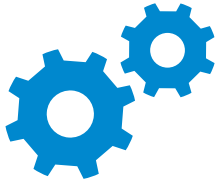


InitialLit

Year 1

whole-class initial instruction in literacy



samples



What is InitialLit?

InitialLit is a comprehensive three-year beginning literacy program for all children. It begins with InitialLit–Foundation, which is for children in their first year of schooling. In InitialLit–F, children learn how to read and spell regular CVC, CCVC and CVCC words as well as words with some digraphs. Important core foundations about reading and spelling are laid during this critical year.

In InitialLit–1, children will extend their knowledge to the advanced alphabetic code and consolidate their reading and spelling skills. In InitialLit–2, the focus will move to reading fluency and comprehension as children will now be confidently and accurately ‘lifting words off the page’, allowing their cognitive energy to be directed to higher-order skills.

In this sample pack, you will find snapshots and a brief explanation of the resources that can be found in InitialLit–1.



What does the InitialLit-1 lesson look like?

There are three parts to the InitialLit lesson:

1. Explicit whole-class phonics lesson on the mat
2. Teacher-led reading groups and independent work for consolidation
3. Storybook lesson using quality children's literature

1. Explicit whole-class phonics lesson: 25-30 minutes

InitialLit-Foundation introduced children to the basic alphabetic code and how to apply it to reading and spelling. InitialLit-1 now extends children's knowledge to the advanced alphabetic code and consolidates their reading and spelling skills. Children are taught each skill explicitly, with ongoing revision and progress monitoring built into the program.

There are 131 scripted lessons provided in eight Handbooks. PowerPoint slides accompany each lesson. Each lesson has four to six phonemic, reading and spelling activities.

A small selection of the types of activities used in InitialLit-1 are shown below and on the following pages.

Each lesson begins with a review of previously learned concepts.

Songs, chants and actions help children remember sounds and concepts and keep them engaged.

Activity 1: Review

Materials required: Sound Prompt Cards: 'ay', 'ai' from Set 4 and any other sounds from Set 2-3 that need revising; Concept Cards 9 and 10; whiteboard and marker

Teacher	Students
<p>1 Letter-sound correspondence Hold up Sound Prompt Card 'ai' and point to letters. What sound? Signal.</p> <p>If an error is made, use the picture prompt on Side 2 to remind children of the sound.</p>	/ā/
<p>2 Concept Cards: Spelling Rule 'ay' and 'ai' Hold up Concept Card 9: Spelling Rule 'ay' (Side 1). Last lesson we learned how we should spell the /ā/ sound. Point to the sentence as you say: We use the letters 'a' 'y' ...</p>	
<p>3 Turn to Side 2 as you finish the sentence: ... at the end of words to spell /ā/.</p>	
<p>4 Show Side 1 again. When do we use the letters 'a' 'y'? We use the letters 'a' 'y' ...</p>	
<p>5 Turn to Side 2 as the children finish the sentence.</p>	at the end of words to spell /ā/
<p>6 Hold up Concept Card 10: Spelling Rule 'ai'. Repeat Steps 2-5.</p>	
<p>7 Spell my word I am going to say a word. I want you to listen for the /ā/ sound and then decide whether you would use 'a' 'y' or 'ai' 'i' to spell the word.</p>	

Activity 2: Let's rap!

Materials required: Whiteboard and marker

Teacher	Students
1 We are going to say our bossy 'e' rap.	
2 Write the following rap on the whiteboard. Children supply the missing words.	
Bossy 'e' is super ...	strong!
Bossy 'e' makes the vowel sound ...	long!
Adding 'e' to tap makes ...	tapel
Tap, tape, now isn't that ...	great!
Adding 'e' to slim makes ...	slime!
Slim, slime, now isn't that ...	fine!
Adding 'e' to Ros makes ...	Rose!
Ros, Rose, that's how it ...	goes!
Adding 'e' to pet makes ...	Petel
Pet, Pete, that's super ...	sweet!
Adding 'e' to cut makes ...	cutel
Cut, cute, isn't that ...	beaut!
Bossy 'e' makes the vowel sound ...	long!
Bossy 'e' is super ...	strong!

Phonemic activities are done in the context of preparing children for reading and spelling words with target graphemes.

3 Oral segmenting – How many?

Let's play How Many? We are going to count the phonemes in words. When I say "How Many?", hold up your fingers and say how many phonemes are in the word.

4 The first word is 'snore'. Count the phonemes quietly to yourself.	children quietly count the phonemes in their head or in a whisper voice
5 Get ready to hold up your phoneme fingers. How many sounds?	children hold up three fingers to show how many phonemes are in the word
6 Now say the phonemes in 'snore'. Signal.	/s/ /n/ /ɔ:/

Children will have plenty of practice reading words in isolation and in context.

Activity 3: Reading words

Materials required: Whiteboard and marker

Teacher	Students
1 Let's read some words. Some of these words will have a bossy 'e' and some words won't.	
2 Write the following words on the whiteboard.	
<ul style="list-style-type: none"> hop grape black joke tune hum man game spine these 	
3 The first step is to look for a bossy 'e'. Point to 'hop'. Does this word have a bossy 'e'? Signal. Will the vowel have a short or a long sound?	no short
4 Read the word. Signal.	hop
5 Point to 'grape'. Is there a bossy 'e'? Signal. Think about the vowel sound. Read the word. Signal.	yes grape
6 Repeat Step 5 with the remaining words. Alternate between group and individual responses.	
Correction procedure E.g., grape. Point to the 'e' at the end of the word. Is there a bossy 'e' on the end? Signal. Remember, the bossy 'e' changes /a/ to /ā/. Point to the vowel. What sound? Signal. Sound out the word. Signal.	
	yes /ā/ /t/ /ā/ /p/ – grape

Activity 5: Putting it all together – paragraph reading

Materials required: Whiteboard and marker

Teacher	Students
1 Write the following paragraph on the whiteboard or prepare in advance on butcher's paper. The bird sang softly and sweetly to its little chicks. The chicks squawked loudly and madly flapped their wings. "Where is my dinner? I am so hungry," they seemed to say.	
2 Let's read this paragraph together. As you read, remember to pause at the full stops.	children read the paragraph
3 Stop and hunt – adverbs See if you can find all the adverbs. Tell them to your partner. Underline the adverbs in the paragraph (softly, sweetly, loudly, madly).	
4 Comprehension I am going to ask you some questions about the paragraph. Ask children to read out the sentence which tells them the answer when appropriate to minimise random guessing. 1. How did the bird sing? (softly, sweetly) 2. How did the chicks squawk? (loudly) 3. How did the chicks flap their wings? (madly) 4. Why did they squawk so loudly? (they wanted dinner)	
5 Reading fluently Call on individuals to take turns to read the paragraph fluently.	

Non-word reading is used in some lessons to check children can read unfamiliar words.

Children will be introduced to the concept of a base word and suffix, and will learn some useful morphemes.

Activity 4: Mystery word reading

Note: This activity will provide children with an opportunity to generalise their knowledge to words they have never seen before in an engaging way. Children will be required to apply their decoding strategies in order to read the brand names.

Materials required: Whiteboard and marker

Teacher	Students
1 Now I'm going to tell you a story about Max. You are going to help me read some words as I tell the story. Max likes to play lots of different sports. His favourite sport is soccer. Write 'Zoa' on the whiteboard. This is the name of the brand of football Max plays with. Everybody read the name.	Zoa
Note: Provide appropriate level of support to those children who still need to sound out each word.	
2 That's right, Zoa footballs are extra tough. Everybody stand and pretend you are kicking a goal with your Zoa football. Instruct the children to sit down.	children pretend to kick a goal
3 Write 'Drail' on the whiteboard. Another sport Max likes to play is tennis. He has a terrific tennis racquet. Point to 'Drail'. Read the name of the tennis racquet Max uses. Signal.	Drail
4 That's right, Max uses his Drail tennis racquet every week. Now show me how you hit a tennis ball with your Drail racquet.	children pretend to hit a tennis ball
5 Write 'Steach' on the whiteboard. The other sport Max likes is running. He has special sneakers that make him run extra fast. Point to 'Steach'. Read the name of the sneakers Max wears. Signal.	Steach
6 That's right, Max runs everyday in his special Steach sneakers. Everybody stand up and run on the spot wearing your Steach sneakers.	children run on the spot

Activity 2: Revising suffixes

Materials required: Whiteboard and marker; Concept Card 27: Adverbs

Teacher	Students
1 We have learned different suffixes. Who can tell me a suffix that we have learned? Call on individual child to respond. (s, ed, ing, er, y, ly) Write each suffix on the whiteboard. For each suffix, offer an example of a word with the suffix, then ask the children to tell their partner another word with the same suffix. Children have been taught the following suffixes: <ul style="list-style-type: none"> -s (cats, runs) -ing (eating, whispering) -ed (cooked, lifted, sailed) -er (bigger, harder) -y (dusty, bumpy) -ly (softly, loudly) 	
2 Write the suffix 'ly' on the whiteboard. We see the suffix 'ly' at the end of lots of adverbs. What does an adverb do? Let's see if we can remember.	
3 Concept Card Hold up Concept Card 27: Adverbs (Side 1). Adverbs add more information to verbs. They can describe the way we do things. Point to the words 'An adverb' as you say: An adverb ...	

What does the InitialLit-1 lesson look like?

Grammatical concepts and the features of print are introduced.

Children will write words and sentences with the target sound.

Activity 4: Mystery word reading

Note: This activity will provide children with an opportunity to generalise their knowledge to words they have never seen before in an engaging way. Children will be required to apply their decoding strategies in order to read the brand names.

Materials required: Whiteboard and marker

Teacher	Students
<p>1 Now I'm going to tell you a story about Max. You are going to help me read some words as I tell the story. Max likes to play lots of different sports. His favourite sport is soccer. Write 'Zoa' on the whiteboard. This is the name of the brand of football Max plays with. Everybody read the name.</p> <p>Note: Provide appropriate level of support to those children who still need to sound out each word.</p>	Zoa
2 That's right, Zoa footballs are extra tough. Everybody stand and pretend you are kicking a goal with your Zoa football. Instruct the children to sit down.	children pretend to kick a goal
3 Write 'Drail' on the whiteboard. Another sport Max likes to play is tennis. He has a terrific tennis racquet. Point to 'Drail'. Read the name of the tennis racquet Max uses. Signal.	Drail
4 That's right, Max uses his Drail tennis racquet every week. Now show me how you hit a tennis ball with your Drail racquet.	children pretend to hit a tennis ball
5 Write 'Steach' on the whiteboard. The other sport Max likes is running. He has special sneakers that make him run extra fast. Point to 'Steach'. Read the name of the sneakers Max wears. Signal.	Steach
6 That's right, Max runs everyday in his special Steach sneakers. Everybody stand up and run on the spot wearing your Steach sneakers.	children run on the spot

There will be opportunities to read from InitialLit Readers, working on fluency. This can be followed by a writing task.

Activity 2: Reading together – The Rainy Day Express

Note 1: In this activity, children will read the first six pages of InitialLit Reader 11.1b – The Rainy Day Express. The rest of this book should be completed in small groups.
Note 2: Preview the following tricky words: can't, everything, nowhere.
Note 3: Point to each word as children read to ensure that all children are following the text.

Materials required: InitialLit Reader 11.1b – The Rainy Day Express

Page	Teacher/student
	Let's read part of a story together.
Cover	Read the title with the children and prompt discussion by asking the following questions. Who has been on a train? Where did you go? Listen as I read the summary about this book. One rainy day, Grandad takes Caitlin and Jay on a wonderful adventure. Children predict what the story may be about.
4-5	Children read the pages together and then teacher asks the following questions to check for comprehension. Point to each word as children read. Why can't the children go out and play? (It is raining) What does Grandad suggest they can do? (play inside, wait for the rain to stop)

Activity 3: Writing

Materials required: Exercise books and pencils

- Children talk about a train trip they have been on (or would like to go on), and then write two or more sentences independently using the following sentence starters.

- I went on a train to ...
- I saw ...

Children read their sentences aloud. Remind children about Super Sentences using the Concept Poster: Super Sentences. Children can draw a picture to illustrate their sentences.

Activity 5: Spelling in Sound Boxes and sentence dictation

Materials required: Student whiteboards and markers or exercise book and pencil (one per child); whiteboard and marker

Teacher	Students
1 Hand out a whiteboard and marker or exercise book and pencil to each child. Let's write some words with our new trigraph for the sound /air/. We will use the letters 'a' 'i' 'r' to spell /air/. Which letters? Signal.	'a' 'i' 'r'
2 The first word is 'hair'. What word? Signal. I brush my hair every day.	hair
3 Say the phonemes in 'hair' with me. Hold up a finger for each phoneme. Ready: /h/ /aɪ/.	children hold up fingers as they say /h/ /aɪ/
4 How many phonemes? Signal. How many Sound Boxes do we need? Signal. Everybody draw two Sound Boxes on your whiteboard. Draw two Sound Boxes on the whiteboard to demonstrate.	two two children draw two Sound Boxes
5 Write Now, write 'hair' in your Sound Boxes. Say the sounds as you write. Remember to put the letters 'a' 'i' 'r' in one box. Monitor children's work.	children write 'hair' in their Sound Boxes
6 Check Watch me write 'hair' in my Sound Boxes. Write 'hair', saying the sounds as you write. Underline 'air'. Check your work and underline the trigraph for /air/. Show me your work. Boards up.	children check their work and hold up boards
7 Repeat Steps 2-6 for the following words, putting each word in an oral sentence. Remind children that all the words will use the letters 'air' to spell /air/. chair, stair	
8 Sentence dictation Let's write a sentence. Listen. We ran up the stairs quickly. Say the sentence with me. Hold up a finger for each word you say. Signal. We ran up the stairs quickly. How many words? Signal.	children hold up fingers as they say We ran up the stairs quickly. six
9 Now write the sentence. Remember to spell /air/ with the letters 'a' 'i' 'r'. Say each word as you write. Dictate the sentence, two words at a time. Monitor children's work.	children say each word as they write

Children will learn 80 high-frequency words with irregular or less-common spelling patterns.

Activity 1: Reading and spelling tricky words (only, great, their)

Materials required: Tricky Word Cards Set 10; student whiteboard and marker (one per child); whiteboard and marker

Teacher	Students
1 Hand out a whiteboard and marker to each child. We are going to spell some new tricky words.	
2 Tricky word: only Write Tricky Word 'only' on the whiteboard. This word says 'only'. What word? Signal. Use the word in context: I have only one pencil. You only need to bring a hat. Can anyone put the word 'only' into a sentence? Call on individual children to respond. Provide a sentence starter if necessary, e.g., I have only ...	only
3 Listen: only. What sound is at the end of 'only'? Signal. Point to 'y' as you say: Which letter spells /e/ at the end of the word? Signal. We spell 'only' with the letters 'o', 'n', 'i', 'y'.	/e/ 'y'
4 Skywrite Hold up your writing hand. Let's spell 'only' in the air using our letter names. Ready: 'o', 'n', 'i', 'y' – only. Children should repeat: 'o', 'n', 'i', 'y' – 'only' several times until they are firm on the spelling.	'o', 'n', 'i', 'y' – only

Below and overleaf is a snapshot of some of the resources used during the whole-class lesson.





Concept Posters and Spelling Posters



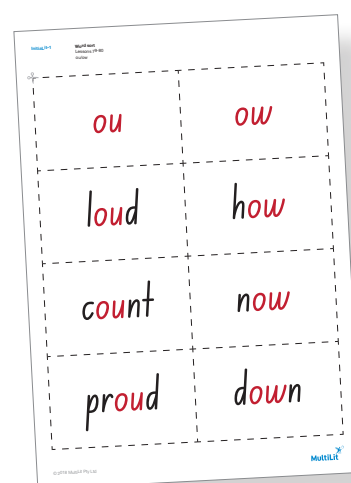
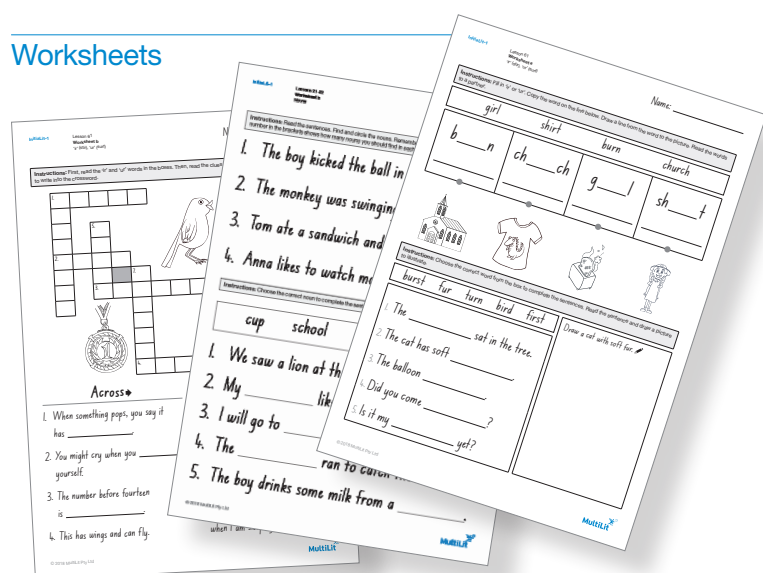
Concept Cards

2. Consolidation and small-group work: 40 minutes

Independent and teacher-led small-group activities follow the lesson on the mat. These activities will consolidate the skills taught in the lesson, providing further practice. A list of recommended activities has been provided for this part of the lesson.

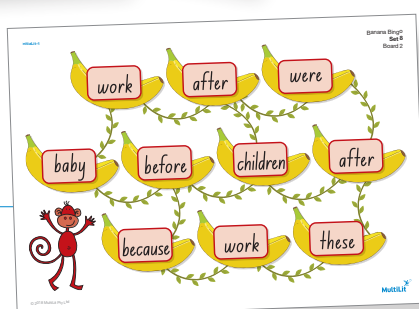
Below is a snapshot of the worksheets, games and other activities that can be used for further practice and consolidation. All supporting resources are included to download from the Members' Area of the MultiLit website.

Worksheets



Word sorts

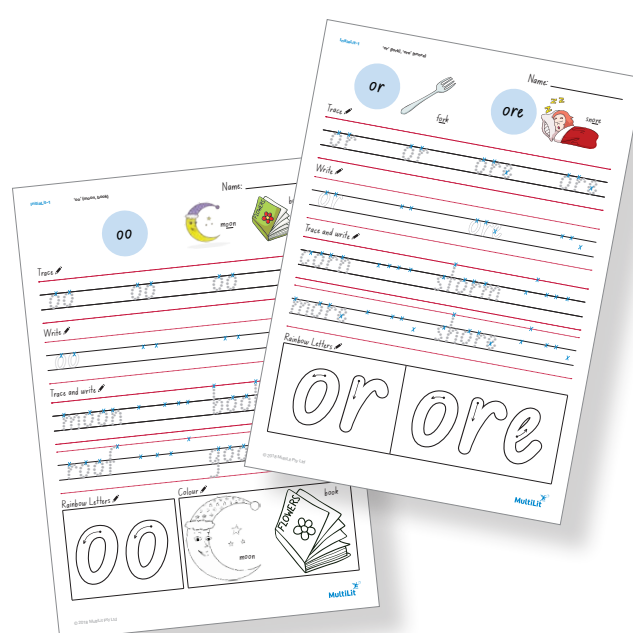
Banana bingo



Throughout the day ...

Choose a couple of activities from the list below to provide extra practice during the day. Vary the activities to maximise engagement.

- Revise the explanation of base word and suffix using Concept Poster 20. Draw attention to the base words and suffixes in words from the storybook or reader that is being read. There are many other suffixes that can be referred to and pointed out incidentally.
- Write the base word and suffix in different colours on sticky notes to display around Concept Poster 20.
- Sing the 'Singing in the Shower' song. Identify suffix 'ing'.
- Play Toss and Catch using base words and suffixes. Children 'catch' the whole word. See Activity 3, Steps 13-14.
- Clap the syllables in the following words: catch/ing, gall/o/ping, wait/s/, crash/ing, ex/plain/ing, dropp/ing, day/dreams, build/s/, dis/a/ppear/ing, sneez/ing.

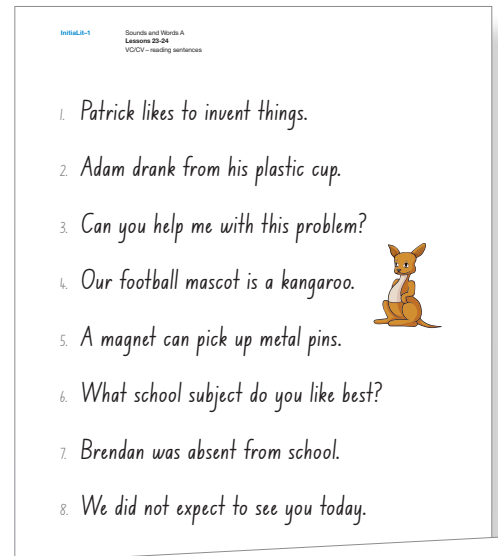
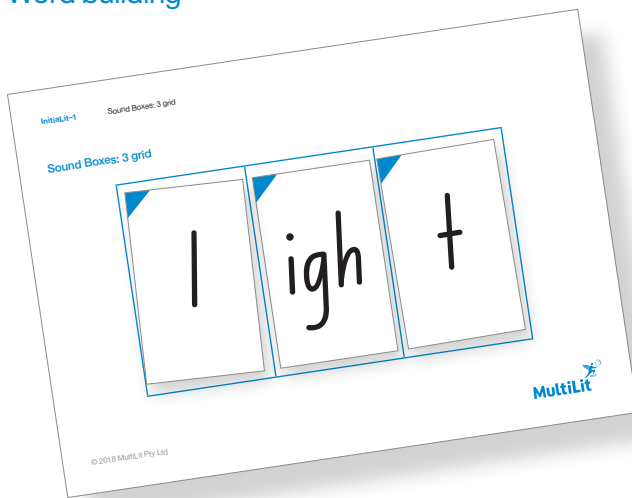


Handwriting worksheets

Throughout the day ideas are provided for distributed practice.

Teacher-led reading group activities include the use of the InitialLit Readers aligned to the progression of skills, the Sounds and Words Books, as well as word building using letter tiles and sound boxes.

Word building

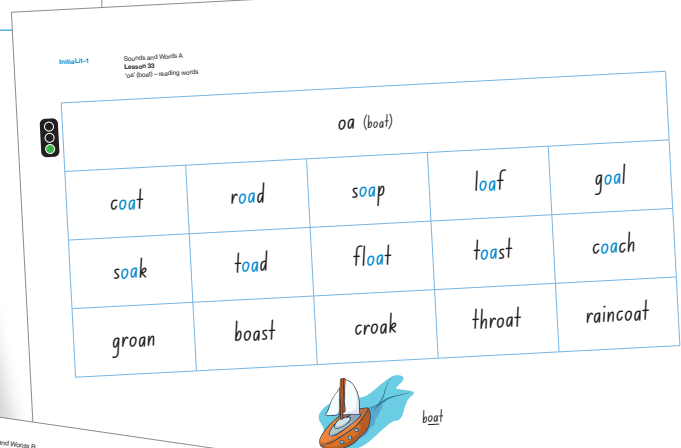


Sounds and Words Books

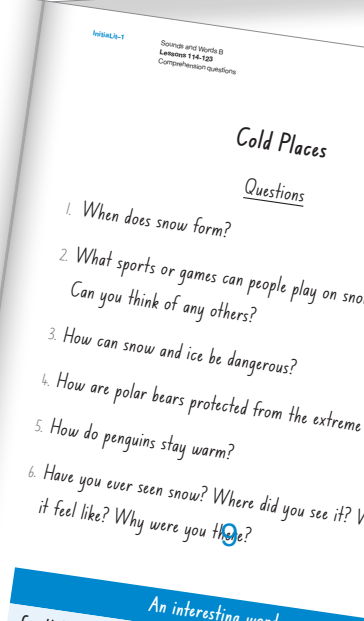
InitialLit

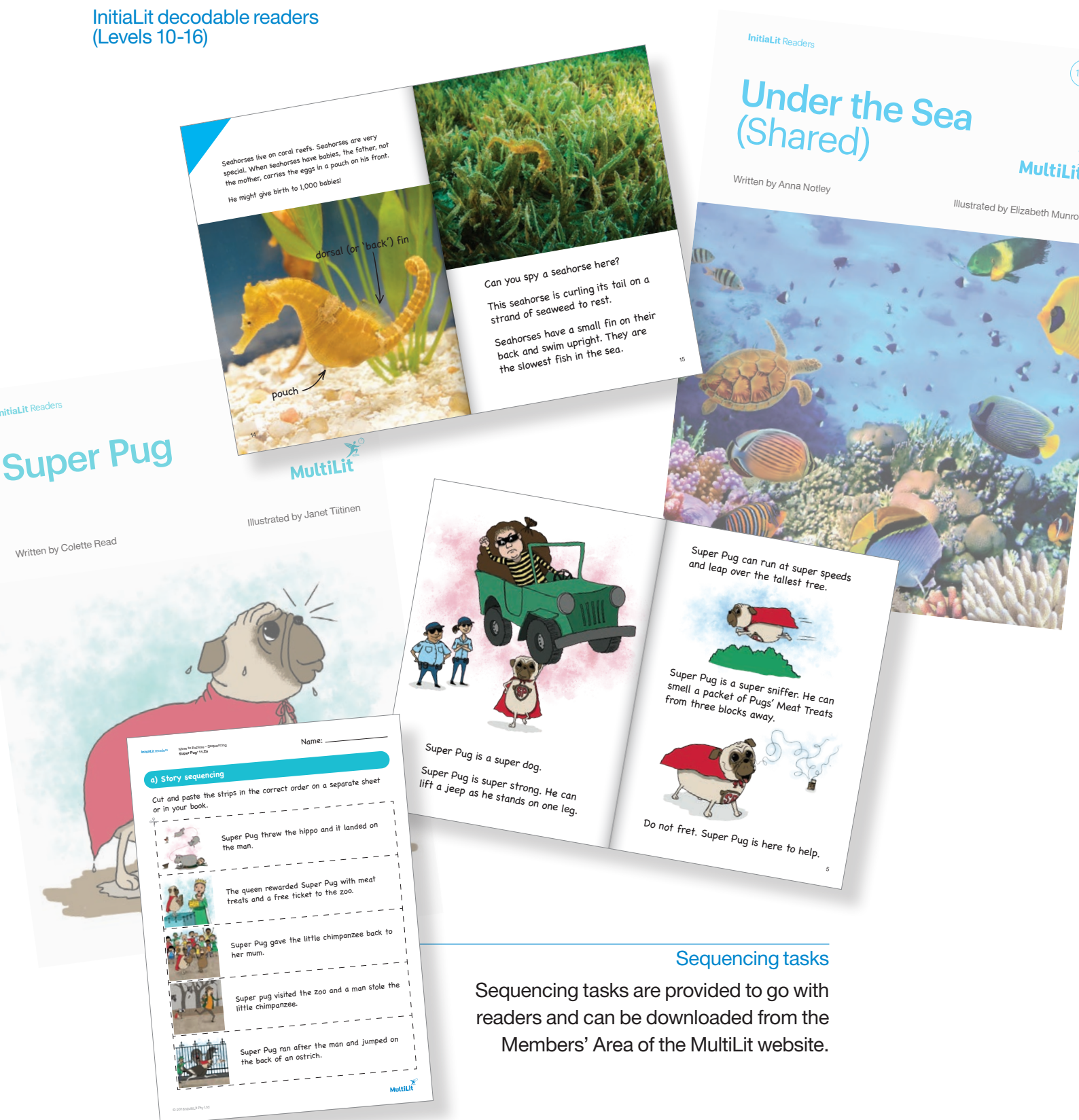
Year 1
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sounds and words
book A



boat



InitialLit decodable readers
(Levels 10-16)

Sequencing tasks

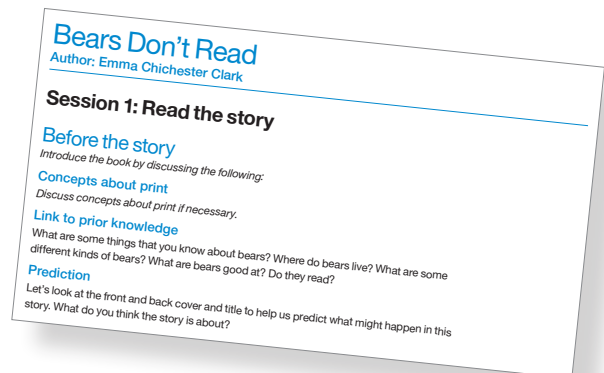
Sequencing tasks are provided to go with readers and can be downloaded from the Members' Area of the MultiLit website.

3. Shared Storybook Reading: 20-25 minutes

The Shared Storybook component of InitialLit-1 works on oral language and listening comprehension, while also fostering specific vocabulary growth. Lessons to accompany 25 storybook titles are provided, including four teaching sessions for each book, plus a linked writing task and a creative activity.

Session 1

The storybook is read to the children straight through. Three interesting words are highlighted briefly. Session 1 focuses on making predictions, listening comprehension and story summarising.



Session 2


In Session 2, the book is reread and questions are asked every couple of pages. The target vocabulary words are also revisited and classified by their part of speech, using the Helpful House of Words poster.



Session 3: Word work

Say the word	Define the word	Use the word	Act the word
Stroll (p5) Write the word on the whiteboard as you say it. Children repeat the word.	Children generate a definition of the word. Write definition on the board. e.g., to walk in a slow, relaxed way	Children think of contexts in which the word is used. e.g., walking along the beach, in a park, along a bush track Ask: Would you stroll if you were rushing to get to school? Why not?	Ask children to go for a stroll around the classroom.

Which word fits?



Tell me which word fits: 'peculiar' or 'gaze'?

Looking out at a beautiful view from the top of a mountain.
 Would this be peculiar or would you gaze at it? (gaze)
 Ask children to make a sentence, e.g., I gazed at the beautiful view.

Repeat with:

- ▶ stroll/gaze
Walking down your street on a sunny afternoon. (stroll)
- ▶ peculiar/stroll
A man shouting "This snow is cold!" at the beach. (peculiar)

Word play: Book, book, bear (similar to Duck, Duck, Goose)

Play a game, pretending to be Clementine and George. Teach children this rhyme using the word 'stroled'. You can listen to the rhyme on the MultiLit website.

A-tisket, a-tasket, a green and yellow basket
 With this book, I stroled along, and on the way I dropped it.
 I dropped it, I dropped it, and on the way I dropped it.
 A great big bear, he picked it up, and put it in his pocket.

Session 3

The three vocabulary items are worked with more extensively, without rereading the story.
 Session 3 focuses on building vocabulary depth, while working with the words in a playful way.

Session 4

Session 4 focuses on strengthening the semantic networks and background knowledge that children draw on for reading comprehension.

Session 4: Beyond the book

Word connections

Connect the focus words to other words the children know.

Word web



Draw a word web on the board, following the template (which is available on the MultiLit website) of the current vocabulary words. Discuss as a class.

Children can then work individually or in pairs on the Word Web template, if desired.

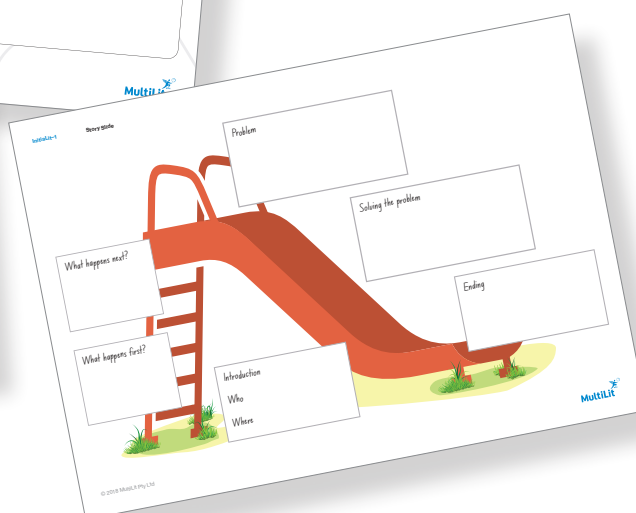
Revise the meaning of the word **glance** (from Let's Get a Pup!) and relate to story, e.g., Did George **gaze** at the words or just quickly **glance** at them? Show me how he would look if he **gazed**.

World connections

Materials: Examples of different types of texts (e.g., poetry, information, recipe, play, comics)
 Use the questions and ideas below as a guide to discuss different types of texts and/or story structure.



- ▶ Ask what kind of book George found (storybook) and the policeman read (poetry book). Then discuss different text types (e.g., poetry, information, recipe, play, comics) and show examples.
- ▶ Discuss when and why we might read different text types.
- ▶ If you wish to work on story structure, discuss the characters, setting, problem and solution in Bears Don't Read. Make notes on the board. Children can then fill in the 'Story Slide' template (downloaded from MultiLit website).



Writing task and getting creative


The writing tasks cover the three main types of text (imaginative, persuasive and informative). The writing lesson is carefully scaffolded and all necessary templates and instructions are provided.

Further sessions

Persuasive writing task


Materials: Storybook 15 writing template (download from MultiLit website) – one per child

Remind children about the purpose of a persuasive text: to convince the reader about your idea or opinion. The structure consists of an introduction, reasons and conclusion. In this task, children will write about why it is good to have no plans.



Model		
Introduction I am going to write about why I think it is good to have no plans sometimes. I will begin by stating my opinion. Write introduction on the board: I think that it is good to have some days with no plans.	Reasons Now I am going to think of a reason why it is good to have no plans. Write example reason on the board: You can stay in your pyjamas all day if you want. Pyjamas are very comfortable.	Conclusion Finally, I will finish by stating my opinion again, using different words. Write conclusion on the board: Having no plans is really fun!
Guided and Independent		
Introduction Talk about the language of persuasive texts – the use of strong words to state your position (e.g., I think ..., Everyone should ..., It is important to ...). Children copy example sentence onto their templates. More able children may write their own sentence.	Reasons As a class, brainstorm reasons why having no plans is good (see pages 15-26). List on the board (e.g., you can learn something new or do something fun like flying a kite, drawing a picture, etc). Children choose two reasons that they think are the best and complete the middle section of their templates.	Conclusion Children suggest other ideas for the final sentence/conclusion. Children complete final sentence on their templates. Provide support as necessary.

Astrid the Awesome Architect says,
 "Don't forget to use the words from the Helpful House when you write."



Getting creative

Animal camouflage

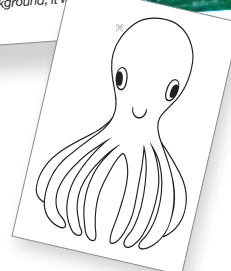
Look at pages 31-32 of the book again and discuss how the animals in the story hid by blending into their background. Discuss the term 'camouflage'. Use books or pictures to explore how many animals (e.g., polar bear, chameleon, octopus, stick insect, etc) use camouflage to blend into their surroundings in real life and talk about why. Then do the following activity:

Create a camouflage artwork

Materials:

- ▶ Camouflage animals template (download from MultiLit website)
- ▶ Paper (A5 size)
- ▶ Pencils
- ▶ Crayons/oil pastels
- ▶ Scissors
- ▶ Glue

Children draw pencil lines across their A5 background paper to divide it into interesting shaped sections. They colour in the sections using blocks of colour. Children then choose an animal (chameleon or octopus) from the template and colour it in using similar blocks of colour. They can make the sections stand out by drawing thick black lines between them. When children cut out and glue their animal onto the background, it is camouflaged!



InitialLit

Year 1

whole-class initial instruction in literacy



storybook
lessons

teacher

MultiLit

Monitoring student progress

The assessment procedures in InitialLit-1 will enable teachers to identify struggling children early. Progress Monitoring tests, Cumulative Reviews and spelling tests are scheduled at regular intervals throughout the year. Teachers will be able to use data entered into a Class Record to put early intervention in place.

whole-class initial instruction in literacy

assessment presentation book teacher

1

Part 3: Passage reading

Bird Rescue

Jane's home is next to a big park with many tall trees. Late one night, there was a thud as a bird hit Jane's window by mistake. Jane ran outside to see if the bird was hurt.

When the bird did not fly off, Jane made a soft bed for her in a box. She made holes in the lid so the bird could breathe.

The next morning, Jane took the lid off the box. The bird was safe and well. Soon, the bird hopped up and flew back to her pine tree.

Have you ever seen an animal rescue?

Comprehension questions

- Where is Jane's home?
- How did Jane know that something had hit her window?
- What did Jane do to help the bird?
- What did the bird do the next morning?
- Have you ever seen an animal rescue? What happened?

Tricky Word Monitoring: Sets 11-13

Set 11	Set 12	Set 13
can't	always	walk
don't	animal	know
didn't	open	talk
couldn't	other	laugh
wouldn't	water	
shouldn't	another	

Stop and Spell 13

Hand out the spellometer tickets. Dictate the following words to check spelling. Collect tickets for marking and then review words briefly for spelling at the start of the next lesson.

- grow
- show
- soap
- toast
- loaf
- slow

InitialLit-1 Class Record

Student Name	Class	Date	Mandatory field: Say the sounds (4)	Letter-sound knowledge: Say the sounds (4)	Reading regular words (8)	Writing - sounds (4)	Writing - words (2)	Total (16)	Total (%)	Comments
Averages										
			3.5	4.6	3.3	1.3	12.8	80.2%		
Student 1	F	10-Apr-18	4	6	4	2	16	100%		
Student 2	F	9-Apr-18	4	6	4	2	16	100%		
Student 3	F	11-Apr-18	3	4	3	1	12	75%		
Student 4	F	9-Apr-18	3	5	4	2	15	94%		
Student 5	F	9-Apr-18	4	5	3	2	13	81%		
Student 6	F	9-Apr-18	4	4	3	2	11	69%		
Student 7	F	9-Apr-18	4	4	2	1	11	69%		
Student 8	F	9-Apr-18	4	6	4	2	16	100%		
Student 9	F	9-Apr-18	4	5	4	2	15	94%		
Student 10	F	10-Apr-18	2	1	2	0	5	31%		
Student 11	F	10-Apr-18	4	6	4	2	16	100%		
Student 12	F	10-Apr-18	4	6	4	2	16	100%		
Student 13	F	10-Apr-18	4	6	4	2	16	100%		
Student 14	F	10-Apr-18	4	6	4	2	16	100%		
Student 15	F	11-Apr-18	4	5	4	2	15	94%		
Student 16	F	11-Apr-18	4	5	4	2	15	94%		
Student 17	F	11-Apr-18	3	5	3	1	12	75%		

Additional resources

There are some additional resources that accompany different elements of the InitialLit-1 program. These resources are optional consumables that will supplement instruction and provide opportunities for children to practice their newly acquired skills across a range of activities.

More to Explore

More to Explore is a comprehension resource to accompany InitialLit Readers, Levels 10-16. This resource encourages children to engage more deeply with the InitialLit Readers as they provide written responses to the stories.



InitialLit Readers
More to Explore
Level 14.1b - The Owl Cam



Level 14.1b The Owl Cam

Activity 1: Word work

Sort the following words into the correct columns below. Then find more words from your book with these graphemes. Write them under the correct column. Read the words out loud.

Spooky	town	Mount	better
ow	ou	er	oo

Activity 2: Owl facts

In this story we find out some information about owls. Write down 3 facts that you have learned about owls:

1. _____
2. _____
3. _____

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Activity 3: Response

Do you have a pet at home? List 3 things that you do to look after it. If you don't have a pet, which pet would you like? What would you call it? List 3 things that you would do to look after it.

Type of pet: _____

Name of pet: _____

How to look after my pet: _____

1. _____

2. _____

3. _____

Activity 4: Let's write!

In your exercise book:

1. Describe Spooky, using the information and pictures provided in the story. Use different describing words (adjectives) in your writing.

You could start with:

Spooky is ...

She has ...

2. Draw a picture of Spooky to match your description.


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Owl Cam


by Barbara Healy



InitialLit-1 Activity Book
Homophones

 **see**

A homophone is a word that sounds the same as another word but is spelled differently. It also has a different meaning.

 **sea**

1 Read the words in the box. Read the sentences. Choose the correct word for each sentence. Write the word on the line.

meat or meet	1. Linda wants to _____ her friend. 2. Max had _____ for lunch.
sea or see	3. Look! Can you _____ Milla? 4. Fish swim in the _____.
bee or be	5. Can you buzz like a _____? 6. Shen wants to _____ on holidays.
week or weak	7. The sick man was very _____. 8. There are seven days in a _____.
wood or would	9. We _____ like to go to the zoo. 10. Mack keeps _____ in his shed.
been or bean	11. Have you _____ to the beach? 12. Gus had a green _____ salad for lunch.

InitialLit-1 Activity Book
Tricky words: Set 5

These are words that we need to practise.

who	many	any	love	over	says
-----	------	-----	------	------	------

1 Read the words. Copy the words on the line.

who _____ any _____
many _____ love _____
over _____ says _____

2 Read all the words. Colour the boxes in each row that match the tricky word in the circle.

any	an	any	can	any	want	any
who	who	who	want	when	who	what
many	man	my	many	men	many	many
love	love	long	like	love	love	leaf
over	one	ever	over	very	over	over
says	sad	says	says	said	sat	says

3 Read the words in the box. Read the sentences. Choose the tricky word that best fits the sentence. Write the word on the line.

many	Who	over
------	-----	------

1. Chen fell _____ in the rain.
2. Vikram has _____ friends.
3. _____ shut the window?

activity book
student

Activity Book

The Activity Book contains written activities to consolidate concepts taught in the whole-class lesson. It may be used as an alternative to the downloadable worksheets.

student name _____




MultiLit

InitialLit-1 Activity Book
ng (swing)


'n' and 'g' together say the sound /ng/, as in 'swing'.

1 Read the words. Underline **ng** in each word. Draw a line to match the word to the picture. Write the correct words under the pictures.

wing	string	king
------	--------	------

2 Read the sentences. Circle the correct word in each sentence. Write the word on the line.

1. The man is (strong / string). 

Home Reading Diary

Children are encouraged to read regularly at home and keep a record in their Home Reading Diary. There is a different Home Reading Diary for each term. Children can also complete a range of activities in the Diary to reinforce and develop skills like fluency and Tricky Word knowledge.



Find out more

For further information on InitialLit-1, visit www.multilit.com/initialit.

To purchase InitialLit-1 and to register for the two-day Professional Development Workshop, visit the MultiLit website at www.multilit.com/initialit.

InitialLit

Year 1



Find out more

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