



InitialLit Readers

developed to support the InitialLit literacy program



What are **InitialLit** Readers?

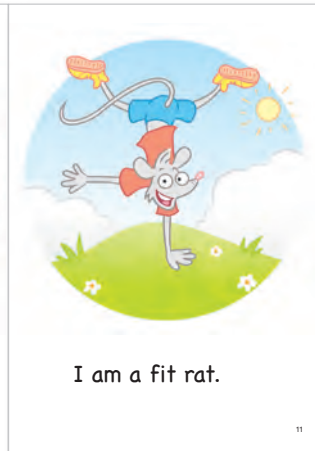
MultiLit has developed two sets of 60 phonic readers for children who are just learning to read. These delightful decodable books are carefully sequenced to encourage children to use good reading strategies from the start.

Children who love adventure, humour, mischievous animals and learning about the world around them will enjoy our beautifully illustrated stories.

Discover the InitialLit Readers

View sample pages of the InitialLit Readers from Levels 1 to 16 below.

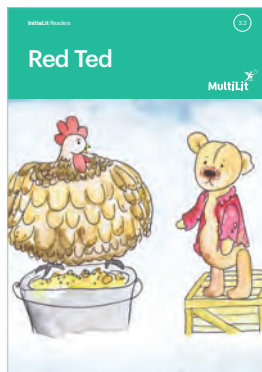
1 m s t a p i f r



2 o c d h



3 e n g l



4 k u b j



Go



Mum, there is a bug on the rug.



Look! There it is on the jug.



Mum, that bug is on my mug.

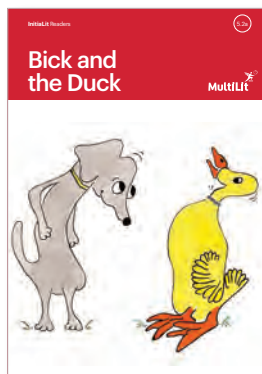




There it is! That bug is in the pot.



Look! There it is on a pan.

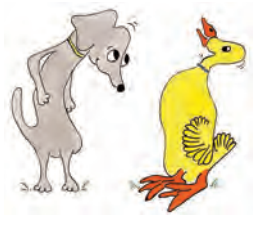
5 w ck ll ff ss

"Look at Bick, Sam."

Sam looks.

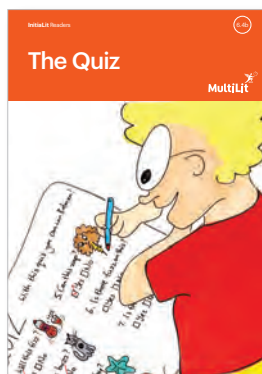

The duck pecks. The dog pecks.




The duck's neck bobs up and back. The dog's neck bobs up and back.

"What is up with Bick?"

6 sh qu ee z/zz

Zack ran to send the quiz.



At the shop there was a zig-zag on the mat.

Zack had a look at the zig-zag. Then he had a look at his quiz.



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7 ch v x y

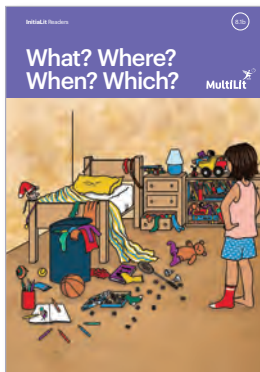


Go

The fox sits in her den and licks the mud off her cubs. She has six little cubs that she needs to feed.

She runs to the creek to see if she can get some fish. No fish.

8 wh th oo ng ay



Ben has a pup.
What did he call her?

Can you see the fox? Where is the den?
Where are the fish?
Where is the duck?
Where is the bee?

9 CVCC CCVC



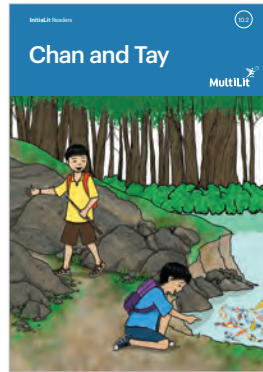
Brin the pup is lost.
There are lots of trees and she cannot see which way to go.
She sees a duck.

"Duck, duck," Brin calls. "I am lost and cannot get home."
"Home?" quacks the duck.
"Just go to the end of the trees and down the hill. That is the way home."







10 Foundation review

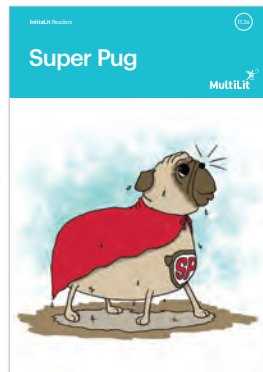


"Off we go, Chan!" yells Tay.
"No need to rush," calls Chan.
He looks at some fish in a pond.

The fish swim and spin in the water.
They are quick and free!
"I would like to swim like that,"
thinks Chan.






11 ai/ay ee/ea oa/ow igh/y ew/ue



Super Pug jumps off the ostrich and
then slams into a pond. Now he is
swimming with the eels and the green
tree frogs.

Super Pug gets out of the pond.
Where is that chimp?

12 ar or/ore er/ir/ur ear/eer air/are

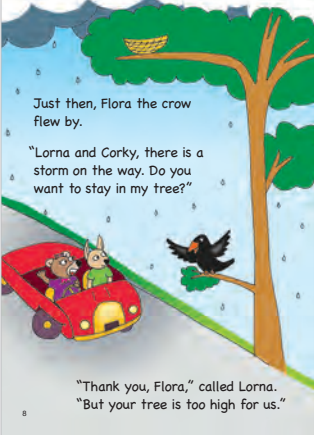



Just then, Flora the crow
flew by.
"Lorna and Corky, there is a
storm on the way. Do you
want to stay in my tree?"

Then Jordy the rat ran along the road.
"Why are you out in this storm?" said
Jordy. "Come to my hollow log."

"Thank you, Flora," called Lorna.
"But your tree is too high for us."

"Thank you, Jordy," said Lorna.
"But your log is too small for us."


Discover the InitialLit Readers

View sample pages of the InitialLit Readers from Levels 10 to 16 below.

13 Split digraph



Luke grabbed lots of things. He used soft clothes to make the home snug.

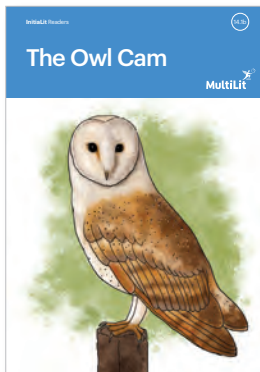
He gathered some yummy treats to eat.

He put in games and things for them to do.

"It's finished! Come on, Jake, let's go inside."

As Luke and Jake sat in their home, Luke said, "I think this is a fine home."

14 ou/ow au/aw oi/oy



Owls are very good hunters. They have powerful wings and sharp claws.
Most owls are nocturnal and look for food when the sun goes down.

The shape of an owl's face helps it to hear sounds from a long way away, even on the ground.

An owl can turn its head nearly all the way around!

15 Vowel digraph review



Milly's mum booked Taffy into puppy school.

At puppy school, Taffy learned how to mix with other dogs and follow commands like "sit", "come" and "stay".

They gave Taffy food treats for trying her best.

Milly, Zack, Mum and Dad love having a little dog who greets them at the gate when they come home.

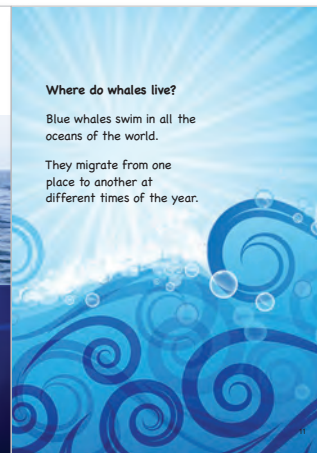
Taffy wags her tail, lets out a happy bark and jumps up in the air.

Yes, life with a dog is very good!





16 Year 1 review



Shared readers

- Each level contains a shared reader, in which the teacher and child read alternate pages.
- The teacher pages contain more complex vocabulary and sentence structure, allowing for enhanced storylines.
- Shared readers provide opportunities for the teacher to model fluent and expressive reading to students.

Teacher page



Student page



Enjoy these special features

- Easy-to-follow steps to prepare children for reading.
- Previewed target sounds and words, vocabulary and punctuation.
- Additional opportunities for children to practise sounding out words.
- Comprehension questions to check for understanding and encourage discussion.

Pre-reading

How to use this book

About InitialLit Readers
InitialLit Readers are decodable readers designed to provide children with practice in reading on words in contextual text using their phonics knowledge. The words in these readers follow the InitialLit phonic sequence. Illustrations are to engage the children's interest and to fill in the gaps in stories where word choice is limited.

Using these Readers
Before reading: Children practise sounds and words that have been explicitly taught, applying their phonics knowledge. The teacher also previews any words that children may find difficult to read. New vocabulary is introduced.

During reading: Children are encouraged to use their phonics strategies as they read. They should not be encouraged to guess the text from the pictures, to ensure that all children are engaged in the reading task, encourage them to follow along with their finger.


After reading: Ask the comprehension questions supplied at the end of the story to check that children have understood what they have read and to encourage reflection and discussion.

Word count: 110

Level 6: ck

Summary for the teacher:
Nick's toy mends his toy duck. Nick is very pleased and he finds more toys that need mending.

Ready




Say the sounds together:
ck e n j

Sound out these words together:
Nick rock pack Nan
back

Preview these words:
have do oh all

Text features
Draw the children's attention to speech marks and exclamation marks, as necessary.

Set



- Look at the front cover and read the story title together.
- Turn the book over and read the blurb on the back cover to the children.
- Briefly discuss what the story may be about.

rip – to tear or pull apart

During reading
If an error is made on a decodable word, demonstrate how to sound out the word, then sound out the word together with the child. Finally, ask the child to sound out the word independently. For words that cannot be sounded out by the child, simply supply the word and ask the child to repeat it.
Check for comprehension as children read.

Post-reading


Check for understanding

- What happened to Duck?
- How does Nan fix Duck?
- What else does Nick want Nan to do?

Responding
Do your toys ever need fixing?

Re-read
To improve accuracy, fluency, comprehension and confidence, the children should re-read the book on another occasion.

Extra laps



sock	dock	neck
lack	luck	kick
pick	suck	tuck

Download an order form from www.multilit.com/readers

Email order form to multilit@multilit.com

OR Fax order form to +61 2 9888 3818

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