

7 July 2021

## How you can continue to support Initialit students via home learning

We appreciate that the situation resulting from COVID-19 is presenting you with unprecedented challenges. With a rapidly changing landscape, we know you are having to adapt your teaching under difficult circumstances, and we are working on how we can best support you and your students during this time.

Our programs have been developed for face-to-face settings, and rigorously trialled and researched in this environment. We understand that online delivery of our programs may be necessary during school closures. We have given careful consideration to how the programs can be adapted to online delivery so as to continue children's learning in a productive way.

### Initialit during school closures

- Livestreaming lessons to allow for interaction with students is preferred if possible, but if this option is not available to schools, lessons may be recorded as long as they are distributed via a secure closed school network.
- For live lessons, small groups are recommended (between 6-8 children per group).
- Lessons may need to be shorter. Shorter lessons will mean taking longer to get through the program over the year. Don't worry about this. Remember, concentration will be harder for children to maintain in this context. When normal school operations resume, we recommend you rescreen your children to see where they are up to.
- Parent supervision while students are online would be highly recommended.

Here are some activities you might wish to consider for follow-up after the lesson and/or in addition to online delivery.

### *Initialit–Foundation*

At this point of the program at the start of Term 3, the children will have learnt the first five phonic sets containing many of the single letter-sound correspondences. From Set 6, consonant digraphs are introduced where children learn that two letters together can represent one sound. They will also learn that certain letters together occur at the end of words.

The following ideas can be used to assist with planning:

- Select appropriate downloadable worksheets to consolidate the work covered during the lesson. Downloadable resources can be used to make up learning packs for children to take home.

- Create a hard copy folder of 4-5 short daily activities that support and revise concepts taught in InitialLit, e.g., handwriting sheet or worksheet, sorting of pictures according to sound, phonological awareness games to play with a parent/carer such as I Spy, Sound Bingo (download from MultiLit Members' Area).
- Children practice tricky words using the Match to Sample activities, Blast off Bingo and Pairs game (download from MultiLit Members' Area).
- Select activities for children to do from the suggestions in the handbook.
- Ask parents to help with word-building and word-transformation using the letter tiles (Foundation and Year 1).
- Children can read to their parents using online versions of InitialLit Readers (available via the MultiLit eLibrary).
- Parents read to their children. Give some guidelines based on the Storybook component of InitialLit to encourage parents to talk about specific words. Provide parents with ideas about how to engage children in a book.
- Use the Throughout the Day (see Handbook 6 page 14 for an example) and Further Activities (see Handbook 6, page 17 for an example) suggestions in the Handbooks to design home activities to be done under supervision, e.g., looking for a particular letter on a page in a magazine and circling, draw and write activities where the children draw pictures of words starting with the focus sound and then write the word underneath. Some children may be able to use the word in their own written sentence, labelling items around the home (or on a tray) that start with a particular letter, sing the alphabet song, etc.
- Provide a list of suitable YouTube story links so that children can also listen to stories.
- Provide a shortlist of quality apps/games that may be suitable to support alphabet knowledge and early code-based reading.

### *InitialLit-1*

Depending on the reading ability of your class or individual children, the following suggestions may help you plan.

- Create a hard copy folder of 4-5 short daily activities that support and revise concepts taught in InitialLit, e.g., handwriting sheet or phonic worksheet, literacy games to play with a parent/carer such as I spy, Sound Bingo/tricky word Bingo/pairs, rainbow writing (download from MultiLit Members' Area).
- Use the Independent Activities (see Handbook 6, pages 7-9 for examples) and Throughout the Day (see Handbook 6, page 19 for an example) suggestions in Handbooks 1-6 to design home activities to be done under supervision, e.g., writing sentences with tricky words, writing super sentences about a picture, word hunts, sequencing activities.
- Provide school library books for parents to read to their child. Give some guidelines based on the Storybook component of InitialLit to encourage parents to talk about specific words. Provide parents with ideas about how to engage children in a book.
- Children can read to their parents using online versions of InitialLit Readers (available via the MultiLit eLibrary).
- If a child is reading very competently, supply appropriate natural language reading material and set some reading goals.
- Provide a list of suitable YouTube story links so that children can also listen to stories.
- Provide a short list of quality apps/games that may be suitable to support alphabet knowledge and early code-based reading.
- Use the Homework Spelling document to create appropriate activities.

## *Initialit-2*

By Year 2, most children will be reading and able to work with some independence. The following ideas may help you plan.

- Create a hard copy folder of 4-5 short daily activities that support and revise concepts taught in Initialit, e.g., phonic worksheets, tricky word rainbow writing (download from Members' Area), comprehension activities.
- Provide school library books for parents to read to their child. Give some guidelines based on the Storybook component of Initialit to encourage parents to talk about specific words. Provide parents with ideas about how to engage children in a book.
- Provide children with appropriate readers to read with a parent/carer.
- Provide a list of suitable YouTube story links so that children can also listen to stories and then respond to the story.
- Provide a short list of quality apps/games that may be suitable for reading and spelling.
- Use the Homework Spelling document to create appropriate activities.

It is recommended that all teachers in a particular grade work collaboratively to ensure consistency across classes.

Please feel free to call our School Partnerships team on 1300 559 919 or email [multilit@multilit.com](mailto:multilit@multilit.com) with any questions or concerns you may have. We are available to support you as you work through how to best serve your students at this time.

**The MultiLit Team**