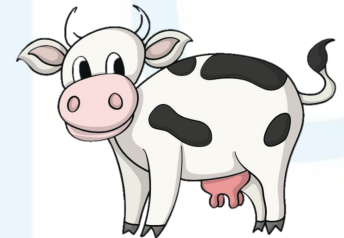


InitialLit

Year 1



What is involved in reading?

- There are two skills involved in reading:
 1. The ability to “lift the words off the page” (**decode**)
 2. The ability to understand (**comprehension**)
- Being able to “**lift the words off the page**” requires children to understand the relationships between sounds and letters (the alphabetic code)
- Being able to comprehend requires children to understand the meanings of words and how words work together
- Reading is a complex skill, that takes years to master

What is involved in reading?

- Children need to be taught how to read
 - We are not naturally born with the skill of reading
 - We will **not** learn to read by just being read to
 - Therefore **explicit reading instruction** is critical



Background...

Research has demonstrated synthetic phonics instruction that **explicitly** and **systematically** teaches alphabetic skills in the initial phase of beginning reading instruction is more effective and more efficient than other forms of phonics instruction.

(NICHD, 2000; DEST, 2005; Rose Review, 2006)

Phonics and The Big 6

Phonics involves recognising the relationship between letters and sounds and is an integral part of learning to read, write and spell.

Evidence supports the use of a systematic, synthetic phonics approach in the initial phase of beginning reading instruction. Initial phonics instruction is supported by practice with decodable texts.

Synthetic Phonics - The term 'synthetic' refers to the process of synthesising, or blending, individual sounds together

Explicit Teaching - whole class teaching of relationships between sounds and letter-symbols

Why InitialLit?

- InitialLit is a **research-based program** developed by an organisation called **MultiLit**
- InitialLit addresses **reading, spelling and writing** by:
 - Actively teaching the **relationships between sounds and letters**
 - Building **vocabulary** and **comprehension** skills through quality children's books
 - Giving children lots of **practice** in reading, handwriting, spelling and writing activities



Components of InitialLit-1

As in InitialLit-F, InitialLit-1 focuses on the two main components of:

1. **Phonics**, to systematically and explicitly teach the basic and advanced alphabetic code in a set sequence. In addition to learning letter-sound correspondences and how these are applied to reading and spelling, children will be introduced to common morphemes and simple grammatical concepts.
1. **Vocabulary, oral language and listening comprehension** through quality children's literature. Detailed lessons, including writing tasks, are provided for each of the storybook titles selected for use with the program.



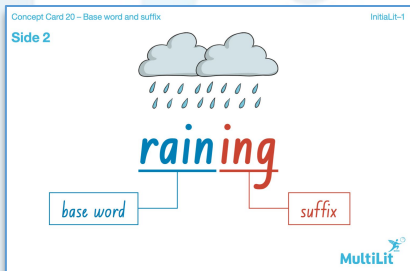
Three parts to an Initialit lesson

1. On the mat (25-30 mins)

- The class teacher takes the whole class through the Initialit lesson
- About 5 or 6 short, fun activities to teach reading, spelling and writing:
 - More advanced letter-sound relationships (e.g. 'o' and 'a' together say /oa/)
 - How to read longer words
 - Grammar concepts (e.g. what is a suffix)
 - Spelling and writing sentences
 - Word hunts (e.g. find and write the words with /igh/)
 - Handwriting



in/clude
include



Three parts to an InitialLit lesson

2. Small group and independent work (30-35 mins)

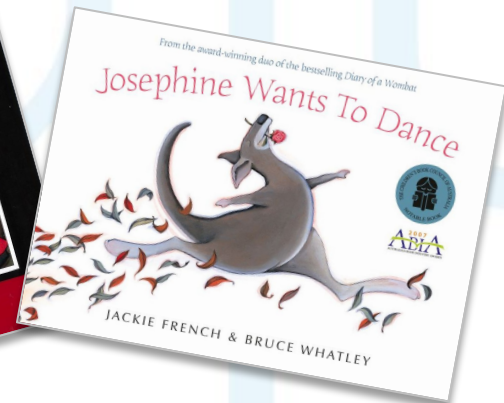
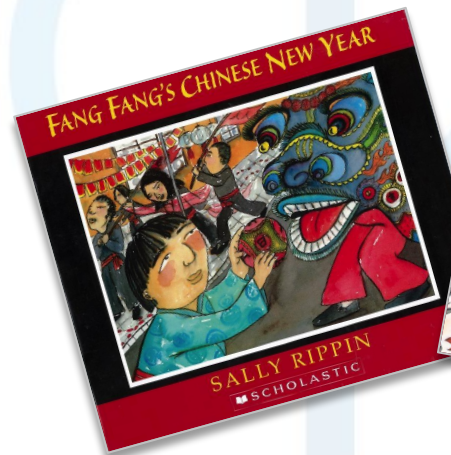
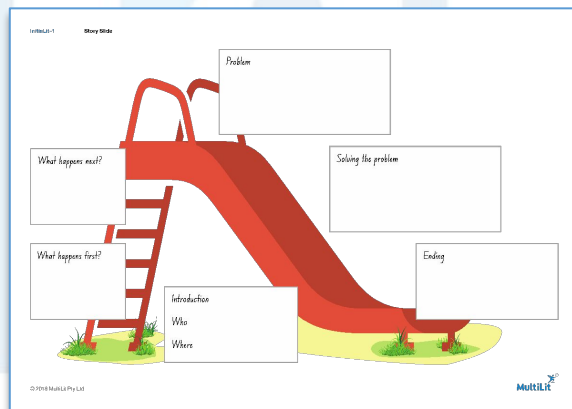
- Practice, practice, practice!
- Reading groups with the class teacher, fluency reading, word sorts, games, worksheets, writing, grammar and spelling activities ...



Three parts to an Initialit lesson

3. Shared storybook reading (15-20 mins)

- A good quality storybook
- Teach new vocabulary words and develop listening comprehension, while enjoying a story
- Writing tasks linked to the storybook, e.g., story structure, information report, acrostic poem
- Creative activities e.g., drawing, painting, collage



Will Initialit suit your child?

- Whatever the starting point is for each child, Initialit provides the **strong foundations that every child needs** for the best outcomes for their future learning
- All children will be closely monitored during lessons and practice activities, to quickly and easily pick up children who may need extra support or extension
- Initialit teaches **all** children a reliable set of skills and strategies to use when reading and writing words that may be unfamiliar to them – they don't have to memorise words or guess from the pictures



Monitoring Progress

As a team we implement assessment procedures associated with Initialit enabling us to:

- Differentiate instruction
- Identify struggling children early
- Provide extension work for fluent readers and
- Track student progress

Home reading and spelling practice

- Reading practice at home is important to help your child consolidate what is taught in Initialit lessons
- **Home Decodable Texts will be sent home from Term 1**
- Home reading using books at the appropriate level gives children the opportunity to practise using their increasing letter-sound knowledge to work out words, and builds confidence in reading skills
- **Lists of words for children to memorise won't be sent home**
- **Home Reading Diary**
- **Lists of words for spelling practice will be sent home**



Home Reading Diary

- *This diary is a weekly recording of story and picture books you have read with your child. Later in the term, your child will be introduced to letter sounds which will need to be practiced at home.*
- *New readers will be provided once a week and should be read several times over the course of the week.*
- *The Initialit Home Reading Diary should be used to record the books read. Children who are reading at an independent level will be taking home a mix of decodable and other types of books. Children who are finding reading more of a challenge will be given decodable readers to support the skills that they are working on. Parents are encouraged to read to their children each day*

It is vital that families DO NOT skip or jump ahead in the diary, as specific learning (letters and sounds, vocabulary etc.) has not been taught explicitly.



Tricky Words

Families will be asked to practice the high frequency words introduced weekly and refer to the current week in the home reading diary to find out which Tricky Word Set your child needs to practise.

It is vital that families DO NOT skip or jump ahead with tricky words as they have not been taught explicitly.



Spelling

- Some children may only manage five words.
- Words sent home will be based on the target sounds that have already been taught in the whole-class lesson. Words have been selected based on how useful they may be for children's reading and writing and are aligned to the sequence taught in the program.
- Words relating to other curriculum areas and/or misspelled words from children's own writing may also be included for extension.



What else can you do to help your child at home?

- Lots of talking, listening and playing games with sounds
- Sing songs and nursery rhymes, teach tongue twisters and poems
- Tell stories, play board games and card games
- Reduce screen time
- Point out and talk about words and sounds in your child's environment – play "I Spy" on the way to school, point out words on street signs, clap along to the beat while listening to music in the car
- Talk about interesting words to develop vocabulary

What else can you do to help your child at home?

- Read picture books with interesting stories to your child as often as possible
- Talk about the **words** used in the story, for example:
 - What do the words sound like?
 - Are they rhyming words?
 - What does that word mean?
- Talk about the **illustrations**
- Talk about **what happens in the story**, for example:
 - What do you think this book might be about?
 - What was your favourite part?

