MULITLIT – MAKING UP LOST TIME IN LITERACY – A SUMMARY

*MULITLIT is a research-based initiative of the Macquarie University Special Education Centre (MUSEC). The MULTILIT Program incorporates the three key features research shows that effective tuition programs for low-progress readers need to include: * 'phonics' or word attack skills * sight words recognition; and * supported book reading in a one to one context[1].*

A Summary of resources available from http://www.multilit.com/programs is as follows:

Name	Summary	Purpose	Features/ Description	Suitable for	Administered	Wave
WARP – The Wheldall Assessment of Reading Passages	Assessment and Monitoring: A test of oral fluency	Designed to identify low-progress readers and to monitor their reading performance over time, using a test of oral fluency.	Simple, quick, reliable, valid test Students read for one minute from specially written 200-word passages. The number of words read correctly in that minute is a measure of the student's level of oral fluency.	Reading age Year 2-5	1:1 by teachers	1
WARL - The Wheldall Assessment of Reading Lists	Assessment and Monitoring: A test of oral fluency	Designed to identify younger low-progress readers and for monitoring reading progress.	A quick and simple measure of reading performance; is a companion tool to WARP. The WARL provides a set of 100-word lists, each of which include a selection of the most frequently occurring words, which students read for just one minute. The number of words read correctly provides a measure of the student's level of oral reading fluency.	Years 1 and 2	1:1 and conducted frequently	1
Pre-Lit **One day PD recommended.**	Early Literacy Preparation.	Designed to complement a play-based learning environment and provides children with a sound foundation for learning to read.	The program is systematic, skills-based and taught in a hierarchical sequence of 108 short, clearly prescribed lessons designed to complement a play-based learning environment. There are two main components: ▪ Phonological awareness ▪ Oral language development through Structured Book Reading	Preschool or children who come to school without the necessary prerequisite emergent literacy skills in place	Group and 1:1 - can be taught to a whole class, small groups or individually 15-20 mins 3x a week by a teacher	1/2
MiniLit Kit comes as a package with 2 days PD Kit available to schools only.	Literacy Intervention	Is a practical, systematic, explicit and effective model for teaching reading skills.	The program consists of 80 structured lessons, divided into two levels of forty lessons each: ▪ Level 1: Teaching the basics of letter/sound knowledge and decoding skills for CVC words ▪ Level 2: Extending word attack knowledge by teaching commonly used digraphs and longer words Each lesson comprises three main components: ▪ Sounds and Words Activities ▪ Text Reading ▪ Story Book Reading	Year 1 and some pre / post Year 1	Group of up to 4 students and 1:1 by well trained teacher or SSO with teacher support 20 weeks to complete, with four x up to 60m per wk	2

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[1] www.multilit.com/programs

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MacqLit Kit comes as a package with 2 days PD	Macquarie Literacy Intervention	Is an explicit and systematic reading intervention program for small groups of older low-progress readers.	The program includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. The primary focus is on phonics, or word identification, supported by connected text reading to ensure skills are generalised to authentic reading experiences. 122 carefully scripted, sequenced lessons, divided into nine parts teaches essential skills such as: ▪ Letter-sound correspondences presented in an easy to hard sequence, ▪ Strategies for decoding multi-syllable words, ▪ Prefixes and suffixes, and ▪ Generalising component skills through connected text reading.	Older low-progress readers - Year 3 through to Adults	Group of 4 -5, but flexibile, grouped according to skill by teacher or SSO with teacher support 1 hour x 4 p/wk + reading 1:1 20 minutes, daily, through Reinforced Reading.	2
Reading Tutor Program (MultiLit)	Literacy Intervention	Is designed for low progress readers and those who have not acquired the basic skills needed to become functional readers in the first few years of schooling.	The Program incorporates three key features: • Word Attack Skills – using an explicit, systematic, synthetic approach • Sight Words – includes 200 words in 20 groups of 10 cards each level organized in 3 sections - : Current List, Revision, and Cumulative Review • Reinforced Reading – Using Pause, Prompt, strategy	Year 2 through to Adults & EFL/ESL	1:1	2/3
Word Attack Skills – Extension Program	Literacy Intervention	Is designed for students who have finished the Reading Tutor Program but still need help, or older students who have learnt basic decoding skills but are finding it hard to improve their reading to a level where they can access the more academic demands of the curriculum, or who are finding reading laborious, lack fluency and have become de-motivated.	This is a follow-on program from the Word Attack Skills component of the MultiLit Reading Tutor Program.	Year 4 through to Adults & EFL/ESL	1:1	2/3
Reinforced Reading	Literacy Support	Designed to support low progress readers by hearing them read daily	Uses tutoring strategies including Pause, Prompt and Praise with low-progress readers	Year 2 through to Adults & EFL/ESL	1:1 15-20 minutes daily	2/3

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Spell It Kit comes as a package with 1 day PD	Explicit approach to teaching spelling	A flexible program that assists teachers to plan & implement spelling instruction based on assessment of students' current knowledge.	The program teaches the rules, conventions, structure and logic of the English language, to enable teachers to plan effective spelling lessons based on the needs of their students. Includes assessment tools to identify spelling skills to target teaching.	Year 4 through to Adults	Whole class, small group or 1:1	1