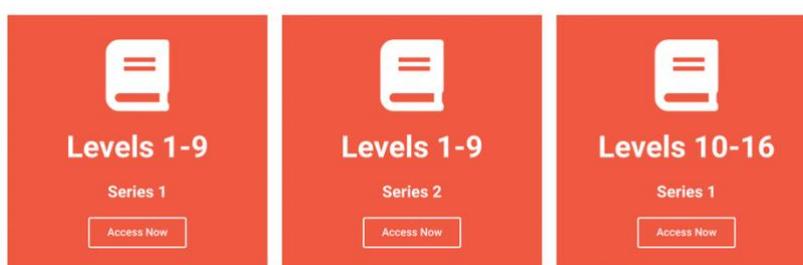


Using the MultiLit e-Library during school closures

While schools are affected on and off by lockdowns, teachers are continuing to do their best to teach their classes remotely. To support their children's reading, many schools have subscribed to the [MultiLit eLibrary](#). This great resource will help children to maintain, and further develop, their reading skills in lockdown and beyond.

What is in the MultiLit eLibrary?



The MultiLit eLibrary provides access to the entire collection of Initialit readers. These readers are suitable for all children regardless of the phonic program in use in their class. However, it should be noted that the readers do align to the phonic sequence in the Initialit program.

Initialit–F:

- ▶ Initialit Readers Levels 1-9, Series 1
- ▶ Initialit Readers Levels 1-9, Series 2



For Foundation readers Levels 1-9, there are two parallel series – Series 1 and Series 2. Aligned with the Initialit–F phonic sequence, both series offer unique storylines to allow for more reading opportunities and variety. Although the Initialit–F lesson handbooks only refer to the titles of the Series 1 readers, Series 2 should also be used. *Table 1* below shows how the series align with the Initialit phonics sequence and lessons.

Initialit–1:

- ▶ Initialit Readers Levels 10-16, Series 1
- ▶ *Coming soon:* Initialit Readers Levels 10-16 Wattle series



Levels 10-16 in the Initialit Readers cater for students in Year 1. The Wattle series, due to be released later in 2021, is an easier series than the original Series 1 Levels 10-16. While both series are aligned to the Initialit–1 phonic sequence (see *Table*

2), the Wattle Series has a lower word count, easier words to decode and less complex storylines.

Sounds and Words Books and the RAD Reader online

For the period of lockdown, schools will have access to the Sounds and Words Books and the RAD reader online. The links are available via the Members' Area.



Online lesson delivery of InitialLit

In some schools, it may be possible to deliver a full daily whole-class InitialLit lesson via a live video-conferencing platform, such as Zoom or MS Teams. However, this may not be possible for all schools.

If delivery of the full InitialLit lesson is not possible during home learning, consider the following adjustments:

- ▶ Focus on delivering a few key activities, prioritising those activities that maintain and consolidate previously learned content
- ▶ Spread a lesson across two or more days
- ▶ In place of a scripted lesson, use the Sounds and Words book or a reader from the MultiLit eLibrary to read as a whole class, focussing on applying the phonic skills children have been learning.

In time, students will eventually return to school and face-to-face learning. At that point, the progress monitoring and/or cumulative review assessments should be used to identify any gaps which require addressing.

The following suggestions provide guidance on how to best use the MultiLit eLibrary and the Sounds and Words Books in an online learning setting.

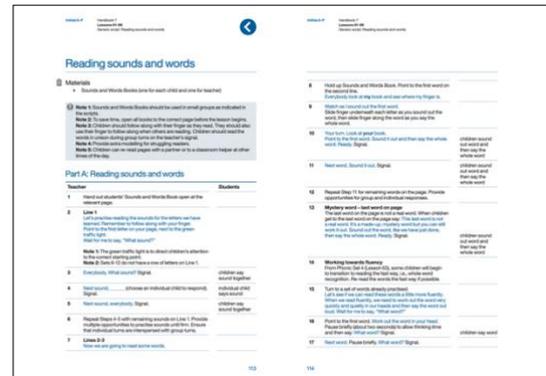
Screen Sharing

If using a live video-conferencing platform, sharing your screen to show a resource allows all students to see the required text without each student needing individual access. Teachers can share their screen to show readers from the MultiLit eLibrary as well as relevant pages from the Sounds and Words books.

A stand-alone lesson can be delivered using the structure and prompts already written into every InitialLit reader by making use of the ‘Ready, Set, Go’ pages and then using the ‘Check for Understanding’ questions to discuss the text and develop reading comprehension.

Generic Scripts

Using the generic scripts from the back of the InitialLit handbooks can assist in refining your lesson delivery using the Sounds and Words Books and the InitialLit readers. Some instructions may need to be adapted to suit the online setting.



Grouping

Consider grouping students into smaller groups for any online reading lessons, as would happen in the classroom, to provide appropriate, differentiated material to them as needed.

Target Reading Fluency

Use a variety of methods to read with the children to build fluency and confidence.

- ▶ Modelled reading – teacher reads modelling fluent, expressive reading while children follow along.
- ▶ Choral reading – children and teacher read aloud in unison.
- ▶ Echo reading – teacher models fluent reading, then children read after.

Remember to give immediate corrective feedback using Model, Lead, Test when errors are made, and provide plenty of praise and encouragement.

Specific tips for Year 1

All Year 1 students will benefit from regular practice using the InitialLit decodable readers to consolidate the phonics skills taught in the explicit lessons. Children do need a lot of practice to consolidate their skills.

Differentiating for Year 1 students

Level 10-16 decodable readers are designed to give students practice at decoding the more advanced alphabetic code as it is introduced in the lessons. Students who are above average in reading may be offered more advanced texts to read, in addition to the decodable text matched to the lesson. These are students who are able to decode accurately and with some fluency.

Some Year 1 students may still need to consolidate earlier phonics skills. Choose books from Levels 1-9 for these students. As the second series of Levels 1-9 is relatively new, they may not yet have seen this newer set of books. Year 1 students

in intervention such as MiniLit will benefit from earlier books or the Wattle readers when they are released.

Extending the use of the MultiLit eLibrary

Teachers can set additional learning tasks surrounding a reader in the eLibrary for students to work on independently or with an adult after reading the text.

Responding questions

All readers have a final page that contains comprehension questions and a responding task based on the text. Teachers can set these questions for students to answer either by an audio recording or by writing the answer.



Sequencing Worksheets (Year 1)

In Year 1, differentiated sequencing worksheets are available in the Members' Area that correspond with a number of readers in the eLibrary. These can be used to support comprehension around the order of the events that occurred in the story and could also be used to assist in a retell of the story. Students could provide an audio recording of their retell after completing the sequencing task.

More to Explore

The More to Explore books can also provide an opportunity to extend the readers from the eLibrary. These books offer dedicated phonics and comprehension activities for each reader in Levels 1-9, Series 1 and Levels 10-16, Series 1. These books are available for purchase as a hard copy from MultiLit.



Other uses for the MultiLit eLibrary

Use alongside intervention programs

Although the books in the MultiLit eLibrary are most suited for students in Foundation and Year 1, even those in Year 2 and Year 3 who need a boost to their reading would benefit from the books.

Teachers need to be aware of where children are in their phonic sequence and select books from the eLibrary that are roughly aligned to their decoding ability.

Use alongside other phonic programs

The order in which grapheme-phoneme correspondences are introduced will differ from program to program, however, there are some broad principles that all phonic programs follow. Match the InitialLit reader to what has been taught so far in the phonic sequence as closely as possible.

Using the MultiLit eLibrary at home with parents/carers

Rereading for fluency

Ask children to reread a book using their eLibrary log-in with support from their parent/carer. It is important to focus on accurate decoding first, then for added practice, books can be reread with increasing accuracy, fluency and confidence. Let children and parents know there is nothing wrong with rereading a previously read text. For most children, it takes time to develop fluency through regular practice and good reading comprehension is very much related to fluency.

Going ahead

Discourage parents/carers from allowing children to go too far ahead with the InitialLit readers. The decodable readers are best used to consolidate the children's phonic knowledge that has already been taught explicitly. Moving ahead in the InitialLit levels is only advised if the teacher has determined that the child is ready for more advanced texts. Before moving children on to read higher level decodables (or to reading 'natural language' texts) it is imperative that they are not relying on pictures, memorisation of whole words or other context 'cues' to help them read an unfamiliar word. They need to be looking at the letters and this will depend on how much phonic knowledge they are bringing to the task.



Record a read aloud

Depending on the technology available, some children may enjoy being filmed reading an eLibrary reader, then with parent support it can be uploaded (via Seesaw or similar platforms) for the teacher to view. Lots of praise and positive feedback may motivate students to keep reading regularly.

Important information for parents/carers

Promoting sounding out

It is important for parents/carers to give their child time to sound out any unfamiliar words and self-correct a mistake, rather than eagerly jumping in too quickly to help them. Parents/carers should remind their child to "sound out through the word" when they encounter difficulty with a word. Encouragement and praise will help to promote the child's confidence as they practise using their reading strategies.

If the child is unable to sound out a word, or sounds it out unsuccessfully, the parent/carer should model the sounding out for them, demonstrating the link between sound and letters, and then encourage the child to do it again with them. If the child has not yet been taught the particular spelling pattern used in the reader, they will need more assistance.

For tricky words, or words that are unable to be sounded out in the regular way, (e.g., 'said', 'was', etc.), the parent/carer can simply provide the word for the child.

Further information for parents/carers

This article provides helpful guidance for parents/carers when reading with their child at home.

- ▶ <https://multilit.com/how-to-support-your-child-with-initialit-readers/>

This site provides some 'explainer videos' which model a reading session at home and provide information about useful terminology such as 'phoneme', 'grapheme', etc.

- ▶ <https://multilit.com/about/covid-19-resources-for-school-closures/>

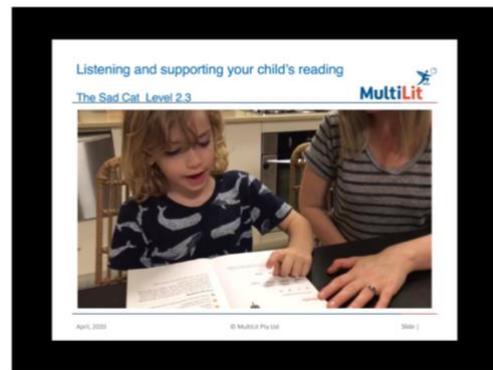


Table 1. Phonics sequence in InitialLit Readers Levels 1-9 Series 1 and 2

Phonics sequence	Introduced from...	InitialLit–F Levels 1-9 Series 1		InitialLit–F Levels 1-9 Series 2	
m s t a p i f r	Lesson 45	1.1a	Tap, Tap, Tap (Shared)	1.1	Pam (Shared)
		1.1b	Pat the Rat	1.2	The Pit
		1.2	The Mat	1.3	Tip
		1.3	Sam	1.4	Sam and Tim
		1.4	The Map	1.5	Mim’s Rap
o c d h	Lesson 51	2.1a	Mip (Shared)	2.1	Hot (Shared)
		2.1b	Pop It! Rip It!	2.2	Is It a Hat?
		2.2	The Hat	2.3	My Cat
		2.3	The Sad Cat	2.4	The Dim Sim
		2.4	Did Tom Hit It?	2.5	The Cap
e n g l	Lesson 63	3.1a	Hop In! (Shared)	3.1	Lop (Shared)
		3.1b	Ned the Dog	3.2	My Pen
		3.2	Red Ted	3.3	Len
		3.3	It Was Hot	3.4	The Red Dog
		3.4	The Pet	3.5	Get That Hat!
k u b j	Lesson 75	4.1a	My Job (Shared)	4.1	The Hut (Shared)
		4.1b	Fun and Fit	4.2	My Pet Bug
		4.2	My Bag	4.3	Nan’s Bag
		4.3	The Bug	4.4	Mud Is Fun
		4.4	Gus on the Bus	4.5	Ten in Bed
w	Lesson 79	5.1a	Wag, Wag, Wag (Shared)	5.1a	The Web (Shared)
5.1b		Win the Tim Tam	5.1b	The Wig	
ck		5.2a	Bick and the Duck	5.2a	Jack and Meg
		5.2b	Duck Is Sick	5.2b	The Big Red Truck
ll ff ss		5.3a	Hot Cross Buns	5.3a	The Top of the Hill
		5.3b	Jack in the Well	5.3b	The Mess
sh	Lesson 84	6.1a	Fish (Shared)	6.1a	At the Shops (Shared)
		6.1b	The Dish	6.1b	Tash and Nick’s Shop
qu		6.2a	Quack, Quock, Quick!	6.2a	Quick, Quick!
		6.2b	Quinn and Taff	6.2b	I Will Not Quit
ee		6.3a	Lee Meets the Queen	6.3a	The Queen and Her Cat
		6.3b	Sheep in a Jeep	6.3b	Eek!
z/zz		6.4a	Zack, Liz and the Bee	6.4a	Zip!
		6.4b	The Quiz	6.4b	Jazz the Sheep Dog
ch	Lesson 93	7.1a	The Farm (Shared)	7.1a	The Hen and Her Chicks (Shared)

		7.1b	Chop, Pin and Tap	7.1b	That's Not My Lunch
v		7.2a	Vick and Viv	7.2a	The Vet is Sick
		7.2b	Tash the Vet	7.2b	Viv's Van
x		7.3a	Fox in the Hen Shed	7.3a	I Can Fix That
		7.3b	The Fox and Her Cubs	7.3b	What's in the Box?
y		7.4a	The Bunyip	7.4a	Not Yet!
		7.4b	A Little Snack	7.4b	Have You Ever Seen a Yak?
wh	Lesson 103	8.1a	When I Am Big (Shared)	8.1a	Wheels (Shared)
		8.1b	What? Where? When?	8.1b	What Can You See?
th		8.2a	What Was That?	8.2a	Thud!
		8.2b	The Thin Cat	8.2b	The Thick Book
oo		8.3a	The Zoo	8.3a	Zoom to the Moon!
		8.3b	The Picnic	8.3b	Zoo School
ng		8.4a	Things I Like	8.4a	The Sad King
		8.4b	The Sun Is Up	8.4b	Wings
ay		8.5a	Pet Day	8.5a	Jay and Nan
		8.5b	What Did You Say?	8.5b	Stay, Jem, Stay
CVCC/ CCVC	Lesson 117	9.1a	Swim in the Flags (Shared)	9.1	Frogs (Shared)
		9.1b	The Black Shells	9.2	Matt and the Fish
		9.2a	The Croc	9.3	The Six Little Ducks
		9.2b	The Lost Pup	9.4	My Brother, the Pest
		9.3a	Mick and Dan	9.5	Miss Black's Hat
		9.3b	Fish Snack	9.6	Lost Ted
		9.4a	Floss and the Band	9.7	Stop That Chimp!
		9.4b	The Band Plays	9.8	Skip the Kitten

Table 2. Phonics sequence in InitialLit Readers Levels 10-16 Series 1

Phonics sequence	Introduced from...	InitialLit–1 Levels 10-16 Series 1
Review	10.1	Saff and the Play Box
	10.2	Chan and Tay
	10.3	Go To Bed
	10.4	The Fig Tree Club: Whiz, Whack, Wham!
	10.5	The Fig Tree Club: Slip and Dip
	10.6	The Frog’s Day Out
	10.7	Baby Elephant (Shared)
ai/ay	11.1a	Snail Trails
	11.1b	Rainy Day Express
ee/ea	11.2a	Super Pug
	11.2b	The Beasts of Beacon
oa/ow	11.3a	Toby the Goat
	11.3b	The End of the Rainbow
igh/y	11.4a	Tick Tock
	11.4b	Ryan the Night Spy
ew/ue	11.5a	Newsflash!
	11.5b	Dew
Review	11.6	Follow the Clues (Shared)
ar	12.1a	The Art Contest
	12.1b	Sparky, the Car
or/ore	12.2a	Rory the Dragon
	12.2b	The Storm
er/ir/ur	12.3a	Burt’s Monster
	12.3b	What Will You Do Today, Dad?
ear/eer	12.4a	Dear Albert
air/are	12.4b	The Rare Green Bird
Review	12.5	Under the Sea (Shared)
Split digraph	13.1	Beach Towels
	13.2	Banana Pancakes
	13.3	Kate’s Bike
	13.4	Fixing the Car
	13.5	Luke and Jake’s Home
	13.6	The Costume
	13.7	Jane’s Rules
	13.8	The Case of the Missing Mascot
	13.9	The Smallest Boat of All (Shared)
ou/ow	14.1a	Digging for Gold
	14.1b	The Owl Cam
au/aw	14.2a	Laura’s Wish
	14.2b	Shaun’s Awful Night
oi/oy	14.3a	The Coin Toy
	14.3b	Blip, the Android
Review	14.4	Moon Games (Shared)
Vowel Digraph review	15.1	James Makes a Meal
	15.2	Groovy Haircuts
	15.3	Jo’s Boat
	15.4	Lucie and the Ant
	15.5	Blue Dog’s Fantastic Trip

	15.6	Benjamin and the Web
	15.7	The New Puppy
	15.8	Tall Tale Tilly
	18.9	Oliver's Super Boots
	15.10	Rabbit and Mouse
	15.11	The Daintree Rainforest (Shared)
Year 1 review	16.1	The Spring Fair
	16.2	The Brave Dragons
	16.3	Fran's Chooks
	16.4	The Land of Sweets
	16.5	The Blue Whale
	16.6	Amazing Animals (Shared)