



# NSW EARLY STAGE 1 SYLLABUS MATCH

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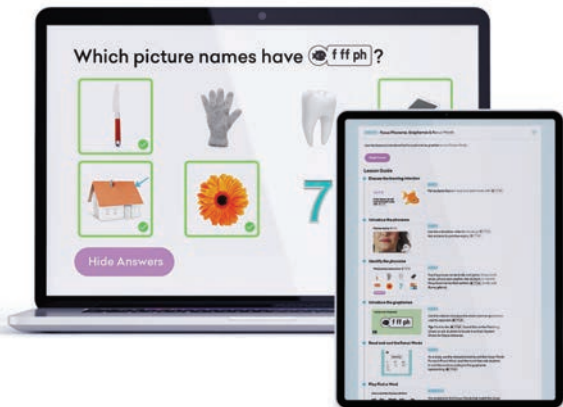
# Sound Waves Components

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

Use this document to understand how Sound Waves Foundation comprehensively meets the outcomes and content for Phonological Awareness, Phonic Knowledge and Spelling in the NSW Early Stage 1 Syllabus.

Additionally, refer to this document to see how Sound Waves Foundation aligns with the suggested NSW Early Stage 1 instructional sequence for grapheme–phoneme correspondences.

## Online resources



## Student Books



## Decodable Readers



## Extra resources














# NSW Early Stage 1 Syllabus Match




Outcome	Content		Sound Waves Foundation
<b>PHONOLOGICAL AWARENESS</b>  <b>ENE-PHOAW-01:</b> identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts.	<b>Words</b>	repeat words and phrases	<i>Chants and Actions</i> in Overview: • Terms 1–4  <i>Revise the Chants and Actions</i> lesson step: • Terms 2–4, Lesson 1
		complete familiar spoken phrases in texts, including chants, rhymes, songs and poems	
		segment a spoken sentence of 3 to 5 words into separate spoken words	Segmenting instruction begins at the syllable and phoneme level.
	<b>Syllables</b>	orally blend and segment syllables in words comprising up to 3 syllables	<i>Syllable Stomp</i> in Extra Games & Activities: • Term 1, Week 3: /p/ as in 🍌 • Term 1, Week 6: /o/ as in 🍌
		blend onset and rime to say a one-syllable word	<i>Build a Word</i> in Extra Games & Activities: • Term 1, Week 6: /a/ as in 🍏, /e/ as in 🍷, /i/ as in 🍷, /o/ as in 🍌, /u/ as in 🍌 • Term 1, Week 7: /ai/ as in 🍌, /ee/ as in 🍌, /ar/ as in 🍌 • Term 1, Week 8: /oo/ as in 🍌
	<b>Phonemes</b>	provide a word when given a starting phoneme	<i>Identify the focus sound</i> and <i>Brainstorming</i> lesson steps: • Term 1, all lessons  <i>Finish the Sentence</i> in Extra Games & Activities: • Term 1, Week 2: /m/ as in 🍌
		consistently say the first phoneme of a spoken one-syllable word	<i>I Spy Sounds</i> in Extra Games & Activities: • Term 1, Week 4: /v/ as in 🍌  <i>Revise the focus sound</i> lesson step: • Terms 2–4, Lesson 1
		listen to up to 4 words, indicate those that start with the same phoneme and say other words that start with that phoneme	<i>Move to the Sound</i> in Extra Games & Activities: • Term 1, Week 1: /k/ as in 🍌, /d/ as in 🍌  <i>Odd One Out</i> in Extra Games & Activities: • Term 1, Week 2: /j/ as in 🍌 • Term 1, Week 5: /ch/ as in 🍌 • Term 1, Week 8: /or/ as in 🍌
		orally blend up to 4 phonemes together to make a one-syllable spoken word	<i>Play Segment, Blend and Select/Play Segment, Blend and Make and Complete the Student Book</i> activities lesson steps: • Term 1, all lessons  <i>Segment and Blend Lucky Dip</i> in Extra Games & Activities: • Term 1, Week 5: /th/ as in 🍌, /th/ as in 🍌 • Term 1, Week 8: /ir/ as in 🍌, /oo/ as in 🍌 • Term 1, Week 9: /air/ as in 🍌, /er/ as in 🍌
		orally segment one-syllable words comprised of up to 4 phonemes into separate phonemes	• Term 2, Week 4: f for 🍌 f • Term 2, Week 5: p for 🍌 p

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
















Outcome	Content		Sound Waves Foundation
<p><b>PHONOLOGICAL AWARENESS</b></p> <p><b>ENE-PHOAW-01:</b> identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts.</p> <p>(continued)</p>	<p><b>Phonemes</b> (continued)</p>	<p>identify the number of phonemes that make up a spoken one-syllable word comprising fewer than 4 phonemes</p>	<p>Complete the <i>Student Book</i> activities lesson step:</p> <ul style="list-style-type: none"> <li>• Terms 2–4, Lesson 1</li> </ul> <p><b>Note:</b> Students also identify the number of phonemes in words when they practise segmenting.</p>
		<p>identify the first, middle and final phonemes in a one-syllable word</p>	<p><b>Term 1</b></p> <p>Identify the focus sound lesson step:</p> <ul style="list-style-type: none"> <li>• all lessons</li> </ul> <p>Extra Games &amp; Activities:</p> <ul style="list-style-type: none"> <li>• Roll It</li> <li>• Circle Cards</li> <li>• Who Has?</li> <li>• Musical Sound Corners</li> <li>• Picture Clues</li> <li>• Which Pictures?</li> </ul> <p><b>Terms 2–4</b></p> <p>Revise the focus sound lesson step:</p> <ul style="list-style-type: none"> <li>• Lesson 1</li> </ul> <p>Extra Games &amp; Activities:</p> <ul style="list-style-type: none"> <li>• Roll It</li> <li>• Circle Cards</li> <li>• Who Has?</li> <li>• Musical Sound Corners</li> <li>• Picture Clues</li> <li>• Which Pictures?</li> <li>• Cards on the Floor</li> <li>• Find It First</li> <li>• Sound Hunt</li> <li>• Sound Sort</li> <li>• Find the Sound</li> </ul>
		<p>identify the difference between a voiced phoneme and an unvoiced phoneme</p>	<p>Introduce the focus sound lesson step:</p> <ul style="list-style-type: none"> <li>• Term 1, all lessons</li> </ul> <p>Revise the focus sound lesson step:</p> <ul style="list-style-type: none"> <li>• Terms 2–4, Lesson 1</li> </ul>
		<p>blend aloud all phonemes when asked to delete, add or substitute an initial phoneme</p>	<p>Build a Word in Extra Games &amp; Activities:</p> <ul style="list-style-type: none"> <li>• Term 1, Week 6: /a/ as in 🍏, /e/ as in 🍷, /i/ as in 🍷, /o/ as in 🍷, /u/ as in 🍷</li> <li>• Term 1, Week 7: /ai/ as in 🍷, /ee/ as in 🍷, /ar/ as in 🍷</li> <li>• Term 1, Week 8: /oo/ as in 🍷</li> </ul>
		<p>blend aloud all phonemes when asked to delete, add or substitute a final phoneme</p>	<p>Change One Sound in Extra Games &amp; Activities:</p> <ul style="list-style-type: none"> <li>• Term 3, Week 3: z for 🍷 z</li> <li>• Term 4, Week 3: oa, o_e, o for 🍷 oa o_e o</li> </ul>
<p>blend aloud all phonemes when asked to substitute a medial vowel phoneme</p>			

Outcome	Content		Sound Waves Foundation
<p><b>PHONIC KNOWLEDGE</b></p> <p><b>ENE-PHOKW-01:</b> uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts.</p>	<p><b>Single-letter graphemes</b></p>	<p>match a single-letter grapheme with a phoneme</p> <p>say the most common phoneme for single-letter graphemes (graphs)</p> <p>blend single-letter grapheme–phoneme correspondences to decode VC and CVC words, and apply this knowledge when reading, including decodable texts</p> <p>segment and encode single-letter VC and CVC words, and apply this knowledge when writing words and creating texts</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> <li>• Term 2, Week 1: <b>m</b> for  <b>m</b>, <b>a</b> for  <b>a</b></li> <li>• Term 2, Week 2: <b>t</b> for  <b>t</b>, <b>s</b> for  <b>s</b></li> <li>• Term 2, Week 3: <b>i</b> for  <b>i</b>, <b>d</b> for  <b>d</b></li> <li>• Term 2, Week 4: <b>f</b> for  <b>f</b>, <b>n</b> for  <b>n</b></li> <li>• Term 2, Week 5: <b>p</b> for  <b>p</b>, <b>o</b> for  <b>o</b></li> <li>• Term 2, Week 6: <b>r</b> for  <b>r</b>, <b>g</b> for  <b>g</b></li> <li>• Term 2, Week 7: <b>e</b> for  <b>e</b>, <b>h</b> for  <b>h</b></li> <li>• Term 2, Week 8: <b>k</b>, <b>c</b> for  <b>k c</b></li> <li>• Term 2, Week 9: <b>u</b> for  <b>u</b>, <b>b</b> for  <b>b</b></li> <li>• Term 3, Week 1: <b>l</b> for  <b>l</b>, <b>j</b> for  <b>j</b></li> <li>• Term 3, Week 2: <b>y</b> for  <b>y</b>, <b>v</b> for  <b>v</b></li> <li>• Term 3, Week 3: <b>w</b> for  <b>w</b>, <b>z</b> for  <b>z</b></li> <li>• Term 3, Week 6: <b>s</b> for  <b>s z z z s</b></li> <li>• Term 3, Week 7: <b>q</b> for  <b>k c q c k x</b>, <b>u</b> for  <b>w u</b></li> <li>• Term 4, Week 2: <b>e</b> for  <b>ee e ea</b>, <b>y</b> for  <b>i e y</b></li> <li>• Term 4, Week 3: <b>o</b> for  <b>oa o e o</b>, <b>a</b> for  <b>ar a</b></li> <li>• Term 4, Week 4: <b>a</b> for  <b>or a</b></li> <li>• Term 4, Week 5: <b>u</b> for  <b>oo u</b></li> </ul> <p>Decodable Readers:</p> <ul style="list-style-type: none"> <li>• Book 1 <b>r</b> (support and core)</li> <li>• Book 2 <b>g</b> (support and core)</li> <li>• Book 3 <b>e</b> (support and core)</li> <li>• Book 4 <b>h</b> (support and core)</li> <li>• Book 5 <b>k</b> (support and core)</li> <li>• Book 6 <b>c</b> (support and core)</li> <li>• Book 7 <b>u</b> (support and core)</li> <li>• Book 8 <b>b</b> (support and core)</li> <li>• Book 9 <b>l</b> (support and core)</li> <li>• Book 10 <b>j</b> (support and core)</li> <li>• Book 11 <b>y</b> (support and core)</li> <li>• Book 12 <b>v</b> (support and core)</li> <li>• Book 13 <b>w</b> (support and core)</li> <li>• Book 14 <b>z</b> (support and core)</li> <li>• Book 22 <b>q, u</b> (support and core)</li> <li>• Book 28.2 <b>e</b> (support)</li> <li>• Book 29.2 <b>y</b> (support)</li> <li>• Book 30.3 <b>o</b> (support)</li> </ul>

# NSW Early Stage 1 Syllabus Match












Outcome	Content		Sound Waves Foundation
<p><b>PHONIC KNOWLEDGE</b></p> <p><b>ENE-PHOKW-01:</b> uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts.</p> <p>(continued)</p>	<p><b>Single-letter graphemes</b></p> <p>(continued)</p>	<p>blend common single-letter grapheme–phoneme correspondences to read CCVC and CVCC words, and apply this when reading texts, including decodable texts</p> <p>segment common, single-letter grapheme–phoneme correspondences to encode CCVC and CVCC words</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> <li>Term 3, Week 7: <b>x</b> for  </li> <li><b>q, u</b> for  </li> </ul> <p>Lesson 2:</p> <ul style="list-style-type: none"> <li>Term 3, Week 6: Suffix <b>s</b> (plurals)</li> </ul> <p>Decodable Readers:</p> <ul style="list-style-type: none"> <li>Book 1 <b>r</b> (extended)</li> <li>Book 2 <b>g</b> (extended)</li> <li>Book 3 <b>e</b> (extended)</li> <li>Book 4 <b>h</b> (extended)</li> <li>Book 5 <b>k</b> (extended)</li> <li>Book 6 <b>c</b> (extended)</li> <li>Book 7 <b>u</b> (extended)</li> <li>Book 8 <b>b</b> (extended)</li> <li>Book 9 <b>l</b> (extended)</li> <li>Book 10 <b>j</b> (extended)</li> <li>Book 11 <b>y</b> (extended)</li> <li>Book 12 <b>v</b> (extended)</li> <li>Book 13 <b>w</b> (extended)</li> <li>Book 14 <b>z</b> (extended)</li> <li>Book 15 <b>ck</b> (extended)</li> <li>Book 16 <b>ng</b> (extended)</li> <li>Book 17 <b>ss</b> (extended)</li> <li>Book 18 <b>ff</b> (extended)</li> <li>Book 19 <b>ll</b> (extended)</li> <li>Book 20 <b>zz, s</b> (extended)</li> <li>Book 21 <b>x</b> (extended)</li> <li>Book 22 <b>q, u</b> (extended)</li> <li>Book 23 <b>ch</b> (extended)</li> <li>Book 24 <b>sh</b> (extended)</li> <li>Book 25 <b>th</b> (extended)</li> <li>Book 26 <b>th</b> (extended)</li> <li>Book 27 <b>ai, ay, a_e</b> (extended)</li> <li>Book 28 <b>ee, e, ea</b> (extended)</li> <li>Book 29 <b>i_e, y</b> (extended)</li> <li>Book 30 <b>oa, o_e, o</b> (extended)</li> <li>Book 31 <b>ar, a</b> (extended)</li> <li>Book 32 <b>ir, ur</b> (extended)</li> <li>Book 33 <b>or, a</b> (extended)</li> <li>Book 34 <b>oo, u</b> (extended)</li> <li>Book 35 <b>oo</b> (extended)</li> <li>Book 36 <b>ou, ow</b> (extended)</li> <li>Book 37 <b>oy</b> (extended)</li> <li>Book 38 <b>ear</b> (extended)</li> <li>Book 39 <b>air</b> (extended)</li> <li>Book 40 <b>er</b> (extended)</li> </ul>

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Outcome	Content		Sound Waves Foundation
<p><b>PHONIC KNOWLEDGE</b></p> <p><b>ENE-PHOKW-01:</b> uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts.</p> <p>(continued)</p>	<p><b>Digraphs</b></p>	<p>decode and blend words containing consonant digraphs and apply this when reading texts, including decodable texts</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> <li>Term 3, Week 4: <b>ck</b> for  <b>ck</b>, <b>ng</b> for </li> <li>Term 3, Week 5: <b>ss</b> for  <b>ss</b>, <b>ff</b> for </li> <li>Term 3, Week 6: <b>ll</b> for  <b>ll</b>, <b>zz</b> for </li> <li>Term 3, Week 8: <b>ch</b> for  <b>ch</b>, <b>sh</b> for </li> <li>Term 3, Week 9: <b>th</b> for  <b>th</b>, <b>th</b> for </li> </ul>
		<p>segment and encode CVC words containing consonant digraphs</p>	<p>Decodable Readers:</p> <ul style="list-style-type: none"> <li>Book 15 <b>ck</b> (support, core and extended)</li> <li>Book 16 <b>ng</b> (support, core and extended)</li> <li>Book 17 <b>ss</b> (support, core and extended)</li> <li>Book 18 <b>ff</b> (support, core and extended)</li> <li>Book 19 <b>ll</b> (support, core and extended)</li> <li>Book 20 <b>zz, s</b> (support, core and extended)</li> <li>Book 23 <b>ch</b> (support, core and extended)</li> <li>Book 24 <b>sh</b> (support, core and extended)</li> <li>Book 25 <b>th</b> (support, core and extended)</li> <li>Book 26 <b>th</b> (support, core and extended)</li> </ul>
	<p>decode words containing split digraphs and vowel digraphs</p>	<p>decode words containing split digraphs and vowel digraphs</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> <li>Term 4, Week 1: <b>ai, ay, a_e</b> for  <b>ai ay a_e</b></li> <li>Term 4, Week 2: <b>ee, ea</b> for  <b>ee ea</b>, <b>i_e</b> for  <b>i_e y</b></li> <li>Term 4, Week 3: <b>oa, o_e</b> for  <b>oa o_e o</b>, <b>ar</b> for  <b>ar a</b></li> <li>Term 4, Week 4: <b>ir, ur</b> for  <b>ir ur</b>, <b>or</b> for  <b>or a</b></li> <li>Term 4, Week 5: <b>oo</b> for  <b>oo u</b>, <b>oo</b> for  <b>oo</b></li> <li>Term 4, Week 6: <b>ou, ow</b> for  <b>ou ow</b>, <b>oy</b> for  <b>oy</b></li> <li>Term 4, Week 8: <b>er</b> for  <b>er</b></li> </ul>
	<p>experiment with encoding high-frequency words containing split digraphs and vowel digraphs</p>	<p>experiment with encoding high-frequency words containing split digraphs and vowel digraphs</p>	<p>Decodable Readers:</p> <ul style="list-style-type: none"> <li>Book 27.1 <b>ai</b> (support)</li> <li>Book 27.2 <b>ay</b> (support)</li> <li>Book 27.3 <b>a_e</b> (support)</li> <li>Book 27 <b>ai, ay, a_e</b> (core and extended)</li> <li>Book 28.1 <b>ee</b> (support)</li> <li>Book 28.3 <b>ea</b> (support)</li> <li>Book 28 <b>ee, e, ea</b> (core and extended)</li> <li>Book 29.1 <b>i_e</b> (support)</li> <li>Book 29 <b>i_e, y</b> (core and extended)</li> <li>Book 30.1 <b>oa</b> (support)</li> <li>Book 30.2 <b>o_e</b> (support)</li> <li>Book 30 <b>oa, o_e, o</b> (core and extended)</li> <li>Book 31 <b>ar, a</b> (support <b>ar</b>, core <b>ar</b> and extended <b>ar, a</b>)</li> <li>Book 32 <b>ir, ur</b> (support, core and extended)</li> <li>Book 33 <b>or, a</b> (support, core and extended)</li> <li>Book 34 <b>oo, u</b> (support, core and extended)</li> <li>Book 35 <b>oo</b> (support, core and extended)</li> <li>Book 36 <b>ou, ow</b> (support, core and extended)</li> <li>Book 37 <b>oy</b> (support, core and extended)</li> <li>Book 40 <b>er</b> (support, core and extended)</li> </ul>


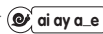


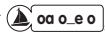










# NSW Early Stage 1 Syllabus Match

Outcome	Content		Sound Waves Foundation
<b>SPELLING</b> <b>ENE-SPELL-01:</b> applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts.	<b>Integrated spelling components</b>	combine phonological, phonic, orthographic and morphemic knowledge to spell taught high-frequency irregular words comprising up to 3 phonemes	Special Words: <ul style="list-style-type: none"> <li>• Term 2, Week 4: <i>l, a</i></li> <li>• Term 2, Week 5: <i>is, off</i></li> <li>• Term 2, Week 7: <i>has</i></li> <li>• Term 2, Week 8: <i>the, my</i></li> <li>• Term 2, Week 9: <i>to</i></li> <li>• Term 3, Week 1: <i>look, he, she</i></li> <li>• Term 3, Week 2: <i>you, no, have</i></li> <li>• Term 3, Week 3: <i>was, his</i></li> <li>• Term 3, Week 4: <i>we, are</i></li> <li>• Term 3, Week 5: <i>see, go</i></li> <li>• Term 3, Week 8: <i>for, of</i></li> <li>• Term 3, Week 9: <i>there</i></li> <li>• Term 4, Week 1: <i>come, some, they</i></li> <li>• Term 4, Week 2: <i>one</i></li> <li>• Term 4, Week 3: <i>goes</i></li> <li>• Term 4, Week 4: <i>her, were, four, your</i></li> <li>• Term 4, Week 5: <i>could, would, should, do, two, who</i></li> <li>• Term 4, Week 6: <i>house, said</i></li> <li>• Term 4, Week 7: <i>here, where</i></li> </ul> <p><b>Note:</b> Special Words are high-frequency words with unusual spellings (e.g. <i>the</i>) or words containing phoneme–grapheme correspondences not yet introduced in the sequence.</p>
		<b>Phonological component</b>	segment single-syllable words into phonemes as a strategy for spelling
	<b>Orthographic component</b>	segment multisyllabic words into syllables and phonemes as a strategy for spelling	Lesson 1: <ul style="list-style-type: none"> <li>• Term 4, Week 8: <b>er</b> for </li> </ul>
		spell their own name	Name Sounds Elimination in Extra Games & Activities: <ul style="list-style-type: none"> <li>• Term 2, Week 1: <b>m</b> for </li> <li>• Term 2, Week 9: <b>u</b> for </li> <li>• Term 3, Week 1: <b>l</b> for </li> </ul> Whose Name? in Extra Games & Activities: <ul style="list-style-type: none"> <li>• Term 3, Week 7: <b>x</b> for  </li> </ul> <p><b>Note:</b> These games help students to identify the phonemes in their names. The <i>Brainstorming</i> lesson step in Terms 2–4, Lesson 1 can also be used to discuss the phoneme–grapheme relationships within a student’s name.</p>
	know that the digraphs <i>zz, ss, ll, ff</i> and <i>ck</i> do not usually start a word in Standard Australian English	Lesson 1: <ul style="list-style-type: none"> <li>• Term 3, Week 4: <b>ck</b> for </li> <li>• Term 3, Week 5: <b>ss</b> for  <b>ff</b> for </li> <li>• Term 3, Week 6: <b>ll</b> for  <b>zz</b> for </li> </ul>	









# NSW Early Stage 1 Syllabus Match

Outcome	Content		Sound Waves Foundation
<b>SPELLING</b> <b>ENE-SPELL-01:</b> applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts. (continued)	<b>Orthographic component</b> (continued)	know that words do not usually end with the letter v, and that ve is commonly used	Lessons 1 and 2: • Term 3, Week 2: <b>v</b> for  , Special Word <i>have</i>
		experiment with some vowel digraphs and split digraphs to spell taught high-frequency words and/or personally significant words	Lesson 1: • Term 4, Week 1: <b>ai, ay, a_e</b> for  • Term 4, Week 2: <b>ee, ea</b> for  , <b>i_e</b> for  • Term 4, Week 3: <b>oa, o_e</b> for  , <b>ar</b> for  • Term 4, Week 4: <b>ir, ur</b> for  , <b>or</b> for  • Term 4, Week 5: <b>oo</b> for  , <b>oo</b> for  • Term 4, Week 6: <b>ou, ow</b> for  , <b>oy</b> for  • Term 4, Week 8: <b>er</b> for 
	<b>Morphological component</b>	add the plural-marking suffix (s) to base nouns that require no change when suffixed	Lesson 2: • Term 3, Week 6: Suffix <b>s</b> (plurals)
		experiment with the tense-marking suffixes to spell familiar base verbs	Students are explicitly taught tense-marking suffixes from Year 1 onwards.
		spell high-frequency compound words and homophones comprising taught graphemes	Students are explicitly taught compound words from Year 1 onwards.  Students are taught several Focus Words and Special Words in <i>Sound Waves Foundation</i> that are homophones including: <i>to/too/two, for/four, hear/here</i> and <i>dear/deer</i> . Students are explicitly taught homophones from Year 1 onwards.

# Understanding Different Instructional Sequences

## What are the principles that underpin a well-organised sequence?

A sequence should be based on the four principles<sup>1,2</sup>.

- Teach phoneme–grapheme relationships in an order that allows children to immediately begin reading and spelling several words.
- Teach simple phoneme–grapheme relationships before more complex relationships. For example, teach single-letter graphemes like **a** for  before teaching digraphs such as **ai**, **ay** and **a\_e** for   .
- Separate phonemes that sound similar. For example, do not introduce /s/ as in  and /z/ as in  in close proximity.
- Separate graphemes that look similar. For example, do not teach **m** and **n** in close proximity.

## How are phoneme–grapheme relationships introduced in *Sound Waves Foundation*?

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

## What prior knowledge should students have before introducing phoneme–grapheme relationships?

Understanding that spoken language is made up of phonemes is a prerequisite for learning to read and spell. Research has repeatedly identified a positive correlation between phonemic awareness and later reading and spelling success<sup>3</sup>. *Sound Waves Foundation* Phase 1 explicitly teaches students to identify, isolate and articulate each phoneme of Australian English and establishes strong phonemic awareness skills before introducing phoneme–grapheme relationships in Phase 2.

## Why do systematic synthetic phonics programs have different sequences?

High-quality systematic synthetic phonics programs carefully sequence the teaching of phoneme–grapheme relationships. Most programs base their order of sounds on the Carnine order developed in 1997 according to the principles above. In *Sound Waves Foundation*, the graphemes **m, a, t, s, i, d** are introduced first. Other common starting orders are **mstapi, satpin** or **amtsif**.

These sequences differ only slightly and do not impact students' learning. The sequences adhere to the essential principles for the initial introduction of phoneme–grapheme relationships and result in students being able to read and spell about 20 CVC words. In addition, it is more productive and appropriate than using the first six letters of the alphabet, which results in children being able to read just 10 CVC words.

Many programs differ in their starting point. Keep in mind it is not just the first six phoneme–grapheme relationships that matter in a synthetic phonics teaching sequence. It is important to evaluate an entire program beyond the first six sounds.

## How does *Sound Waves Foundation* align with the suggested NSW Early Stage 1 instructional sequence?

The suggested NSW Early Stage 1 instructional sequence for grapheme–phoneme correspondences provides general advice for sequencing the teaching of phoneme–grapheme relationships in Early Stage 1. The sequence is a 'suggested example that schools may adapt or adopt'<sup>4</sup> and 'not all grapheme–phoneme combinations have been included'<sup>4</sup>.

*Sound Waves Foundation* covers all except five of the phoneme–grapheme relationships outlined in the suggested Early Stage 1 instructional sequence and these relationships are taught in a similar order (i.e. single-letter consonant and vowel graphemes, followed by consonant digraphs, followed by more complex vowel digraphs).

Additionally, *Sound Waves Foundation* covers 15 phoneme–grapheme relationships not listed in the suggested instructional sequence. These additional phoneme–grapheme relationships are important as they ensure students are able to represent all 43 phonemes in Australian English.

s for  z z z s, s for  s, o for  oo o\_e o, ar, a for  ara, ir, ur for  ir ur, or, a for  ora, oo, u for  oo u, eer, ear for  eer ear, air for  air, er for  er

Refer to pages 12 and 13 for more information about how *Sound Waves Foundation* aligns with the suggested NSW Early Stage 1 instructional sequence for grapheme–phoneme correspondences.

# Understanding Different Instructional Sequences

## References

1. Carnine, D., Silbert, J., Kame'enui, E. and Tarver, S., 2003. *Direct instruction reading* 4th ed. Pearson.
2. Moats, L., 2020. *Speech to print: language essentials for teachers* 3rd ed. Brookes Publishing.
3. Kenner, B., Terry, N., Friebling, A. and Namy, L., 2017. Phonemic awareness development in 2.5- and 3.5-year-old children: an examination of emergent, receptive, knowledge and skills. *Reading and Writing*, [online] 30(7), pp.1575-1594. Available at: <<https://link.springer.com/article/10.1007/s11145-017-9738-0>>.
4. NSW Department of Education, 2023. *K-2 – Instructional sequence – grapheme–phoneme correspondences*, [online]. Available at: <<https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-k-6/other-english-k-6-resources>>.

# Sound Waves Foundation Mapped to the Suggested NSW Instructional Sequence

## Suggested Instructional Sequence for Early Stage 1: Grapheme–phoneme Correspondences



Grapheme	Phoneme
s	/s/ sat
a	/a/ at
t	/t/ tap
p	/p/ pat
i	/i/ it
n	/n/ net
d	/d/ dog
m	/m/ map
g	/g/ gas
o	/o/ on
c	/k/ cat
k	/k/ kid
ck	/k/ sock
e	/e/ get
u	/u/ up
r	/r/ red
h	/h/ hen
b	/b/ bat
f/ff	/f/ fan
l/ll	/l/ leg
ss	/s/ mess
z/zz	/z/ zip
sh	/sh/ shop
ch	/ch/ chip
th	/th/ this
th	/th/ thin
ng	/ng/ sing
y	/y/ yes

## Sound Waves Foundation

In *Sound Waves Foundation*, students are taught phonemic awareness skills in Term 1 and they begin working with graphemes at the start of Term 2.

The *Alternative Yearly Plan* provides the option to introduce graphemes earlier (see page 13).

### Term 2, Weeks 1–9

Students learn the digraph **ck** for  **ck** in Term 3, Week 4 and the digraph **ff** for  **ff** in Term 3, Week 5.

### Term 3, Weeks 1–9

# Sound Waves Foundation Mapped to the Suggested NSW Instructional Sequence

Suggested Instructional Sequence for Early Stage 1: Grapheme–phoneme Correspondences	
Grapheme	Phoneme
y	/igh/ my
j	/j/ jam
v	/v/ van
ve	
w	/w/ wig
wh	
x	/k+s/ mix
q/qu	/k+w/ quit
i_e	/igh/ my
a_e	/ay/ say
o_e	/o/ pose
e_e	/ee/ me
u_e	/oo/ ute
oi	/oy/ boy
oy	
ou	/ow/ cow
ow	
oa	/ow/ own
ow	
ai	/ay/ say
ay	
ee	/ee/ me
ea	
e	
oo	/oo/ soon
ew	

**Note:** If your school mandates that students begin reading and spelling in Term 1, or the majority of your students have strong phonemic awareness from participation in a pre-school program, you can implement the *Alternative Yearly Plan* (available in the Preparation and Planning section at *Sound Waves Online*). The *Alternative Yearly Plan* shifts the sequence forward so that grapheme instruction begins in Week 6 of Term 1.

## Sound Waves Foundation

**Term 3, Weeks 1–9**

Students learn the grapheme **y** for in Term 4, Week 2.

The digraphs **ve** for and **wh** for are introduced in the Special Words *have* and *where* in Terms 3 and 4.

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**Term 4, Weeks 1–6**

The split digraphs **e\_e** for and **u\_e** for or are uncommon in words suitable for Foundation students. These digraphs are taught in Year 2.

Students learn the digraphs **oi** for , **ow** for and **ew** for in Year 1.