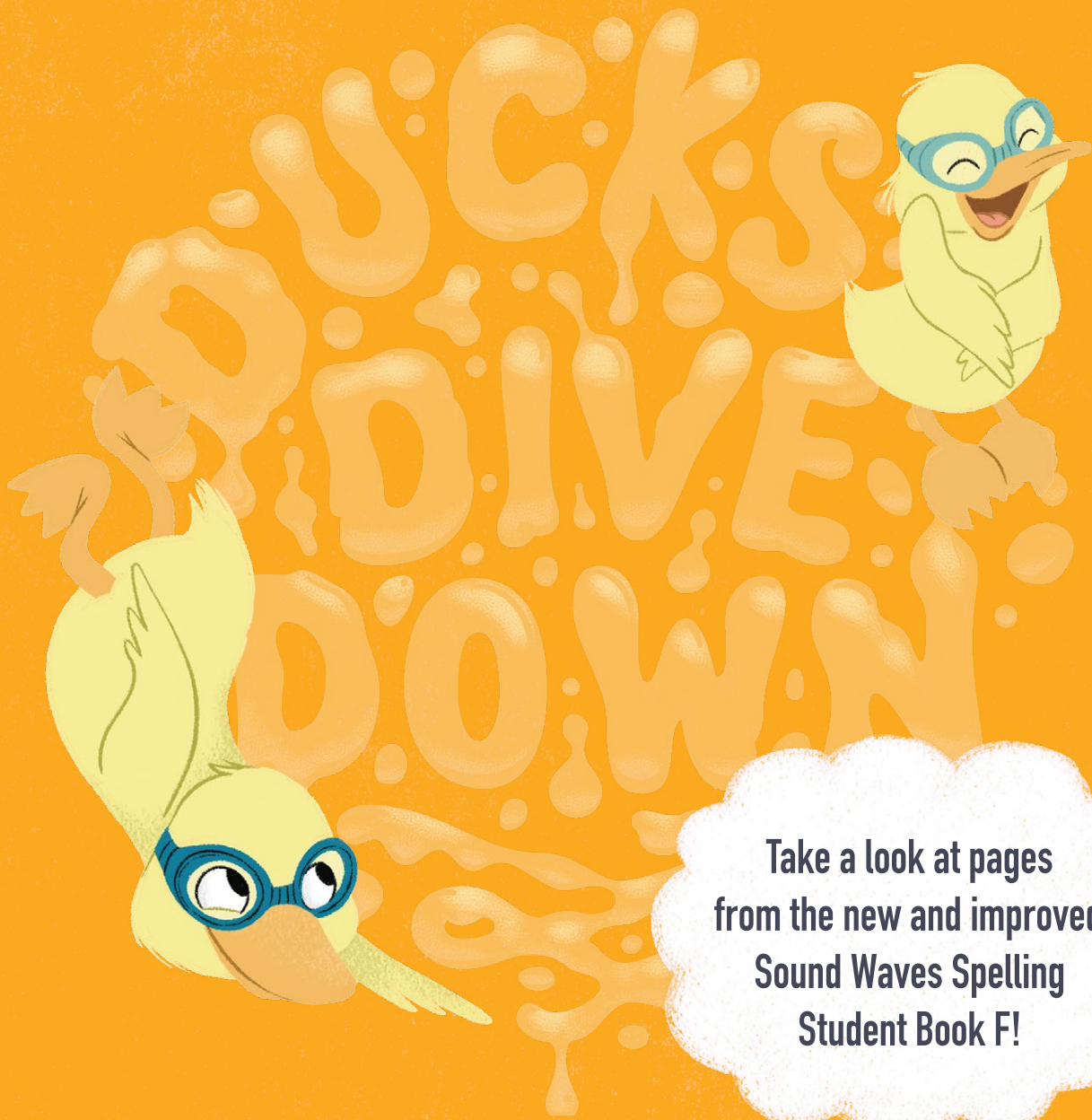


SOUND WAVES™

SPELLING

F

SYSTEMATIC WORD STUDY FOR YOUR WHOLE SCHOOL



Take a look at pages
from the new and improved
Sound Waves Spelling
Student Book F!

Student Book

Barbara Murray and Terri Watson

firefly
EDUCATION

Welcome to Sound Waves Spelling

About Sound Waves Spelling

Sound Waves Spelling is a whole-school program developed by Australian teachers for use in Australian classrooms.

Informed by research on the best practices for teaching spelling, the program incorporates four key areas of teaching:

phonemic awareness	morphology
synthetic phonics	etymology

With the teaching resources available at *Sound Waves Spelling Online*, teachers can deliver systematic, explicit and engaging lessons to support students to develop a deep understanding of how words work.

The activities in this book align with, and consolidate, the knowledge and skills taught in these lessons.

Note: Teaching in Foundation focuses on phonemic awareness and synthetic phonics. Students receive some instruction in basic morphology (e.g. suffix **s** for plurals) but they do not participate in etymology lessons.

Foundation Overview

The Foundation program has a two-phase structure which sets it apart from all other year levels of Sound Waves Spelling. This structure reflects the specialised nature of instruction required when formally introducing young students to written language.

Phase 1: Exploring Sounds

Exploring Sounds is focused on equipping students with the sound-based skills required to begin reading and spelling in the next phase of the program. The aims of this stage are for students to:

- become familiar with the 43 sounds (phonemes) of Australian English
- identify the Sound Waves Spelling Sound Icons that represent the sounds
- learn the Chant and Action for each sound
- develop phonemic awareness skills (e.g. segmenting and blending).

Phase 2: Discovering Graphemes

In Discovering Graphemes, students are systematically and explicitly taught phoneme-grapheme relationships so that they can begin reading and spelling. The aims of this stage are for students to:

- consolidate knowledge of the 43 sounds of Australian English and their Sound Waves Spelling Sound Icons
- consolidate and extend phonemic awareness skills
- learn the most common graphemes that represent the sounds
- practise letter formation
- read and spell VC and CVC words (Focus Words) containing regular phoneme-grapheme relationships
- read and spell high-frequency words (Special Words) containing unusual or advanced phoneme-grapheme relationships
- create and punctuate sentences.

phoneme

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

grapheme

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

phonemic awareness

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

synthetic phonics

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

morphology

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

etymology

understanding of word origins and history

Sound Icons and Sound Boxes

In Phase 1, each of the 43 sounds is represented by a Sound Icon.



In Phase 2, each sound is represented by a Sound Box which contains the Sound Icon and the most common grapheme/s used to represent that sound.

Additional graphemes are added to some Sound Boxes as the year progresses.



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

How to Use This Book



The activities in this book consolidate the explicit teaching of sounds and graphemes. Each page should only be completed after the associated lesson has been taught using the teaching resources at *Sound Waves Spelling Online*.

Phase 1: Exploring Sounds (pages 6–48)

Sound Icon represents the focus sound

phonemic awareness activity involves identifying the focus sound in words

pre-writing activity involves tracing and colouring, and consolidates Sound Icon identification

Teacher notes

1. Teach the focus sound using the lesson guide and slideshow available at *Sound Waves Spelling Online*.
2. Point to the Sound Icon. Model saying the sound, then have students say the sound.
3. Read the instructions to students and discuss the images used in the activities. Model what has to be done before students complete the activities independently.

Phase 2: Discovering Graphemes (pages 50–100)

Sound Box shows the Sound Icon for the focus sound and the grapheme/s used to represent the sound at this stage

Focus Words contain the focus grapheme/s and previously learned graphemes

phonemic awareness activity involves identifying the focus sound in words or segmenting words into sounds

phonics activities involve letter identification, reading words and writing words

Teacher notes

1. Teach the grapheme/s using the lesson guide and slideshow available at *Sound Waves Spelling Online*.
2. Discuss the Sound Icon and grapheme/s in the Sound Box.
3. Read the Focus Words. Read the instruction for activity 1 and have students complete the activity.
4. Read the instructions for the remaining activities and discuss any images. Model what has to be done before students complete the activities independently.

























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Phase 1: Exploring Sounds

In this phase, consonant sounds are introduced first followed by vowel sounds. This order of introduction aligns with the *Sound Waves Spelling Chants and Actions*, which is an integral learning tool for students. This phase is sound-based. The use of graphemes to represent sounds is not introduced until Phase 2.

Consonant Sounds

 /b/ sound as in balloon 6
 /k/ sound as in kite 7
 /d/ sound as in duck 8
 /f/ sound as in fish 9
 /g/ sound as in girl 10
 /h/ sound as in house 11
 /j/ sound as in jellyfish 12
 /l/ sound as in lizard 13
 /m/ sound as in moon 14
 /n/ sound as in net 15
 /ng/ sound as in ring 16
 /p/ sound as in pig 17
 /r/ sound as in robot 18
 /s/ sound as in seal 19
 /t/ sound as in tiger 20
 /v/ sound as in vase 21
 /w/ sound as in web 22
 /y/ sound as in yo-yo 23
 /z/ sound as in zebra 24
 /s/ sound as in treasure 25
 /ch/ sound as in chicken 26
 /sh/ sound as in shell 27
 /th/ sound as in thong 28
 /th/ sound as in feather 29

Vowel Sounds

 /a/ sound as in apple 30
 /e/ sound as in egg 31
 /i/ sound as in igloo 32
 /o/ sound as in orange 33
 /u/ sound as in umbrella 34
 /ai/ sound as in snail 35
 /ee/ sound as in bee 36
 /i_e/ sound as in ice-cream 37
 /oa/ sound as in boat 38
 /ar/ sound as in star 39
 /ir/ sound as in bird 40
 /or/ sound as in horse 41
 /oo/ sound as in book 42
 /oo/ sound as in boot 43
 /ou/ sound as in cloud 44
 /oy/ sound as in boy 45
 /eer/ sound as in deer 46
 /air/ sound as in chair 47
 /er/ sound as in ladder 48

Tip!

When you see letters in forward slashes, say a sound, not a letter name.

For example, when you see /m/, say 'mmm', not the letter name **m**.

Phase 2: Discovering Graphemes

In this phase, single graphemes are introduced first (**m, a, t, s, i, d** down to **z**). This is followed by the introduction of common but more complex consonant and vowel graphemes, and finally **er** for the schwa sound.



This order of introduction enables students to read and spell multiple words within the first few weeks of the teaching process. This is very satisfying for students and encourages them to become good encoders and decoders very quickly.

m	50	s ss	76
a	51	ff	77
t	52	ll	78
s	53	z zz s	79
i	54	k c ck x	80
d	55	s ss x	80
f	56	k c q ck x	81
n	57	w u	81
p	58	ch	82
o	59	sh	83
r	60	th	84
g	61	th	85
e	62	s	86
h	63	ai ay a_e	87
k	64	ee e ea	88
kc	65	i_e y	89
u	66	oa o_e o	90
b	67	ar a	91
l	68	ir ur	92
j	69	or a	93
y	70	oo u	94
v	71	oo	95
w	72	ou ow	96
z	73	oy	97
kc ck	74	eer ear	98
ng	75	air	99
		er	100

Phase 1 Exploring Sounds: /p/ sound as pig

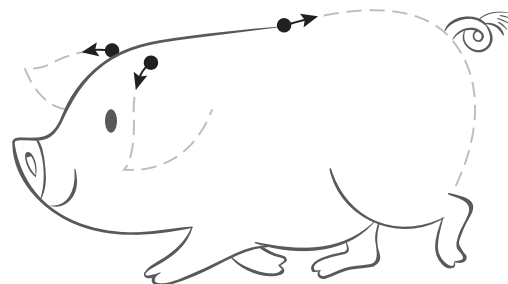
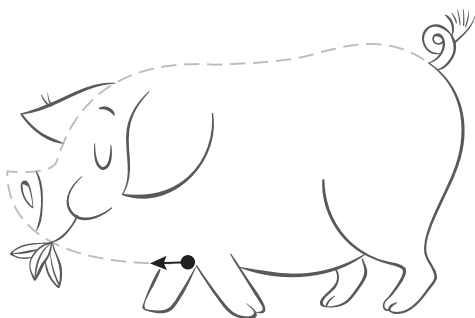
Activities should only be completed after the associated lesson has been taught using the teaching resources at *Sound Waves Spelling Online*.



- 1 **Colour** the shape **pink** if you hear  **p** at the **start** of the picture name.
Colour the shape **blue** if you hear  **p** at the **end** of the picture name.
What is hidden in the shapes?



- 2 **Trace** the dotted lines. **Colour** the pigs.



Phase 1 Exploring Sounds: /i_e/ sound as in *ice-cream*

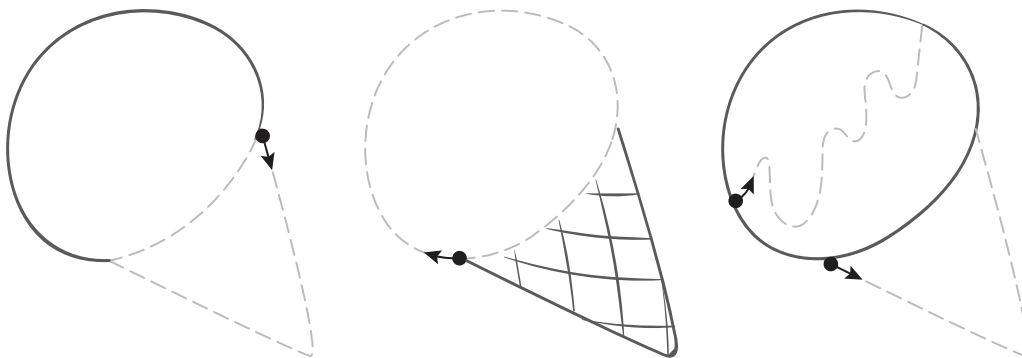
Activities should only be completed after the associated lesson has been taught using the teaching resources at *Sound Waves Spelling Online*.



1 **Colour** the scoop of ice-cream **pink** if you hear **i_e** in the picture name.




2 **Trace** the dotted lines. **Colour** the ice-creams.



Phase 1 Exploring Sounds: /ar/ sound as in *star*

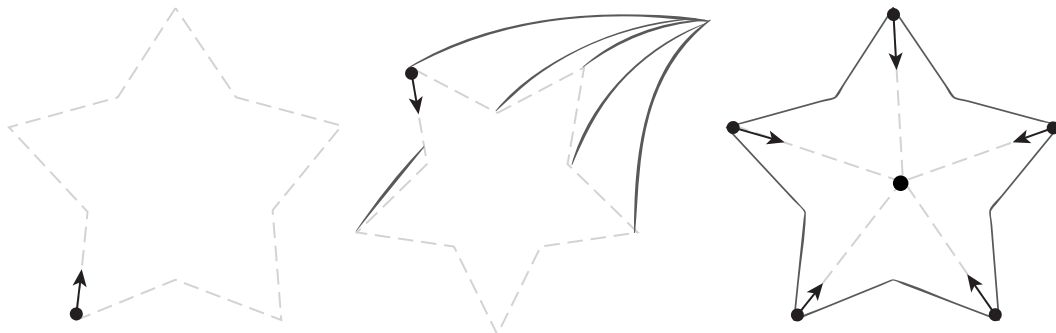
Activities should only be completed after the associated lesson has been taught using the teaching resources at *Sound Waves Spelling Online*.



1 **Colour** the star **yellow** if you hear  **ar** in the picture name.



2 **Trace** the dotted lines. **Colour** the stars.



Phase 2 Discovering Graphemes

Activities should only be completed after the associated lesson has been taught using the teaching resources at *Sound Waves Spelling Online*.



p

Focus Words

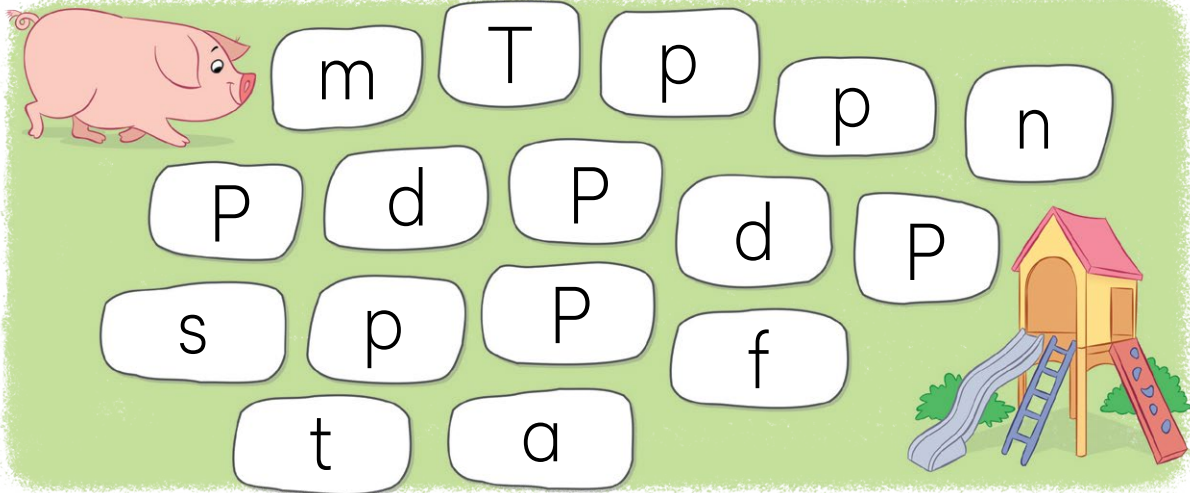
pat tap

1 **Colour** the letter for p in each Focus Word.

2 **Circle** the picture if you hear p in the picture name.



3 **Colour** the bricks with p or P on them to show the path to the park.



4 **Write** a Focus Word to match each picture.





Phase 2 Discovering Graphemes

Activities should only be completed after the associated lesson has been taught using the teaching resources at *Sound Waves Spelling Online*.



Focus Words

like five nine by my why

1 **Colour** the letter or letters for  in each Focus Word.

2 **Draw** a stroke on the ice-cream scoop for each sound you hear in the picture name.



3 **Write i_e** in the spaces to finish the words. **Draw** a line from the word to the picture.

9

• b_k_

l_n_



• k_t_

f_v_



• n_n_

r_d_

5

4 **Finish** the sentence with the words from the ice-cream.

I _____ to ride _____ bike.



Phase 2 Discovering Graphemes

Activities should only be completed after the associated lesson has been taught using the teaching resources at *Sound Waves Spelling Online*.



Focus Words

car card far farm ask fast

1 **Colour** the letter or letters for  in each Focus Word.

2 **Colour** a box for each sound you hear in the picture name.



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--	--	--

--	--	--

--	--	--

3 **Write** the letter for the first sound in each word.

Colour the letter or letters for  in each word.



__arm



__ath



__ar



__tar



__ard



__art

4 **Finish** the sentences with the words from the star.

Look at that _____ car!

I will _____ to go to the park.

Is it _____ to the farm?





TAKE THE NEXT STEP IN YOUR SOUND WAVES SPELLING JOURNEY

VISIT WWW.FIREFLYEDUCATION.COM.AU TO:

Find out more about Sound Waves Spelling

Discover the features of the program, see the product range, download the scope and sequence documents and more!

Book a professional development workshop

Let us show you how to get the most out of your Sound Waves Spelling resources. We offer virtual and in-school professional development workshops throughout Australia.

Speak with an education consultant

Want to speak to someone in the know? Our education consultants are all former classroom teachers and are only a phone call, email or visit away.