

# LanguageLift

improving oral language for literacy



## Samples pack

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MultiLit Pty Ltd  
Suite 2, Level 7  
Building C  
11 Talavera Road  
Macquarie Park NSW 2113  
Australia

[www.multilit.com](http://www.multilit.com)

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# What is LanguageLift?

LanguageLift is a Tier 2 oral language intervention program. It is designed to be delivered to small groups of no more than four children in Foundation to Year 2 who need help with their speaking and story comprehension abilities. These skills are important for reading and writing development.

The program provides staff delivering intervention with 120 carefully structured lessons and accompanying assessments to help children work on using complete, grammatically correct sentences when speaking; and to listen to, understand and retell stories in their own words.

LanguageLift lessons take 30 minutes per day and is ideally implemented four days per week.

In this sample pack, you will find lesson and activity snapshots and a brief explanation of the LanguageLift program resources.



# What does a LanguageLift lesson look like?

LanguageLift lessons address the components of oral language necessary for comprehending written texts through three key learning areas:

- ▶ vocabulary
- ▶ grammar
- ▶ story comprehension and production skills.

Each scripted lesson typically comprises four to five activities and includes:

- ▶ a warm-up activity or review of prior learning
- ▶ explicit teaching of new language skills
- ▶ supported practice/consolidation.

## Lesson 44: Australian animals

### Lesson focus and activities

<b>Review</b>	Activity 1: Reviewing nouns for Australian animals
<b>New</b>	<b>Grammar</b> Activity 2: Using 'not' in a sentence Activity 3: Joining sentences with 'but' Activity 4: Listening for the connector word 'but'
	<b>Story skills</b> Activity 5: Answering questions about a story

### Materials

<b>Kit and consumable items</b>	▶ Australian Animal Cards ▶ Habitat Boards ▶ Connector Card ▶ Storybook 4 – <i>Bessie the Bilby Needs a Friend</i> ▶ Story Icon Card – 'where' ▶ Lesson Records Book
<b>Other items to source</b>	▶ Whiteboard and marker
<b>Download</b>	▶ Storyboard – <i>Bessie the Bilby Needs a Friend</i> (one A3 copy)

### Today's lesson

#### Teacher

Today you will play a guessing game, use the word 'but' to join two sentences and answer questions about the story *Bessie the Bilby Needs a Friend*.



Children are introduced to a soft toy, Bessie the bilby, who engages in activities with them from time to time. Because Bessie is just learning to talk and listen to stories, she needs the children's help to get things right sometimes. Bessie's visits are lots of fun!

### Activity 1: Reviewing nouns for Australian animals – 'Guess the Australian Animal'

**Materials required:** Australian Animal Cards

- We have been learning about Australian animals. What is an Australian animal? Select a child to respond. (e.g., an animal that comes from Australia)
- Prompt: Lead-in**  
Australian animals are animals that come from ... (Australia)
- Partner work**  
Tell a partner the names of two Australian animals. (e.g., kangaroo, koala) Monitor, support and praise children.
- Prompt: Descriptive clue**  
e.g., I'm thinking of an Australian animal with fur, that lives on land and can climb trees. Which animal is it? (a kangaroo)
- Let's play a guessing game. I will describe an Australian animal, but not say its name. Raise your hand when you think you know which Australian animal it is.
- Select Australian Animal Card 'koala' but do not show it to the children.
- This Australian animal has fur and lives in a gum tree. Which Australian animal is it? Select a child to respond. (a koala)
- Prompt: Yes/No question**  
e.g., Does a koala have fur? (yes) Does it live in a gum tree? (yes) Could it be a koala? (yes)
- After the correct response is offered, reveal the card and say: The koala has fur and lives in a gum tree.
- Continue with the following clues.  
This Australian animal has fur and lives on land (a kangaroo)  
It has long, pointy ears and lives in a burrow (a bilby)  
It has pink and grey feathers, a strong beak and lives in a tree (a koala)

### Activity 2: Using 'not' in a sentence

**Materials required:** Habitat Boards; Australian Animal Cards; whiteboard and marker

Teacher	Students
1 We know that different Australian animals live in different places.	
2 Hold up Habitat Board 'gum tree'. Some Australian animals live in gum trees. Most Australian animals that live in gum trees are birds.	
3 On the whiteboard write:	
	birds
4 Point to 'birds' as you say: This word is 'birds'. Say "birds". Signal.	birds
5 Select children to respond to the following questions. Write/Draw responses on the whiteboard.	
▶ Which body parts do birds have? (a beak, wings, two legs)	
▶ Which body covering do birds have? (feathers)	
▶ How do most birds move? (they fly)	
▶ What do birds lay? (eggs)	
<b>Prompt: Model, repeat</b> e.g., Birds have feathers. Which body covering do birds have? (feathers)	
6 Summarise responses You told me that birds have a beak, wings and two legs. Their bodies are covered with feathers and they lay eggs. Most birds fly.	
7 Now I will hold up an Australian animal. Tell me if it is a bird or is not a bird.	
8 Let's do the first one together. Hold up Australian Animal Card 'galah'. Galah. A galah is a bird. Everyone say, "It is a bird." Signal. Ensure all children are responding. Repeat until firm.	It is a bird
9 Place 'galah' down to start a pile of 'birds'.	

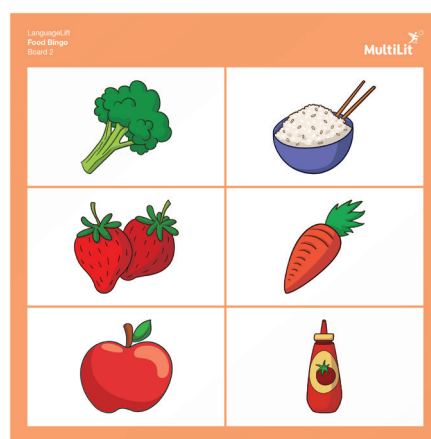
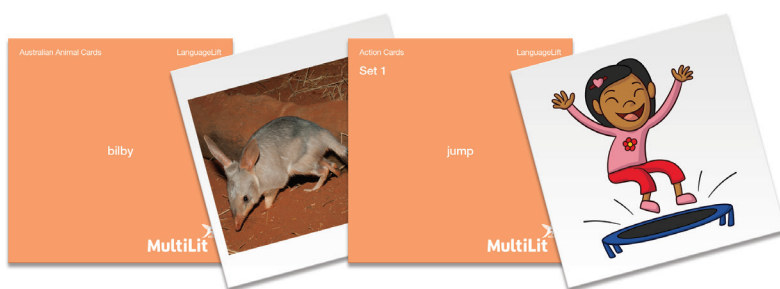
### Activity 3: Joining sentences with 'but'

**Materials required:** Connector Card; Australian Animal Cards; whiteboard and marker

Teacher	Students
1 Display Connector Card in the middle of the whiteboard. Under the Connector Card write:	
	but
2 Now we will learn a new connector word. Connectors join words and sentences together.	
3 Point to 'but'. The connector word we will learn today is 'but'. What word? Signal.	but
4 Hold up Australian Animal Card 'koala'. Which animal is this? Signal.	a koala
5 Draw a tree to the left of Connector Card. Display 'koala' to the left of the tree.	
	but
6 Point to 'koala'. Does a koala live in a tree? Signal.	yes
That's right. A koala lives in a tree. Say that with me. Signal. A koala lives in a tree.	A koala lives in a tree.
<b>Prompt: Model, imitate</b> Let's try that again. This time, say it just like me. A koala lives in a tree. Signal.	A koala lives in a tree.
7 Draw a bird to the right of Connector Card.	
	but
8 Is a koala a bird? Signal.	no
Put a cross through the bird as you say: That's right. It is not a bird.	

## Vocabulary

LanguageLift explicitly teaches simple and more advanced vocabulary, using rich instruction methods based on a combination of themed activities and storybook reading to build semantic skills. Instruction is supported by a range of materials including a magnetic Treasure Words Poster and Treasure Word Cards, theme-based sets of picture cards, boards and charts.



Suddenly	
<b>Say the word</b>	Open to <b>page 4</b> of <i>The Song of the Billabong</i> . Point to 'suddenly' in the book as you say: <b>This Treasure Word is 'suddenly'</b> . What word? Signal. <b>suddenly</b> Is it 'cuddly'? Signal. <b>No. It's...</b> Signal. <b>suddenly</b> Is it 'sudden'? Signal. <b>No. It's...</b> Signal. <b>suddenly</b> Is it 'suddenly'? Signal. <b>Yes. It's...</b> Signal. <b>suddenly</b>
<b>Define the word</b>	When something happens <b>suddenly</b> , it happens very quickly and without warning. You don't know it is going to happen. In the story, the galah flew down <b>suddenly</b> . The word is ' <b>suddenly</b> '. What word? Signal. <b>suddenly</b>
<b>Act it out</b>	Point to the picture on Treasure Word Card ' <b>suddenly</b> '. This drawing will help us to remember the word ' <b>suddenly</b> '. In a storm, lightning can flash <b>suddenly</b> . Lift your hands up quickly. Show me how you would lift your arms up <b>suddenly</b> ! Ensure all children are responding.
<b>Make connections</b>	Let's think about some things that could happen <b>suddenly</b> . In a storm, could thunder clap <b>suddenly</b> ? Signal. <b>yes</b> If you planted some seeds in your garden, would they grow <b>suddenly</b> ? Signal. <b>no</b>



## Grammar

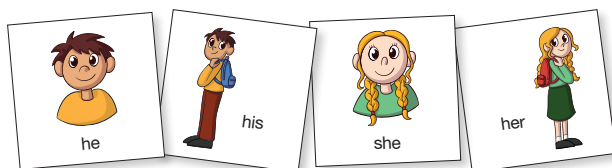
Grammar work focuses on a range of skills known to be challenging for children with language difficulties, including pronoun use, verb endings, and phrase and sentence building. Activities are scaffolded and scripted to facilitate the necessary modelling and prompting required to support children in this area. Structures are revised over multiple sessions and additionally embedded into narrative-based work as children progress.

### Activity 2: Learning about the pronoun 'his'

- Note 1:** The word 'his' is written on the card as a visual prompt. While some children may be able to read the word independently, it is not a focus or expectation of this activity.  
**Note 2:** Gently emphasise 'his' each time you say it.

**Materials required:** Pronoun Card – 'his'; Student Workbooks (one per child); whiteboard and marker; lead pencils

Teacher	Students
1 Now we will learn a word to help us talk about <b>who</b> an object belongs to.	
2 Display Pronoun Card 'his' on the whiteboard. This is a boy. <b>Who</b> is it? Signal.	a boy
3 Point to the boy's bag. What does this boy have? Signal. That's right. The boy has a bag. The bag is <b>his</b> .	a bag/backpack



8 On the Sentence Board point to: 'Who' icon. <b>This is a girl. Who is it?</b> 'Action' icon. <b>What is the girl doing?</b> 'Object' icon. <b>What is she eating?</b>	a girl eating an apple
9 Listen to me as I put those three parts together to make a sentence about this picture. On the Sentence Board point to: 'Who' icon. <b>The girl ...</b> 'Action' icon. <b>Is eating ...</b> 'Object' icon. <b>An apple.</b>	
10 Now you say that sentence with me. Ready. Point to each icon again as you slowly say: <b>The girl is eating an apple.</b> Ensure all children are responding.	The girl is eating an apple.
<b>Prompt: Reduce, Imitate</b> Let's try that again. Say after me. Point to each icon as you say: <b>The girl / is eating / an apple.</b>	children repeat each part

### Activity 3: Saying action words with regular past tense 'ed'

**Materials required:** Storybook – A Wibbley Wobbly Idea

Teacher	Students
1 Hold up A Wibbley Wobbly Idea. This story is told as if it is happening right now. But when we <b>retell</b> a story we have already heard it, so we say it like it happened in the <b>past</b> .	
2 Let's practise retelling the actions like they happened in the <b>past</b> .	
3 Open to <b>pages 12–13</b> of the storybook. First, Billy <b>gathered</b> the things he needed. Everyone, say that with me. Signal. First, Billy <b>gathered</b> the things he needed.	First, Billy gathered the things he needed.
<b>Prompt: Model, repeat</b> Let's try that again. This time, say it like it has already happened. First, Billy <b>gathered</b> the things he needed. Signal.	children repeat
4 Repeat step 3 with the following sentences: <ul style="list-style-type: none"> <li>▶ <b>Page 15:</b> Next, Billy <b>banged</b> and <b>tapped</b>.</li> <li>▶ <b>Page 15:</b> Then he <b>sawed</b> and <b>snipped</b>.</li> <li>▶ <b>Page 16:</b> Then he <b>screwed</b> and <b>bolted</b>.</li> <li>▶ <b>Page 16:</b> Next he <b>twisted</b> and <b>turned</b>.</li> <li>▶ <b>Page 17:</b> Then he <b>tugged</b> and <b>tested</b>.</li> <li>▶ <b>Page 19:</b> Finally, Billy <b>picked</b> some lemons.</li> </ul>	children repeat



### Activity 3: Joining sentences with 'and'

- Note:** The word 'and' is written on the whiteboard as a visual prompt. While some children may be able to read the word independently, it is not a focus or expectation of this activity.

**Materials required:** Action Cards Set 6; Connector Card; whiteboard and marker

Teacher	Students
1 On the whiteboard write:  and	
2 Display Action Cards 'a man raking leaves' and 'a man watering grass' on the whiteboard.	
	and
3 Point to 'and' as you say: <b>This word is 'and'.</b> <b>What word?</b> Signal.	and
4 Remember, 'and' is a word we can use to join words and sentences together. Let me show you.	
5 Point to 'a man raking leaves'. <b>This man is raking leaves.</b> Point to 'a man watering grass'. <b>This man is watering grass.</b>	
6 Hold up Connector Card. <b>Watch me join those two sentences using 'and'.</b> Point to 'a man raking leaves'. <b>This man is raking leaves ...</b> Place Connector Card between Action Cards. <b>And ...</b> Point to 'a man watering grass'. <b>This man is watering grass.</b>	
	and



## Story skills

LanguageLift works explicitly on story structure (and related story production abilities), inferencing and comprehension monitoring in a carefully scaffolded way, within a contextualised framework. Activities are scripted around a set of 15 picture books that have been purpose-written for the program to exemplify the story parts being worked on at each point in the lesson sequence (as well as to highlight particular vocabulary and grammatical structures).

The language used in the storybooks has been carefully considered and progresses from stories in which all story parts have been explicitly stated in simple terms, to stories in which some parts must be inferred and children are exposed to some more complex language.

Using story sequencing cards and a set of story icons, children are taught to identify important story parts when listening to stories, and to include these parts in their own retells of stories.



PAGES	QUESTIONS	TARGET RESPONSES	EXAMPLE PROMPTS
2-3	Who were the characters in this story?	Nina, her friends, Mr Mugg	Point to a character and say: <b>Who is this?</b>
	Where did Nina and her friends live?	in Mr Mugg's veggie patch/garden	They lived in Mr Mugg's ...
4-5	Point to the spinach on page 4.	spinach	Were they eating spinach or carrots?
	What were Nina's friends eating here?	very quickly/fast	They gobbled the spinach. They ate it very quickly How did they eat it?
	Nina's friends gobbled spinach. How did they eat the spinach?	She didn't like eating greens/vegetables.	Re-read text on page 5 then say: <b>Nina hated eating ...</b>
6-7	n/a		
8-9	Nina glided furiously away. How do you think she was feeling?	angry/furious	It says she glided <b>furiously</b> away. She was really angry.

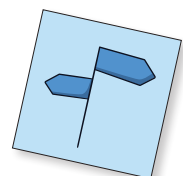
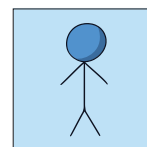
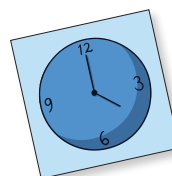
### Activity 1: Reviewing the beginning parts of a story

Materials required: Story Track Poster with icons

Teacher

Students

- Display Story Track Poster.  
This is the Story Track.  
A story is a bit like a car race.
- Where do cars start in a race?  
Select a child to respond. (at the start/beginning)  
**Prompt: Choice question**  
Do cars start at the beginning or the middle in a race? (at the beginning)
- Trace your finger along the Story Track from beginning to end as you say: it's the same for stories. They start at the beginning, lots of exciting things happen along the way and then they come to an end.
- The Story Track can help us to understand and tell stories.
- Point to 'when', 'who' and 'where' icons as you say:  
To start a story, we say **when** the story happens, **who** is in the story and **where** the story starts.

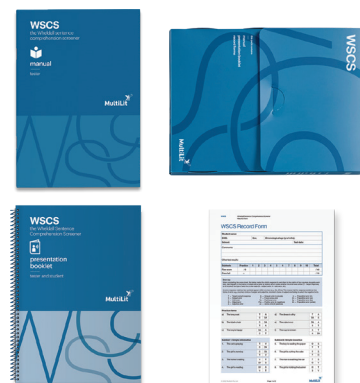


# Identifying students for LanguageLift

## Screening tests

### Wheldall Sentence Comprehension Screener

All children in Foundation should be screened in the first half of the year, using the **Wheldall Sentence Comprehension Screener** (WSCS) which accompanies the LanguageLift kit. The WSCS is a quick, simple test that measures comprehension of spoken sentences varying in length and grammatical complexity. It takes approximately 5–10 minutes to administer.



### Teacher Screening Checklist

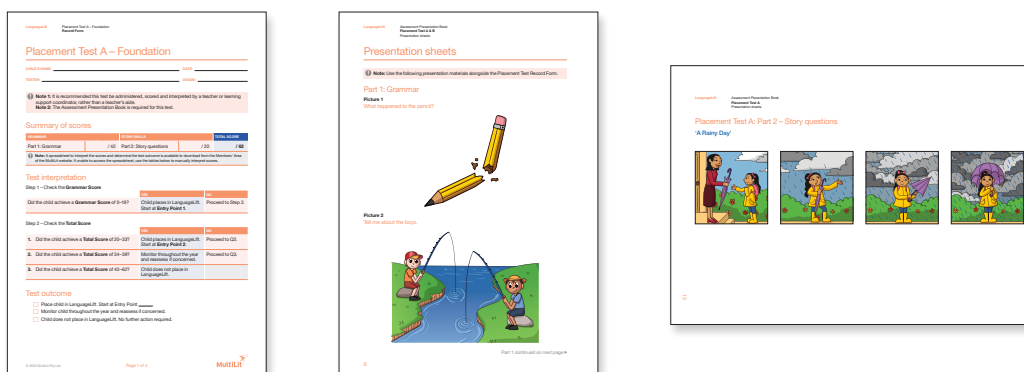
To identify students in Year 1 and 2 who are potential candidates for intervention, LanguageLift comes with a quick **Teacher Screening Checklist** tapping different aspects of a child's use of language in class. The checklist consists of 20 yes/no questions and takes approximately 2–5 minutes to complete for each student.

Does this child:

1.	tend to speak using mostly single words, phrases and/or short sentences?	Y	N
2.	speak in a way that is difficult for others to understand?	Y	N
3.	often make grammatical errors? (e.g., They go shops; Him jump yesterday)	Y	N

## Placement Test

Ideally all children identified by initial screening as 'at risk' should be offered the LanguageLift Placement Test. The test investigates skills in oral grammar and listening comprehension. Results from the Placement Test help to determine whether a child places in the program, and which of three possible entry points is most suitable for them.



LanguageLift Placement Test						
Student	Grade	Date	Grammar (/42)	Story Questions (/20)	Total Score (/62)	Test outcome
Riley	0	20/7/2022	28	10	38	Monitor throughout the year and reassess if concerned.
Jason	0	21/7/2022	19	9	28	Child places in LanguageLift. Start at Entry Point 1.
Lola	0	20/7/2022	22	9	31	Child places in LanguageLift. Start at Entry Point 2.
Kai	1	20/7/2022	36	12	48	Child does not place in LanguageLift.
Savannah	1	20/7/2022	22	9	31	Child places in LanguageLift. Start at Entry Point 2.
Hassim	2	21/7/2022	29	10	39	Child places in LanguageLift. Start at Entry Point 3.

# Monitoring student progress

Ongoing monitoring is built into the sequence of LanguageLift lessons to check that children are acquiring the skills being worked on.

## Assessments 1–4

Assessments 1–4 measure a range of early vocabulary, grammar and story skills.

The tasks in these assessments are closely linked to activities undertaken in lessons and will allow teachers to determine whether particular skills need to be revised before moving on.

Progress can be tracked in the monitoring assessment spreadsheet.

**Lesson 11: Assessment 1**

**Materials**

**Assessment administration instructions**

**After the assessment**

**Summary of scores**

Task	Skills	Score
1	Talking about myself	10
2	Using nouns to name parts of the body	10
3	Using nouns to name clothes	10
4	Using verbs to describe actions	10
5	Using prepositions	10
6	Using two-part sentences	10
<b>TOTAL SCORE</b>		<b>60</b>

**What next?**

1. Review the results of the assessment with the class. Discuss the results of the tasks and the 'What next?' section of the assessment.

2. Review the results of the assessment with the class. Discuss the results of the tasks and the 'What next?' section of the assessment.

3. Review the results of the assessment with the class. Discuss the results of the tasks and the 'What next?' section of the assessment.

4. Review the results of the assessment with the class. Discuss the results of the tasks and the 'What next?' section of the assessment.

5. Review the results of the assessment with the class. Discuss the results of the tasks and the 'What next?' section of the assessment.

6. Review the results of the assessment with the class. Discuss the results of the tasks and the 'What next?' section of the assessment.

7. Review the results of the assessment with the class. Discuss the results of the tasks and the 'What next?' section of the assessment.

8. Review the results of the assessment with the class. Discuss the results of the tasks and the 'What next?' section of the assessment.

9. Review the results of the assessment with the class. Discuss the results of the tasks and the 'What next?' section of the assessment.

10. Review the results of the assessment with the class. Discuss the results of the tasks and the 'What next?' section of the assessment.

## Assessments 5–8

Assessments 5–8 measure children's ability to tell and understand a story. These assessments serve both to monitor progress and to determine potential exit from the program, for children who have completed at least 60 lessons of instruction.

Progress can be tracked in the monitoring assessment spreadsheet and the Story skills progress chart.

**Assessment 5**

**Task 1: Story questions**

**Materials required: Picture Cards - The Story Book**

**Task 2: Story questions**

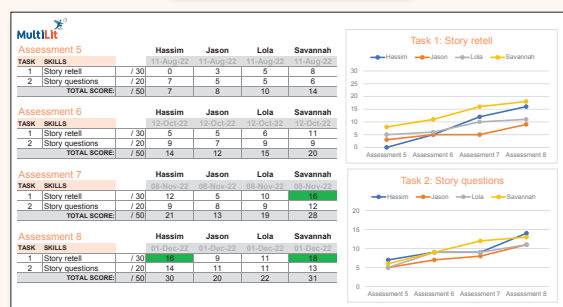
**Story skills progress chart**

Task	Skills	Score
1	Talking about myself	10
2	Using nouns to name parts of the body	10
3	Using nouns to name clothes	10
4	Using verbs to describe actions	10
5	Using prepositions	10
6	Using two-part sentences	10
<b>TOTAL SCORE</b>		<b>60</b>

LanguageLift Monitoring assessments 1–4					
Lesson 11: Assessment 1					
TASK	SKILLS	Hassim	Jason	Lola	Savannah
1	Talking about myself	10	10	10	10
2	Using nouns to name parts of the body	10	10	10	10
3	Using nouns to name clothes	10	10	10	10
4	Using verbs to describe actions	10	10	10	10
5	Using prepositions	10	10	10	10
6	Using two-part sentences	10	10	10	10
TOTAL SCORE		60	60	60	60

Lesson 23: Assessment 2					
TASK	SKILLS	Hassim	Jason	Lola	Savannah
1	Talking about homes	10	10	10	10
2	Associating objects	10	10	10	10
3	Talking about food	10	10	10	10
4	Using prepositions	10	10	10	10
5	Using three-part sentences	10	10	10	10
VOCABULARY & GRAMMAR TOTAL		50	50	50	50
6	Sequencing parts of a story	10	10	10	10
TOTAL SCORE		110	110	110	110



## Lesson Records Book

To support instructional decision-making, a Lesson Records Book is used alongside the monitoring assessments to help teachers keep targeted notes about children's responses to lesson activities, attendance and behaviour. The Lessons Record Book is available both as a consumable and a downloadable from the Members' Area of the MultiLit website.

**Information for teachers**

The Lesson Records Book provides a record of lessons undertaken by the group. It is used to monitor progress and to provide feedback to the children. It is also used to monitor attendance and behaviour.

**Lesson records**

**Before the lesson**

**During the lesson**

**After the lesson**

**Comments**

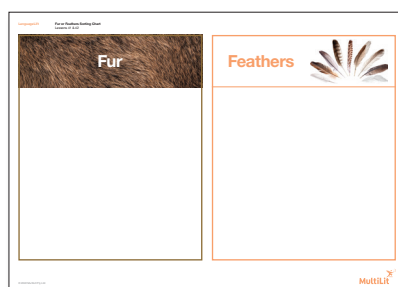
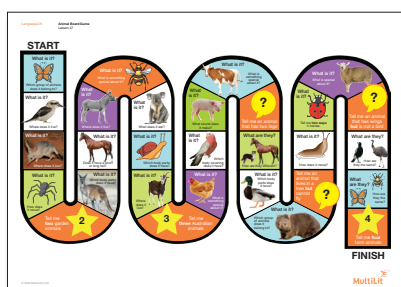
**Assessment results**

**Planning for revision**

# Student Workbook

The image displays three pages from a 'LanguageLift' workbook. The top page is the cover, featuring the title 'LanguageLift' in orange, the subtitle 'improving oral language for literacy', and 'Workbook Lessons 1-120 Student'. It includes a pencil icon, a 'Name' line, and the 'MultiLit' logo with a bee. A cartoon mouse is at the bottom. The middle page is a writing template titled 'My favourite Australian animal' in a vertical box, surrounded by a floral border and illustrations of a kangaroo, koala, and platypus. The bottom page is a drawing activity titled 'A Wiggly Wiggly Idea' with a wavy line and various icons like a boy, girl, and animals. All pages have small copyright notices at the bottom.

These include LanguageLift information for parents, examples of completed storyboards, examples of scored test forms, samples of songs and recorded storybook readings used in the program.

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Individuals may also access support and connect with other schools via the MultiLit Learning Support Community Facebook group.



# LanguageLift

improving oral language  
for literacy

LanguageLift is a small group, Tier 2 oral language intervention for children in the first three years of school.

It provides explicit instruction in spoken grammar, vocabulary and story comprehension and production.

For more information visit:  
[multilit.com/languagelift](https://multilit.com/languagelift)