

Catalogue

2022

Effective | Evidence-based | Positive















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Key

Age		For	Tier			
Preschool	 P	Adult  A	One-on-one	 1:1	Tier 1	 T1
Foundation	 F		Small Group	 SG	Tier 2	 T2
Years 1–12	 Y1		Whole-class	 C	Tier 3	 T3

About MultiLit

Welcome to the MultiLit 2022 Catalogue!

Before you delve into our programs, here's a little background information about MultiLit.

Originating at Macquarie University under the leadership of Professor Kevin Wheldall and celebrating our 25th anniversary in 2020, MultiLit has become a major force for effective literacy instruction in Australia. We have provided assistance to tens of thousands of students in a variety of settings, including schools, our own Literacy Centres, and community-based literacy projects across Australia, New Zealand and Asia.

MultiLit's publications, professional development and Literacy Centre services are continually informed by an ongoing program of research, led by the MultiLit Research Unit. Our program suite now spans all aspects of literacy instruction and intervention – from early literacy preparation, to initial literacy for whole classes, to small group and individual interventions for struggling readers. Our resources are developed to enrich learning and foster a love of reading, and include materials such as decodable readers and consolidation workbooks.

More than half of all primary and secondary schools across Australia have at least one MultiLit program or product.

Each year, over 6000 teachers undertake high-quality professional development with MultiLit. Our workshops have expanded beyond our programs to include assessment and monitoring, as well as a major new focus on behaviour management as part of the MultiLit Positive Teaching and Learning Initiative.

At a glance

MultiLit Learn to Read

- PreLit
- InitialLit
- InitialLit Readers
- Picture books from Putto Press
- MiniLit Sage
- MacqLit
- Spell-It
- Reading Tutor Program
- Word Attack Skills — Extension

MultiLit Assessments & Monitoring

- WSCS
- WARN
- WARL
- WARP
- Measuring Reading Progress PD Workshop

MultiLit Positive Teaching & Learning

- Professional Development Workshops
- *Positive Teaching in Australian Primary Schools: Effective classroom behaviour management*
- Individualised consulting on behaviour support

MultiLit Literacy Centres

- Macquarie Park
- Bella Vista

MultiLit Research Unit

- Research
- Trials
- Literacy Centre clinical supervision
- Research publications
- *Nomanis*
- *Nomanis Notes*

five from five

- Parent resources
- Teacher resources
- Research reports
- Policy papers
- Professional learning

MultiLit Research Unit (MRU)

The MultiLit Research Unit (MRU) was formally established by Emeritus Professor Kevin Wheldall AM and Dr Robyn Wheldall in 2006. It provides a focus for systematic scientific inquiry into how best to meet the instructional needs of students who have difficulty learning to read.

MultiLit subscribes to a continually evolving approach to literacy instruction, changing as more scientific evidence becomes available – from either within the MultiLit research team or the international scientific reading research community. We emphasise a data-driven approach to education, employing programs of proven efficacy, and continually collecting data on the effectiveness of the programs deployed.

The MRU – now comprising seven experts with doctorates in the field of reading and related skills – provides a vital link between the development activities of MultiLit as a publisher of literacy programs and resources, and the ongoing body of scientific research. This ensures our programs are not only grounded in what is now known about how best to teach children to read, but also lead the way in the application of this knowledge.

www.multilit.com/research

Nomanis

Nomanis is a free biannual bulletin that promotes ideas and evidence about effective instruction in reading and related skills. It is edited by Emeritus Professor Kevin Wheldall AM and Dr Robyn Wheldall, with members of the MRU serving on the editorial committee.

Its aim is to provide readable and engaging accounts of developments in the teaching of reading and writing, distilled from sometimes inaccessible research literature, with contributions, correspondence and sharing encouraged.

Nomanis Notes are also published to the *Nomanis* website. These single page briefings cover relevant educational topics likely to be of interest to parents, teachers, and other professionals. Written by members of the MRU as well as academic colleagues from other institutions, *Nomanis Notes* aim to succinctly summarise the state of knowledge on the topic, offer a considered opinion, and provide starter references for those wishing to find out more.

www.nomanis.com.au



Response to Intervention (RtI)

MultiLit's programs and assessments are appropriate for use within a Response to Intervention (RtI) framework. RtI is a model of instructional support, where students are provided with increasingly intensive levels of assistance depending on their rate of progress.

Tier 1

Within a RtI approach, it is asserted that most students (up to 80%) are able to learn successfully within a whole-class program, provided the instruction is excellent. This is known as Tier 1 instruction.

The RtI approach ensures that struggling students are identified early, given appropriate support to suit their needs, and monitored regularly.

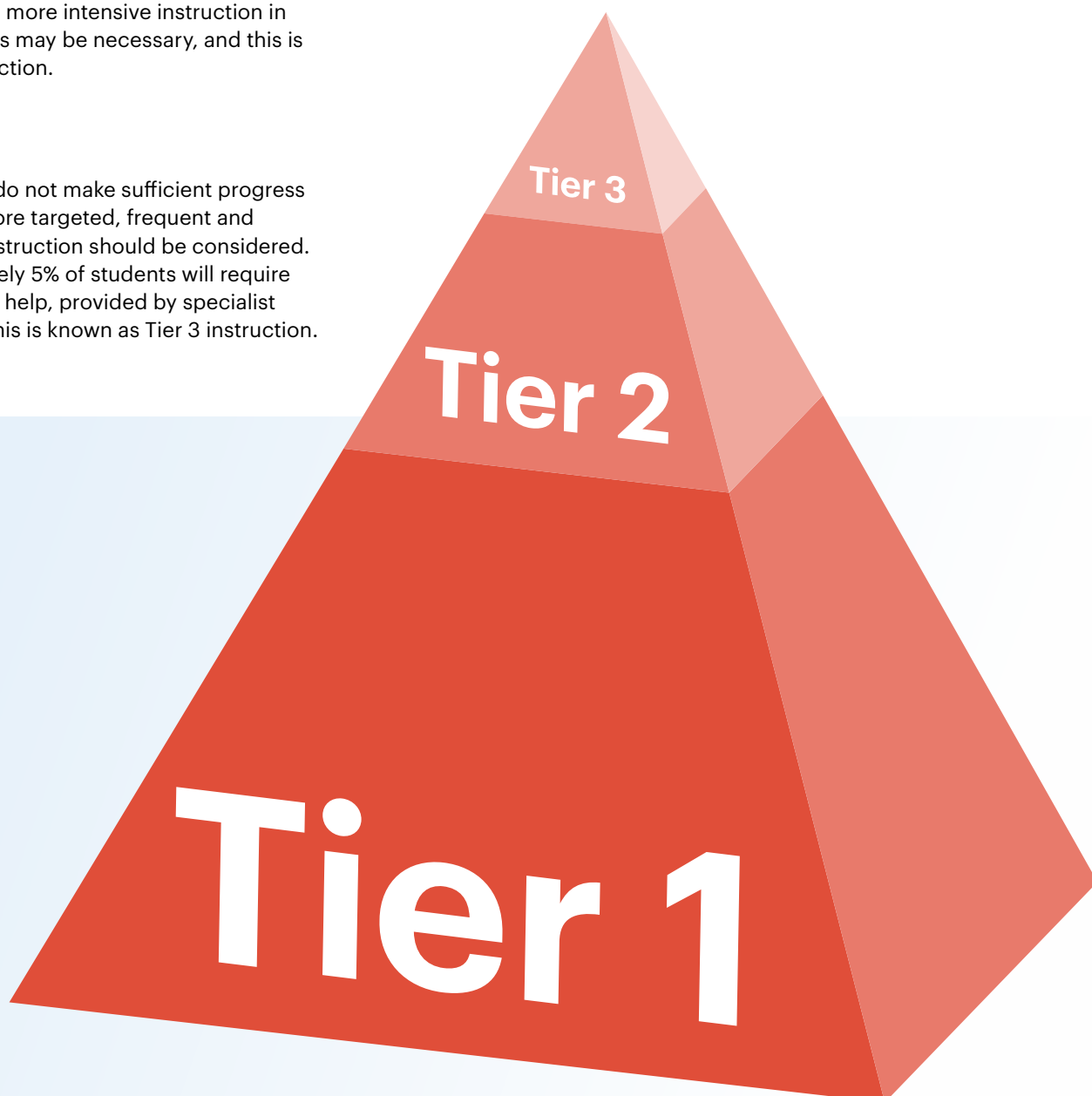
Programs and products featured in this catalogue feature a Tier icon to help you easily identify which solutions may be of most benefit to your students.

Tier 2

For those students who need extra help (up to 20%), more intensive instruction in small groups may be necessary, and this is Tier 2 instruction.

Tier 3

If students do not make sufficient progress at Tier 2, more targeted, frequent and intensive instruction should be considered. Approximately 5% of students will require one-on-one help, provided by specialist teachers. This is known as Tier 3 instruction.



The Five Big Ideas

The Simple View of Reading is based on the premise that learning to read requires two abilities — correctly identifying words (decoding) and understanding their meaning (comprehension).

Acquisition of these two broad abilities requires the development of more specific skills. An extensive body of research on reading instruction shows that there are five essential skills for reading — the Five Big Ideas — and that a high-quality literacy program should include all five components.

Please see individual program pages for details on how they address the Five Big Ideas.

1

Phonemic Awareness

The ability to identify and manipulate the distinct individual sounds in spoken words.

2

Phonics

The ability to decode words using knowledge of letter-sound relationships.

3

Fluency

Reading with speed and accuracy.

4

Vocabulary

Knowing the meaning of a wide variety of words and the structure of the written language.

5

Comprehension

Understanding the meaning and intent of the text.
























































Programs and Products

Learn to Read

MultiLit Learn to Read encompasses programs and resources for Tier 1 literacy instruction, as well as Tier 2 and 3 literacy interventions, to ensure all children have the best opportunity to learn to read.

Key target groups

For MultiLit programs and Professional Development Workshops

		Preschool	Foundation Year	Year/Grade												Post formal schooling, adult, EAL/D
				1	2	3	4	5	6	7	8	9	10	11	12	
PreLit	Page 10															
InitialLit-F	Page 12															
InitialLit-1	Page 13															
InitialLit-2	Page 13															
InitialLit Extension	Page 15															
MiniLit Sage	Page 20															
MacqLit	Page 22															
Spell-It	Page 24															
Reading Tutor Program	Page 26															
Word Attack Skills – Extension	Page 28															

Key

● PreLit	● InitialLit-2	● MiniLit Sage	● Word Attack Skills – Extension
● InitialLit-F	● InitialLit Extension	● MacqLit	
● InitialLit-1	● Spell-It	● Reading Tutor Program	

The Australian Curriculum

Alignment of MultiLit programs to the English Scope and Sequence

Sub-strand Focus of thread within sub-strand	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus of thread within sub-strand							
Purpose, audience and structures of different types of text	●●●	●●	●●				
Punctuation	●●	●●●	●●		● W		
Expressing and developing ideas							
Word level grammar	●●●	●●	●●			●	●
Vocabulary	●●●	●●	●●	● W	●	●	●
Spelling	●	●	●	● R	● W	●	●
Phonics and word knowledge							
Phonemic awareness (sounds of language)	●●	●●	●●	● R	●		
Alphabet knowledge	●●	●●	●●	● R	●		
Responding to literature							
Personal responses to the ideas, characters and viewpoints in texts	●●●	●●●	●●	● R	● W	●	●
Expressing preferences and evaluating texts	●●●	●●●	●●				
Examining literature							
Features of literacy texts	●●●	●●●	●●	● R	●		
Interacting with others							
Listening and speaking interactions	●●●	●●●	●●				
Listening and speaking skills	●●●	●●●	●●				
Interpreting, analysing, evaluating							
Reading processes	●●●	●●●	●●	● R	● W	●	●
Comprehension strategies	●●●	●●●	●●	● R	● W		●
Creating texts							
Handwriting	●	●	●	● R	● W		
Creative short imaginative texts	●	●	●				

Programs developed by MultiLit address key literacy skills and understandings that have been established as critical to reading success in research studies. The main emphasis is on reading and, therefore, some of the skills and understandings related to writing and speaking and listening that are included in the Australian Curriculum are either not addressed, or given less emphasis in our programs. In addition, our programs may focus on some, but not all, aspects of the content of the curriculum. Please note that MiniLit Sage, MacqLit, Reading Tutor Program and Word Attack Skills – Extension are interventions for students who are struggling and should be used in addition to other key areas addressed in the English curriculum.

PreLit

early literacy preparation

PreLit is a systematic, skills-based program that lays a sound foundation for children to learn to read. It provides early childhood teachers with the tools necessary to teach pre-literacy skills and concepts, focusing on phonological awareness and oral language development.

Five Big Ideas

- ☒ Phonemic Awareness
- ☒ Phonics
- ☐ Fluency
- ☒ Vocabulary
- ☒ Comprehension

Learn more

 www.multilit.com/prelit

Who it's for

- **Preschool children** in the year before formal schooling begins
- Children in the **Foundation** year, without sufficient pre-literacy skills
- **Day care and early learning centres** looking to teach pre-literacy skills
- Delivered by **teachers, teacher aides, childcare workers** and **parents**

What it covers

PreLit is taught in a hierarchical skills sequence and is designed to complement a play-based learning environment. There are 108 short, clearly prescribed lessons that incorporate the teaching of essential phonological awareness activities, followed by Shared Story Book Reading to develop vocabulary and oral language. It follows the preferred method of intentional teaching for the Early Years Learning Framework for Australia.

Designed to be delivered in two 15-minute blocks, at least three times per week.

No consumables required.

What it comes with

- Teacher Manual
- Lessons Book
- Sound Snap Presentation Book
- Letter Cards
- Alphabet Picture Cards
- Picture Cards
- Shared Story Book Reading Cards, based on 36 well-known children's books

Note: Refer to key on page 3

Age



For



Tier



Professional development

The optional one-day PreLit Professional Development Workshop includes a comprehensive overview of the program and practical in-depth training in its delivery. Attendance is highly recommended to gain the best results from PreLit.

It covers:

- An overview of MultiLit and our approach
- Hands-on practical exercises showing how to deliver all aspects of the program



The PreLit early literacy program has assisted us in meeting children's short- and long-term goals around literacy, and support children's transition to school. The children love the interactive components and story time. We have received numerous pieces of feedback from families on the positive impact the PreLit program has had on their child's concentration, reading, writing and listening skills. We highly recommend PreLit as a fantastic program for preschoolers!

Sarah Vassallo | Centre Director,
Lighthouse Early Learning Centre, NSW



InitialLit

initial instruction

InitialLit is an evidence-based, whole-class literacy program which provides all children with the essential core knowledge and strong foundations to become successful readers and writers.



Available for purchase
by schools only

Five Big Ideas

- ☒ Phonemic Awareness
- ☒ Phonics
- ☒ Fluency
- ☒ Vocabulary
- ☒ Comprehension

Learn more



www.multilit.com/initialit

Who it's for

- **Children** in the first three years of school
- **Schools** seeking a reading and spelling program with a synthetic phonics approach, alongside a rich literature and vocabulary component
- **Schools** who would like to see consistent instruction across year groups
- **Schools** who would like to see a reduced number of students needing literacy support in higher grades
- **Teachers** looking to provide an evidence-based approach to reading and spelling, aligned with the Australian Curriculum

What it covers

InitialLit-F and InitialLit-1 focus on two main components:

1. Phonics
2. Vocabulary and listening comprehension.

In InitialLit-2, the scope of the program broadens to cover four main components: spelling, reading comprehension and fluency, grammar, and vocabulary.

InitialLit-F

Designed to be delivered in a 90-minute instruction block.

- 20–25 minutes whole-class teaching using a scripted lesson plan
- 30–45 minutes further literacy work
- 15–20 minutes storybook session
- Progress monitoring using curriculum-based assessments to identify student needs

Note: Refer to key on page 3

Age



For



Tier



InitialLit-1

Continues from InitialLit-F in children's second year of school.

- 25–30 minutes whole-class teaching using a scripted lesson plan, covering reading and spelling
- 30–40 minutes small group and independent work
- 15–20 minutes storybook session
- Progress monitoring using curriculum-based assessments to identify student needs

InitialLit-2

Focuses on comprehension and spelling skills.

- 2 x 40-minute comprehension and fluency lessons per week
- 3 x 20–30-minute spelling lessons per week
- 2 x 30-minute storybook lessons per week
- Grammar lessons
- Use of RAD Reading Book for reading groups
- Activities for independent work
- Progress monitoring using curriculum-based assessments to identify student needs



With explicit instruction and regular assessment, the program ensures no child is left behind and teachers have ample opportunities to ensure students are firm on the content being presented. Personally, the program has strengthened my ability to teach literacy explicitly, systematically and confidently. Professionally, I was able to place my trust in this program because it is research-based and supported, and having all the resources readily available allowed me to focus on what matters most – my teaching!

Abir Charif | Year 2 Teacher, Amity College, NSW





What it comes with

- Handbooks detailing lesson scripts and session procedures
- Sounds and Words Books or RAD Reading Books for small-group sessions
- Assessment procedures
- Flashcards and Picture Cards (Foundation and Year 1 only)
- Posters displaying key characters and concepts
- PowerPoint slides to accompany lessons
- Access to hundreds of downloadables
- Consumables such as Handwriting Workbooks and Home Reading Diaries are available for purchase from MultiLit

Bonus: WARN, WARL or WARP Kit with InitialLit–Foundation, InitialLit–1 and InitialLit–2 purchases, respectively.

Professional development

InitialLit training is essential for successful program implementation. A compulsory two-day Professional Development Workshop provides training in InitialLit–F, InitialLit–1 and InitialLit–2. This training can be undertaken via a public workshop (in person or via videoconferencing) or as an onsite workshop at your school.

It covers:

- Theoretical and research framework on which InitialLit is based
- Detailed overview of program content
- Implementation and assessment procedures
- Practical demonstrations of lessons and opportunities to practise lesson delivery

Note: Refer to key on page 3

Age



For



Tier



InitialLit Extension

New!

InitialLit Extension provides extended and enriched reading practice for high-performing readers completing InitialLit-Foundation, InitialLit-1 and InitialLit-2. It aims to assist teachers in providing differentiated learning activities for students who are easily mastering the core reading and spelling literacy skills being taught in InitialLit.

Resources are designed to be used in place of the InitialLit-Foundation and InitialLit-1 Sounds and Words Books, and the RAD Reading Book for InitialLit-2 in small-group time. They include more challenging material in terms of texts and tasks.

A self-paced eLearning course is available to help teachers learn more about extending students in InitialLit. This will include useful tips about using the InitialLit Extension resources.



The improvement we have seen in our Year 1 students over the past few years has been nothing short of astounding. Each individual child's writing, reading and comprehension skills have improved, as we can deliver the program at their own ability levels. The frequent assessment allows us to be able to closely monitor every student so that we can implement strategies for those who need extra assistance and those who need an extra challenge before issues arise. We happily recommend the InitialLit program for any primary school that values the importance of the development of early years literacy skills.

Antoinette Buiks and Kate Wilkes,
Year 1 Teachers, St Columba's School, WA



InitialLit Readers

decodable readers

The decodable InitialLit Readers follow the phonic sequence used in InitialLit. They can also be used alongside MiniLit Sage, as well as other synthetic phonics programs and for home reading.

Learn more



www.multilit.com/initiallit-readers

Who it's for

- **Beginning readers** in the first two to three years of school
- **Teachers and parents** seeking useful, easy-to-follow tips to support children in their reading

What it covers

Levels 1–9

InitialLit Readers Levels 1–9 are designed for children in the Foundation year of school, as well as students in Year 1 and 2 who require reading support.

They cover:

- Single letter-sound correspondences
- Digraphs sh, ch, th, wh, ee, oo and ay

There are two parallel series of 60 Readers for Levels 1–9: Series 1, published in 2016, and Series 2, published in 2020. Both are of a similar difficulty level and can be used interchangeably.

Levels 10–16

InitialLit Readers Levels 10–16 (Series 1) and The Wattle Series (Series 2) are for Year 1 students, and children in Year 2 and 3 who require reading support.

They cover the basic and complex phonic code.

Different text types, such as information texts and plays, are used in the series.



Note: Refer to key on page 3

Age



For



New!

The Wattle Series

The Wattle Series is a second, easier series of Readers for Levels 10–16. With simpler storylines and comprehension questions, lower word counts, and new vocabulary, The Wattle Series is perfect for InitialLit students who may be progressing more slowly in learning the advanced code, and for MiniLit Sage students. As is the case for all of our Readers, these books can also be used alongside other synthetic phonics programs and for home reading. The series features both fiction and non-fiction texts.

More to Explore student workbooks

More to Explore workbooks are available to align with InitialLit Readers Levels 1–9 (Series 1) and InitialLit Readers Levels 10–16 (Series 1). They contain fun activities for reading and writing practice, to consolidate and extend children's engagement with the Readers. The books can be used for homework or additional comprehension work in small groups.

What it comes with

For each series, printed books are available:

- As full sets of 60 individual decodable Reader titles
- As classroom sets, comprising six full sets
- As individual titles

Each level includes a shared Reader, in which the teacher and children read alternate pages. Teacher pages allow for enhanced storylines and provide opportunities to model fluent and expressive reading to children.



Special features

- 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
- Fiction and non-fiction texts available



New!

eLibrary

An annual subscription to the MultiLit eLibrary provides access to the full collection of 240 InitialLit Readers online.

Providing students with access to decodable Readers for home reading practice will help supercharge their reading progress.

The MultiLit eLibrary makes decodable readers available for home reading in a convenient format, and can also be used in schools to supplement printed copies of InitialLit Readers. Its browser-based platform allows books to be read on desktop computers or mobile devices, including smartphones and tablets.

library.multilit.com

Putto Press Books

picture books

New!

The delightful Putto Press picture books are written to exemplify a range of typical narrative structures. Intended to be read aloud, they help children develop key listening comprehension and story retelling skills.

Learn more



www.multilit.com/picturebooks

Who it's for

- **Children** aged 4–8

What it covers

A spotty sock mystery, a snail who won't eat her greens, and a very bossy duck! Each Putto Press book includes carefully chosen rich language features.

Teachers can use the books as springboards for lessons on different language elements to support early reading and writing.

For example:

- Use of adjectives (*Bessie the Bilby Needs a Friend*)
- Prepositional phrases (*Windy Town*)
- Time connectives (*The Best Gift*)

From relatable stories about young protagonists in familiar settings, to animal antics and make-believe worlds, these beautifully illustrated books will amuse and engage children, and are certain to bring reading pleasure to all young readers.

What it comes with

Putto Press books are available:

- As a pack to accompany the LanguageLift program (to be released in mid-2022)
- Individually for home or school use

Note: Refer to key on page 3

Age



F



Y1



Y2

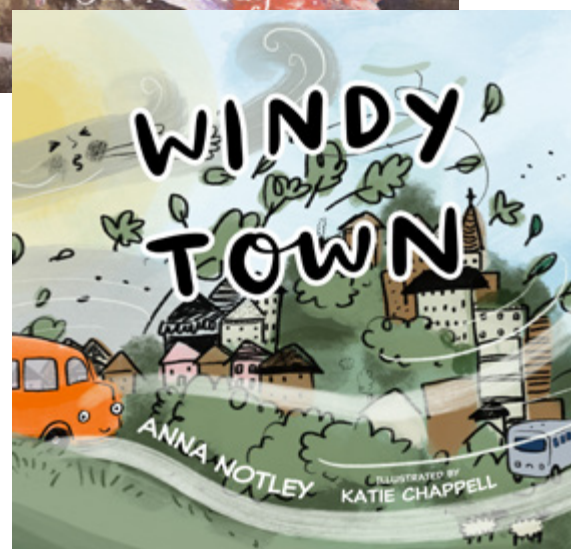
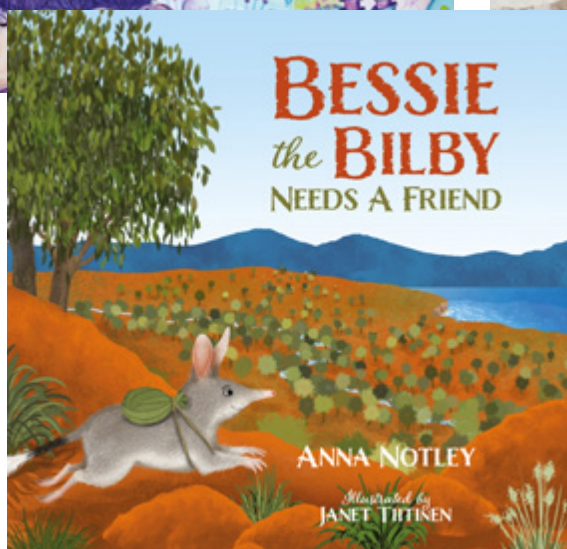
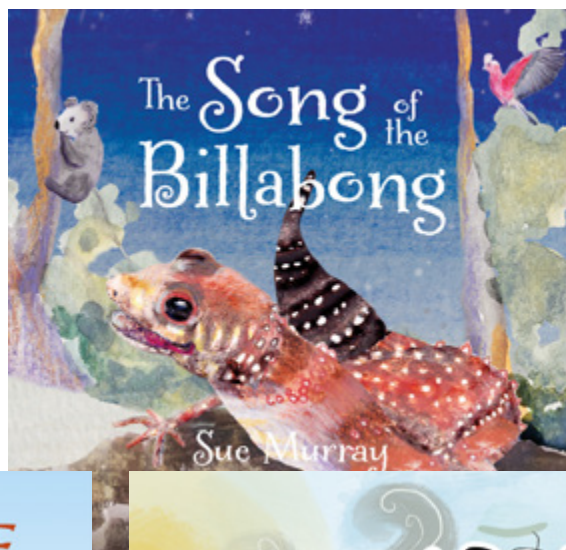
For



1:1



SG



LanguageLift

Due for release mid-2022

LanguageLift is an oral language intervention program for children in Kindergarten to Year 2 who need help with their speaking and story comprehension abilities. These skills are important for reading and writing development.

Designed by a speech pathologist, LanguageLift provides teachers with 120 carefully structured lessons to help children work on using complete and grammatically correct sentences when speaking; and to listen to, understand and retell stories in their own words.



MiniLit Sage

literacy intervention

New!

MiniLit Sage represents the latest scientific research and evidence base on effective reading instruction and intervention. As the first major revision of the MiniLit program, it provides explicit instruction in phonemic awareness, systematic synthetic phonics for reading and spelling, letter formation, and connected text reading. The program has also been revised to align with the scope and sequence of InitialLit.



Available for purchase
by schools only

Five Big Ideas

- ☒ Phonemic Awareness
- ☒ Phonics
- ☒ Fluency
- ☐ Vocabulary
- ☒ Comprehension

Learn more



www.multilit.com/minilitsage

Who it's for

- **Year 1 and 2 students** who require intensive support to develop decoding skills
- **Schools and teachers** looking to help young students improve decoding skills

What it covers

MiniLit Sage has 100 lessons, divided into two parts of 50 lessons each.

Part A

Teaches the basic phonic code for reading and spelling, starting with single letter-sound correspondences, then moving onto common digraphs.

Part B

Teaches the more useful digraphs from the advanced phonic code for reading and spelling, with a focus on accuracy and fluency for text reading.

MiniLit Sage should be delivered 4–5 times per week, for 45 minutes per lesson. These lessons comprise:

- A 30-minute working with sounds and words component
- A 15-minute session comprising practise of reading sounds and words and/or connected text reading



Note: Refer to key on page 3

Age



Y1



Y2

For



SG

Tier



T2

What it comes with

- Teacher Manual
- Eight Handbooks, containing detailed scripts
- Part A Sounds and Words Books (5 copies)
- Part B Sounds and Words Books (5 copies)
- Flashcards, Picture Cards, Sound Prompt Cards, Tricky Word Cards, Concept Cards, Plural Cards and Letter Tiles
- Sound Boxes (for teacher and students)
- Posters
- One pack of Part A Student Workbooks (5 copies) and one pack of Part B Student Workbooks (5 copies)
- One copy of the Part A Testing and Lesson Records Book, and one copy of the Part B Testing and Lesson Records Book
- Access to a range of online resources in the MultiLit Members' Area

Bonus: Wheldall Assessment of Reading Nonwords (WARN) Kit

Bonus: Wheldall Assessment of Reading Lists (WARL) Kit

MultiLit recommends purchasing a classroom set of InitialLit Readers Levels 1–9 (Series 1 or Series 2) and InitialLit Readers 10–16 (Series 2 – The Wattle Series) to accompany MiniLit Sage.

Professional development

MiniLit Sage can be delivered by literacy coordinators, learning support teachers, primary teachers, aides and assistants and special educators. Training is compulsory prior to purchase.

There are two training options available:

- A two-day Professional Development Workshop, via videoconference or in person
- An eLearning Bridging Workshop for people who have previously completed MiniLit training

The workshops cover:

- An explanation of the MiniLit Sage approach to remediating reading difficulties
- A detailed look at all program resources
- How to use the included assessment tools to identify struggling readers and track their progress
- A detailed look at lesson activities
- Keys to successful delivery
- Troubleshooting and FAQs



MacqLit

literacy intervention

MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that include all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.



Available for purchase
by schools only

Five Big Ideas

- ☒ Phonemic Awareness
- ☒ Phonics
- ☒ Fluency
- ☒ Vocabulary
- ☒ Comprehension

Learn more



www.multilit.com/macqlit

Who it's for

- **Struggling readers** in Year 3 through to high school and beyond
- **Students** who fall in the bottom 25% of a standardised reading test or curriculum-based measure
- **Students** who have difficulties with word recognition

What it covers

Older low-progress readers need to develop rapid, automatic and efficient word recognition strategies. MacqLit's primary focus is on phonics, supported by connected text reading, to ensure skills are generalised to authentic reading experiences.

MacqLit has 122 carefully scripted lessons, divided into nine parts. Each lesson is designed to last one hour, and should be delivered at least four times per week.

Skills taught include:

- Letter-sound correspondences presented in an easy-to-hard sequence
- Strategies for decoding multi-syllable words
- Prefixes and suffixes
- Generalising component skills through connected text reading

What it comes with

- Teacher Manual
- Nine Handbooks, including lesson scripts
- Set of Sounds and Words Books
- Sample student Activity Book (available for purchase as consumables)
- Reinforced Reading Booklet and video
- Testing and Lessons Record Book/Activity Book pack
- Flashcards, Sound Prompt Cards, Sight Words Cards

Bonus: Wheldall Assessment of Reading Passages (WARP) with first purchase of MacqLit

Note: Refer to key on page 3

Age



For



Tier



Professional development

Training in MacqLit program delivery is compulsory prior to implementation. The two-day workshop is available via videoconferencing or in person.

It covers:

- Identifying students who need the program and placing them into groups
- Explanation of MacqLit's approach to reading instruction
- In-depth look at various activities associated with MacqLit and hands-on practise at delivering them
- How to monitor progress
- Implementing MacqLit in school



In my experience using MacqLit in a high school setting, I found it builds a range of literacy skills including reading accuracy, fluency, comprehension, spelling and vocabulary. It also builds self-esteem and creates a positive attitude towards reading. I found that the fact that it was delivered in a group meant that high school students felt more comfortable participating as they were going along with their peers. Overall, I highly recommend MacqLit as it was such a positive experience in terms of building students' confidence and reading skills in just one year.

Ana Grassi | Learning and Support Teacher,
Kogarah High School, NSW



Spell-It

literacy support

Spell-It assists teachers with planning and implementing spelling instruction, based on assessment of students' current knowledge. It teaches the rules, conventions, structure and logic of the English language, to enable teachers to plan effective spelling lessons based on the needs of students.



Available for purchase
by schools only

Learn more



www.multilit.com/spell-it

Who it's for

- **Older students** who have average reading skills, but poor spelling skills
- **Students** who rely on visual images of words, but do not understand the system behind the patterns
- **Students** who over-rely on known sound-spelling relationships to write words because they do not know about alternate spelling conventions
- **Teachers** seeking to increase their own knowledge regarding the spelling system that underpins written English.

What it covers

- Spell-It provides assessment tools for teachers to identify the spelling skills that are needed most, and to develop a teaching program to target these areas.
- Specific teaching strategies and formats are included for each teaching topic, with alternative 'routes' for differentiated instruction, extensive examples, and word lists for use within lessons.

What it comes with

- Teacher Manual
- Teaching Topic Manuals
- Sample student Activity Book
- Answer Book
- My Spelling Dictionary
- Access to online resources

Spell-It Cards can either be downloaded or purchased as a set.

Additional student Activity Books can be purchased separately from MultiLit.

Note: Refer to key on page 3

Age



For



Tier



Professional development

Spell-It training via videoconferencing or in person is compulsory.

The one-day workshop covers:

- The Spell-It teaching approach
- How to conduct a gap analysis assessment to identify spelling needs
- Opportunities to practise lesson delivery
- Practical aspects of implementation



Not only will students learn from this program but I, as a teacher, will learn the art of spelling. Everyone is a winner!

Lisa Putzolu | Head of Curriculum,
Texas State School, Qld



My Spelling Dictionary

My Spelling Dictionary™ differs in a number of ways from conventional dictionaries:

- It groups words according to their beginning sound, not their beginning letter
- It demonstrates the different spelling choices for a particular sound
- It includes a selection of commonly used words encountered in text, as well as some useful academic words
- It encourages the user to personalise the dictionary with specific words
- It helps to solve a problem many students experience: knowing the beginning sound of a word, but not remembering what the word looks like

As well as assisting students to improve their spelling, My Spelling Dictionary is also a tool to improve more general literacy skills such as vocabulary knowledge.

A copy of My Spelling Dictionary is included in the Spell-It Kit and can be purchased separately.

Reading Tutor Program (RTP)

literacy intervention

The Reading Tutor Program (RTP) is a literacy intervention program for low-progress readers. It reflects a contemporary approach to best-practice literacy instruction, as identified by international reading scientists and various inquiries into reading.



Available for purchase
by schools only

Five Big Ideas

- ☒ Phonemic Awareness
- ☒ Phonics
- ☒ Fluency
- ☒ Vocabulary
- ☒ Comprehension

Learn more



[www.multilit.com/
reading-tutor-program](http://www.multilit.com/reading-tutor-program)

Who it's for

- **Students** from Year 2 and up who need help improving reading skills
- **Adults** who have not acquired the basic skills needed to become functional readers
- People learning English as a foreign language or second language (**EFL/ESL**)

What it covers

Research shows that the most effective programs of reading instruction for low-progress readers involve intensive, systematic and explicit instruction in three main areas:

- Phonics (or Word Attack Skills) including accuracy, fluency and spelling
- High-frequency sight word recognition to access text quickly
- Supported book reading

The RTP covers all these areas with Work Attack Skills, Sight Words and Reinforced Reading components.

The program should be delivered three to five times per week, for 40 minutes per session.

What it comes with

- RTP introductory video
- Word Attack Skills Manual, Sound Prompt Cards and Recording Booklet
- Sight Words Manual, Flashcards and Recording Booklet
- Reinforced Reading training video
- Reinforced Reading instruction booklet
- Access to online resources

Note: Refer to key on page 3



Professional development

For the RTP to be most effective, it is important to have a thorough understanding of its concepts and methods. Training is strongly recommended for program implementation and success.

There are two training options available:

- One-day face-to-face workshop, via videoconferencing or in person
- Eight self-paced eLearning modules

Both options provide thorough explanation of each component, video demonstrations and practical activities.



The MultiLit Reading Tutor Program has been absolutely astonishing in its success to improve our students' literacy levels, phonemic awareness and word attack skills. For many struggling students it has been an absolute 'game changer' for their learning . . . The MultiLit Reading Tutor Program is the best reading intervention our experienced staff have ever used.

Kristen Turra | Student Support Officer,
Darley Primary School, Vic

Reinforced Reading

One of the most important things we can do to help low-progress readers is to hear them read for as little as 15–20 minutes every day, using an approach known as Reinforced Reading.

The Reinforced Reading Package includes:

- A booklet and video detailing skills necessary to provide supported book reading in a one-to-one context
- A Reference Guide describing how to implement Reinforced Reading to improve reading accuracy, fluency and comprehension

Reinforced Reading forms an integral part of the MultiLit Reading Tutor Program, MacqLit and Word Attack Skills – Extension, but it can also be used separately.



Word Attack Skills – Extension (WAS-Ex)

literacy intervention

The one-to-one Word Attack Skills – Extension (WAS-Ex) program teaches strategies to help struggling readers tackle multi-syllable words with confidence.



Available for purchase
by schools only

Five Big Ideas

☐ Phonemic Awareness

☒ Phonics

☒ Fluency

☒ Vocabulary

☒ Comprehension

Learn more



www.multilit.com/word-attack-skills-extension-program

Who it's for

- **Older students** who have finished the Reading Tutor Program (RTP) but still require additional support
- **Older students** who have learned basic decoding skills but still find it hard to access more challenging texts
- **Older students** who find reading laborious, lack fluency and have become demotivated

What it covers

Following from the Word Attack Skills component of the RTP, Word Attack Skills – Extension takes students through more complex letter combinations, affixes and multi-syllable words.

The program should be delivered in conjunction with Reinforced Reading, three to four times per week, for 40 minutes per session.

What it comes with

- Teacher Manual
- Presentation Cards
- Recording Booklet
- Reinforced Reading training video
- Reinforced Reading instruction booklet
- Access to online resources



Note: Refer to key on page 3

Age



Y4+



A

For



1:1

Tier



T3

Professional development

Attendance of the one-day Word Attack Skills – Extension Professional Development Workshop is strongly recommended to get the best results from the program.

It covers:

- Essential background knowledge
- The Word Attack Skills research base
- A step-by-step guide to all the interventions and strategies used
- An opportunity to practise the interventions through application exercises



We have many students come to our school in late primary or secondary school who are low-progress readers or refugees from a non-English speaking background. After completing the MultiLit Reading Tutor Program, these students need further literacy intervention so that they can succeed in the classroom environment. With the Word Attack Skills – Extension program, staff notice the change not only in their reading and comprehension abilities, but their class participation and general confidence and demeanour.

Rebekah Wetherton | Student Services Coordinator,
Christadelphian Heritage College, NSW



Assessments and Monitoring

MultiLit Assessments and Monitoring provides a suite of fast, simple to use assessment tools to measure students' skills and progress, as well as professional development on designing an effective assessment strategy.



WSCS, WARN, WARL and WARP

literacy assessment

MultiLit offers four quick and simple measures of reading performance, designed to identify low-progress readers, identify language difficulties and monitor reading progress. These assessment tools can easily be administered by teachers, learning support teachers and other personnel involved in literacy instruction.

Learn more

 www.multilit.com/wscs
www.multilit.com/warn
www.multilit.com/warl
www.multilit.com/warp

Age



For



Tier



Wheldall Sentence Comprehension Screeners (WSCS)

New!

Language comprehension is foundational to the understanding of written text. It is also important in its own right, as language difficulties can limit classroom and social participation.

The WSCS is a new test designed to identify young children who may benefit from targeted language comprehension assessment and/or support through MultiLit's new program, LanguageLift — due for release in 2022.

What it covers

Administration of the WSCS involves asking the child to listen to a sentence, then select the picture that best represents that sentence from four options. Stimulus pictures are designed to be child-friendly, engaging and clear.

- In total, there are 40 sentences of varying length and grammatical complexity
- The test takes approximately 5–10 minutes to complete



Wheldall Assessment of Reading Nonwords (WARN)

For beginners, reading depends largely on how well they can decode unfamiliar words. However, there are few tests that measure phonological recoding – or nonword reading – satisfactorily in the early years, and far fewer that measure fluency and allow for regular monitoring.

The WARN is brief and straightforward to administer and score, timed so that it measures reading fluency and not just accuracy, and associated with valid and reliable Australian performance benchmarks.

What it covers

The WARN comprises three Initial Assessment Lists and 10 Progress Monitoring Lists.

- Initial Assessment Lists can be used for screening, one-off assessment, or monitoring progress over a longer period
- Easy-to-use benchmarks/cut-off scores allow for identification of the bottom 25% of students and to assess overall student reading progress
- Progress Monitoring Lists can be used to more frequently track students' reading progress

A WARN Kit is included with all purchases of InitialLit–Foundation and MiniLit Sage.



Wheldall Assessment of Reading Lists (WARL)

Reading fluency is a powerful predictor of overall reading progress. The WARL is a quick and simple measure of reading performance, designed to identify younger low-progress readers and monitor reading progress.

What it covers

The WARL provides a set of 100-word lists, each of which include a selection of the most frequently occurring words, to assess the progress of younger readers in Year 1 and 2.

- The number of words read correctly provides a measure of the student's level of oral reading fluency
- Easy-to-use benchmarks/cut-off scores allow for identification of the bottom 25% of students and to assess overall student reading progress
- Lists can be utilised to monitor the progress of individual low-progress readers on a weekly or fortnightly basis

A WARL Kit is included with all purchases of InitialLit-1 and MiniLit Sage.

Note: Refer to key on page 3

Age



F



Y1



Y2+

For



1:1

Tier



T1



T2



T3

Wheldall Assessment of Reading Passages (WARP)

WARP has been designed to identify older low-progress readers, and monitor their reading performance over time, using a quick, simple, reliable and valid test of oral reading fluency. The WARP assesses students reading at Year 2 to Year 5 level, including older low-progress readers who are still developing reading skills in the high school years.

What it covers

The WARP provides a set of 200-word passages, which students read for just one minute.

- The number of words read correctly measures the student's level of oral reading fluency
- Easy-to-use benchmark/cut-off scores allow for identification of the bottom 25% of students
- Passages can be utilised to monitor the progress of individual low-progress readers on a weekly or fortnightly basis

A WARP Kit is included with all purchases of InitialLit-2 and first-time purchases of MacqLit.

What it comes with

Each WSCS, WARN, WARL and WARP Kit includes:

- Teacher Manual
- Presentation Booklet
- Pack of Record Forms
- For WARN, WARL and WARP, access to online resources specifically designed for tracking students' progress



Measuring Reading Progress (MRP)

literacy assessment

The one-day Measuring Reading Progress (MRP) Workshop provides educators with a solid understanding of the importance of using data to monitor students' reading progress on a very regular basis, so that no student gets left behind.

Learn more



www.multilit.com/mrp

Who it's for

- School **leaders**
- Classroom and learning support **teachers**
- School **counsellors**
- Specialist reading **teachers** and **tutors**
- Literacy **coaches**

What it covers

The one-day MRP Workshop covers:

- Training in the WSCS, WARN, WARL and WARP, which are quick, simple and reliable general measures of reading progress
- How to create a coherent school-wide reading assessment process
- How to use the data obtained from a range of tools to inform instructional decisions
- The need for a consistent school-wide approach to reading assessment
- Linking the measurement of reading progress to the three tiers of intervention within the RtI framework



Great workshop. Kept practical. Allowed for reflection on practice and affirmation of strategies being used to support low-level learners. Supportive presentation loaded with some great ideas and encouragement for supporting students at risk.

Kym Webb | Special Education Teacher, Sandgate District State High School, Qld

Positive Teaching and Learning

Boost student engagement, enhance learning outcomes and support students engaging in behaviours of concern to help improve teacher wellbeing and to create a learning environment where everyone thrives, through MultiLit's Positive Teaching and Learning Initiative.



Positive Teaching and Learning

At MultiLit, we place a strong focus on ensuring students are ready to receive instruction. Without planning for effective classroom management, student engagement, participation and learning will be negatively impacted.

That's why the Positive Teaching method underpins all of MultiLit's programs. This framework is designed to provide teachers and schools with support and training in facilitating a positive learning environment and working more effectively with students with behaviours of concern.

Learn more



positiveteaching.multilit.com

Who it's for

- School **leaders** and **teachers**
- Special **educators**
- Learning and support **staff**
- School **counsellors** and **psychologists**
- **Allied health** clinicians
- **Students** pursuing a career in a related field

What it covers

The Positive Teaching and Learning Initiative includes:

- A series of Professional Development Workshops
- An introduction to the general principles of Positive Teaching
- Progressively more specialised topics, delving deep into behaviour assessment, monitoring and management
- Downloadable and consumable resources to support behaviour management initiatives
- Individualised consulting support packages with behaviour specialists, Micaela Rafferty and Jill Hellemans

Workshops are available via self-paced eLearning modules or on-sites (videoconference or in person).

Each eLearning module includes:

- Video demonstrations
- Practical activities
- Opportunities to apply and consolidate knowledge of the key features of the optimal approach to effective classroom behaviour management
- Immediate feedback throughout training materials

Positive Teaching for Effective Classroom Behaviour Management

6
HOURS

Foundations, Assessment and Measurement of Behaviour

9
HOURS

1 Foundations of Behaviour and Function-based Thinking

2 Functional Behaviour Assessment

3 Measurement of Behaviour

Motivation and Teaching Strategies

6
HOURS

1 Replacement Behaviour and Motivation Strategies

2 Reinforcement Systems and Teaching Strategies

Positive Teaching for Effective Classroom Behaviour Management

Duration: 6 hours

Prerequisites: None

Positive Teaching emphasises the importance of contingent praise related to classroom social behaviour which increases the time spent on task, leading to improved academic performance. The workshop is based on the extensive research of Emeritus Professor Kevin Wheldall AM and Dr Robyn Wheldall of Macquarie University, and on the earlier research of Emeritus Professor Kevin Wheldall and Dr Frank Merrett at the Centre for Child Study, University of Birmingham.

It covers:

- Skills and methods for creating a positive learning environment
- Implementation of a clear behaviour management strategy
- Identifying troublesome classroom behaviours
- Setting the classroom context to encourage more appropriate behaviour and increase academic engagement
- Understanding the importance of contingent praise and appropriate reprimands in improving classroom behaviour

Registration includes a copy of *Positive Teaching for Australian Primary Schools: Effective classroom behaviour management* by Emeritus Professor Kevin Wheldall AM, Dr Robyn Wheldall and Dr Frank Merrett.

Foundations, Assessment and Measurement of Behaviour

This learning series provides teachers with comprehensive training in the skills and knowledge required to conduct a school-based functional behaviour assessment (FBA). It aims to move teachers towards a more function-based approach.

Completing all three modules in this series provides participants with nine hours of comprehensive training in the foundations, assessment and measurement of behaviour, as well as the knowledge and resources required to conduct a school-based FBA.

Foundations of Behaviour and Function-based Thinking

Duration: 3 hours
Prerequisites: None

This module covers the science and systems supporting a function-based approach to positive behaviour change. It discusses how the functional thinking model can be adopted to improve how we support individuals engaging in challenging behaviour.

Functional Behaviour Assessment

Duration: 3 hours
Prerequisites: Foundations of Behaviour and Function-based Thinking

This module builds on the concepts and principles covered in the Foundations module, and prepares teachers to conduct the initial stages of a school-based functional behaviour assessment.

Measurement of Behaviour

Duration: 3 hours
Prerequisites: Foundations of Behaviour and Function-based Thinking, Functional Behaviour Assessment.

This module delves further into the assessment of behaviour by taking an in-depth look at the measurable dimensions of behaviour, and the data collection techniques associated with these.

Motivation and Teaching Strategies

This learning series focuses on the concept of improving student motivation and engagement, through careful and systematic implementation of reinforcement systems. It trains educators to identify and teach their students functionally equivalent replacement behaviour. This series also focuses on evidence-based teaching strategies to establish these behaviours as new skills in students' learning repertoires.

Replacement Behaviour and Motivation Strategies

Duration: 3 hours
Prerequisites: None (Foundations of Behaviour and Function-based Thinking beneficial)

This module helps participants identify appropriate and functionally related replacement behaviour to teach students engaging in challenging behaviour.

It covers:

- Identifying replacement behaviour
- Functionally equivalent behaviour
- Skill and performance deficits
- The effective use of reinforcement
- Motivation and its effects on behaviour
- Strategies to improve motivation

Reinforcement Systems and Teaching Strategies

Duration: 3 hours
Prerequisites: Replacement Behaviour and Motivation Strategies

This module develops participants' ability to identify a student's preferences, and design and implement individualised reinforcement systems to support positive behaviour change. Effective, evidence-based teaching strategies, including Behaviour Skills Training (BST) and Functional Communication Training (FCT), are taught using case-based video scenarios and practical activities.

It covers:

- Identifying student preferences
- Designing and implementing a reinforcement system
- Behaviour skills training
- Functional communication training
- Case studies

Professional Development Workshops

Our Professional Development Workshops are conducted by trainers who have extensive experience in delivering MultiLit programs in a variety of settings.



Professional Development Workshops

MultiLit's Professional Development Workshops are conducted throughout the year in Australian capital cities, regional locations, and via videoconferencing. Several workshops are also available via self-paced eLearning modules, so participants can undertake their professional learning at a time of their choice.

Learn more

 www.multilit.com/professional-development

Professional accreditation

 www.multilit.com/quality-assured

Who it's for

- School **leaders** and **teachers**
- Special **educators**
- Learning and support **staff**
- School **counsellors** and **psychologists**

What it covers

Each of our workshops is tailored to provide in-depth information on our literacy programs and assessment tools.

What it comes with

- Face-to-face direct tuition from experienced trainers (in person or via videoconference)
- Training materials and booklets
- Post-training support via email and phone
- Catered morning tea and lunch for in person workshops

On-site workshops

On-site workshops are available upon request for all programs.

Email: multilit@multilit.com

Call: 1300 55 99 19

PD Workshops

PreLit	1 day	6 hours	In person or videoconference
InitialLit-F/1/2	2 days	12 hours	In person or videoconference
InitialLit Extension		3 hours	eLearning
MiniLit Sage	2 days	12 hours	In person or videoconference
MacqLit	2 days	12 hours	In person or videoconference
Reading Tutor Program	1 day	6 hours	eLearning, in person or videoconference
Word Attack Skills – Extension	1 day	6 hours	In person or videoconference
Spell-It	1 day	6 hours	In person or videoconference
Measuring Reading Progress	1 day	6 hours	In person or videoconference
Positive Teaching for Effective Classroom Behaviour Management	1 day	6 hours	eLearning, in person or videoconference
Foundations, Assessment and Measurement of Behaviour Series		9 hours	eLearning
Motivation and Teaching Strategies Series		6 hours	eLearning

Other MultiLit Initiatives

MultiLit's continually evolving approach to literacy instruction extends beyond our programs and products to include Literacy Centres, the Five from Five initiative, academic publications and more.



Literacy Centres

Parents concerned about their child's progress in reading can access comprehensive assessments and tuition at MultiLit Literacy Centres. Our fully trained tutors deliver intensive one-on-one programs to address specific needs in reading accuracy, fluency, comprehension and spelling.

Learn more



literacycentres.multilit.com

Who it's for

- **Students** reading at a considerably lower level than their peers

What it covers

Our Literacy Centres offer a range of individualised programs, which can be delivered in centre or via videoconference.

- **MiniLit Sage**
For students in Year 1 and/or students requiring early literacy skill intervention.
- **Reading Tutor Program, MacqLit and Word Attack Skills – Extension**
For Year 2 students up to adults requiring intensive instruction in reading accuracy and fluency.
- **Comprehension**
For Year 4 students and up who have adequate reading accuracy skills, but require help to understand text.
- **Parent Monitoring Program**
Training for parents to deliver the Reading Tutor Program at home with their child, complemented by weekly sessions with senior staff to monitor progress.

- **School Holiday Programs**

Intensive tuition for students during the school holidays, as a boost to reading skills or to complement MultiLit instruction in schools.

Individual programs use intensive one-on-one instruction over two, three or four 50-minute sessions per week. Programs are conducted over a 10-week period during public school terms, with a minimum of two terms recommended.

Results

Typically, we expect a substantial improvement in reading after attending Literacy Centres for just two terms, as our most recent analysis of the progress of a group of students shows. The analysis included assessment results from 164 students who attended tutoring in the last five years and were in Year 3 through to Year 6.

On average, over six months, students made gains of:

- 13 months in word reading
- 13 months in spelling
- 18 months in decoding
- 13 months in passage reading accuracy
- 11 months in passage reading comprehension

For schools

If your school is unable to offer individual programs for students who require more targeted, intensive instruction, online Literacy Centre programs can be delivered at school. We offer programs for primary and secondary students during school hours, including specialised assessment, targeted instruction, monitoring and reporting.

Email: bella.vista@multilit.com

Call: 02 9886 6622

Email: macquarie.park@multilit.com

Call: 02 9886 6600



MultiLit's community education initiative, Five from Five, is at the forefront of promoting effective, evidence-based reading instruction, by providing free resources to teachers, principals and parents, releasing research reports and policy papers, and advocating with politicians and policymakers.

Learn more



www.fivefromfive.com.au

After completing her PhD research at Macquarie University, supervised by MultiLit founders Emeritus Professor Kevin Wheldall and Dr Robyn Wheldall, Dr Jennifer Buckingham saw an opportunity to establish an initiative focused on ensuring the Five Big Ideas of reading – the five elements scientific research has shown to be essential to learning to read – were embedded in education from the age of five.

Five from Five was founded in 2016 under the auspices of the Centre for Independent Studies, with the support of the Macquarie Foundation, Vincent Fairfax Family Foundation, Belalberi Foundation, Kate and Peter Mason, Eureka Benevolent Foundation and Paul Ramsay Foundation. Since then, it has grown to become a vibrant initiative, sharing information and free resources with teachers, principals and parents, and advocating for evidence-based policy with politicians and policymakers.

In 2019, MultiLit acquired the Five from Five initiative from the Centre for Independent Studies and continues to support its important work under the leadership of Dr Buckingham, Director of Strategy and a Senior Research Fellow at MultiLit.

Five from Five releases research reports and policy papers, runs professional learning around Australia, hosts events with government ministers and international speakers, and engages with thousands of teachers around the world via its website and social media.

Five from Five recently partnered with AUSPELD and Learning Difficulties Australia on the Primary Reading Pledge – a plan to have all students reading by the end of primary school by committing to using standardised assessments and evidence-informed interventions.

Five from Five has launched a series of information seminars for teachers and school-based professionals, on topics such as the science of reading and synthetic phonics.



MRU Press Books

Coming soon

Effective Instruction in Reading and Spelling

**Edited by Kevin Wheldall, Robyn Wheldall and
Jennifer Buckingham**

This textbook is an accessible, up-to-date guide to evidence-informed practices in teaching reading and spelling, grounded firmly in the Science of Reading and its application in classrooms.

It is ideal for use in initial teacher education degrees (ITE) and other higher education courses for primary school teachers. It is also a practical yet scholarly reference book for any teacher of reading.

The book covers theories of reading, the scientific evidence base on how children learn to read, the Five Big Ideas of reading, reading-related skills, intervention and assessment, with chapters written by respected Australian and international experts.

Recent Psychological Perspectives on Reading and Spelling Instruction

Edited by Kevin Wheldall and Nicola Bell

While concerns regarding the poor reading progress made by too large a minority of children feature with monotonous regularity in both popular and professional critiques of contemporary schooling, we are perhaps in danger of underestimating the significant progress that has been made by reading scientists. Much of this progress in reading research and theory, however, has yet to filter through to the work of teachers in classrooms.

As the title makes clear, the focus of this book is on this recent research and its implications for teachers, educational psychologists and others working in schools.

This book brings together nine essays written by leading experts in the field: Kate Nation, Kathleen Rastle, Jennifer Buckingham, Rhona Stainthorp, Jonathan E. Solity, Kerry Hempenstall, Linda S. Siegel, Kevin Wheldall, Robyn Wheldall and Peter Westwood.



www.multilit.com/mrupress

Price List

To order online, visit www.multilit.com and click 'Shop'.

PreLit	
Professional Development	
Professional Development Workshop only (one day, pp)	\$578
Professional Development Workshop only (two days, videoconference)	\$525
Kit	
PreLit Kit only	\$515
InitialLit-F	
Professional Development	
Professional Development Workshop only (two days, pp)	\$1156
Professional Development Workshop (two days, videoconference)	\$1050
Kit, Consumables and Replacement Components	
InitialLit-Foundation Kit only	\$1885
InitialLit-F Sounds and Words Books (pack of 6 books)	\$148
InitialLit-F Handwriting Workbooks (NSW font; pack of 5)	\$47
InitialLit-F Handwriting Workbooks (Vic font; pack of 5)	\$47
InitialLit-F Handwriting Workbooks (Qld font; pack of 5)	\$47
InitialLit-F Handwriting Workbooks (SA font; pack of 5)	\$47
InitialLit-F Home Reading Diary (NSW font; class pack, 25 copies; 4 diaries per student)	\$228
InitialLit-F Home Reading Diary (NSW font; 5 pack; 4 diaries per student)	\$47
InitialLit Readers Levels 1-9 (Series 1) More to Explore book (pack of 5)	\$64
The Zebra Who Ran Too Fast (storybook used alongside InitialLit-F Storybook session 5)	
InitialLit-1	
Professional Development	
Professional Development Workshop only (two days, pp)	\$1156
Professional Development Workshop (two days, videoconference)	\$1050
Kit and Consumables	
InitialLit-1 Kit only	\$1885
InitialLit-1 Sounds and Words Book A (pack of 6 books)	\$148
InitialLit-1 Sounds and Words Books B (pack of 6 books)	\$148
InitialLit-1 Activity Books (pack of 5)	\$47
InitialLit-1 Home Reading Diary (NSW font; 5 pack; 4 diaries per student)	\$47
InitialLit Readers (Levels 10-16) More to Explore books (pack of 5)	\$47
InitialLit-1 Handwriting Workbook (NSW font only; pack of 5)	\$47
InitialLit-2	
Professional Development	
Professional Development Workshop only (two days, pp)	\$1156
Professional Development Workshop (two days, videoconference)	\$1050
Kit and Consumables	
InitialLit-2 Kit only	\$1885
InitialLit-2 RAD Reading Book (pack of 5 books)	\$64
InitialLit-2 Spelling Workbook (pack of 5 books)	\$47
InitialLit-2 Home Reading Diaries (NSW font; 5 pack; 4 diaries per student)	\$47
InitialLit Extension	
Professional Development	
Professional Development Workshop (by eLearning modules, 3 hours, pp)	\$225
PD + Extension book pack (15% discount on single item price)	\$360
Kit and Consumables	
InitialLit-F Extension Sounds and Words (pack of 5)	\$195
InitialLit-1 Extension Sounds and Words (pack of 5)	\$195
InitialLit-2 Extension RAD Reading Book (pack of 5)	\$195
InitialLit Readers Levels 1-9 (Series 1 or Series 2)	
InitialLit Readers Levels 1-9 Full Set (60 Readers, 1 copy of each title)	\$452
InitialLit Readers Levels 1-9 Classroom Set (6 Full Sets)	\$1840
InitialLit Readers Level 1 Bundle	\$52
InitialLit Readers Level 2 Bundle	\$52
InitialLit Readers Level 3 Bundle	\$52
InitialLit Readers Level 4 Bundle	\$52
InitialLit Readers Level 5 Bundle	\$59
InitialLit Readers Level 6 Bundle	\$78
InitialLit Readers Level 7 Bundle	\$78
InitialLit Readers Level 8 Bundle	\$97
InitialLit Readers Level 9 Bundle	\$78

Terms and Conditions of Sale

General

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- You agree not to undertake any act that infringes the copyright in these products. In particular, you agree not to copy, reproduce, translate, adapt, vary or modify these products without the express consent of MultiLit, or unless otherwise permitted by the Copyright Act 1968 (Cth).
- The use of MultiLit publications and attendance at professional development workshops is for personal education use in schools with State/Territory accreditation ('Accredited Schools'). Other commercial use, hiring or lending, or other use as part of any commercial, not-for-profit, or fee-paying program of instruction or tuition not carried out within an Accredited School is strictly prohibited.
- Your right to use any product commences upon your purchase of these products, but this right to use may be terminated if you infringe MultiLit's rights in the product.
- Your right to use shall be governed by and construed according to the laws of the State of New South Wales, Australia.
- Returns are accepted within 30 days of the date of purchase if the wrong product was purchased and a replacement will be provided.
- All prices are inclusive of GST.

Applicable to Programs

Training required with first purchase of Initialit-Foundation, Initialit-1, Initialit-2, MiniLit Sage, MacqLit and Spell-It. Initialit-Foundation, Initialit-1, Initialit-2, MiniLit Sage, MacqLit, Spell-It, Reading Tutor Program, and Word Attack Skills – Extension are available only for purchase by schools, and can only be used for non-commercial purchases.

Initialit Readers Levels 10–16 (Series 1 or Series 2 – The Wattle Series)	
Initialit Readers Levels 10–16 Full Set (60 Readers, 1 copy of each title)	\$452
Initialit Readers Levels 10–16 Classroom Sets (6 Full Sets)	\$1840
Initialit Readers Level 10 Bundle	\$67
Initialit Readers Level 11 Bundle	\$104
Initialit Readers Level 12 Bundle	\$85
Initialit Readers Level 13 Bundle	\$85
Initialit Readers Level 14 Bundle	\$67
Initialit Readers Level 15 Bundle (Series 1)	\$104
Initialit Readers Level 16 Bundle (Series 1)	\$57
Initialit Readers Level 15 Bundle (Series 2 – The Wattle Series)	\$85
Initialit Readers Level 16 Bundle (Series 2 – The Wattle Series)	\$76
eLibrary (full-year subscription)	
eLibrary Tier 1 (1–60 users)	\$360
eLibrary Tier 2 (61–120 users)	\$695
eLibrary Tier 3 (121–180 users)	\$975
eLibrary Tier 4 (181–240 users)	\$1260
eLibrary Tier 5 (241–300 users)	\$1440
eLibrary Tier 6 (301–360 users)	\$1595
eLibrary Tier 7 (361–420 users)	\$1725
eLibrary Tier 8 (421–480 users)	\$1850
eLibrary Tier 9 (481+ users)	\$2315
Putto Press picture books	
LanguageLift book pack (15 titles)	\$200
A Spotty Sock Mystery	\$15
Nina the Snail Does Not Like Her Greens!	\$15
A Most Unusual Pig	\$15
Bessie the Bilby Needs a Friend	\$15
Anna is Annoyed	\$15
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