What are **InitiaLit** Readers?

MultiLit has developed two sets of 60 phonic readers for children who are just learning to read. These delightful decodable books are carefully sequenced to encourage children to use good reading strategies from the start.

Children who love adventure, humour, mischievous animals and learning about the world around them will enjoy our beautifully illustrated stories.
Discover the InitiaLit Readers
View sample pages of the InitiaLit Readers from Levels 1 to 16 below.

1. **Pat the Rat**
   - I am Pat the rat.
   - I am a fit rat.

2. **Did Tom Hit It?**
   - Did Tom hit it?
   - Did you pop it?
   - Is Dom sad?
   - Was Dad mad at him?

3. **Red Ted**
   - Red Ted was sad.
   - Red Ted met a fat hen.
   - Red Ted met a pig in a pen.
**The Bug**

4.3

*InitiaLit Readers*

Jim sees a ladybug everywhere he looks.

Mum, there is a bug on the rug.

Look! There it is on the jug.

Mum, that bug is on my mug.

Look! There it is on a pan.

**Bick and the Duck**

5.2

*InitiaLit Readers*

Bick is a dog but he pecks and hops and flaps. Why is that?

"Look at Bick, Sam."

Sam looks. The duck pecks. The dog pecks.

The duck's neck bobs up and back. The dog's neck bobs up and back.

"What is up with Bick?"

**The Quiz**

6.4

*InitiaLit Readers*

Zack sees a quiz in a magazine. Will he win a Batman toy?

Zack ran to send the quiz.

At the shop there was a zig-zag on the mat.

Zack had a look at the zig-zag. Then he had a look at his quiz.

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7 **ch v x y**

The Lost Pup

Brin the pup is lost. There are lots of trees and she cannot see which way to go. She sees a duck.

8 **wh th oo ng ay**

The Fox and Her Cubs

The fox sits in her den and licks the mud off her cubs. She has six little cubs that she needs to feed.

8.1b

Ben has a pup. What did he call her?

8.2a

Can you see the fox? Where is the den?

8.2b

Where are the fish?

8.3a

Where is the duck?

8.3b

Where is the bee?

8.4a

9 **CVCC CCVC**

The Lost Pup

"Duck, duck," Brin calls. "I am lost and cannot get home."

9.1a

"Home?" quacks the duck.

9.1b

"Just go to the end of the trees and down the hill. That is the way home."

9.2a

Brin is lost and wants to go home. Some animals try to help her, but do not.

9.2b

The Fox and Her Cubs

She runs to the creek to see if she can get some fish. No fish.

9.3a

She has to solve!

9.3b

Look inside for questions When? Which? What? Where?
“Off we go, Chan!” yells Tay.  
“No need to rush,” calls Chan.  
He looks at some fish in a pond.

The fish swim and spin in the water.  
They are quick and free!  
“I would like to swim like that,” thinks Chan.

Super Pug jumps off the ostrich and then slams into a pond. Now he is swimming with the eels and the green tree frogs.

Super Pug gets out of the pond.  
Where is that chimp?

Just then, Flora the crow flew by.  
“Lorna and Corky, there is a storm on the way. Do you want to stay in my tree?”

“Thank you, Flora,” called Lorna.  
“But your tree is too high for us.”

“Thank you, Jordy,” said Lorna.  
“But your log is too small for us.”

Then Jordy the rat ran along the road.  
“Why are you out in this storm?” said Jordy. “Come to my hollow log.”

“Thank you, Jordy,” said Lorna.  
“But your log is too small for us.”
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**13** **Split digraph**

**Luke and Jake’s Home**

Luke grabbed lots of things. He used soft clothes to make the home snug.
He gathered some yummy treats to eat.
He put in games and things for them to do.

"It’s finished! Come on, Jake, let’s go inside."

As Luke and Jake sat in their home, Luke said, "I think this is a fine home."

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**14** **ou/ow au/aw oi/oy**

**The Owl Cam**

Owls are very good hunters. They have powerful wings and sharp claws.
Most owls are nocturnal and look for food when the sun goes down.

The shape of an owl’s face helps it to hear sounds from a long way away, even on the ground.

An owl can turn its head nearly all the way around!

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**15** **Vowel digraph review**

**The New Puppy**

Milly’s mum booked Taffy into puppy school.
At puppy school, Taffy learned how to mix with other dogs and follow commands like “sit”, “come” and “stay”.
They gave Taffy food treats for trying her best.

Milly, Zack, Mum and Dad love having a little dog who greets them at the gate when they come home.
Taffy wags her tail, lets out a happy bark and jumps up in the air.
Yes, life with a dog is very good!
Shared readers

- Each level contains a shared reader, in which the teacher and child read alternate pages.
- The teacher pages contain more complex vocabulary and sentence structure, allowing for enhanced storylines.
- Shared readers provide opportunities for the teacher to model fluent and expressive reading to students.

**Teacher page**

**Student page**

Download an order form from www.multilit.com/readers
Enjoy these special features

- Easy-to-follow steps to prepare children for reading.
- 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.

Pre-reading

How to use this book

About InitiaLit Readers

InitiaLit Readers are decodable readers designed to provide children with

word choice is limited.

The words in these readers follow the InitiaLit phonic sequence. Illustrations

practice in working out words in connected text using their phonic knowledge.

Using These Readers

Before reading:

that children may find difficult to read. New vocabulary is introduced.

taught, applying their phonic knowledge. The teacher also previews any words

practice in working out words in connected text using their phonic knowledge.

During reading:

they should not be encouraged to guess the text from the pictures.

follow along with their finger.

To ensure that all children are engaged in the reading task, encourage them to

After reading:

story to check that children have understood what they have read and to

Check for understanding

1. What happened to Duck?
2. How does Nan fix Duck?
3. What else does Nick want Nan to do?

Reading

Do you like her new toy duck?

Re-read

To improve accuracy, fluency, comprehension and

Check for understanding:• to tear or pull apart

Explain the following vocabulary:

- 'to fix' or 'to mend'

During reading:

If at any point a child is stuck, demonstrate how to use the finger as a

- to mend

Set

1. Look at the front cover and read the story title together.
2. Turn the book over and read the blurb on the back.

Say the sounds to yourself or out loud. If you're confident, try to sound out the word independently. For words that seem too hard for you, try to sound out the word with your finger. If you get stuck, don't worry, simply keep trying and you'll improve in time.

Extra laps

sock dock neck
lack luck kick
pick suck tuck

Post-reading

How to use this book

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MultiLit is a research initiative of Macquarie University