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How you can continue to support MiniLit, MacqLit and Reading Tutor Program (RTP) students via home learning – revised

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.

Supporting low progress readers

Low progress readers require live, interactive instruction so that immediate corrective feedback can be provided. **Where recorded lessons are the only option for schools to be able to continue instruction, these should be distributed via a closed school network, and opportunities to provide feedback to students in other ways explored.** It continues to be important to use the script to guide lessons. Please be prepared that you may also need to revise/reteach these lessons once the children return to school.

Firstly, it is essential that you continue guided text reading (for MiniLit) and Reinforced Reading (for RTP, MacqLit). These students should be engaged in one to one reading as frequently as possible. Parents and carers can be guided on how to use this method effectively. The Reinforced Reading video and booklet were included with your Reading Tutor Program and MacqLit kits. The video can also be accessed here and shared with parents: <https://vimeo.com/398400092/2e7f173f9b>.

While maximum group sizes of 4-5 are recommended for face-to-face delivery of MiniLit and MacqLit, with live online delivery it is important to consider group size – we are of the view that smaller groups will be more effective. If possible, work with each student individually (perhaps with a shorter lesson) or in pairs, as this will enable better management of student engagement and interaction.

Below are some program-specific tips:

MiniLit

- It is recommended that MiniLit students completing Level 1 are reading decodable texts with support and correction feedback using 'pause, model, lead and test'.
- MiniLit students on Level 2 (Lessons 41-80) should continue to read decodable texts, transitioning to more natural language texts as they progress.
- Consider the use of a document camera (for example, a Hovercam) or similar device to project the Sounds and Words component of the program during delivery of lessons. **MultiLit will also be providing online links to the MiniLit Sounds and Words books.** An alternative is to purchase additional MiniLit Sounds and Words books so that each child can have a book at home.
- The Story Book Reading component can be easily delivered online. It gives explicit vocabulary instruction and facilitates language comprehension.
- MiniLit workbooks can be taken home to complete the activities with the teacher-led instruction. Keep in mind the Tricky Word racing activity found in the Student Workbooks is a fun and engaging activity that can be used at any time.
- Revisit the downloadable resources available from the [MultiLit Members' Area](#) and consider what materials could be utilised in an online or home learning setting, for example, bingo cards, word building and word transformation.

MacqLit

- MacqLit Activity Books are an excellent resource that can be used to complement instruction.
- Consider the use of a document camera (for example, a hovercam) or similar device to project the Sounds and Words component of the program during delivery of lessons. **MultiLit will also be providing online links to the MacqLit Sounds and Words books.** An alternative is to purchase additional MacqLit Sounds and Words books so that each child can have a book at home.

- For students completing parts A-C of MacqLit, use a mix of decodable texts and natural language text for reading practice.
- Students completing parts D-I of MacqLit should have access to appropriate texts considering age/content/interest level.
- During reading, it is important to review rich vocabulary in discussion and questioning time, and also focus on higher order thinking – for example, by asking inferential questions.

Reading Tutor Program and Word Attack Skills – Extension

- MultiLit will be providing online access to the RTP and WAS-Ex Presentation Books online, so that students can view the pages.
- For students on Levels 1 and 2, use a mix of decodable texts and other content appropriate texts for reading practice. Consider also using the MacqLit Activity Book as a resource to reinforce the skills taught in the RTP program.

Please feel free to call our School Partnerships team on 1300 559 919 or email 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