



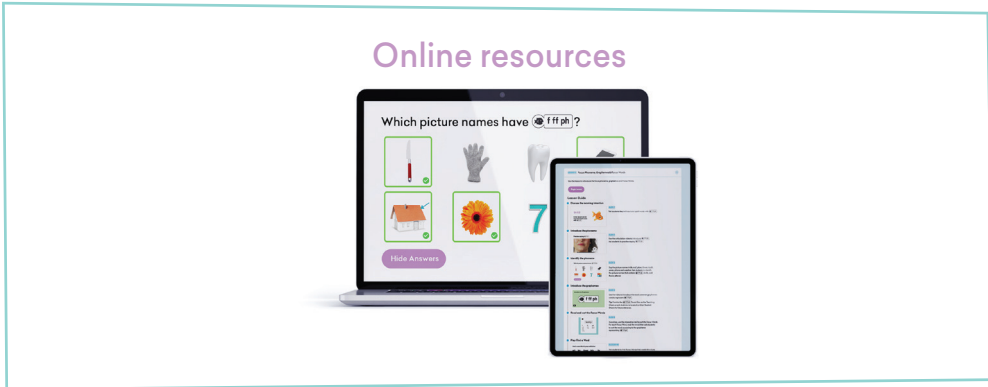
SOUND WAVES

NSW STAGE 2 SYLLABUS MATCH







































Sound Waves Components

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

Use this document to understand how Years 3 and 4 of Sound Waves comprehensively meet the outcome and content for Spelling in the NSW Stage 2 Syllabus.









































NSW Stage 2 Syllabus Match

Outcome	Content	Sound Waves Year 3	Sound Waves Year 4
<p>SPELLING</p> <p>EN2-SPELL-01: selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts.</p>	<p>Phonological component</p> <p>explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling</p> <p>identify differences in vowel phonemes (short, long, diphthong and schwa vowels)</p>	<p>Units 1–36</p> <p>Note: Students are explicitly taught to break words into syllables and phonemes as a strategy for spelling. Students practise and apply these strategies weekly in Units 1–36.</p> <p>Vowel phonemes:</p> <ul style="list-style-type: none"> • Unit 3:  a • Unit 5:  e ea • Unit 7:  i • Unit 9:  o a • Unit 11:  u o • Unit 13:  ai ay a_e a • Unit 15:  ee e ea y ey • Unit 17:  i_e y igh i ie • Unit 19:  oa o_e ow o • Unit 21:  ar a • Unit 23:  ir ur or er • Unit 25:  or ore a aw au • Unit 27:  oo u • Unit 29:  oo ew ue u_e u • Unit 31:  ou ow • Unit 33:  oy oi,  eer ear • Unit 35:  air are • Unit 36:  er ar or a e i o u 	<p>Units 1–36</p> <p>Note: Students are explicitly taught to break words into syllables and phonemes as a strategy for spelling. Students practise and apply these strategies weekly in Units 1–36.</p> <p>Vowel phonemes:</p> <ul style="list-style-type: none"> • Unit 3:  a • Unit 5:  e ea • Unit 7:  i • Unit 9:  o a • Unit 11:  u o • Unit 13:  ai ay a_e a • Unit 15:  ee e ea y ey • Unit 17:  i_e y igh i ie • Unit 19:  oa o_e ow o • Unit 21:  ar a • Unit 23:  ir ur or er • Unit 25:  or ore a aw au • Unit 27:  oo u • Unit 29:  oo ew ue u_e u • Unit 31:  ou ow • Unit 33:  oy oi,  eer ear • Unit 35:  air are • Unit 36:  er ar or a e i o u

NSW Stage 2 Syllabus Match

Outcome	Content	Sound Waves Year 3	Sound Waves Year 4	
SPELLING EN2-SPELL-01: selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts. (continued)	Phonological component (continued)	Unit 1: Getting Started Note: Students are taught how to segment words into syllables and phonemes in Unit 1: Getting Started. This includes identifying the schwa in unstressed syllables. Students apply this knowledge weekly in Units 2–36 when segmenting Focus Words.	Unit 1: Getting Started Note: Students are taught how to segment words into syllables and phonemes in Unit 1: Getting Started. This includes identifying the schwa in unstressed syllables. Students apply this knowledge weekly in Units 2–36 when segmenting Focus Words.	
		understand that the schwa occurs in an unstressed syllable and apply this knowledge when spelling		
	Orthographic component	understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling	Graphemes: <ul style="list-style-type: none"> • Unit 4: ck, k • Unit 9: a • Unit 12: ge, dge • Unit 21: a • Unit 22: c, ce • Unit 23: or • Unit 32: tch 	Graphemes: <ul style="list-style-type: none"> • Unit 4: ck, k, c • Unit 9: a • Unit 12: g
	understand that graphemes can be explained by their etymology	Dedicated etymology lessons can be found in Years 5 and 6. However, Years 3 and 4 teachers are encouraged and supported to discuss etymology during the <i>Read and sort the Focus Words</i> step of Lesson 1. The <i>Phoneme and Grapheme Tips</i> in the <i>Unit Overview</i> section of Units 2–36 provide teachers with information about graphemes with etymological origins.	Dedicated etymology lessons can be found in Years 5 and 6. However, Years 3 and 4 teachers are encouraged and supported to discuss etymology during the <i>Read and sort the Focus Words</i> step of Lesson 1. The <i>Phoneme and Grapheme Tips</i> in the <i>Unit Overview</i> section of Units 2–36 provide teachers with information about graphemes with etymological origins.	

NSW Stage 2 Syllabus Match

Outcome	Content	Sound Waves Year 3	Sound Waves Year 4
<p>SPELLING</p> <p>EN2-SPELL-01: selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts.</p> <p>(continued)</p>	<p>Orthographic component (continued)</p> <p>apply knowledge of taught vowel graphemes when spelling</p> <p>proofread, identify and correct misspellings when creating written texts</p> <p>use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word</p>	<p>Vowel graphemes:</p> <ul style="list-style-type: none"> Unit 3: a for  a Unit 5: e, ea, a, ai for  e ea Unit 7: i, e, u, ui for  i Unit 9: o, a for  oa Unit 11: u, o, ou for  uo Unit 13: ai, ay, a_e, a, ea, eigh for  ai ay a_e a Unit 15: ee, ea, y, ey, ie, i, eo 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, oe for  oa o_e ow o Unit 21: ar, a, al, au, are for  ar a Unit 23: ir, ur, or, er, ere, ear for  ir ur or er Unit 25: or, ore, a, aw, au, oor, ough, augh, ar, al, o for  or ore a aw au Unit 27: oo, u, oul, o for  oo u Unit 29: oo, ew, ue, u_e, ui, o, ough, 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, ar, a, e, o, re, ure for  er ar a e i o u <p>Proofreading activities in the Student Book:</p> <ul style="list-style-type: none"> Units 3, 5, 8, 10, 12, 21, 28, 31, 32, 34, 35 <p>Students are explicitly taught to use the <i>Sound Waves Student Chart</i> (standard or extended) as a reference tool to support spelling attempts and corrections. Additionally, students are prompted to use a dictionary in some Student Book activities for support with spelling or word meanings.</p>	<p>Vowel graphemes:</p> <ul style="list-style-type: none"> Unit 3: a for  a Unit 5: e, ea, a, ie for  e ea Unit 7: i, e, u, ui for  i Unit 9: o, a for  oa Unit 11: u, o, oo, ou for  uo Unit 13: ai, a_e, a, ea, ey, eigh for  ai ay a_e a Unit 15: ee, e, ea, y, ey, ie, eo for  ee e ea y ey Unit 17: i_e, y, igh, i, ie, uy, is, eye for  i_e y igh i ie Unit 19: oa, o_e, ow, o, oe, ough for  oa o_e ow o Unit 21: ar, a, ear, al, au for  ar a Unit 23: ir, ur, or, er, ere, ear, our for  ir ur or er Unit 25: or, ore, a, aw, au, oor, ough, augh, our, al, ure for  or ore a aw au Unit 27: oo, u, oul, o for  oo u Unit 29: oo, ew, ue, u_e, ui, oe, ough for  oo ew ue u_e u Unit 31: ou, ow, ough, hou for  ou ow Unit 33: oy, oi for  oy oi, eer, ear, ere, ier for  eer ear 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 a e i o u <p>Proofreading activities in the Student Book:</p> <ul style="list-style-type: none"> Units 7, 14, 18, 19, 20, 25, 35 <p>Students are explicitly taught to use the <i>Sound Waves Student Chart</i> (standard or extended) as a reference tool to support spelling attempts and corrections. Additionally, students are prompted to use a dictionary in some Student Book activities for support with word meanings.</p>

NSW Stage 2 Syllabus Match

Outcome	Content	Sound Waves Year 3	Sound Waves Year 4
SPELLING EN2-SPELL-01: selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts. (continued)	Morphological component identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling	Suffixes (inflectional): <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) 	Suffixes (inflectional): <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)
	identify derivational suffixes such as <i>-able, -ness, -ian</i> and <i>-ment</i> , explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling	Suffixes (derivational): <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 	Suffixes (derivational): <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

NSW Stage 2 Syllabus Match

Outcome	Content	Sound Waves Year 3	Sound Waves Year 4
SPELLING EN2-SPELL-01: selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts. (continued)	Morphological component (continued)		<ul style="list-style-type: none"> Unit 28: ish Unit 32: ion Unit 36: er, or, ist <p>Note: Students learn the suffix able in Year 5 and the suffix ian in Year 6.</p>
	identify derivational suffixes such as <i>-able, -ness, -ian</i> and <i>-ment</i> , explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling (continued)	Prefixes: <ul style="list-style-type: none"> Unit 11: un Unit 16: mid, mis Unit 20: pre, re Unit 22: dis 	Prefixes: <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
	identify prefixes that require no change to the base word or root when they are affixed, and apply this knowledge when spelling	Irregular plurals: <ul style="list-style-type: none"> Unit 15 	Irregular plurals are explicitly taught in Year 3 and are revised in Years 4, 5 and 6.
	correctly spell irregular plural words across a range of written contexts	Homophones: <ul style="list-style-type: none"> Units 12, 13, 25, 28, 29, 31, 33, 34, 35 	Homophones: <ul style="list-style-type: none"> Units 10, 12, 13, 15, 17, 19, 25, 30, 31, 34, 35
correctly spell taught homophones when creating written texts			