

Literacy Instruction @ LNPS



InitialLit

Year 2

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)

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



What is Initialit-2?

- By Year 2, most children will be well on their way to reading independence
- **The focus of Initialit-2 shifts now to reading comprehension and spelling**
- Decoding is revised as a whole group, and explicitly taught to some Year 2 students in small groups



Components of Initialit-2

Whole-class lesson

Small group and independent work

Shared storybook reading



The whole-class lesson

Whole-class lesson

Each day children will receive instruction one or more of the following components:

- Comprehension and fluency
- Spelling
- Grammar
- Vocabulary (using children’s literature)



The whole-class lesson

The teacher will spend 25-40 minutes introducing a new concept in a very clear, explicit way.

Children will learn:

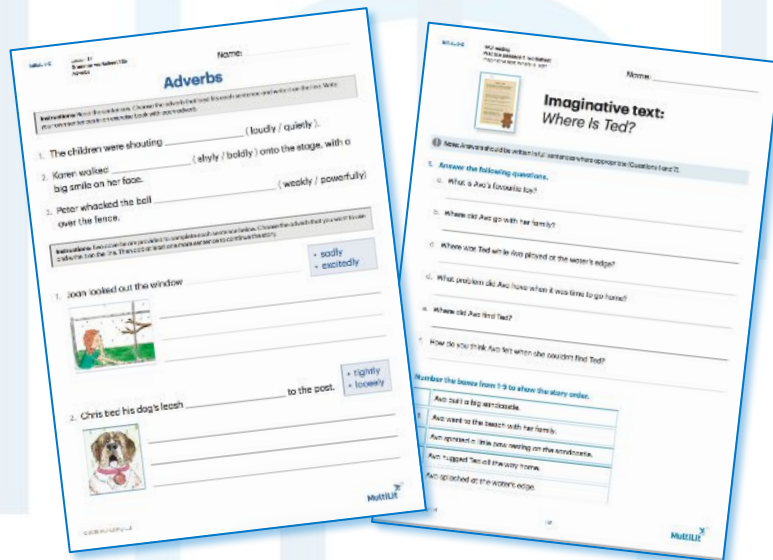
- Comprehension strategies
- How to read with expression
- The various ways to spell the sounds of English and spelling rules
- Simple and useful grammatical concepts to help with writing



After the whole-class lesson

Small group and independent work (20-40 mins)

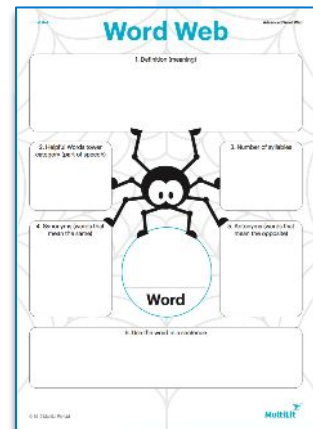
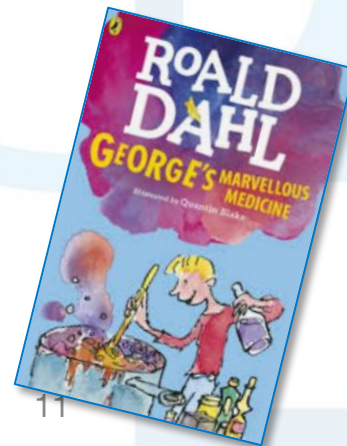
- Practice, practice, practice!
- Reading groups with the class teacher, word sorts, games,, activities for writing, grammar, comprehension and spelling



Oral language and vocabulary

Shared storybook reading (25-30 mins)

- A good quality storybook, novel or poem
- Teach new vocabulary words and language concepts while enjoying a story
- Develop oral expression and comprehension skills as children discuss themes
- Extended writing tasks linked to the storybook, e.g., information report, poetry writing



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

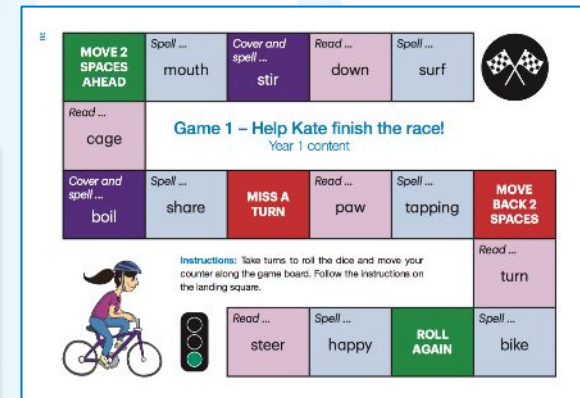
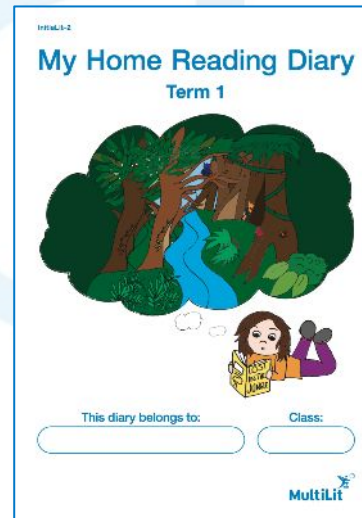
As a team we implement assessment procedures associated with Initialit enabling us to:

- 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

- Children **may choose their own book** or bring a book home from school
- Listen to your child read aloud
- Encourage your child to read independently
- **Home Reading Diary**
- Lists of words for spelling practice **may be sent home**
- **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.



Spelling

- No more than ten words at a time will be sent home for children to consolidate their spelling over the week.
- 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.



Reading to your child

- Read a range of texts, both fiction and non-fiction (e.g. picture books, chapter books, poetry) to your child
- Talk about the **vocabulary** used in the text.
For example:
 - What does that word mean?
 - Can you use that word in a sentence?
- Discuss the story and themes arising from the book, checking for comprehension
- Ask your child to retell the story
- Ask your child to tell you why he/she liked or did not like the book



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

- Talk about words encountered in the environment and encourage your child to use interesting vocabulary
- Tell stories, do a crossword, play word games, sing songs
- Reduce screen time
- Visit the local library



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**

