, famous</i> eigh as in <i>eight, height</i> n as in <i>net, wink</i> oa as in <i>boat, broad</i> ough as in <i>though, bought, through, plough</i> ar as in <i>star, war, scarce, dollar</i> s as in <i>seal, bears, treasure, sure</i> ss as in <i>kiss, dissolve, tissue</i> se as in <i>mouse, cheese</i> er as in <i>fern, ladder</i> or as in <i>world, horse</i> ear as in <i>early, ear</i> t as in <i>tiger, picture</i> our as in <i>your, colour</i> ure as in <i>sure, picture</i> u_e as in <i>volume, flute</i> ti as in <i>question, station</i> ere as in <i>here, where</i> th as in <i>thong, feather</i>

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 5
<p>VC2E5LY04: build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins (etymology), letter patterns and spelling generalisations.</p>	<ul style="list-style-type: none"> • using knowledge of known words and base words to spell new words, for example the spelling and meaning connections between 'vision', 'television' and 'revision' • applying knowledge of spelling generalisations to spell new words, for example 'suitable', 'likeable' and 'collapsible' 	<p>Prefixes:</p> <ul style="list-style-type: none"> • Unit 3: anti, dia • Unit 4: kilo, milli • Unit 5: ex, dec, deci, cent • Unit 6: dis, mis, in, de • Unit 7: in, im, il, ir • Unit 9: non, quad, oct • Unit 16: multi, semi, com • Unit 17: bi, tri • Unit 18: en • Unit 20: pre, re • Unit 23: circum • Unit 24: inter, tele, trans • Unit 25: auto • Unit 29: sub, super <p>Suffixes (inflectional):</p> <ul style="list-style-type: none"> • Unit 2: ed, ing (double, change y, drop e) • Unit 8: s, es (plural/verbs – change y, change f and fe) • Unit 10: ed, ing (drop e, double) • Unit 11: er, est (change y) • Unit 21: s, es (plurals – change y, change f and fe) • Unit 23: ed, ing (double) <p>Greek and Latin roots:</p> <ul style="list-style-type: none"> • Unit 3: astro, aster, ang, aqua, anim • Unit 8: graph, phon, photo • Unit 11: struct • Unit 12: ject • Unit 17: scrib, script • Unit 19: mot, pos • Unit 20: port • Unit 23: circ • Unit 24: rupt, sect • Unit 25: aud • Unit 36: cap, mit, pel

Literacy: Phonic and Word Knowledge

Content Descriptions	Elaborations	Sound Waves Year 5
<p>VC2E5LY05: explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word.</p>	<ul style="list-style-type: none"> • using knowledge of word origins and roots, and related words, to interpret and spell unfamiliar words, and learning about how these roots affect plurals, for example 'cactus' and 'cacti', and 'louse' and 'lice' • understanding how some suffixes change the grammatical form of words, for example '-tion' and '-ment' can change verbs into nouns, such as 'protect' to 'protection' and 'develop' to 'development' 	<p>Plurals:</p> <ul style="list-style-type: none"> • Unit 21 <p>Note: Irregular plurals are explicitly taught in Year 3 and are revised in Years 4, 5 and 6.</p> <p>Suffixes (derivational):</p> <ul style="list-style-type: none"> • Unit 4: ion • Unit 7: ive • Unit 10: ness, ment • Unit 11: y • Unit 13: er, or, ee • Unit 14: ful, less, able • Unit 15: ly • Unit 18: en • Unit 22: ous • Unit 30: ise, ion • Unit 31: able • Unit 32: ion • Unit 35: ly, ous, y, less, ful, able, ness • Unit 36: al

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Content Descriptions	Elaborations	Sound Waves Year 6
<p>VC2E6LY03: use combined phonological, morphological and vocabulary knowledge to read and write increasingly complex words.</p>	<ul style="list-style-type: none"> using phonic generalisations to read and write complex words with uncommon letter patterns, for example 'pneumonia', 'resuscitate' and 'vegetation' 	<p>Phoneme–grapheme relationships:</p> <ul style="list-style-type: none"> Unit 2: b, bb, pb for b bb Unit 3: a for a Unit 4: k, c, q, ck, x, ch, que for k c q ck x ch, x for k c q ck x ch s ss se ce x c Unit 5: e, ea, a, eo for e ea Unit 6: d, dd for d dd Unit 7: i, y, e, ui, a for i Unit 8: f, ff, ph for f ff ph Unit 9: o, a, ho, au, ow, ach, e for o a Unit 10: g, gu, gue for g gg Unit 11: u, o, ou for u o Unit 12: h for h, j, g, ge, gg, d for j g ge dge Unit 13: ai, ay, a_e, a, ei, eigh, et, e for ai ay a_e a Unit 14: l, ll for l ll Unit 15: ee, e, ea, y, ie, e_e, i, ei for ee e ea y ey Unit 16: m, mm, me for m mm mb Unit 17: i_e, y, igh, i, ir for i_e y igh i ie Unit 18: n, kn, ne for n nn kn, ng, n, ngue for ng n Unit 19: oa, o_e, ow, o, ough for oa o_e ow o Unit 20: p, pp for p pp, r, rr, rh for r rr rh Unit 21: ar, a, ear, au, er for ar a Unit 22: s, ss, ce, c, sc, st, sw for s ss se ce x c, x for k c q ck x ch s ss se ce x c Unit 23: ir, ur, er, ear, our, urr for ir ur or er Unit 24: t, tt for t tt Unit 25: or, ore, a, aw, au, augh, oa, hau, aur for or ore a aw au Unit 26: v, ve for v ve, wh, u for w wh u Unit 27: oo, u, oul, o, ou for oo u Unit 28: i, u for y u, u, ui, eu, ew, u_e, ue, ueue for y u oo ew ue u_e u Unit 29: oo, ew, ue, u_e, u, o, ough, ou, oeu for oo ew ue u_e u Unit 30: z, s, ss for z zz s se, x for g gg z zz s se, s, si for s si Unit 31: ou, ow, ough for ou ow Unit 32: ch, ti, t for ch tch, sh, ch, ti, ss, ssi for sh ch ti ci Unit 33: oy, oi for oy oi, eer, ere, ier, e, ir, ea for eer ear Unit 34: th for th, the for th Unit 35: air, are, ere, ar, a, ayor, ea, aire, ae for air are Unit 36: er, ar, a, e, i, o, u, ou for er ar or a e i o u

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Content Descriptions	Elaborations	Sound Waves Year 6
<p>VC2E6LY04: use their knowledge of known words, base words, prefixes, suffixes, letter patterns, spelling generalisations and word origins (etymology), including some Latin and Greek roots, to spell new words, including technical words.</p>	<ul style="list-style-type: none"> • using a dictionary to explore word origins, including some Greek roots, in order to spell words; for example, the Greek root 'ath' meaning 'contest' or 'outstanding skill', 'pent' meaning the number 5 and 'dec' meaning the number 10 inform the spelling and meaning of the words 'athlete', 'pentathlon' and 'decathlon' • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words, for example 'ratio' and 'synthesis' • expanding knowledge of prefixes and suffixes, and exploring meaning relationships between words, for example 'disappearance', 'submarine', 'subterranean', 'poisonous' and 'nervous' • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, knowing how and why these words are spelt as follows: 'reliability', 'handkerchief', 'receive', 'lollies', 'trolleys', 'climbing', 'designed' and 'emergency' • spelling technical words by applying morphemic knowledge, for example 'metaphorical', 'biology' and 'biodegradable' 	<p>Prefixes:</p> <ul style="list-style-type: none"> • Unit 4: ex • Unit 5: dec, cent, kilo • Unit 7: dis, mis, in, im, il, ir • Unit 9: anti, non, con • Unit 12: hyper, hypo • Unit 14: mono, multi • Unit 16: com • Unit 19: co • Unit 20: pro • Unit 23: circum • Unit 25: auto, trans • Unit 28: uni • Unit 29: sub, super • Unit 31: out • Unit 34: syn, sym • Unit 36: inter, ad, ac <p>Suffixes (inflectional):</p> <ul style="list-style-type: none"> • Unit 2: ed, ing (change y, drop e, double), s, es (verbs – change y) • Unit 14: ed, ing (double) • Unit 23: ed, ing (double) <p>Suffixes (derivational):</p> <ul style="list-style-type: none"> • Unit 2: able • Unit 4: ion • Unit 10: ly • Unit 11: er, or, ist • Unit 13: ation • Unit 14: al • Unit 15: ty, ity • Unit 17: ify • Unit 18: ance, ence • Unit 22: ous • Unit 24: ment • Unit 26: ive • Unit 30: ise, sion • Unit 31: less • Unit 32: ion • Unit 35: ian <p>Greek and Latin roots:</p> <ul style="list-style-type: none"> • Unit 3: tract • Unit 5: cess, cep, sect • Unit 6: pod, ped, duc, duct, duce • Unit 8: flex, flect, frag, fract • Unit 10: graph, gram • Unit 11: struct, rupt • Unit 12: hydr, geo, bio, logy

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Content Descriptions	Elaborations	Sound Waves Year 6
<p>VC2E6LY04: use their knowledge of known words, base words, prefixes, suffixes, letter patterns, spelling generalisations and word origins (etymology), including some Latin and Greek roots, to spell new words, including technical words.</p> <p>(continued)</p>	<ul style="list-style-type: none"> • using a dictionary to explore word origins, including some Greek roots, in order to spell words; for example, the Greek root 'ath' meaning 'contest' or 'outstanding skill', 'pent' meaning the number 5 and 'dec' meaning the number 10 inform the spelling and meaning of the words 'athlete', 'pentathlon' and 'decathlon' • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words, for example 'ratio' and 'synthesis' • expanding knowledge of prefixes and suffixes, and exploring meaning relationships between words, for example 'disappearance', 'submarine', 'subterranean', 'poisonous' and 'nervous' • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, knowing how and why these words are spelt as follows: 'reliability', 'handkerchief', 'receive', 'lollies', 'trolleys', 'climbing', 'designed' and 'emergency' • spelling technical words by applying morphemic knowledge, for example 'metaphorical', 'biology' and 'biodegradable' <p>(continued)</p>	<ul style="list-style-type: none"> • Unit 15: ceed, cede, cess • Unit 16: meter • Unit 19: mot, pos • Unit 20: spect, press • Unit 23: circ, vers, vert • Unit 24: ject, fact, fact • Unit 25: port, form • Unit 34: therm • Unit 35: aer, aero, aqua