

**18 March 2020**

## **COVID-19: Use of MultiLit program materials online**

We have received a number of enquiries about use of MultiLit program materials online in the event of school closures and/or isolation of individual students, and we understand you are potentially facing a challenging situation around continuity of lesson delivery.

Our position is that MultiLit program materials may be used online and recommend the following:

- That delivery of lessons in an online mode should be by teachers or teacher aides and delivery should preferably be live.
- Teaching materials should **not** be provided to parents for delivery at home.
- Any MultiLit materials, lessons or recordings using MultiLit materials may only be published or used online via closed networks available to your school.
- Any distribution via public platforms or sharing outside the school (including to other schools in a cluster or network) will constitute a breach of copyright.
- Where appropriate, parents should also be clearly advised of the copyright position.
- The online delivery approaches outlined in this advice are to accommodate the current situation as a response to COVID-19. Our recommendation is that when the school operations returns to normal that delivery of MultiLit programs should resume on a face-to-face basis as this is the most effective way to deliver our programs.

### **Our recommended approach**

We understand that each school will need to decide if and how it continues to deliver lessons online during any school disruption. Initialit, in particular, is dependent on face-to-face teacher instruction, and it needs to be noted that online delivery will be problematic. Given the age of the children involved and the inability to closely monitor their responses and engagement, it is very likely that whole lessons or parts of lessons delivered in an online format will need to be retaught once children are back at school to ensure that all children have understood the concepts.

Here are some activities you might wish to consider recommending instead of Initialit online lessons and/or in addition to online delivery if schools are able to meet the requirements stated above.

### ***Initialit–Foundation***

Children have only just begun the program so they won't have the pre-requisite skills to work with much independence. At this point they are likely to have just covered the first set of sounds (m, s, t, a).

The following ideas can be used to assist with planning:

- Create a hard copy folder of 4-5 short daily activities that support and revise concepts taught in Initialit, 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).
- Use the Further Activities (see Handbook 1, page 99 for an example) and Throughout the Day (see Handbook 1 page 100 for an example) suggestions in Handbook 1 or 2 to design home activities to be done under supervision, e.g., looking for a particular letter on a page in a magazine and circling, labelling items around the home (or on a tray) that start with a particular letter, sing the alphabet song, etc.
- 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 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.

### ***Initialit-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 Initialit, 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 Other Independent Activities (see Handbook 1, page 185 for an example) and Throughout the Day (see Handbook 1, page 66 for an example) suggestions in Handbook 1 or 2 to design home activities to be done under supervision, e.g., writing sentences with tricky words, writing super sentences about a picture.
- 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 decodable readers to read with a parent/carer.
- 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.

***Intervention programs: MiniLit, MacqLit, Reading Tutor Program and Word Attack Skills-Extension***

As with our whole-class programs, we have concerns about the effectiveness of delivering intensive intervention programs to a group online. Some schools may be able to deliver lessons via live video, but if this is not an option available to you, we would recommend at the very least encouraging parents/carers to undertake at least 20 minutes of Reinforced Reading per day with their child, using the techniques outlined in the Reinforced Reading method with a book suitable for the child's reading ability. Reinforced Reading is a critical part of MacqLit and Reading Tutor Program, so you will already have the booklet and video as part of your Kit.

To assist parents and carers in Reinforced Reading, we have made available online our Reinforced Reading video, as well as a factsheet on 'Reading With Your Young Child'. (Both links are public links, so can be shared with parents.)

**Reinforced Reading video:** <https://vimeo.com/398400092/2e7f173f9b>

**Reading With Your Young Child factsheet:** click [here](#)

***MultiLit Members' Area***

For all of our programs, please remember to access the downloadables available via our MultiLit Members' Area (<https://customer.multilit.com/login/>): there are many useful resources here that could be of assistance to you.

If you have further questions, please contact us at [multilit@multilit.com](mailto:multilit@multilit.com) and we will endeavour to assist you.

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