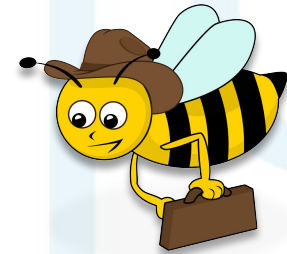
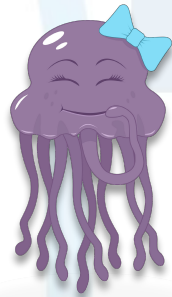




InitialLit

Foundation

parent information



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 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

Background...

Initialit-Foundation, or Initialit-F, is a literacy program for all children in their first year of school to ensure that all children get off to the best possible start.

Initialit-F teaches children how to read and spell through daily lessons, using research-based teaching methods. It also uses a range of good quality storybooks to develop children's vocabulary and oral language.

Our Initialit goals

- Give all children the best chance of success at learning to read using the Initialit program
- Teach reliable skills and strategies for children to use as they develop into confident and successful readers and writers
- Assist children in mastering the basics of **learning to read**, so that they can sooner experience the joys of **reading to learn**

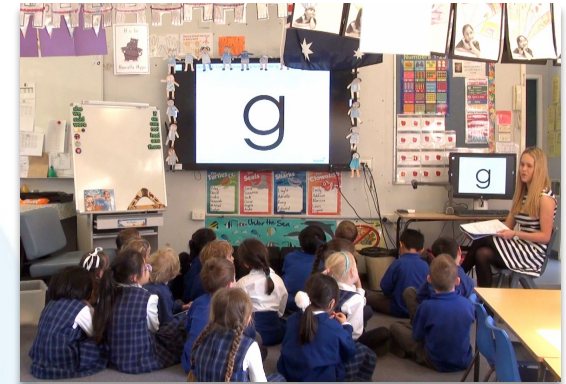


Why Initialit?

- Initialit is a **research-based program** developed by an organisation called **MultiLit**
- Initialit 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

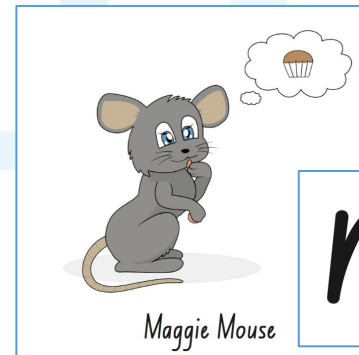


Three parts to an InitialLit lesson



1. On the mat (20-25 mins)

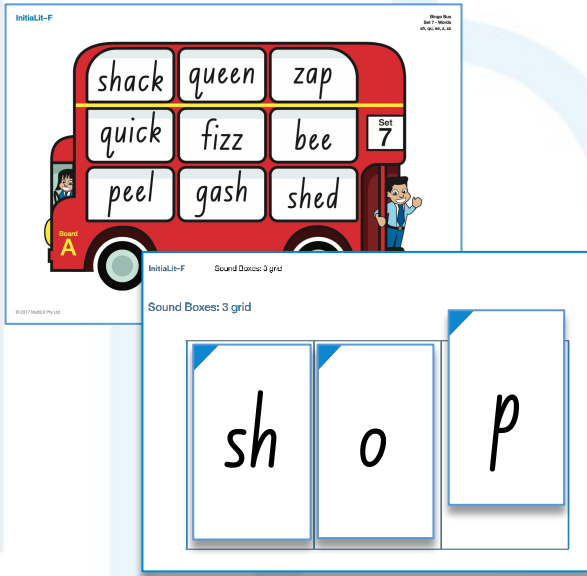
- The class teacher takes the whole class through the InitialLit lesson
- About 5 or 6 short, fun activities like learning letters and sounds with characters and actions (e.g. Maggie Mouse munches – mmm), handwriting, reading words, writing sentences...
- Tricky words are taught from Term 2



Three parts to an InitialLit lesson

2. Small group and independent work (30-45 mins)

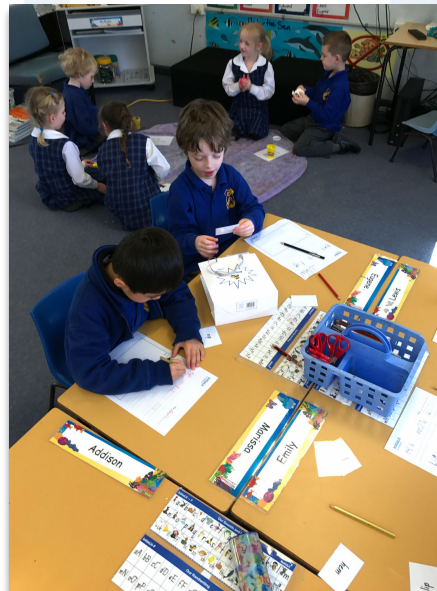
- Practice, practice, practice!
- Reading groups with the class teacher, word building, games, writing ...



InitialLit-F Sound Boxes: 3 grid

sh o p

This worksheet features a red double-decker bus with words written on its windows: shack, queen, zap, quick, fizz, bee, peel, gash, shed. Below the bus is a 3x3 grid of sound boxes. The first row contains the letters 'sh', 'o', and 'p'. The second and third rows are empty for student use.



InitialLit-F Tricky Words

have of here with

like we have ball they

The land is flat.
I like to skip.
We have a plan.
I did not drop the ball.
I went on a trip.
I am snug in the bed.

This worksheet is titled 'Tricky Words' and includes a grid for writing the words 'have', 'of', 'here', and 'with'. Below the grid, there are several sentences for reading and a section for drawing.

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
- Interactive activities



What does an Initialit lesson look like?

- Initialit lessons are taught in a set order, about 4-5 times per week, including lots of revision and ensuring no gaps in the children's skills
- Initialit lessons are designed to keep children engaged with a variety of short, fun activities – every lesson is a little bit different



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 enable us to:

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

Home reading

- Reading practice at home is important to help your child consolidate what is taught in Initialit lessons
- **Decodable Reading Texts will be sent home from Term 2**
- 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

Home Reading Diary

- Lists of words for children **to memorise won't 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.

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

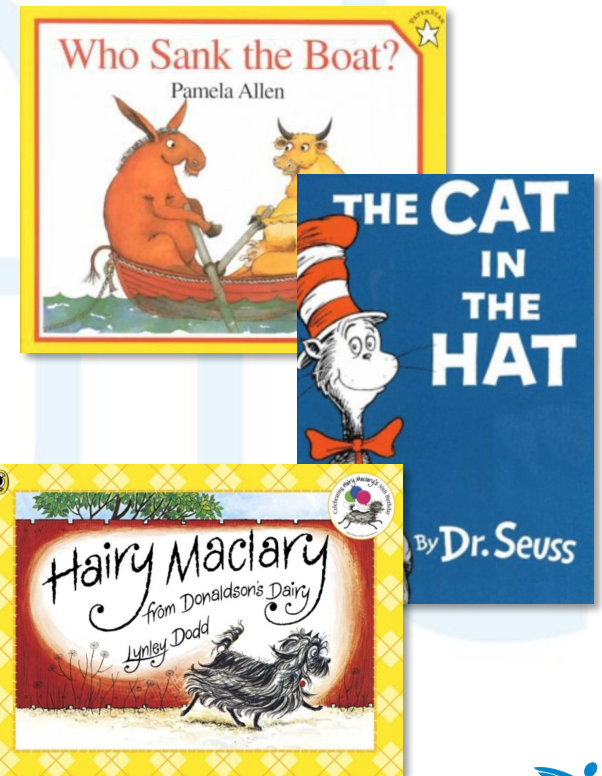
Families will be asked to practice the **high frequency words** introduced weekly and refer to the current week in the home reading diary to find out which Tricky Word Set your child needs to practise.

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



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?



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