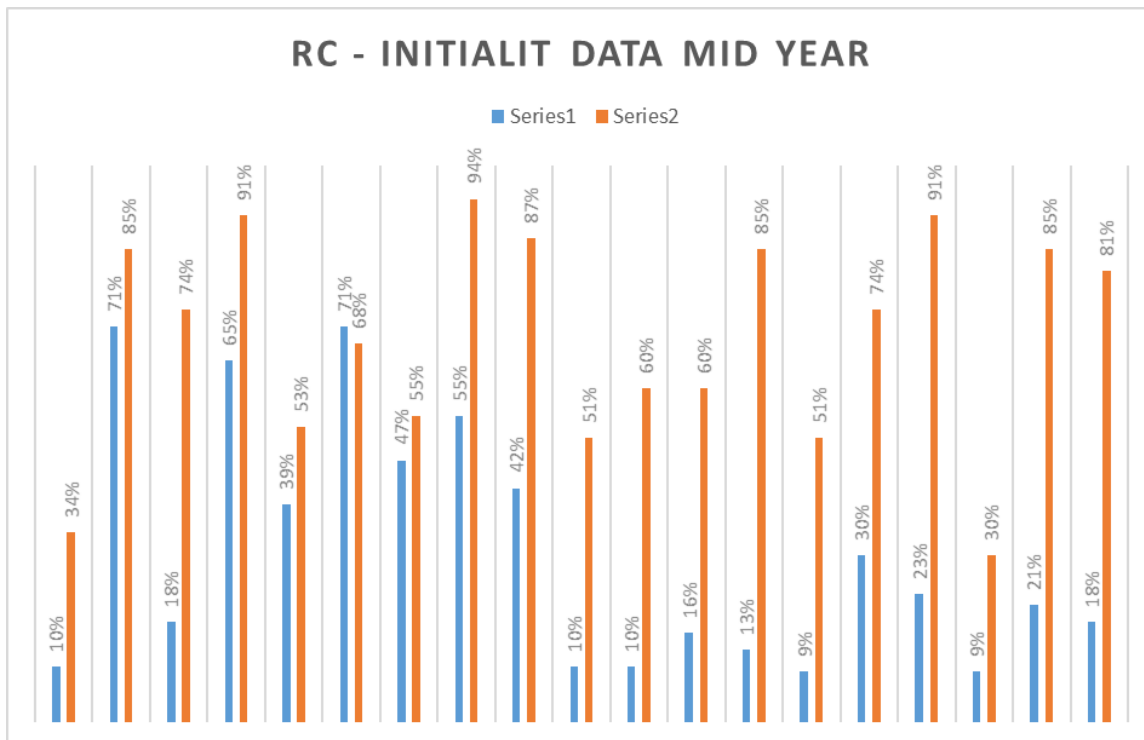
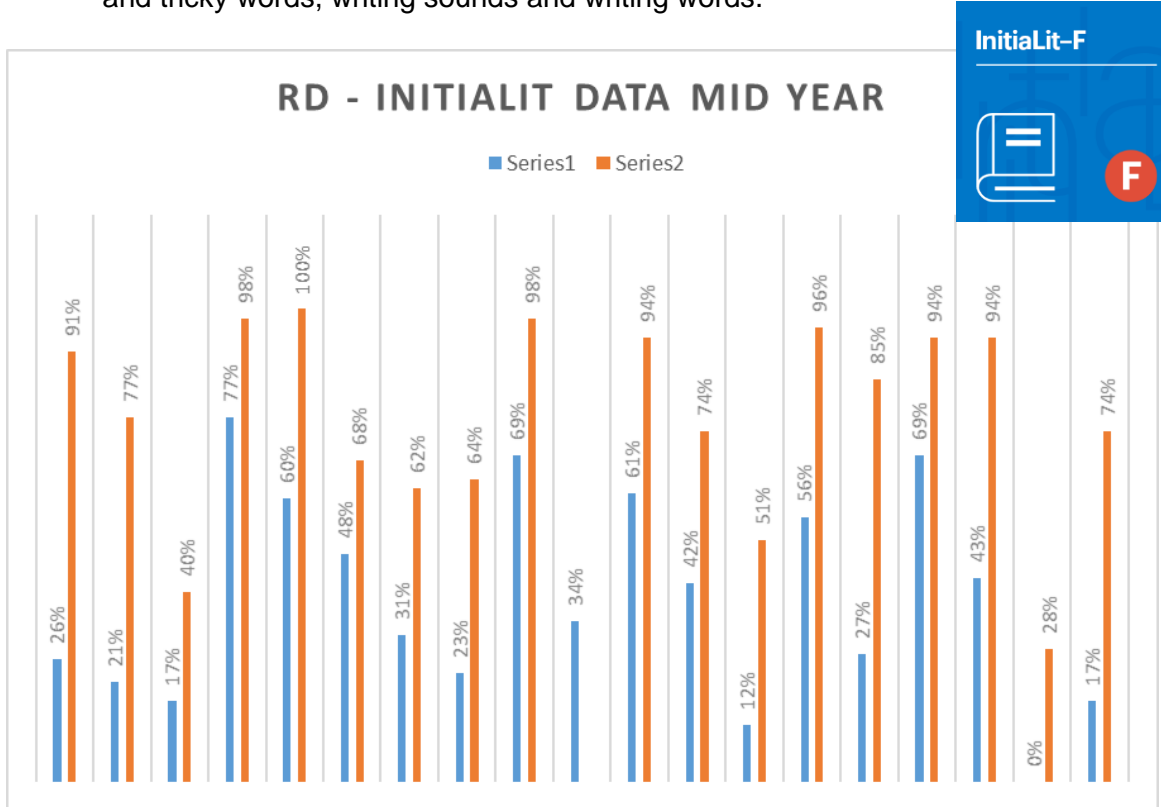


Our Lady Queen of Peace School



INITIALIT-F

- Series 1: (Blue) highlights students 'Screener Test' results administered at the beginning of the 2022 school year. This initial test covers: Phonological awareness skills of Syllable segmenting, initial sound identification, phoneme blending, phoneme segmenting, letter-sound knowledge and reading Words.
- Series 2: (Orange) shows 'Cumulative Test' results administered at the end of Term. This progress style test covers all that has been taught up until that point. Areas include: Letter-sound knowledge, reading regular words, reading sentences and tricky words, writing sounds and writing words.



INITIALIT-1

Initialit–1 is a literacy program for all children in their second year of school (Year 1). It has been developed by MultiLit, a research-based initiative of Macquarie University. Initialit–1 teaches children that words are made up of sounds and that those sounds are represented by letters. In Initialit–1 children will build upon the knowledge of the alphabetic code that they gained in their first year of schooling.

An Initialit lesson will take place at least four times a week. The first 20-25 minutes are spent on the mat where the children are introduced to new letters and sounds or a grammatical concept in a set order. They participate in a number of targeted activities to practise reading and spelling words with the new sound during this whole-class session. After the lesson on the mat, the teacher will work with different groups of children to help them read words, sentences and stories using all the sounds and letters they have been taught. While the teacher is working with a group, the rest of the class will be doing an activity to consolidate what they have been learning. This may be a spelling worksheet, a game to practise their tricky words or more practice using an Initialit decodable reader.

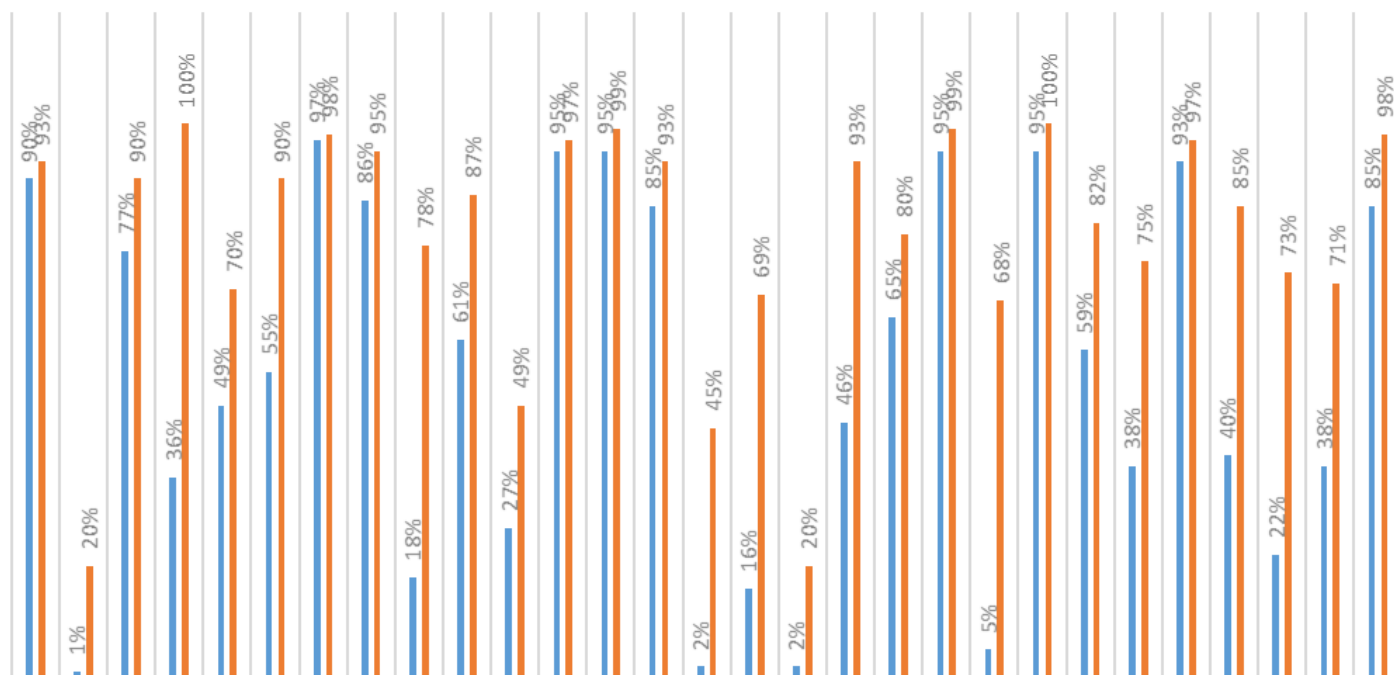
Assessment is built into the Initialit program and focuses on the component skills needed to become a successful reader and writer. In Foundation and Year 1, it is important to assess each child’s ability to successfully read single words. The following assessments are used to collect data throughout the year: • Progress Monitoring Tests • Cumulative Reviews

- Series 1: (**Blue**) highlights students ‘Screener Test’ results administered at the beginning of the 2022 school year. This initial test covers reading regular, tricky words and non-words, spelling words, sentence dictations and letter-sound knowledge.
- Series 2: (**Orange**) shows ‘Cumulative Test’ results administered at the end of Term. This progress style test covers all that has been taught up until that point. Areas include: reading regular, tricky words and non-words, spelling words and dictation.



YEAR 1 INITIALIT DATA MID YEAR

■ Series1 ■ Series2



INITIALIT-2

InitialLit–2 teaches children how to read and spell through daily lessons, using research-based teaching methods. It also uses a range of engaging storybooks to develop children’s vocabulary, oral language and writing. InitialLit–2 will be used daily during the time set aside for literacy. InitialLit–2 meets the requirements of the Australian National Curriculum.

There are four main teaching components in InitialLit–2 spread across the week. • Comprehension and fluency • Spelling • Grammar • Vocabulary (using children’s literature) During the first 25-40 minutes of a lesson, the teacher will introduce a new concept to the children in a very clear, explicit way. A number of areas will be covered during the course of the program. Children will learn to use different comprehension strategies to help them understand what they are reading and they will practise reading with expression. They will learn the various ways to spell the sounds of English, as well as some spelling rules to help them make the correct choice. They will also be introduced to some simple and useful grammatical concepts to help with their writing. After the new concept has been taught, the teacher will work with different groups of children in turn, helping them to develop their reading fluency and comprehension using a variety of reading material. The rest of the class will be engaged in different activities to consolidate what they have learnt.

Assessment is built into the InitialLit program and focuses on the component skills needed to become a successful reader and writer. In Foundation and Year 1, it is important to assess each child’s ability to successfully read single words. By Year 2, the assessment focus moves onto comprehension and spelling. *There is an extension list of words which can be done at Cumulative Review 4. This is an opportunity to provide better spellers with a more challenging assessment.

- Series 1: (Blue) highlights students’ cumulative spelling results administered toward the end of Term 1. This test covers spelling regular words, spelling ticky words and sentence dictation
- Series 2: (Orange) shows the students’ second cumulative spelling results administered at the end of Term 2. This test covers all that has been taught up until that point.

