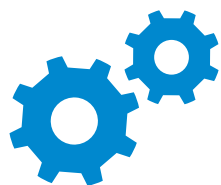


InitialLit

Foundation

whole-class initial instruction in literacy



samples



What is InitialLit–Foundation?

InitialLit–Foundation (InitialLit–F) is a comprehensive whole-class literacy program for all children in the first year of schooling. It includes a systematic synthetic phonic component as well as a rich literature component. The phonic component will teach children the alphabetic code for reading and spelling. The literature component will develop children's vocabulary, listening comprehension and oral language skills.

InitialLit–F addresses the five key components necessary for effective instruction in reading: phonemic awareness, phonics, fluency, vocabulary and comprehension.

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



What does the InitialLit-F lesson look like?

1. Explicit whole-class phonics lesson: 20-25 minutes

InitialLit-F starts with a whole-class lesson to explicitly teach children the relationship between sounds and letters. Skills are taught in a set sequence. Children learn letters and sounds in isolation and then they are taught how to blend the sounds together for reading and segment words into component sounds for spelling. Children will work at a sound, word and text level.

There are 126 detailed and scripted lessons provided in nine Handbooks. A set of PowerPoint slides accompany each lesson. The lessons follow a similar format each time, providing children with regular revision and practice in core skills.

Below is a small selection of the types of activities used in InitialLit-F.

Lesson 56 – /g/

Activity 1: Review

Materials required: Sound Prompt Cards Set 1-3 and 'e', 'n' from Set 4; Tricky Word Cards Set 1-2

| Teacher | Students |
|--|--------------------|
| 1 Letter-sound correspondence Hold up Sound Prompt Card 'n' (Side 2) and point to letter. <i>What sound?</i> Signal. Repeat with remaining Sound Prompt Cards. If an error is made, use the character prompt to remind children of the sound. | /n/ |
| 2 Turn Sound Prompt Cards to Side 1 (letter only). Shuffle cards and present again, alternating between group and individual responses until firm. | children say sound |
| 3 Oral blending I'm going to say some words slowly and I want you to put the sounds back together quickly. | |
| 4 Listen: /k/ /a/ /m/ /p/. What word? Signal. | camp |
| 5 Repeat Step 4 with a selection of the following words. You do not need to do them all. <div> <div>dust</div> <div>pest</div> <div>step</div> <div>flag</div> <div>list</div> <div>sand</div> <div>clap</div> <div>went</div> <div>belt</div> <div>snap</div> </div> | |

Activity 2: Capital letters – C, S, P, M, O, I

Note: The capital letters C, S, P, M, O, I look the same or very similar to the lower case. The idea of relative size is important.

Materials required: Whiteboard and marker

| Teacher | Students |
|---|-----------------|
| 1 Who can remember what we call big letters of the alphabet? | capital letters |
| 2 We use capital letters in our reading and writing. Write some names of children on the whiteboard and underline the capital letter in each name. Point to each capital letter. We use capital letters at the start of our names. | |
| 3 Write the following sentence on the whiteboard and underline the capital 'S'. Sit on the mat. | |
| 4 Point to the capital letter. We also use a capital letter at the beginning of a sentence. | |

Activity 3: Reading words

Materials required: Whiteboard and marker

| Teacher | Students |
|--|-------------------|
| 1 When we read, we put our sounds together to say words. | |
| 2 Demonstration Write 'ran' on the whiteboard. Watch as I put all the sounds together to read this word. Point to each letter while saying the sound, then slide finger along the word as you say the whole word: /r/ /a/ /n/ – ran. | |
| 3 Guided practice Do it with me. Point to the first letter. Look at the first letter. Ready. Point to each letter while saying the sound, then slide finger along the word as you say the whole word: /r/ /a/ /n/ – ran. | /r/ /a/ /n/ – ran |
| 4 Independent practice Now do it on your own. Point to the first letter. Ready. Point to each letter while children say the sound, then slide finger along the word as they say the whole word. | /r/ /a/ /n/ – ran |

Activity 4: Spelling in sound boxes

Note 1: From this lesson, oral segmenting (Steps 2-3) is incorporated into the spelling activity and is no longer an activity on its own.
Note 2: It is recommended that children sit at their desks for this activity so that more attention can be paid to posture and handwriting.

Materials required: Sound Boxes or whiteboards and marker (one per child); whiteboard and marker

| Teacher | Students |
|--|---|
| 1 Hand out Sound Boxes and marker to each child or children draw three Sound Boxes on their whiteboards. Draw three Sound Boxes on the whiteboard for demonstration. | |
| 2 Oral segmenting Let's break some words into sounds. The word is 'men'. What word? Signal. Say the sounds in 'men'. Point to a box for each sound you say. Ready. Signal. | men children point to each box as they say /m/ /e/ /n/ |
| 3 Repeat Step 2 with the following words. not, pen, nod, pin, net, hen | |
| 4 Spelling Now we are going to write some words in our Sound Boxes. | |
| 5 The word is 'men'. What word? Signal. Say the sounds in 'men'. Signal. | men /m/ /e/ /n/ |
| 6 Watch me write the word 'men' in my Sound Boxes. Each box is a sound. Write 'm' as you say: The first sound is /m/. Write 'e' as you say: The next sound is /e/. Write 'n' as you say: The last sound is /n/. Point to each letter as you say: /m/ /e/ /n/ – men. | |
| 7 Now you write the word 'men' in your Sound Boxes. Say the sounds as you write. Note: Monitor children carefully to ensure they are writing the correct letter for each sound, saying the sound as they write. | children write 'm' 'e' 'n' in the Sound Boxes and say /m/ /e/ /n/ |

Activity 1: Review

Materials required: Sound Prompt Cards Set 6-8 and 'th', 'wh' from Set 9; Tricky Word Cards 'where', 'what' from Set 10

| Teacher | Students |
|---|---|
| <p>1 Letter-sound correspondence Hold up Sound Prompt Card 'th' (Side 2) and point to letters. What sound? Signal.</p> <p>Repeat with remaining Sound Prompt Cards. If an error is made, use the picture/character prompt to remind children of the sound.</p> | /th/ |
| <p>2 Turn Sound Prompt Cards to Side 1 (letter/s only). Shuffle cards and present again, alternating between group and individual responses.</p> | children say sounds |
| <p>3 Action time Write 'th', 'wh', 'ch', 'sh', 'ee', 'ck' on whiteboard. Let's do some actions. Point to 'th'. Hold up thumb as you say: Ready. Thumbs up - /th/. Remember, this is our cheeky sound. We stick out our tongues when we say it.</p> | children hold up thumb and say thumbs up - /th/ |

Activity 2: Vowel discrimination – /a/, /e/, /i/, /o/, /u/

Materials required: Vowel Chart

| Teacher | Students |
|---|-------------------------|
| <p>1 Hold up Vowel Chart and point to letters. These letters are our special letters, called vowels. Remember, all the words we read and write have a vowel sound.</p> | |
| <p>2 Let's sing the vowel song together. Sing to the tune of 'If you're happy and you know it, clap your hands'.</p> <p>Every word that we read has a vowel. Every word that we write has a vowel. "a", "e", "i", "o", "u" are the vowels that we use Every word, every word has a vowel.</p> <p>*Say letter names.</p> | children sing song |
| <p>3 Letters have a name and a sound. Point to each vowel letter on the chart as you say: 'a', 'e', 'i', 'o', 'u' are the vowel letter names. Point to each letter as you say: What name? Signal.</p> | 'a', 'e', 'i', 'o', 'u' |

Activity 3: Introducing 'oo' saying /oo/ as in 'moon'

Materials required: Sound Prompt Card 'oo'; whiteboard and marker

| Teacher | Students |
|---|----------|
| <p>1 Write the letters 'o' and 'o' as separate letters on the whiteboard. Point to 'o'. What sound does this letter say on its own? Signal. Point to 'o'. What sound does this letter say on its own? Signal.</p> | /o/ |
| <p>2 Write the letters 'o' and 'o' together on the whiteboard (oo). When these two letters go together, they say a new sound. New sound, new sound, what can it be? New sound, new sound, listen to me.</p> | /oo/ |

Activity 4: Reading words

Materials required: Whiteboard and marker

| Teacher | Students |
|--|---------------------|
| <p>1 When we read, we put our sounds together to say words.</p> | |
| <p>2 Demonstration Write 'food' on the board and underline 'oo'. These two letters together say /oo/. What sound? Signal. Watch as I put all the sounds together to read this word. Point to letter/s while saying each sound, then slide finger along the word as you say the whole word: /f/ /oo/ /d/ – food.</p> | /oo/ |
| <p>3 Guided practice Do it with me. Point to letter/s while saying each sound, then slide finger along the word as you say the whole word: /f/ /oo/ /d/ – food.</p> | /f/ /oo/ /d/ – food |
| <p>4 Independent practice Now do it on your own. Point to the first letter. Ready. Point to letter/s while children say each sound, then slide finger along the word as children say the whole word.</p> | /f/ /oo/ /d/ – food |

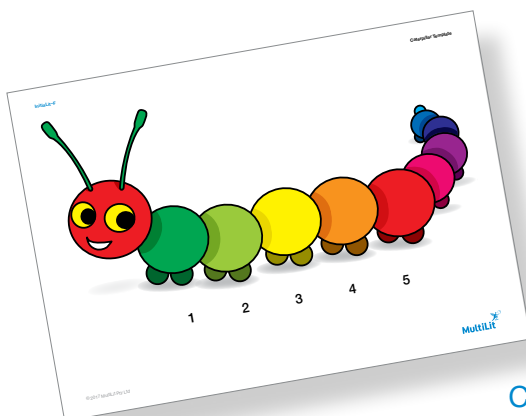
Activity 5: Final review for 'oo'

Materials required: Sound Prompt Card 'oo'

| Teacher | Students |
|--|--|
| <p>1 Hold up Sound Prompt Card 'oo' (Side 2) and ask the following questions.</p> | |
| <p>2 When you see the letters 'o' and 'o' together, what sound do you say? Signal.</p> | /oo/ |
| <p>3 Pinch nose as you say: /oo/. Everybody, do the action.</p> | children pinch nose and say /oo/ |
| <p>4 Write the letters 'o' and 'o' in the air and say: an 'o' and 'o' together say /oo/.</p> | children write letters in air and say an 'o' and 'o' together say /oo/ |

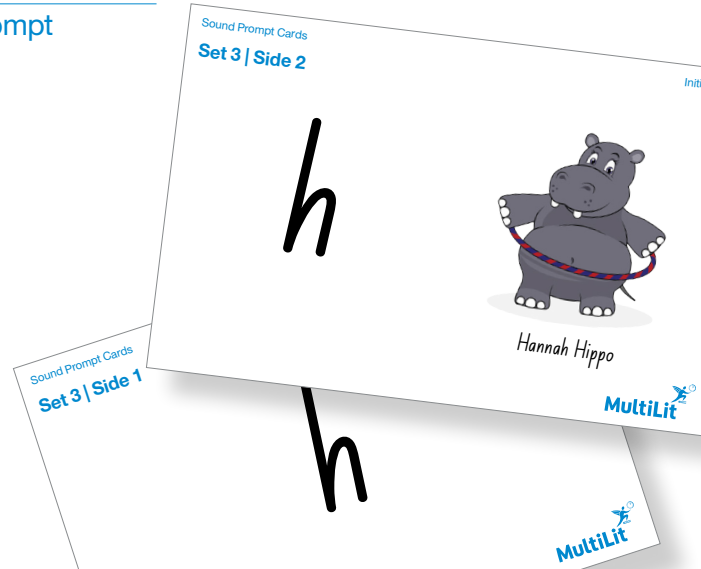
Lesson 104 – /oo/

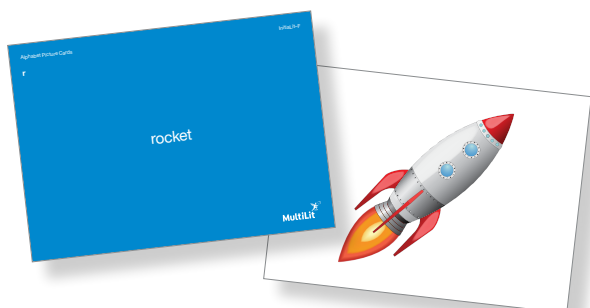
Below and overleaf is a snapshot of some of the resources used during the whole-class lesson.



Caterpillar Template

Sound Prompt Cards

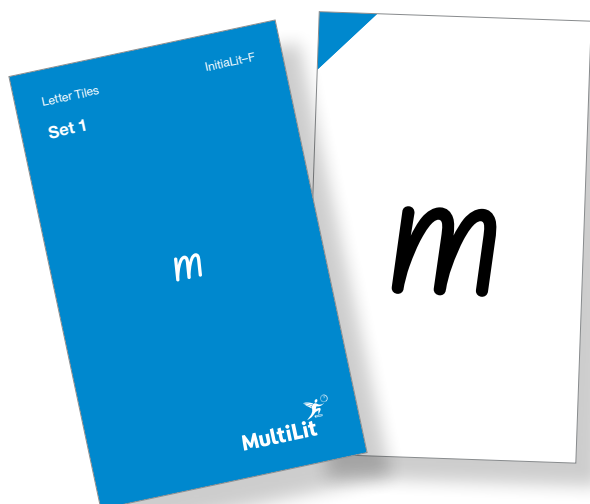




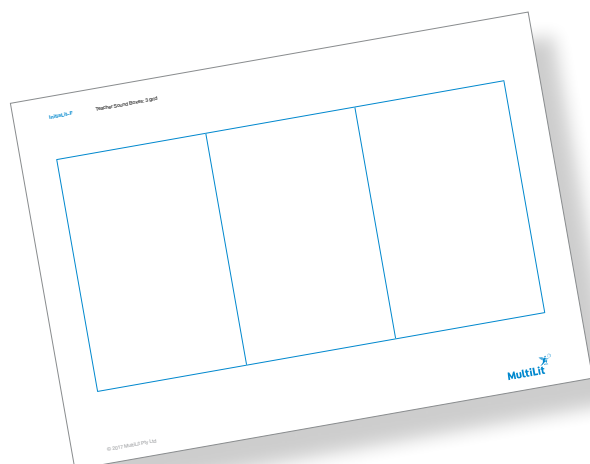
Alphabet Picture Cards



Flashcards



Letter Tiles



Sound Boxes

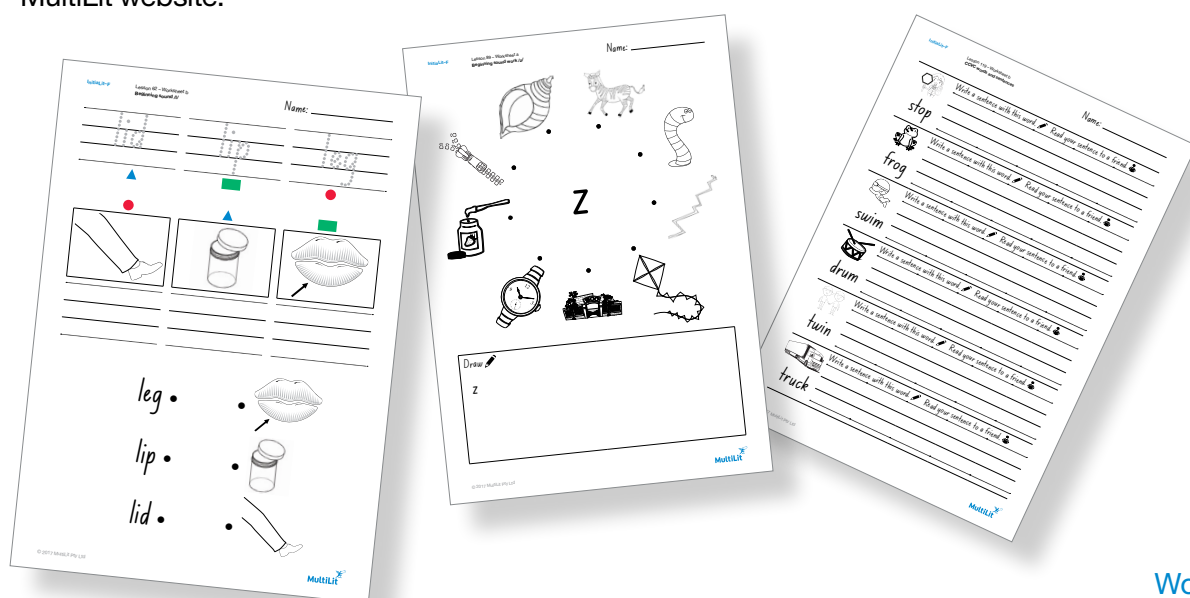


Sounds and Letters Poster 1

2. Consolidation and small-group work: 30-45 minutes

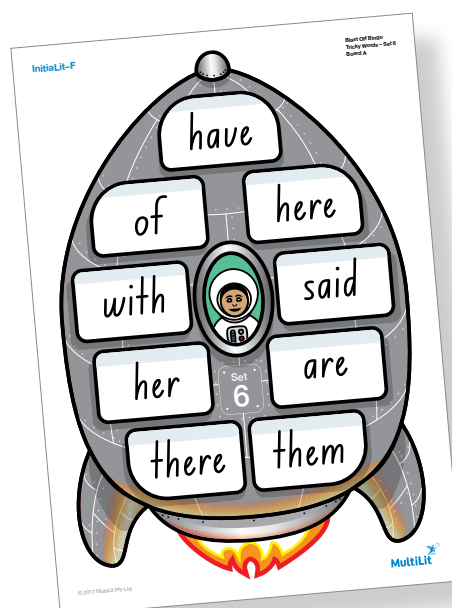
Independent and teacher-led small-group activities follow the lesson on the mat. These activities will consolidate the skills taught in the lesson and provide further practice. Worksheets, games and a set of suggested activities have been provided for this part of the lesson.

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

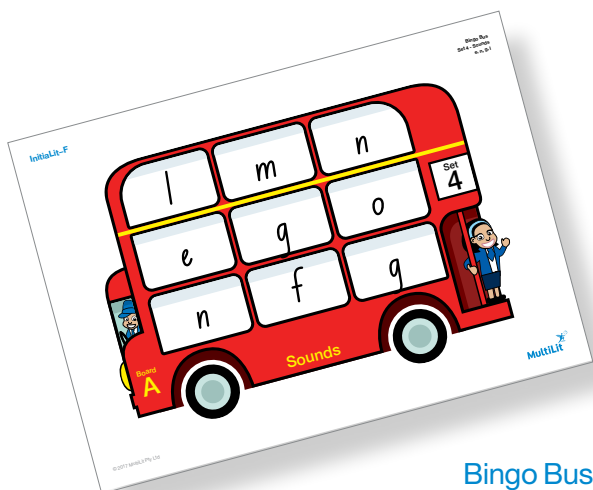


Worksheets

Handwriting Worksheets



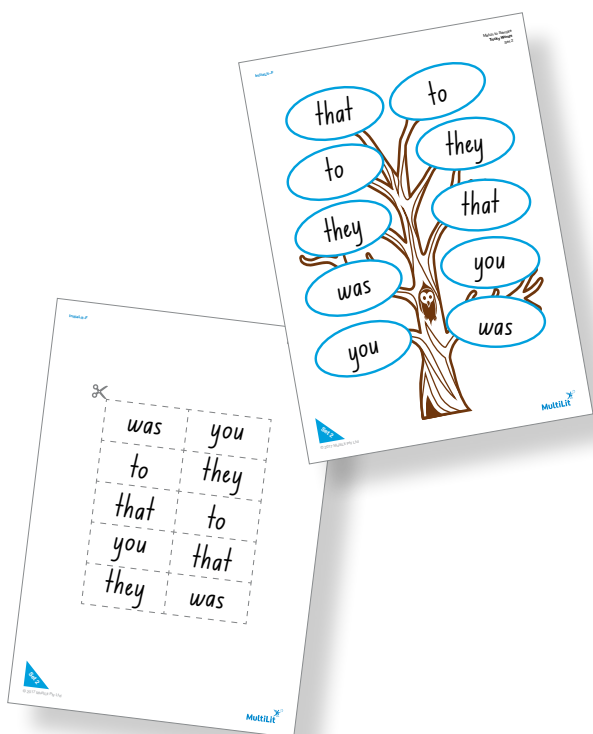
Blast Off Bingo



Bingo Bus

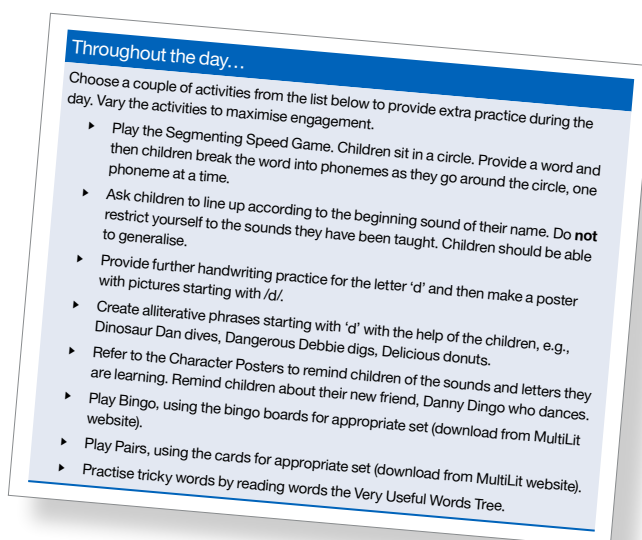


Hollow Letters



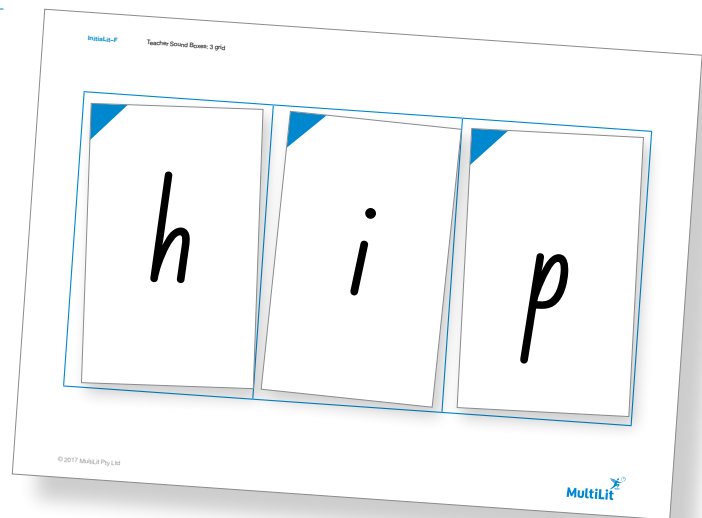
Match to Sample

Throughout the day...

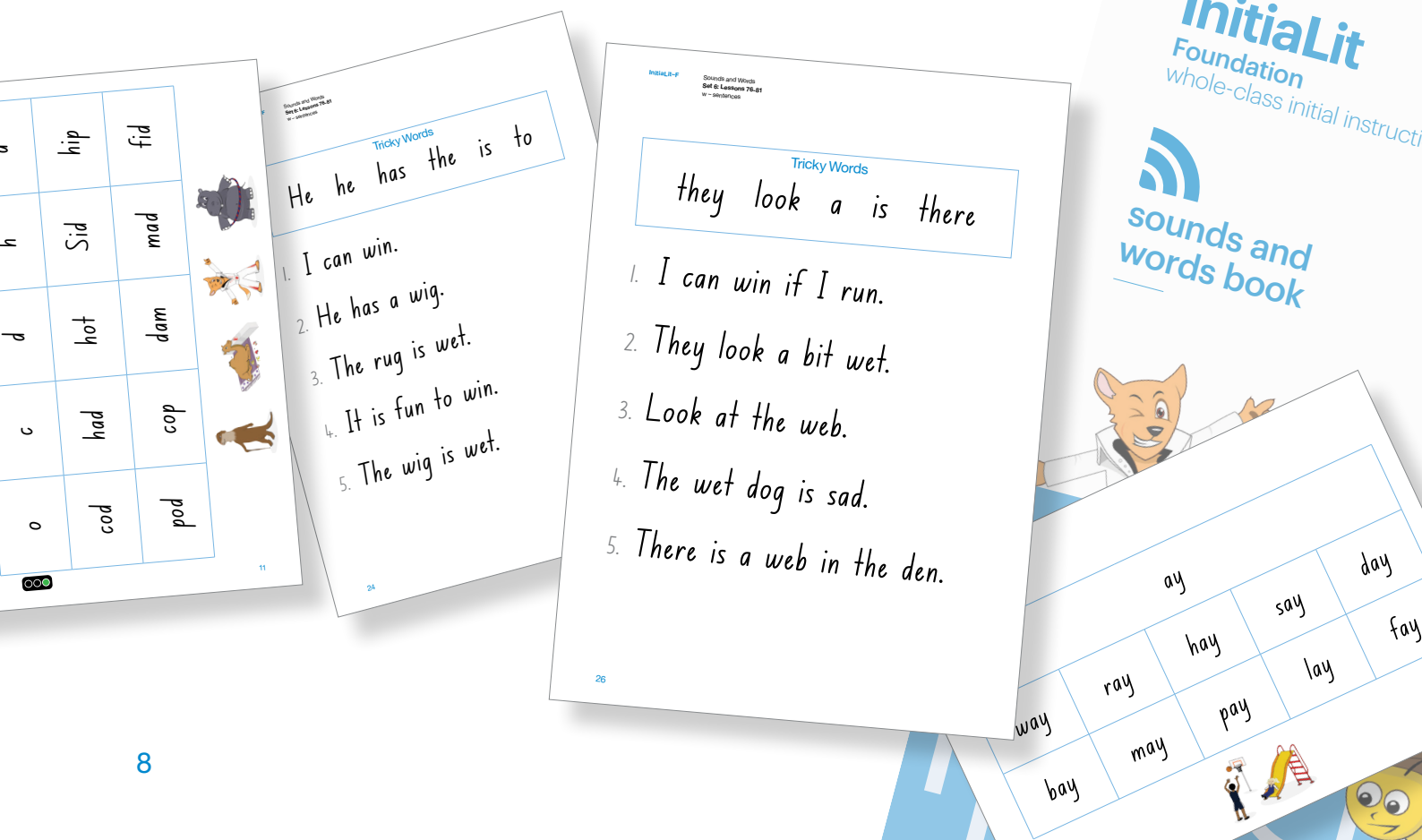


Children will have an opportunity to practise their reading skills with support during the small-group sessions led by the teacher. Use of the InitialLit decodable readers and the Sounds and Words Books form an integral part of this session.

Word building



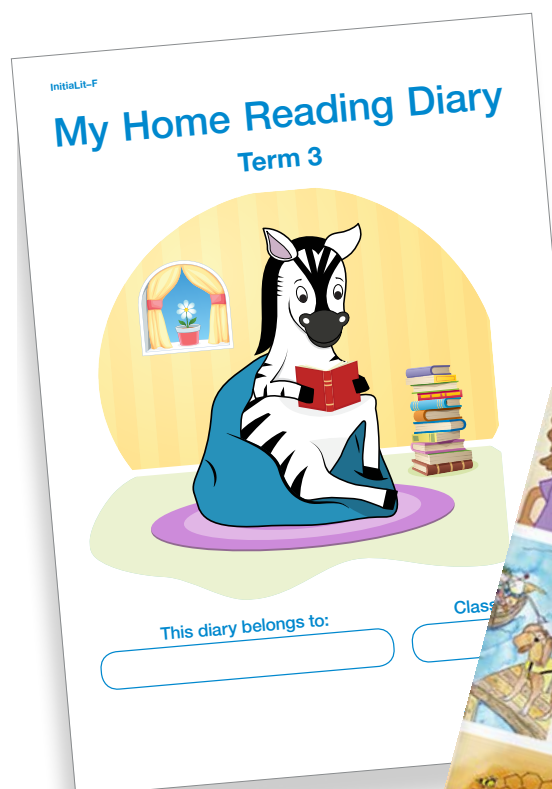
Sounds and Words Book



InitialLit decodable Readers



Home Reading Diary



More to Explore

3. Shared Storybook Reading: 15-20 minutes

Lessons to accompany 25 storybook titles are provided. The four sessions per book will focus on listening comprehension, oral language and vocabulary instruction. The format used will provide teachers with an excellent model on how to develop vocabulary knowledge. During the final session of each book, children will be encouraged to explore issues 'beyond the book'.

InitialLit-F
Storybook Lessons
Storybook 16: Magic Beach
Session 1: Read the story

Magic Beach

Author: Alison Lester

Session 1: Read the story

Before the story

Introduce the book by discussing:

Concepts about print

For example: book cover, title and author, 'blurb' on the back cover.

Link to prior knowledge

Do you like going to the beach? What kinds of things do you like doing at the beach? What can you do there at different times of the day?

Prediction

Let's look at the front and back cover and title again to help us guess or predict what might happen in this story. Where does the story take place? What sorts of things are people doing at this beach? What do you think the story is about?

Session 2: Talk about the story

Before the story

Story recap

Ask children to recall the title, characters and summarise the story.

During the story

Re-read the story, pausing to ask a selection of the following questions.

| Page | Literal | Inferential / Evaluative | Definitional |
|-------|--|--|---|
| 1-2 | Ask children to point to surfers, children splashing in the sea. | Why do you think the children are laughing with glee? | Briefly revise the meaning of 'glee'. |
| 3-4 | | Do you think these waves look like horses? How are they moving? | Briefly revise the meaning of 'plunging'. |
| 7-8 | | Remember the children imagine some of the things in the book. Are there really a king and queen and dragon at the beach? | |
| 9-10 | What do they see in the rock pools? | | |
| 13-14 | When do the children go walking? What things have they found? | | |

Session 3: Word work

| Remember the word | Say the word | Use the word | Act the word |
|---|--|---|--|
| Glee (p1) Glee means feeling really happy and joyful. If you feel full of glee, you might laugh and jump up and down. What do you feel if you are really happy and full of joy? You have a feeling of ... | The word is 'glee'. Is it 'flee'? No, it's ... Is it 'glow'? No, it's ... Is it 'glee'? That's right, the word is ... | Let's pretend it is your birthday. You get out of bed and see a pile of presents on your bed. What do you feel? Why might presents make you feel full of glee? Now let's pretend your mum or dad has asked you to pick up all your toys from the floor at the end of the day. Do you have a feeling of glee? Now let's pretend you've cracked open a piñata and the lollies tumble out everywhere. How do you show your glee? | Show me how you would look if you were feeling full of glee as lollies fall out of the piñata. |

Session 4: Beyond the book

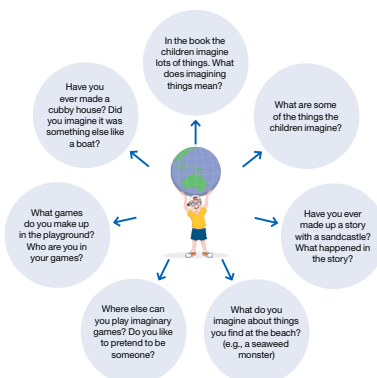
Word revision

Revise the three vocabulary words from the last session (glee, plunging, dazzled). Ask the children what these words mean. Help children to put these words in a sentence.

Select any other relevant words from the Word Wall and revise them in the context of the current story, e.g., What might the smugglers be **muttering** (from Superworm)? Why would they **mutter**?

Making connections

Re-read the story, if you wish. Then discuss imagination and imaginary play. Use the questions below as a guide to link text to text (e.g., The Nowhere Box), text to self and text to world.



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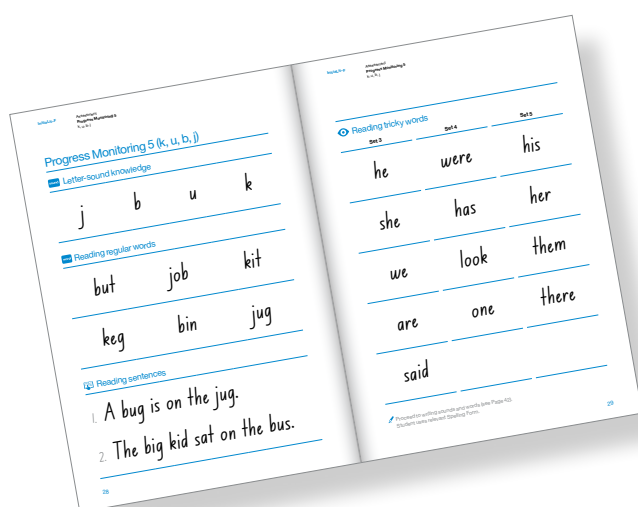


storybook
lessons

teacher

Monitoring student progress

The assessment procedures in InitialLit-F will enable teachers to identify struggling children early. Progress Monitoring assessments and Cumulative Reviews are scheduled at regular intervals throughout the year. Teachers will be able to use these assessments to put early intervention in place.



| | | | |
|--------------|------------|--------------|------------|
| 3. u | | 3. kit | |
| 4. k | | 4. keg | |
| | | 5. bin | |
| | | 6. jug | |
| TOTAL | / 4 | TOTAL | / 6 |

3. Reading sentences

| | | | | | | | |
|--------------|-------------|-----|-----|-----|-----|------|------|
| Item 1 | A | bug | is | on | the | jug. | |
| ✓/X | | | | | | | |
| Item 2 | The | big | kid | sat | on | the | bus. |
| ✓/X | | | | | | | |
| TOTAL | / 13 | | | | | | |

4. Reading tricky words

| | | | | | |
|--------------|-------------|---------|-----|-----------|-----|
| Item | ✓/X | Item | ✓/X | Item | ✓/X |
| 1. he | | 6. were | | 10. his | |
| 2. she | | 7. has | | 11. her | |
| 3. we | | 8. look | | 12. them | |
| 4. are | | 9. one | | 13. there | |
| 5. said | | | | | |
| TOTAL | / 13 | | | | |

5. Writing – sounds and words

| | | | |
|--------------|------------|--------------|------------|
| Sounds | ✓/X | Words | ✓/X |
| 1. k | | 1. bun | |
| 2. j | | 2. jam | |
| 3. u | | 3. kit | |
| 4. b | | | |
| TOTAL | / 4 | TOTAL | / 3 |

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Progress Monitoring 5

1. Letter-sound knowledge: say the sounds

| | | | | | |
|--------------|-------------|-------|-----|--------|-----|
| Item | ✓/X | Item | ✓/X | Item | ✓/X |
| 1. c | | 13. h | | 25. y | |
| 2. p | | 14. g | | 26. qu | |
| 3. e | | 15. r | | 27. sh | |
| 4. m | | 16. l | | 28. ck | |
| 5. u | | 17. n | | 29. ss | |
| 6. j | | 18. b | | 30. ch | |
| 7. t | | 19. o | | 31. ll | |
| 8. s | | 20. f | | 32. zz | |
| 9. a | | 21. w | | 33. ee | |
| 10. k | | 22. z | | 34. ff | |
| 11. d | | 23. x | | | |
| 12. i | | 24. v | | | |
| TOTAL | / 34 | | | | |

2. Reading regular words

| | |
|--------------|-------------|
| Item | ✓/X |
| 1. vat | |
| 2. loss | |
| 3. fix | |
| 4. shut | |
| 5. quiz | |
| 6. pack | |
| 7. yell | |
| 8. puff | |
| 9. week | |
| 10. chat | |
| TOTAL | / 10 |

3. Reading non-words

| | |
|--------------|------------|
| Item | ✓/X |
| 1. mig | |
| 2. jsp | |
| 3. hees | |
| 4. nish | |
| 5. reen | |
| TOTAL | / 5 |

4. Reading sentences

| | | | | | |
|--------------|-------------|-----|------|----------|--------------|
| Item 1 | A | bee | can | buzz. | |
| ✓/X | | | | | |
| Item 2 | The | vet | will | feed | the fish. |
| ✓/X | | | | | |
| Item 3 | Can | you | tell | the boss | to be quick? |
| ✓/X | | | | | |
| TOTAL | / 18 | | | | |



Cumulative Review 3



Find out more

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

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



Find out more

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