



# *Reading at Rainworth....*

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Parent Information Morning  
3<sup>rd</sup> March 2023



Presented by  
Mrs Tania Venuto  
Mrs Sharni Thomas

# Welcome

Mrs Lee Martin



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## **Acknowledgement of Country**

I would like to acknowledge the traditional custodians of the lands, seas, skies and waterways of the region in which we meet today and pay respects to Elders past, present and emerging.

# *What is reading?*

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Decoding  
Comprehension



# What are the component skills of reading?

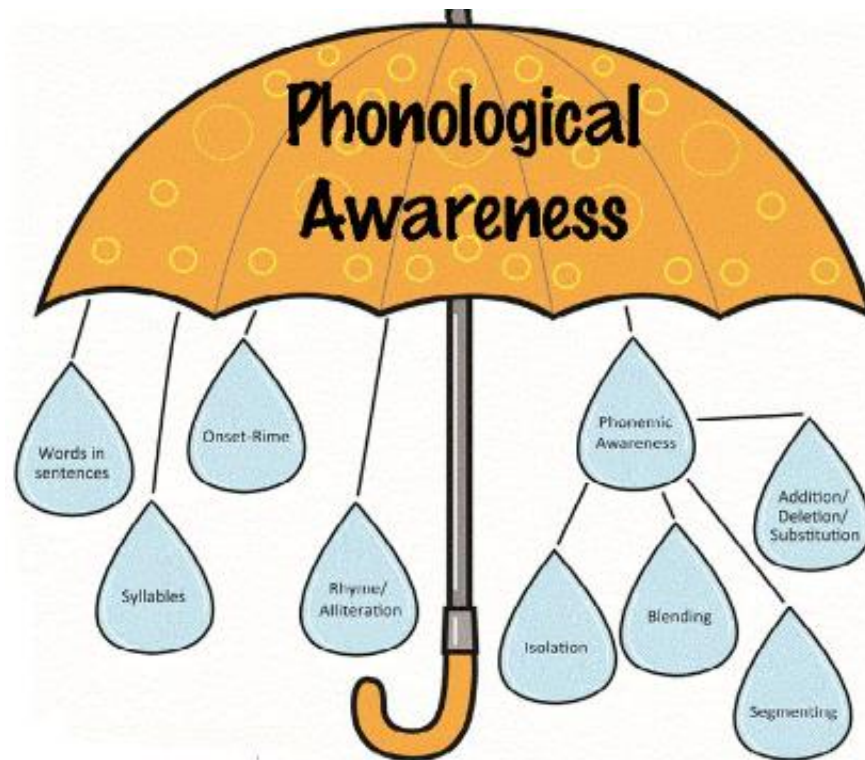
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# What is Phonological Awareness?

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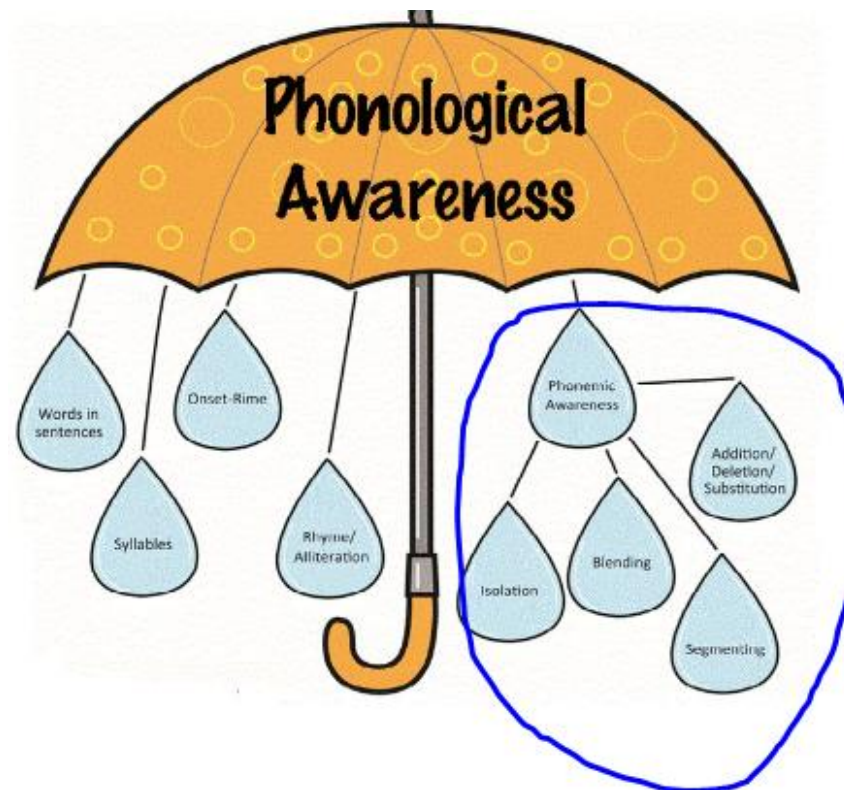
- [readingwritingcentre phonological awareness](#)



# What is Phonemic Awareness?

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- readingwritingcentre phonemic awareness





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# How can you help at home?

Refer to Home Reading Handout

# Remember -

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- Reading aloud to your child
- remains vitally important long
- after they are able to read for
- themselves. It allows them to access rich, high level literary vocabulary and ideas that would be too difficult for them to read on their own.
- Keep reading until at least the end of primary school
- After that, buy them books and talk about what they are reading





# Our signature programs

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	<b>Prep</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Whole Class	InitialLit	InitialLit	InitialLit	Rainworth reading program
	4 lessons per week	4 lessons per week	4 lessons per week	4 lessons per week
Support program	PreLit	MiniLit / Read3	MiniLit / Read3	MacqLit / Read3
Teacher aide led groups	4 x week (small group or 1:1)	4 x week (small group or 1:1)	4 x week (small group or 1:1)	4 x week (small group or 1:1)

# What is InitialLit?

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Click below to watch the InitialLit video

<https://www.youtube.com/watch?v=XXRZ2AurDvY>

**MultiLit**



# Intervention Programs at Rainworth



<b><i>MultiLit Programs</i></b>	<b><i>Read3</i></b>
<i>Tier 2 – Small group (6)</i> <u>PreLit</u> – Prep <u>MiniLit</u> – Yr1 & 2 <u>MacqLit</u> – Yr3 & 4	<i>Tier 3 – 1:1</i> Prep – Year 3

# What is MiniLit?



Click the link below to watch the MiniLit video:  
<https://www.youtube.com/watch?v=EhZisXoPjv4>

# MiniLit Screener Example

## ○ Initial MiniLit Screener

MiniLit™ Placement Test Student Record Form Nonword reading - Part A

### Placement Test

#### Nonword reading - Part A

**Testing**

- Sit opposite or next to the child.
- Place Part A of Placement Test Presentation Pages in front of child.
- Point to Dr Dragonfly and say: This is Dr Dragonfly. She has discovered some bugs and given them funny made-up names.
- Point to the first practice item in green box and say: I want you to read the names for these bugs. Let's do one together first. Point to each letter in the word 'sot' as you say: /s/ /o/ /t/ - sot. What word? Child responds 'sot'.
- Point to the next practice item and say: Now you try one. Child responds /t/ /a/ /m/ - tam. If the child is unable to correctly read the word, model sounding out and saying the whole word. Ask the child to do it on his/her own.
- Point to the first word on Line 1 and say: Now try reading these words on your own. You might need to sound them out. Don't forget to read the whole word.

Lessons	Sets	Test Items	Score												
1-8	1-2	<table border="1"> <tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr><td>sim</td><td>fam</td><td>rit</td><td>pim</td></tr> </table>	✓	✓	✓	✓	sim	fam	rit	pim	4/4				
✓	✓	✓	✓												
sim	fam	rit	pim												
9-18	3-4	<table border="1"> <tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr><td>hon X</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr><td>hod</td><td>nag</td><td>cam</td><td>lap</td></tr> </table>	✓	✓	✓	✓	hon X	✓	✓	✓	hod	nag	cam	lap	3/4
✓	✓	✓	✓												
hon X	✓	✓	✓												
hod	nag	cam	lap												
19-26	5-6	<table border="1"> <tr><td>kip X</td><td>wap X</td><td>✓</td><td>✓</td></tr> <tr><td>kip</td><td>wup</td><td>jeck</td><td>liss</td></tr> </table>	kip X	wap X	✓	✓	kip	wup	jeck	liss	2/4				
kip X	wap X	✓	✓												
kip	wup	jeck	liss												
30-35	7	<table border="1"> <tr><td>shan X</td><td>keys X</td><td>zeb X</td><td>qu-ed X</td></tr> <tr><td>shan</td><td>kezz</td><td>zeeb</td><td>gued</td></tr> </table>	shan X	keys X	zeb X	qu-ed X	shan	kezz	zeeb	gued	0/4				
shan X	keys X	zeb X	qu-ed X												
shan	kezz	zeeb	gued												
36-41	8/9	<table border="1"> <tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr><td>vok</td><td>chup</td><td>yan</td><td>whid</td></tr> </table>	✓	✓	✓	✓	vok	chup	yan	whid	3/4				
✓	✓	✓	✓												
vok	chup	yan	whid												
42-50	9	<table border="1"> <tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr><td>vay</td><td>thip</td><td>jong</td><td>toop*</td></tr> </table>	✓	✓	✓	✓	vay	thip	jong	toop*	3/4				
✓	✓	✓	✓												
vay	thip	jong	toop*												
TOTAL:			15/24												

*actual 9/24*

**Discontinue rule**  
A failed set is any set where one or more errors have been made. Stop testing Part A after a child has failed two consecutive sets.

**Test progression**

- Two consecutive failed sets - Proceed to Part C (Letter-sound knowledge)
- No consecutive failed sets
  - Year 1 students - End test (investigate further - see Teacher Manual).
  - Year 2 students - Proceed to Part B (Nonword reading).

\*Note: The word 'toop' has two acceptable pronunciations: /t/ as in 'look' and /oo/ as in 'food'.

Page 2 of 4

MiniLit™ Placement Test Student Record Form Nonword reading - Part B

### Nonword reading - Part B (Year 2 students only)

**Testing**

- Place Part B of Placement Test Presentation Pages in front of child.
- Point to Dr Dragonfly and say: Remember Dr Dragonfly? She has discovered some more bugs and given them funny made-up names.
- Point to the first item and say: Can you read the names? You might need to sound them out. Don't forget to read the whole word.

Lessons	Sets	Test Items	Score								
1	51-56	<table border="1"> <tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr><td>frad</td><td>bort</td><td>stug</td><td>wamp</td></tr> </table>	✓	✓	✓	✓	frad	bort	stug	wamp	3/4
✓	✓	✓	✓								
frad	bort	stug	wamp								
2	57-60	<table border="1"> <tr><td>✓</td><td>rom X</td><td>✓</td><td>nep X</td></tr> <tr><td>tay</td><td>raim</td><td>jeed</td><td>neap</td></tr> </table>	✓	rom X	✓	nep X	tay	raim	jeed	neap	2/4
✓	rom X	✓	nep X								
tay	raim	jeed	neap								
3	63-66	<table border="1"> <tr><td>pozd X</td><td>✓</td><td>glee X</td><td>pigocis X</td></tr> <tr><td>pozd</td><td>trow*</td><td>gly</td><td>pight</td></tr> </table>	pozd X	✓	glee X	pigocis X	pozd	trow*	gly	pight	1/4
pozd X	✓	glee X	pigocis X								
pozd	trow*	gly	pight								
1	68-69	<table border="1"> <tr><td>frukey X</td><td>✓</td><td>plew</td><td>✓</td></tr> <tr><td>fruo</td><td>skarm</td><td>dorf</td><td>blone</td></tr> </table>	frukey X	✓	plew	✓	fruo	skarm	dorf	blone	1/2
frukey X	✓	plew	✓								
fruo	skarm	dorf	blone								
2	70-74	<table border="1"> <tr><td>zarb</td><td>skarm</td><td>dorf</td><td>blone</td></tr> <tr><td>lizard X</td><td>✓</td><td>crap X</td><td>✓</td></tr> </table>	zarb	skarm	dorf	blone	lizard X	✓	crap X	✓	2/4
zarb	skarm	dorf	blone								
lizard X	✓	crap X	✓								
1	77-78	<table border="1"> <tr><td>lird</td><td>clup</td><td>✓</td><td>swert</td></tr> <tr><td>wipe</td><td>triff</td><td>stone</td><td>✓</td></tr> </table>	lird	clup	✓	swert	wipe	triff	stone	✓	1/3
lird	clup	✓	swert								
wipe	triff	stone	✓								
3	81-89	<table border="1"> <tr><td>wape</td><td>trife</td><td>rone</td><td>shupe</td></tr> </table>	wape	trife	rone	shupe	1/4				
wape	trife	rone	shupe								
TOTAL:			11/25								

**Discontinue rule**  
A failed set is any set where two or more errors have been made. Stop testing Part B after a child has failed two consecutive sets.

**Test progression**

- Two consecutive failed sets - End test. Fill in Summary Sheet.
- No consecutive failed sets - End test (investigate further - see Teacher Manual).

\*Note: The word 'trow' has two acceptable pronunciations: /o/ as in 'know' and /ow/ as in 'cow'.

# MiniLit Screener Example

## ○ End of program MiniLit Screener

MiniLit Placement Test Student Record Form Nonword reading – Part A

### Placement Test

#### Nonword reading – Part A

#### Testing

- Sit opposite or next to the child.
- Place Part A of Placement Test Presentation Pages in front of child.
- Point to Dr Dragonfly and say: This is Dr Dragonfly. She has discovered some bugs and given them funny made-up names.
- Point to the first practice item in green box and say: I want you to read the names for these bugs. Let's do one together first. Point to each letter in the word 'sot' as you say: /s/ /o/ /t/ – sot. What word? Child responds 'sot'.
- Point to the next practice item and say: Now you try one. Child responds /t/ /a/ /m/ – tam. If the child is unable to correctly read the word, model sounding out and saying the whole word. Ask the child to do it on his/her own.
- Point to the first word on Line 1 and say: Now try reading these words on your own. You might need to sound them out. Don't forget to read the whole word.

Lessons	Sets	Test Items				Score
1-8	1-2	✓ sim	✓ fam	✓ rit	✓ pim	4/4
9-18	3-4	✓ hod	✓ neg	✓ cam	✓ lep	4/4
19-26	5-6	✓ kib	✓ wup	✓ jack	✓ liss	4/4
30-35	7	✓ shan	✓ kezz	✓ zeeb	✓ qued	4/4
36-41	8/9	✓ vox	✓ chup	✓ yan	✓ whid	4/4
42-50	9	✓ vay	✓ thip	✓ jong	✓ toop*	4/4
<b>TOTAL:</b>						<b>24/24</b>

**Discontinue rule**  
A failed set is any set where **one or more errors** have been made.  
Stop testing Part A after a child has failed **two consecutive sets**.

**Test progression**  
⇒ Two consecutive failed sets – Proceed to Part C (Letter-sound knowledge)  
⇒ No consecutive failed sets  
⇒ **Year 1 students** – End test (investigate further – see Teacher Manual).  
⇒ **Year 2 students** – Proceed to Part B (Nonword reading).

**\*Note:** The word 'toop' has two acceptable pronunciations: /tʊ/ as in 'look' and /oo/ as in 'food'.

### Nonword reading – Part B (Year 2 students only)

#### Testing

- Place Part B of Placement Test Presentation Pages in front of child.
- Point to Dr Dragonfly and say: Remember Dr Dragonfly? She has discovered some more bugs and given them funny made-up names.
- Point to the first item and say: Can you read the names? You might need to sound them out. Don't forget to read the whole word.

Lessons	Sets	Test Items				Score
51-56	CVCC CVCC	✓ frad	✓ bont	✓ stug	✓ wemp	4/4
57-60	10-11	✓ tay	✓ raim	✓ joed	✓ neap	4/4
63-66	12-13	✓ poed	✓ trow*	✓ gly	✓ pigauf (pight)	2/4
68-69	14	✓ frue	✓ skarm	✓ dorf	✓ plew	2/2
70-74	15-16	✓ zarb	✓ skarm	✓ dorf	✓ blore	4/4
77-78	17	✓ lird	✓ curp	✓ swert	✓ swert	3/3
81-89	18	✓ wape	✓ trife	✓ rone	✓ shupe	4/4
<b>TOTAL:</b>						<b>23/25</b>

**Discontinue rule**  
A failed set is any set where **two or more errors** have been made.  
Stop testing Part B after a child has failed **two consecutive sets**.

**Test progression**  
⇒ Two consecutive failed sets – End test. Fill in Summary Sheet  
⇒ No consecutive failed sets – End test (investigate further – see Teacher Manual).

**\*Note:** The word 'trow' has two acceptable pronunciations: /rɒ/ as in 'know' and /rɔw/ as in 'cow'.

# Writing Sample

## ○ Beginning Year 3

Tuesday 24th March

BANG! ont <sup>they</sup> (they) are <sup>people</sup> (pipot) iyo matys  
I need to gat out of (the) plas  
on no you art gow awa amos  
igod me way he ant yawing anwa  
we hid tack igl ise way  
wo wo on no kentbac wall wirtping  
ovax on no happ blub blub I  
wel be kuc Sun day huhuhu  
I will fund you in <sup>you</sup> <sup>because</sup> <sup>beacuse</sup>  
yis aw aw ha gwa (bos) I  
mat bootfa Squs ok I need  
to dwv but I wil bk bac...

5 Star Writing Checklist

- ★ Capital letters
- ★ Punctuation
- ★ Spelling:

## ○ Current writing sample

9.8.22

The Lorax - from the perspective of the Humming Fish

Soon the sun came out and I was soon having <sup>breakfast</sup> breakest with my <sup>brother</sup> brother and <sup>sister</sup> sister and then I jumped out of the blue sing worter. All of my Humming Fish friends and I were swimming in the rippulous pond and having fun together with smiles on our faces. We were in a beautiful land with Truffla trees. ✓

But soon a man that was green in a cart with a donkey came to my home. Then in one chop he chopped a Truffula Tree down. Then the Lorax <sup>got</sup> jumped out of the stump and said mister why did you chop down this Truffula Tree to mack a threed?

MacqLit

Year 3 – adult  
Suitability | 50 minutes  
Lesson duration



# What is MacqLit?



Click below to watch the MacqLit video

<https://www.youtube.com/watch?v=BzbEsZcEHIM>



# What is Read3?

- A targeted solution for children who fail to respond to other literacy interventions.
- Read3 was developed by a SLP in response to 20 years of clinical experience working with children with severe literacy challenges.
- By working on three core areas, in an integrated way, Read3 systematically builds a strong reading circuit.
  1. Continually strengthen phonological awareness
  2. Build strong letter sound links
  3. Improve Reading fluency





# Questions

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Thank you for your  
attendance.