Catalogue 2021

Effective | Evidence-based | Positive

MultiLit
Our mission is to ensure that all children learn to read.
## Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>About MultiLit</td>
</tr>
<tr>
<td>03</td>
<td>MultiLit Research Unit</td>
</tr>
<tr>
<td>04</td>
<td>Response to Intervention</td>
</tr>
<tr>
<td>04</td>
<td>The Five Big Ideas</td>
</tr>
<tr>
<td>05</td>
<td>MultiLit Learn to Read</td>
</tr>
<tr>
<td>06</td>
<td>PreLit</td>
</tr>
<tr>
<td>08</td>
<td>InitiaLit</td>
</tr>
<tr>
<td>12</td>
<td>InitiaLit Readers</td>
</tr>
<tr>
<td>14</td>
<td>Spell–It and My Spelling Dictionary</td>
</tr>
<tr>
<td>16</td>
<td>MiniLit</td>
</tr>
<tr>
<td>18</td>
<td>MacqLit</td>
</tr>
<tr>
<td>20</td>
<td>Reading Tutor Program and Reinforced Reading</td>
</tr>
<tr>
<td>22</td>
<td>Word Attack Skills – Extension</td>
</tr>
<tr>
<td>23</td>
<td>Key Target Groups for MultiLit Programs and Professional Development Workshops</td>
</tr>
<tr>
<td>24</td>
<td>MultiLit and the Australian Curriculum</td>
</tr>
<tr>
<td>25</td>
<td>MultiLit Assessments &amp; Monitoring</td>
</tr>
<tr>
<td>26</td>
<td>WARN, WARL and WARP</td>
</tr>
<tr>
<td>28</td>
<td>PD Workshop: Measuring Reading Progress</td>
</tr>
<tr>
<td>29</td>
<td>MultiLit Positive Teaching &amp; Learning</td>
</tr>
<tr>
<td>33</td>
<td>MultiLit Literacy Centres</td>
</tr>
<tr>
<td>35</td>
<td>Five from Five</td>
</tr>
<tr>
<td>36</td>
<td>Other Information</td>
</tr>
<tr>
<td>37</td>
<td>PD Information</td>
</tr>
<tr>
<td>37</td>
<td>Price List</td>
</tr>
<tr>
<td>40</td>
<td>Terms &amp; Conditions of Sale</td>
</tr>
<tr>
<td>41</td>
<td>New Releases in 2021</td>
</tr>
</tbody>
</table>

### Icon key

- **Who is it for?**
- **Program content**
- **Professional Development**
- **Research**
- **Online content**
Originating at Macquarie University, MultiLit Pty Ltd has become a major force for effective literacy instruction in Australia. Celebrating its 25th anniversary in 2020, MultiLit has 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. Recognising the valuable contribution of this research, MultiLit was featured by Universities Australia in its 2019 ‘Universities Research Changes Lives’ campaign.

Our program suite now spans all aspects of literacy instruction and intervention – from early literacy preparation, through initial literacy for whole classes, to small group and individual interventions for struggling readers – and includes resources to foster and enrich reading, including decodable readers and consolidation workbooks. More than half of Australian primary and secondary schools now have at least one MultiLit program or product.

More than 5000 teachers each year undertake high-quality professional development with MultiLit, with workshops now expanded beyond MultiLit’s programs to include a major new focus on behaviour management as part of the MultiLit Positive Teaching & Learning Initiative.

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. Five from Five has most 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.
The MultiLit Research Unit (MRU) was formally established in 2006 by Emeritus Professor Kevin Wheldall AM and Dr Robyn Wheldall to provide a focus for systematic scientific inquiry into how best to meet the instructional needs of students who are struggling to learn 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 from 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 commercial activities of MultiLit as a developer of literacy programs and resources and the ongoing body of scientific research. This ensures that MultiLit’s 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.

Nomanis is a bulletin published biannually as a vehicle for promoting ideas and evidence about effective instruction in reading and related skills.

Nomanis is edited by Emeritus Professor Kevin Wheldall AM and Dr Robyn Wheldall, with members of the MultiLit Research Unit (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 the sometimes inaccessible research literature, with contributions and correspondence welcomed and sharing encouraged. Subscriptions are free.

Also published on the Nomanis website are Nomanis Notes, single page briefings on relevant educational topics likely to be of interest to parents, teachers and other professionals. Written by members of the MultiLit Research Unit 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 to provide starter references for those wishing to find out more.

For more information about the MRU, including recent publications, visit multilit.com/research
Response to Intervention

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

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

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

The 5 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.

See individual program pages for details of how they address the Five Big Ideas.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td>The ability to identify and manipulate the distinct individual sounds in spoken words</td>
<td><strong>Phonics</strong></td>
<td>The ability to decode words using knowledge of letter-sound relationships</td>
<td><strong>Fluency</strong></td>
<td>Reading with speed and accuracy</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Knowing the meaning of a wide variety of words and the structure of written language</td>
<td><strong>Comprehension</strong></td>
<td>Understanding the meaning and intent of the text</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MultiLit Learn to Read encompases 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.
PreLit

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.

- For preschool children and Foundation students
- Long day care centres, early learning centres, preschool, first year of schooling
- Can be delivered by teachers, teacher aides, childcare workers or parents

Find out more:
www.multilit.com/prelit
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. It is easy to follow and track children's success. 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

Who is it for?
- Preschool children in the year before formal schooling begins
- Children in the Foundation year without sufficient pre-literacy skills

Program content
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.

The program is delivered in two 15-minute blocks, at least three times per week. There are no consumables required for PreLit, keeping ongoing program implementation costs low.

PreLit follows the preferred method of intentional teaching for the Early Years Learning Framework for Australia (refer Outcome 5 – Children are Effective Communicators).

Professional development
Attending the optional one-day PreLit PD Workshop, which includes a comprehensive overview of the program and practical in-depth training in its delivery, is fundamental to gaining the best results from implementing PreLit.

For accreditation details for your state or territory, visit www.multilit.com/quality-assured.

PreLit + the 5 Big Ideas
1. Phonemic Awareness
- Orally blending phonemes
- Orally segmenting words into phonemes

2. Phonics
- Linking sounds to single letters

3. Fluency

4. Vocabulary
- Shared story book reading

5. Comprehension
- Shared story book reading

Story Book Reading
The Shared Story Book Reading component of PreLit uses 36 much-loved children's literature titles, such as:
- Dear Zoo
- Otto the Book Bear
- Noni the Pony
- We're Going on a Bear Hunt
- Splat the Cat
- The Tiger Who Came to Tea
- Pig the Pug
- The Gruffalo
- Slinky Malinki
- Wombat Stew

For the full list of books, please email multilit@multilit.com.
InitiaLit

InitiaLit 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.

Who is it 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 that would like to see consistent instruction across year groups and a reduction in the number of children needing literacy support in higher grades
- Teachers looking to provide an evidence-based approach to reading and spelling aligned with the Australian National Curriculum

The InitiaLit approach

InitiaLit–F and InitiaLit–1 focus on two main components:

1. Phonics, to systematically and explicitly teach the basic and advanced alphabetic code in a set sequence. Children will be introduced to letter-sound correspondences, common morphemes and simple grammatical concepts.

2. Vocabulary, oral language and listening comprehension through quality children's literature. Detailed lessons, including writing tasks, are provided for each of the storybook titles selected.

In InitiaLit–2, the scope of the program broadens to cover four main components:

1. Spelling, teaching the remainder of the advanced alphabetic code systematically and explicitly, as well as new spelling rules and morphological concepts.

2. Reading comprehension and fluency, which includes explicitly teaching students comprehension strategies and how to apply them to different types of text.

3. Grammar, in which children learn key grammatical features and how to apply them to a writing task.

4. Vocabulary, oral language and comprehension through children's literature. Detailed lessons, including writing tasks, are provided for 15 storybook titles and two novels.

Program content & resources

In each year of InitiaLit, a comprehensive package of resources is provided to implement the program, including:

- 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)
- Colourful posters, displaying key characters and concepts
- PowerPoint slides to accompany lessons
- Access to hundreds of downloadables, such as:
  - Consolidation and handwriting worksheets (available in NSW, SA, Qld and Vic font)
  - Literacy games
  - Activity templates
  - Home Reading Diaries (one per term)
  - Assessment Recording Forms
  - Resources to help schools implement the program e.g., parent information sheets, certificates, planning documents, curriculum linkage information.

Find out more:
www.multilit.com/initialit

For Foundation, Year 1 and Year 2 students
Whole-class, Tier 1 instruction
Delivered by classroom teachers
Available only for purchase by schools
The InitiaLit–Foundation (InitiaLit–F) program is designed to be delivered in a 90-minute instruction block (ideally uninterrupted, but this can be broken up if timetabling requires). This includes:

- 20-25 minutes of whole-class teaching (ideally four times per week) using a detailed scripted lesson plan
- 30-45 minutes of further literacy work (activities to consolidate the teaching, either completed independently or with a class aide/volunteer while the teacher works with groups on reading and word-building)
- 15-20 minutes for a storybook session (one storybook is used as a focus over four sessions)
- Regular progress monitoring using curriculum-based assessments (CBA) to identify needs of children.

In addition to the InitiaLit–F Kit, a classroom set of InitiaLit Readers (Levels 1-9), which are aligned to the instructional sequence, is also required to implement the program. InitiaLit Readers can be purchased from MultiLit (see page 12).

Optional consumables designed to be used alongside InitiaLit–Foundation include:

- InitiaLit–F Handwriting Workbooks: available in NSW, Vic, SA and Qld fonts, the workbooks are downloadable from the MultiLit Members’ Area, with ready-printed copies available for purchase from MultiLit
- InitiaLit–F Home Reading Diaries: available in NSW font only, the diaries can also be purchased as a consumable resource, or downloaded free from the Members’ Area.

**Bonus:** First-time purchasers of InitiaLit–Foundation will receive a free copy of the WARN assessment tool with each kit purchased (see page 26).

---

**NEW**

More to Explore: InitiaLit Readers Levels 1-9 (Series 1)

The More to Explore student workbook, which aligns with InitiaLit Readers Levels 1-9 (Series 1), contains fun activities for reading and writing practice, and to consolidate and extend children’s engagement with the readers. This resource can be used for homework or for additional comprehension work in small groups. Tasks include word building, word matching, sentence completion and story sequencing tasks for further early literacy skill development.

*It is easy to use, students enjoy completing the activities and it links perfectly with the decodable readers. The activities help to consolidate the children’s early literacy skills and it means less preparation for me in organising reading tasks. I love it!*

Amy Downs Tuck | Foundation Teacher, Oatley Public School, NSW

---

I have already seen very positive results through student literacy growth in reading, spelling and vocabulary. This is due to the systematic and explicit approach of the program. There has been a major improvement in student and teacher clarity and all my students are enjoying their successes.

Natasha Martin | Foundation Teacher, St Brigid’s Catholic School, Tas
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 InitiaLit 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

1 InitiaLit–1

InitiaLit–1 continues on from InitiaLit–F for children in their second year of school. The InitiaLit–1 literacy program includes the following:

- 25-30 minutes of whole-class teaching (ideally four times per week) using a detailed scripted lesson plan
- 10 minutes of spelling, as the lesson directs
- 30-40 minutes of small group and independent work (using targeted and differentiated activities to consolidate teaching during the whole-class lesson)
- 15-20 minutes for a storybook session (one storybook is used as a focus for four sessions over a two-week period)
- Ongoing progress monitoring using curriculum-based assessments (CBA) to identify and respond to the needs of children.

As with InitiaLit–F, a set of decodable InitiaLit Readers (Levels 10-16) have been developed to align with the InitiaLit–1 instructional sequence for consolidation of skills and essential practice. A classroom set of Readers (six copies each of 60 titles) is required for program implementation, and can be purchased from MultiLit (see page 12).

In addition to the Kit, there are also several sets of optional consumables which accompany InitiaLit–1. These include:

- InitiaLit–1 Activity Book: this resource provides students with reading and spelling practice to consolidate the content taught in the whole-class lesson. The Activity Book can also be used as a homework resource
- InitiaLit–1 Home Reading Diaries: these can be purchased as a consumable resource, and are also available as a downloadable from the MultiLit Members’ Area
- InitiaLit Readers More to Explore books: this accompanies InitiaLit Readers Levels 10-16, to provide more in-depth comprehension activities
- InitiaLit–1 Handwriting Workbook (NSW font only): perfect for students who require further consolidation of their handwriting skills.

Bonus: First-time purchasers of InitiaLit–1 receive a free WARL assessment tool with each kit purchased (see page 26).

2 InitiaLit–2

By Year 2, children are on their way to reading independence, so the program’s focus shifts to comprehension and spelling skills. The InitiaLit–2 program structure is as follows:

- Two 40-minute comprehension and fluency lessons per week
- Three 20 to 30-minute spelling lessons per week
- Two 30-minute storybook lessons per week
- Grammar lessons to be timetabled into writing lessons
- Time for reading groups using RAD (Read and Discuss) Reading Books and other appropriate reading materials, and independent work using a variety of resources
- Progress monitoring using curriculum-based assessments.
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

Professional Development

Training in InitiaLit is essential for successful implementation of the program. A compulsory two-day Professional Development Workshop provides training in InitiaLit–F, InitiaLit–1 and InitiaLit–2.

The workshop covers:
- The theoretical and research framework on which InitiaLit is based
- Detailed overview of the program content
- Implementation and assessment procedures
- Practical demonstrations of the lessons and opportunities to practise lesson delivery.

This training can be undertaken via a public workshop (in person or via videoconferencing), or as an on-site workshop at your school.

For accreditation details for your state or territory, visit www.multilit.com/quality-assured.

Following the training, MultiLit provides support for implementation of InitiaLit via phone, webinar, email and our Facebook group, InitiaLit Community.

Research

For more information about the efficacy of the InitiaLit program, including trials comparing groups undertaking InitiaLit with others receiving instruction in whole language or an alternative exemplary phonics program, visit www.multilit.com/initialit.

InitiaLit + the 5 Big Ideas

1. Phonemic Awareness
   - Orally blending phonemes
   - Orally segmenting words into phonemes

2. Phonics
   - Linking sounds to single letters
   - Linking sounds to letter combinations
   - Reading and spelling one-syllable words
   - Reading and spelling multi-syllable words (InitiaLit–1 and InitiaLit–2)

3. Fluency
   - Word reading fluency
   - Text reading fluency
   - Connected text reading

4. Vocabulary
   - Text reading
   - Shared story book reading

5. Comprehension
   - Text reading
   - Shared story book reading

Included with the InitiaLit–2 Kit is a class set of 25 copies of the RAD Reading Book to accompany the Comprehension and Fluency component, as well as a class set of 25 copies of the Spelling Workbook (these are available for purchase as a consumable after the first year, or may be downloaded free from the Members’ Area). Ready-printed Home Reading Diaries (one per term) can be purchased from MultiLit or downloaded from the Members’ Area of the MultiLit website.

Bonus: First-time purchasers of InitiaLit–2 receive a free WARP assessment tool with each kit purchased (see page 26).
MultiLit has developed three sets of 60 decodable readers for children who are learning to read.

The decodable InitiaLit Readers follow the phonic sequence used in InitiaLit, our whole-class literacy instruction program for Foundation to Year 2 children. They can also be used alongside MiniLit, as well as other synthetic phonics programs and for home reading.

- For beginning readers in the first two years of school
- Useful, easy-to-follow tips for teachers and parents to support children in their reading
- Phonic skills are introduced and reviewed across the 16 levels

Find out more:
www.multilit.com/initialit-readers

InitiaLit Readers Levels 1-9

InitiaLit Readers Levels 1-9 are designed for children in the Foundation year of school, as well as students in Years 1 and 2 who require reading support. Levels 1-9 cover single letter-sound correspondence and digraphs sh, ch, th, wh, ee, oo and ay (see phonic sequence, right).

There are now two parallel series of 60 Readers for Levels 1-9: Series 1, which was published in 2016, and Series 2, published in 2020. Both series are of a similar difficulty level, and can be used interchangeably.
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 to encourage discussion
- Fiction and non-fiction texts available

Discover our shared readers
- Each level includes a shared reader, in which the teacher and children read alternate pages
- The teacher pages allow for enhanced storylines and provide opportunities to model fluent and expressive reading to the children

InitiaLit Readers Levels 10-16
InitiaLit Readers Levels 10-16 are for Year 1 students, and children in Years 2 and 3 who require reading support. Levels 10-16 cover ai, ea, oa, ow, _y, igh, ue, ew, split digraph, ow, ou, au, aw, oy, oi, ear, eer, dge, and tch (see phonics sequence, right). Different text types, such as information texts and plays, are introduced in this series.
Spell–It

Spell–It is a program that assists teachers to plan and implement spelling instruction based on assessment of students’ current knowledge. Spell–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 their students.

- For students in Year 4 and above
- Whole class or small group
- Can be delivered by classroom teachers or learning support teachers
- Available only for purchase by schools

Find out more:
www.multilit.com/spell-it
Who is it for?

Students from upper primary to secondary and tertiary levels, particularly those who:

- Have average reading skills but poor spelling skills
- Rely on visual images of words but do not understand the system behind the patterns
- 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 will also benefit.

Program content

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 are included for each teaching topic, with alternative ‘routes’ for differentiated instruction, extensive examples and word lists for use within lessons.

The program is accompanied by a Student Activity Book, which is available as a downloadable from the Members’ Area or as a printed consumable purchased from MultiLit.

In addition, specially designed cards for use with the program can be downloaded from the Members’ Area of the website or purchased separately from MultiLit.

Professional development

Training in Spell–It program delivery (available in person or via videoconferencing) is compulsory prior to implementation of the program.

The one-day PD 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.

For accreditation details for your state or territory, visit www.multilit.com/quality-assured.

My Spelling Dictionary

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

- The words are grouped 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.

In this way, it helps to solve the problem many students experience of knowing the beginning sounds 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.

Find out more:

www.multilit.com/my-spelling-dictionary

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
MiniLit

MiniLit is an evidence-based, explicit and effective model for teaching reading skills to children who are in the bottom 25% of the expected range for their age group in Year 1 or 2. MiniLit is a Tier 2 small group program (up to four students per group) within a Response to Intervention framework, but it can also be used on a one-to-one basis.

Find out more:
www.multilit.com/minilit

COMING SOON: MiniLit Sage

To be released in mid-2021, MiniLit Sage will be the first major revision of the MiniLit program, updated in line with the most recent research on how children learn to read and aligned with the InitialLit sound sequence for better integration between the two programs. To register your interest in MiniLit Sage, visit www.multilit.com/minilitsage.
Our NAPLAN results have come out today. Year 3 results were a standout. We implemented a Tier 1 phonics-based program in 2013 that was supported by MiniLit and MultiLit interventions in Years 1 and 2. Al-Faisal College has now seen consecutive years of improvements in both reading and spelling since 2013. We have accredited the jump to our school’s implementation of a systematic, explicit phonics program that is supported by MiniLit and MultiLit intervention. Your work has made such a wonderful impact on the future prospects of our students.

Mohammed Adra | Deputy Principal, Al-Faisal College, NSW
MacqLit

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 includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

- For older low-progress readers in Year 3 and above
- Small group, Tier 2 intervention
- Can be delivered by teachers, learning support teachers, special educators, and well-trained and well-supported teacher aides
- Available only for purchase by schools

Find out more:
www.multilit.com/macqlit
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
Reading Tutor Program

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

- For students in Year 2 and above
- One-to-one, Tier 3 intervention
- Can be delivered by classroom teachers, learning support teachers or trained teacher aides
- Available only for purchase by schools

Find out more: www.multilit.com/reading-tutor-program
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

Who is it for?
• Students from Years 2 and 3 up to adults who have not acquired the basic skills needed to become functional readers

Program content
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 one-to-one three to five times per week, for 40 minutes per session.

Professional development
For the RTP program to be most effective, it is important for the practitioner to have a thorough understanding of its concepts and methods.

Training in the RTP provides solid foundation knowledge for implementation of the program and ensures the program’s success.

RTP + the Big Ideas

1. Phonemic Awareness
   - Orally blending phonemes
   - Orally segmenting words into phonemes

2. Phonics
   - Linking sounds to single letters
   - Linking sounds to letter combinations
   - Reading and spelling one-syllable words

3. Fluency
   - Sight words
   - Decoding fluency
   - Connected text reading

4. Vocabulary
   - Text reading

5. Comprehension
   - Text reading

Reinforced Reading

One of the single 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 USB drive detailing the skills necessary to provide supported book reading in a one-to-one context, as well as an easy reference guide that describes how to implement Reinforced Reading to improve reading accuracy, reading fluency, and reading 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.

Parents of low-progress readers, as well as classroom teachers, learning support teachers and reading volunteers, will find this low-cost resource informative.

Find out more:
www.multilit.com/reinforced-reading-program
Word Attack Skills – Extension

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

Who is it for?
The Word Attack Skills – Extension program is designed for students who have finished the Reading Tutor Program (RTP) but still require additional support, as well as older students who:

- Have learned basic decoding skills but are still finding it hard to improve their reading to a level where they can access the more academic demands of the curriculum
- Are finding reading laborious, lack fluency and have become demotivated.

Professional development
When teaching higher level reading skills, it is important for the practitioner to have a thorough understanding of the concepts and methods covered by the program. Attendance at the one-day Word Attack Skills – Extension PD Workshop is fundamental to gaining the best results from the program.

The workshop covers:
- Essential background knowledge and the research base
- A step-by-step guide to all the interventions and strategies used
- An opportunity to practise the interventions through application exercises.

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

The Word Attack Skills – Extension program should be delivered one-to-one in conjunction with Reinforced Reading, three to four times per week for 40 minutes per session.

WAS–Ex + the 5 Big Ideas
1. Phonemic awareness
2. Phonics
   - Linking sounds to letter combinations
   - Reading and spelling one-syllable words
   - Reading and spelling multi-syllable words
3. Fluency
   - Word level fluency
   - Connected text reading fluency
4. Vocabulary
   - Text reading
5. Comprehension
   - Text reading

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
# Key target groups

for MultiLit programs and Professional Development Workshops

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
<th>Year before formal schooling</th>
<th>Foundation year</th>
<th>Year/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreLit</td>
<td>06</td>
<td></td>
<td></td>
<td>1, 2</td>
</tr>
<tr>
<td>InitiaLit-F</td>
<td>09</td>
<td></td>
<td></td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>InitiaLit-1</td>
<td>10</td>
<td></td>
<td></td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>InitiaLit-2</td>
<td>10</td>
<td></td>
<td></td>
<td>4, 5, 6</td>
</tr>
<tr>
<td>Spell–It</td>
<td>14</td>
<td></td>
<td></td>
<td>7, 8, 9</td>
</tr>
<tr>
<td>MiniLit</td>
<td>16</td>
<td></td>
<td></td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>MacqLit</td>
<td>18</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Reading Tutor Program</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Attack Skills – Extension</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key target groups for MultiLit programs and Professional Development Workshops.
The Australian Curriculum

alignment of MultiLit programs to the English Scope and Sequence

<table>
<thead>
<tr>
<th>Substrand</th>
<th>Foundation</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text structure and organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose, audience and structures of different types of texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressing and developing ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word level grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics and word knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonemic awareness (sounds of language)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alphabet knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal responses to the ideas, characters and viewpoints in texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressing preferences and evaluating texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examining literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Features of literary texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interacting with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening and speaking interactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening and speaking skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpreting, analyzing, evaluating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handwriting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create short imaginative texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 are 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 MultiLit programs (with the exception of PreLit, InitiaLit and Spell–It) are interventions for students who are struggling and should be used in addition to other key areas addressed in the English curriculum.
MultiLit Assessments & Monitoring provides a suite of fast, simple to use assessment tools to measure students’ skills and progress, and professional development on how to design an effective assessment strategy.
MultiLit now offers three quick and simple measures of reading performance, designed to identify low-progress readers and monitor reading progress.

- Three assessment tools, each taking one minute to assess
- Easily administered by teachers, learning support teachers or other personnel involved in literacy instruction
- Designed for students in Foundation up to Year 9

Find out more:
www.multilit.com/warn
www.multilit.com/warl
www.multilit.com/warp
NEW in 2021

WARN

For beginning readers, 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 newest addition to the MultiLit Assessments & Monitoring suite, the Wheldall Assessment of Reading Nonwords (WARN), is:

- Brief and straightforward to administer and score
- Timed, so that it measures reading fluency and not just accuracy
- Associated with valid and reliable Australian performance benchmarks
- Suitable for students in Foundation and Year 1.

The WARN comprises three Initial Assessment Lists and 10 Progress Monitoring Lists. The Initial Assessment Lists may be used for screening, one-off assessment, or monitoring progress over a longer period of time. The 10 Progress Monitoring Lists may be used to more frequently track students’ reading progress – for example, on a fortnightly basis.

A WARN Kit is included with all first-time purchases of InitiaLit–Foundation and MiniLit Sage (see pages 9 and 16).

WARL

The Wheldall Assessment of Reading Lists (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 (Years 1 and 2). Again, the number of words read correctly provides a measure of the student’s level of oral reading fluency, and benchmarks are provided to assess overall student reading progress. The lists can then be utilised to monitor the progress of individual low-progress readers on a weekly or fortnightly basis.

A WARL Kit is included with all first-time purchases of InitiaLit–1, MiniLit and MiniLit Sage (see pages 10 and 16).

WARP

The WARP provides a set of 200-word passages, which students read for just one minute. The number of words read correctly is a measure of the student’s level of oral reading fluency, which is a powerful predictor of overall reading progress. Easy-to-use benchmark/cut-off scores allow for the easy identification of the bottom 25% of students. The passages can then be utilised to monitor the progress of individual low-progress readers on a weekly or fortnightly basis.

The WARP assesses students reading at Year 2 to Year 5 level, including low-progress readers up to Year 9.

A WARP Kit is included with all first-time purchases of InitiaLit–2 and MacqLit (see pages 10 and 18).

Kit inclusions

Each WARN, WARL and WARP Kit includes a Manual, Presentation Booklet, 30 Initial Assessment Record Forms, and 15 Progress Monitoring Record Forms (additional packs can be purchased from MultiLit). Customers also gain access to downloadable charting tools, specifically designed for tracking students’ progress.

Professional development

Although no specific training is required to successfully implement the WARN, WARL or WARP, the one-day Measuring Reading Progress Professional Development (PD) Workshop is highly recommended – see page 28.
PD Workshop: Measuring Reading Progress

The one-day Measuring Reading Progress (MRP) Professional Development 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.

Who is it for?
- School leaders
- Classroom and learning support teachers
- School counsellors
- Specialist reading teachers/tutors and literacy coaches

Workshop content
This one-day workshop details how to create a coherent school-wide reading assessment process, as well as how to use the data obtained from a range of tools to inform instructional decisions. It provides training in the WARN (Wheldall Assessment of Reading Nonwords), WARL (Wheldall Assessment of Reading Lists) and WARP (Wheldall Assessment of Reading Passages) (see pages 26-27), which are quick, simple and reliable general measures of reading progress.

It also emphasises 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 Response to Intervention framework (see page 4 for an explanation of this framework).

For accreditation details for your state or territory, visit www.multilit.com/quality-assured.

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
Boost student engagement and learning outcomes, and improve teacher wellbeing to create a learning environment where everyone thrives, with MultiLit Positive Teaching & Learning.
About the MultiLit Positive Teaching & Learning Initiative

At MultiLit, we place a strong focus on ensuring students are ready to receive instruction. We know that 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. We are now building on this framework to provide teachers and schools with more support and training in how to facilitate a positive learning environment, and to work effectively with students with behaviours of concern.

The MultiLit Positive Teaching & Learning Initiative comprises:

- A sequence of Professional Development workshops, which start with an introduction to the general principles of Positive Teaching and become progressively more specialised, delving deep into behaviour assessment, monitoring and management
- Downloadable and consumable resources to support your behaviour management initiatives
- Individualised consulting support packages with our behaviour specialists, Micaela Rafferty and Jill Hellemans.

Workshop sequence

The workshops in the Positive Teaching & Learning sequence are available via self-paced eLearning modules, for educators to complete in their own time, or via a face-to-face workshop, either onsite at your school or via videoconferencing.

Each eLearning module includes video demonstrations and practical activities providing participants with opportunities to apply and consolidate their knowledge of the key features of the optimal approach to effective classroom behaviour management. Participants will receive immediate feedback as they work their way through the online training materials.

Workshop 1:
Positive Teaching for Effective Classroom Behaviour Management

Workshop 2:
Foundations, Assessment and Measurement of Behaviour

Workshop 3:
Motivation and Teaching Strategies

Workshop 4:
Preventing and Managing Challenging Behaviours

Workshop 5:
Behaviour Support Plan Development and Implementation

Who are the workshops for?

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

Find out more:
positiveteaching.multilit.com
Challenging behaviour in the classroom is common, but less common are teachers who feel confident and equipped to tackle varying student needs and behaviours. Every teacher wants the time to teach and build important relationships with their students. Disruptive behaviours can steal this time and Positive Teaching for Australian Primary Schools is a resource that gives it back. This book is suitable for all teachers, needed for all students, and essential for inclusion in every tertiary teacher training program in the country. Every school needs positive teachers.

Dr Kelly-Ann Allen | Treasurer of the Australian College of Educational and Developmental Psychologists and editor of the Educational and Developmental Psychologist

**Workshop 1: Positive Teaching for Effective Classroom Behaviour Management**

Most teachers are well aware of the importance of using positive reinforcement strategies in their classrooms to manage student behaviour. Our research indicates, however, that most teacher praise is largely focused on academic performance. 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.

Workshop 1: Positive Teaching for Effective Classroom Behaviour Management has been developed to train teachers in the skills and methods necessary for creating a positive learning environment and implementing a clear behaviour management strategy.

**Positive Teaching for Effective Classroom Behaviour Management** is based on the extensive research of Emeritus Professor Kevin Wheldall AM and Dr Robyn Wheldall (Beaman) 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.

The workshop covers:
- Identifying troublesome classroom behaviours
- Focusing on appropriate 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.

The Positive Teaching method is designed for a whole-school approach. Discounts are available for multiple participants – please contact us at multilit@multilit.com.

**Book: Positive Teaching for Australian Primary Schools**

*Positive Teaching for Australian Primary Schools: Effective classroom behaviour management* is written for educators in primary schools who are looking for research-based information to effectively manage student behaviour in their classrooms. Emeritus Professor Kevin Wheldall AM and Dr Robyn Wheldall have revised an earlier text, written with the late Dr Frank Merrett, based on research originally carried out at the Centre for Child Study at the University of Birmingham in the UK, and subsequent research undertaken by Professor Wheldall and Dr Wheldall at Macquarie University Special Education Centre in Sydney.

Chapters include:
- Identifying Troublesome Classroom Behaviour
- Focusing on Appropriate Classroom Behaviour
- Setting the Classroom Context
- Enhancing Praise and Reprimands
- The Charter for Positive Teaching.

A complimentary copy of the book is included with registration for Workshop 1: Positive Teaching for Effective Classroom Behaviour Management. The book can also be purchased separately from MultiLit and from Amazon Australia (print and ebook).
Workshop 2: Foundations, Assessment and Measurement of Behaviour PD Workshop
Available Term 1, 2021

The second workshop in the MultiLit Positive Teaching and Learning sequence will provide teachers with comprehensive training in the skills and knowledge required to conduct a school-based functional behaviour assessment (FBA). Our aim is to avoid the guessing game we often play when dealing with challenging behaviour and move towards a more function-based approach – providing important clues on how to address the behaviour.

Units of study include:
- Approaches to Behaviour Management
- Understanding and Defining Behaviour
- Functions of Behaviour
- Antecedents and Setting Events
- Functional Behaviour Assessment
- Measurement of Behaviour.

Included in registration is access to templates for MultiLit’s Learning and Behaviour Profile, Functional Behaviour Assessment Interview, data sheets and graphing templates via the MultiLit Members’ Area.

Successful completion of Workshop 1 (or obtaining an exemption for recognition of prior learning – contact us for more details) is required before participants can undertake Workshop 2.

Workshop 3: Motivation and Teaching Strategies PD Workshop
Available Term 2, 2021

The third workshop focuses on the concepts of increasing student motivation and engagement through the careful and systematic implementation of reinforcement systems and trains teachers to identify and teach their students functionally-equivalent replacement behaviour. This workshop will also focus on evidence-based teaching strategies to establish these behaviours as new skills in their students’ learning repertoires.

Included in registration is access to templates for MultiLit’s Student Preference Assessment, task analyses for teaching replacement behaviour and resources for reinforcement and motivation.

Successful completion of Workshops 1 and 2 is required before participants can undertake Workshop 3.

For accreditation details for your state or territory, visit www.multilit.com/quality-assured.

Find out more:
positiveteaching.multilit.com
Parents concerned about their child’s progress in reading can access comprehensive assessments and tuition at MultiLit Literacy Centres. Fully trained tutors deliver intensive one-to-one programs to address specific needs in reading accuracy, fluency, comprehension and spelling.
Who is it for?
MultiLit Literacy Centre programs have been specifically designed for school students who are reading at a level considerably lower than their peers. These low-progress and struggling readers are at risk of being left behind. Low-progress readers need intensive, systematic and explicit reading instruction. In addition, we have specific programs for beginning readers that lay the foundation on which later reading instruction builds.

Assessment and placement
A MultiLit Literacy Centre assessment is necessary to evaluate your child’s literacy skills and to determine which of our programs would be most beneficial. Assessments are conducted in Centre or online. Parents then receive a printed summary of results and verbal feedback to discuss enrolment recommendations.

Program delivery
Programs are delivered one-to-one, either face-to-face within our Centres or online. Programs are created by specialist staff in the areas of speech pathology, psychology or education and are delivered by qualified tutors.

Individualised programs
MultiLit Literacy Centres offer a range of individualised programs including:

- MiniLit – for students in Year 1 and students requiring early literacy skill intervention
- Reading Tutor Program/MacqLit/Word Attack Skills – Extension – for students in Year 2 through to adults requiring intensive instruction in reading accuracy and fluency
- Comprehension – for students in Year 4 and above who have adequate reading accuracy skills but require help to understand text
- Parent Monitoring Program – parents are trained to deliver our Reading Tutor Program at home with their child, complemented by weekly sessions with one of our senior staff to monitor progress
- Holiday Programs – intensive tuition for students each day of the school holidays as a boost to reading skills or to complement MultiLit instruction in schools.

Results
Typically, we expect a very substantial improvement in reading after attending for just two terms, as our most recent analysis of the progress of the group of students who have attended our MultiLit Literacy Centres shows.

The analysis included assessment results from 164 students who attended tutoring in the last five years (2015 to 2019). All were new to the Literacy Centre and were in Years 3 through 6. The results showed that the students made average ‘age equivalent’ gains of between 11 and 18 months on all literacy measures – far exceeding the actual duration of instruction (i.e., approximately 20 weeks of instruction).

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

- 13 months in word reading
- 13 months in spelling
- 18 months in decoding (i.e., nonword reading – a measure of how well students use phonics)
- 13 months in passage reading accuracy
- 11 months in passage reading comprehension.

For more research results, visit literacycentres.multilit.com/programs/results/.

For schools
If your school is unable to offer individual programs for students who require more targeted, intensive instruction (Tier 3), online Literacy Centre programs can be delivered in schools. We offer programs for primary and secondary students during school hours, including specialised assessment, targeted instruction, monitoring and reporting.

Find out more:
literacy.centre@multilit.com
www.multilit.com/literacycentres
Five from Five is a community education initiative with the objective of promoting effective, evidence-based reading instruction.

Having recently completed 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 – that is, the five elements that 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, and with the support of the Macquarie Foundation, Vincent Fairfax Family Foundation, Belalberi Foundation, Kate and Peter Mason, Eureka Benevolent Fund 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, who is Director of Strategy and a Senior Research Fellow of 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 social media.

Find out more: www.fivefromfive.com.au
PD Information

MultiLit Professional Development Workshops are conducted throughout the year in most Australian capital cities, some regional locations, and online via videoconferencing. Several workshops are also available via self-paced eLearning modules for participants to undertake their professional learning at a time of their choice. For PD Workshop dates and locations, please refer to our website at www.multilit.com.

Workshop participants receive:
- Face-to-face direct tuition from experienced trainers, many with industry experience in educational fields
- All training materials and booklets
- For in-person workshops, tea and coffee on arrival plus morning tea and lunch
- Post-training support via email and telephone.

Professional Development Workshop accreditation

For accreditation details for your state or territory, visit www.multilit.com/quality-assured.

On-site Workshops

On-site workshops are available upon request for all programs. Please don’t hesitate to contact us if you have a sufficient number of staff from your school, or from neighbouring schools, who are keen to be trained. For further information or to obtain a quotation, email multilit@multilit.com or call 1300 55 99 19.

Professional Development Terms and Conditions

- Cancellations of a PD Workshop must be made in writing and emailed to multilit@multilit.com at least seven working days prior to the course date. There will be a fee of $77 (incl. GST) deducted for all cancellations within seven working days of the course date.
- Occasionally and only in unavoidable circumstances, MultiLit reserves the right to cancel or re-schedule a PD Workshop. In these circumstances, full refunds or an alternative PD Workshop will be offered.
- A place on a Professional Development (PD) Workshop is only guaranteed once a completed Registration Form has been received. Schools will be sent an invoice for payment.

Professional Development Workshops

<table>
<thead>
<tr>
<th>Course</th>
<th>Available by eLearning</th>
<th>Days</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreLit</td>
<td></td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>InitiaLit–F/1/2</td>
<td></td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>MiniLit</td>
<td></td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>MacqLit</td>
<td></td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Reading Tutor Program</td>
<td></td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Word Attack Skills – Extension</td>
<td></td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Spell–It</td>
<td></td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Measuring Reading Progress</td>
<td></td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Positive Teaching for Effective Classroom Behaviour Management</td>
<td></td>
<td>1 Day</td>
<td>Hrs: 6</td>
</tr>
<tr>
<td>Foundations, Assessment &amp; Measurement of Behaviour</td>
<td></td>
<td>1 Day</td>
<td>Hrs: 8</td>
</tr>
</tbody>
</table>
# Price List

## Products and Professional Development (Australia)

<table>
<thead>
<tr>
<th>PreLit</th>
<th>Professional Development</th>
<th>Price (incl. GST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WPRE</td>
<td>Professional Development Workshop only (in-person, one day)</td>
<td>$555</td>
</tr>
<tr>
<td>WPREVCW</td>
<td>Professional Development Workshop only (videoconferencing, one day)</td>
<td>$510</td>
</tr>
<tr>
<td>Kit</td>
<td>PreLit Kit only</td>
<td>$500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>InitiaLit–F</th>
<th>Professional Development</th>
<th>Price (incl. GST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WINI</td>
<td>Professional Development Workshop only (in-person, two days)</td>
<td>$1,110</td>
</tr>
<tr>
<td>WINIVCW</td>
<td>Professional Development Workshop (videoconferencing, two days)</td>
<td>$1,020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kit and Consumables</th>
<th>Price (incl. GST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PINF001</td>
<td>$1,830</td>
</tr>
<tr>
<td>PINF013</td>
<td>$144</td>
</tr>
<tr>
<td>PINF027A</td>
<td>$45</td>
</tr>
<tr>
<td>PINF027Q</td>
<td>$45</td>
</tr>
<tr>
<td>PINF027S</td>
<td>$45</td>
</tr>
<tr>
<td>PINF028</td>
<td>$221</td>
</tr>
<tr>
<td>PINF028A</td>
<td>$45</td>
</tr>
<tr>
<td>PINF035</td>
<td>$161</td>
</tr>
<tr>
<td>PINF036</td>
<td>$62</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>InitiaLit–1</th>
<th>Professional Development</th>
<th>Price (incl. GST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WINI</td>
<td>Professional Development Workshop only (in-person, two days)</td>
<td>$1,110</td>
</tr>
<tr>
<td>WINIVCW</td>
<td>Professional Development Workshop (videoconferencing, two days)</td>
<td>$1,020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kit and Consumables</th>
<th>Price (incl. GST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIN1001</td>
<td>$1,830</td>
</tr>
<tr>
<td>PIN1012</td>
<td>$144</td>
</tr>
<tr>
<td>PIN1013</td>
<td>$144</td>
</tr>
<tr>
<td>PIN1023</td>
<td>$45</td>
</tr>
<tr>
<td>PIN1024</td>
<td>$45</td>
</tr>
<tr>
<td>PIN1025</td>
<td>$45</td>
</tr>
<tr>
<td>PIN1030</td>
<td>$170</td>
</tr>
<tr>
<td>PIN1031</td>
<td>$45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>InitiaLit–2</th>
<th>Professional Development</th>
<th>Price (incl. GST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WINI</td>
<td>Professional Development Workshop only (in-person, two days)</td>
<td>$1,110</td>
</tr>
<tr>
<td>WINIVCW</td>
<td>Professional Development Workshop (videoconferencing, two days)</td>
<td>$1,020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kit and Consumables</th>
<th>Price (incl. GST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIN2001</td>
<td>$1,830</td>
</tr>
<tr>
<td>PIN2006</td>
<td>$62</td>
</tr>
<tr>
<td>PIN2012</td>
<td>$45</td>
</tr>
<tr>
<td>PIN2017</td>
<td>$45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>InitiaLit Readers Levels 1-9 (Series 1)</th>
<th>Price (incl. GST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIF001</td>
<td>$435</td>
</tr>
<tr>
<td>PRIF002</td>
<td>$1,770</td>
</tr>
<tr>
<td>PRIF003</td>
<td>$50</td>
</tr>
<tr>
<td>PRIF004</td>
<td>$50</td>
</tr>
<tr>
<td>PRIF005</td>
<td>$50</td>
</tr>
<tr>
<td>PRIF006</td>
<td>$50</td>
</tr>
<tr>
<td>PRIF007</td>
<td>$57</td>
</tr>
<tr>
<td>PRIF008</td>
<td>$75</td>
</tr>
<tr>
<td>PRIF009</td>
<td>$75</td>
</tr>
<tr>
<td>PRIF010</td>
<td>$93</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>PRIF011</td>
<td>Readers Levels 1-9 (Series 1) Level 9 Bundle</td>
</tr>
<tr>
<td>PIN036</td>
<td>More to Explore book: InitiaLit Readers Levels 1-9 (Series 1) (pack of 5)</td>
</tr>
<tr>
<td><strong>InitiaLit Readers Levels 1-9 (Series 2)</strong></td>
<td></td>
</tr>
<tr>
<td>PRIF201</td>
<td>InitiaLit Readers Levels 1-9 (Series 2) Full Set (60 Readers, 1 copy of each title)</td>
</tr>
<tr>
<td>PRIF202</td>
<td>InitiaLit Readers Levels 1-9 (Series 2) Classroom Sets (6 full sets)</td>
</tr>
<tr>
<td>PRIF203</td>
<td>Readers Levels 1-9 (Series 2) Level 1 Bundle</td>
</tr>
<tr>
<td>PRIF204</td>
<td>Readers Levels 1-9 (Series 2) Level 2 Bundle</td>
</tr>
<tr>
<td>PRIF205</td>
<td>Readers Levels 1-9 (Series 2) Level 3 Bundle</td>
</tr>
<tr>
<td>PRIF206</td>
<td>Readers Levels 1-9 (Series 2) Level 4 Bundle</td>
</tr>
<tr>
<td>PRIF207</td>
<td>Readers Levels 1-9 (Series 2) Level 5 Bundle</td>
</tr>
<tr>
<td>PRIF208</td>
<td>Readers Levels 1-9 (Series 2) Level 6 Bundle</td>
</tr>
<tr>
<td>PRIF209</td>
<td>Readers Levels 1-9 (Series 2) Level 7 Bundle</td>
</tr>
<tr>
<td>PRIF210</td>
<td>Readers Levels 1-9 (Series 2) Level 8 Bundle</td>
</tr>
<tr>
<td>PRIF211</td>
<td>Readers Levels 1-9 (Series 2) Level 9 Bundle</td>
</tr>
<tr>
<td><strong>InitiaLit Readers Levels 10-16</strong></td>
<td></td>
</tr>
<tr>
<td>PRI1001</td>
<td>InitiaLit Readers Levels 10-16 Full Set (60 Readers, 1 copy of each title)</td>
</tr>
<tr>
<td>PRI1002</td>
<td>InitiaLit Readers Levels 10-16 Classroom Sets (6 full sets)</td>
</tr>
<tr>
<td>PRI1003</td>
<td>Level 10 Bundle</td>
</tr>
<tr>
<td>PRI1004</td>
<td>Level 11 Bundle</td>
</tr>
<tr>
<td>PRI1005</td>
<td>Level 12 Bundle</td>
</tr>
<tr>
<td>PRI1006</td>
<td>Level 13 Bundle</td>
</tr>
<tr>
<td>PRI1007</td>
<td>Level 14 Bundle</td>
</tr>
<tr>
<td>PRI1008</td>
<td>Level 15 Bundle</td>
</tr>
<tr>
<td>PRI1009</td>
<td>Level 16 Bundle</td>
</tr>
<tr>
<td>PIN1025</td>
<td>More to Explore book: InitiaLit Readers Levels 10-16 (pack of 5)</td>
</tr>
<tr>
<td><strong>MiniLit</strong></td>
<td></td>
</tr>
<tr>
<td>WMIN</td>
<td>Professional Development Workshop only (in-person, two days)³</td>
</tr>
<tr>
<td>WMINVCW</td>
<td>Professional Development Workshop only (videoconferencing, two days)</td>
</tr>
<tr>
<td><strong>Kit and Consumables</strong></td>
<td></td>
</tr>
<tr>
<td>PMINO1</td>
<td>MiniLit Kit only (includes 1 set each of PMINO11 and PMINO13)²</td>
</tr>
<tr>
<td>PMINO11</td>
<td>Level 1 Student Resources (includes 1 Testing Record Book + set of 5 Workbooks)</td>
</tr>
<tr>
<td>PMINO13</td>
<td>Level 2 Student Resources (includes 1 Testing Record Book + set of 5 Workbooks)</td>
</tr>
<tr>
<td>PMINO30</td>
<td>Level 1 Testing Record Book only</td>
</tr>
<tr>
<td>PMINO31</td>
<td>Level 2 Testing Record Book only</td>
</tr>
<tr>
<td>PMINO07</td>
<td>Sounds &amp; Words – Level 1 (pack of 5)</td>
</tr>
<tr>
<td>PMINO08</td>
<td>Sounds &amp; Words – Level 2 (pack of 5)</td>
</tr>
<tr>
<td>PMINO34</td>
<td>MiniLit Story Book Cards</td>
</tr>
<tr>
<td><strong>Reading Tutor Program</strong></td>
<td></td>
</tr>
<tr>
<td>WRTP</td>
<td>Professional Development Workshop only (in-person, one day)</td>
</tr>
<tr>
<td>WRTPVCW</td>
<td>Professional Development Workshop only (videoconferencing, one day)</td>
</tr>
<tr>
<td>ERTP</td>
<td>Professional Development eLearning Modules</td>
</tr>
<tr>
<td><strong>Kit and Consumables</strong></td>
<td></td>
</tr>
<tr>
<td>PRTP001</td>
<td>Reading Tutor Program Kit only (includes 1 copy each of PRTP003 and PRTP005)</td>
</tr>
<tr>
<td>PRTP003</td>
<td>Word Attack Skills Recording Booklets (pack of 5)</td>
</tr>
<tr>
<td>PRTP005</td>
<td>Sight Words Recording Booklets (pack of 5)</td>
</tr>
<tr>
<td><strong>Word Attack Skills – Extension Program</strong></td>
<td></td>
</tr>
<tr>
<td>WWSX</td>
<td>Professional Development Workshop only (in-person, one day)</td>
</tr>
<tr>
<td>WWSXVCW</td>
<td>Professional Development Workshop only (videoconferencing, one day)</td>
</tr>
<tr>
<td><strong>Kit and Consumables</strong></td>
<td></td>
</tr>
<tr>
<td>PWSX001</td>
<td>Word Attack Skills – Extension Kit only (includes 1 sample copy of PWSX003)</td>
</tr>
<tr>
<td>PWSX003</td>
<td>Recording Booklets (pack of 5)</td>
</tr>
<tr>
<td><strong>MacqLit</strong></td>
<td></td>
</tr>
<tr>
<td>WMAC</td>
<td>Professional Development Workshop only (in-person, two days)²</td>
</tr>
<tr>
<td>WMACVCW</td>
<td>Professional Development Workshop only (videoconferencing, two days)</td>
</tr>
<tr>
<td><strong>Kit and Consumables</strong></td>
<td></td>
</tr>
<tr>
<td>PMAC001</td>
<td>MacqLit Kit only (includes 1 set of PMAC015)²</td>
</tr>
<tr>
<td>PMAC015</td>
<td>Testing and Lesson Records Set (includes 1 Assessment Book + 5 Activity Books)</td>
</tr>
<tr>
<td>PMAC016</td>
<td>Testing and Lesson Records Book (single copy)</td>
</tr>
<tr>
<td>PMAC014</td>
<td>Activity Book (single copy)</td>
</tr>
</tbody>
</table>
PMAC011 Sounds and Words Book – Parts A-C (pack of 5) $127
PMAC012 Sounds and Words Book – Parts D-F (pack of 5) $127
PMAC013 Sounds and Words Book – Parts G-I (pack of 5) $127
PMAC031 Sounds and Words Book – Parts A-C (single copy) $27
PMAC032 Sounds and Words Book – Parts D-F (single copy) $27
PMAC033 Sounds and Words Book – Parts G-I (single copy) $27

Spell–it

Professional Development

WSPE Professional Development Workshop only (in-person, one day) $555
WSPEVCW Professional Development Workshop only (videoconferencing, one day) $510

Kit and Consumables

PSPE001 Spell–It Kit only (includes 1 copy each of PSPE002 and PSPE006) $595
PSPE006 Activity Book (single copy) $30
PSPE009 Spell–It Cards (complete set of cards and storage box) $222
PSPE002 My Spelling Dictionary $34

Reinforced Reading

Kit

PRER Reinforced Reading USB and Booklet $70

WARN: Wheldall Assessment of Reading Nonwords

Kit and Consumables

PWRN001 WARN Kit only $268
PWRN004 Initial Assessment Record Forms (set of 30 forms) $44
PWRN005 Progress Monitoring Record Forms (set of 15 forms) $44

WARL: Wheldall Assessment of Reading Lists

Kit and Consumables

PWRL001 WARL Kit only (includes 1 set each of PWRL004 and PWRL005) $268
PWRL004 Initial Assessment Lists Record Forms (set of 30 forms) $44
PWRL005 Progress Monitoring Lists Record Forms (set of 15 forms) $44

WARP: Wheldall Assessment of Reading Passages

Kit and Consumables

PWRP001 WARP Kit only (includes 1 set each of PWRP004 and PWRP005) $268
PWRP004 Initial Assessment Passages Record Forms (set of 30 forms) $44
PWRP005 Progress Monitoring Passages Record Forms (set of 15 forms) $44

Measuring Reading Progress PD Workshop

Professional Development

WMSP Measuring Reading Progress Workshop (in-person, one day) $555
WMSPVCW Measuring Reading Progress Workshop (videoconferencing, one day) $510
Measuring Reading Progress eLearning Modules (to be launched in 2021) $555

Positive Teaching & Learning

Professional Development

WPOSM1 Positive Teaching Workshop 1 only (in-person, one day) $555
EPOSM1 Positive Teaching Workshop 1 via eLearning modules $555
WPOSM2 Positive Teaching Workshop 2 only (in-person, one day) $700
EPOSM2 Positive Teaching Workshop 2 via eLearning modules $700
PPTBO01 Positive Teaching for Australian Primary Classrooms (book) $35

1 WINI and PIN001 are available only if your school has previously purchased InitiaLit PD + InitiaLit–Foundation Kit.
2 WINI and PIN001 are available only if your school has previously purchased InitiaLit PD + InitiaLit–1 Kit.
3 WINI and PIN001 are available only if your school has previously purchased InitiaLit PD + InitiaLit–2 Kit.
4 WINI and PIN001 are available only if your school has previously purchased MiniLit PD + MiniLit Kit.
5 WMAC and PMAC001 are available only if your school has previously purchased MacqLit PD + MacqLit Kit.
6 WSPE and PSPE001 are available only if your school has previously purchased Spell–It PD + Spell–It Kit.
7 Reinforced Reading USB and Booklet are included with PRTP1, PWSX1 and PMAC1.

Discounts

Publications

For all publication sales (programs and products)

- A 10% discount will apply to publication orders of $6,000 or more, received in the same order
- A 15% discount will apply to publication orders of $12,000 or more, received in the same order

(Please note: discount does not apply to professional development bookings.)

Professional Development

- InitiaLit Professional Development: when booking two or more workshop places in the same order, a 40% discount will apply to the second and subsequent participants.
- Positive Teaching: when booking 5-9 places in a workshop in the same order, a 10% discount will apply to all participants. For 10 or more participants, please contact us at multilit@multilit.com for pricing.
Terms & Conditions of Sale

General

- MultiLit Pty Limited (‘MultiLit’) owns or has a licence to the copyright in all programs in this Catalogue.
- In purchasing any product, you acquire the right to use that program subject to the copyright laws and the terms of this notice.
- 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.

Conditions of purchase

- InitialLit–Foundation, InitialLit–1, InitialLit–2, MiniLit, 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 purposes.

InitiaLit (Resources and PD Workshop)

- WINI (InitiaLit PD Only) and PINF001 (InitiaLit–F Kit only) are available only if your school has previously purchased InitialLit PD + InitiaLit–F Kit.
- WINI (InitiaLit PD Only) and PIN1001 (InitiaLit–1 Kit only) are available only if your school has previously purchased InitialLit PD + InitiaLit–1 Kit.
- PIN2 (InitiaLit PD Only) and PIN2001 (InitiaLit–2 Kit only) are available only if your school has previously purchased InitialLit PD + InitiaLit–2 Kit.

MiniLit (Resources and PD Workshop)

- WMIN001 (MiniLit PD Only) and PMIN001 (MiniLit Kit only) are available only if your school has previously purchased MiniLit PD + MiniLit Kit.

MacqLit (Resources and PD Workshop)

- WMAC001 (MacqLit PD Only) and PMAC001 (MacqLit Kit only) are available only if your school has previously purchased MacqLit PD + MacqLit Kit.

Spell–It (Resources and PD Workshop)

- PSPE001 (Spell–It Kit) and WSPE001 (Spell–It PD Only) is available only if you have previously purchased Spell–It PD + Spell–It Kit.
New releases in 2021

coming soon from MultiLit

- A new range of picture books, published under MultiLit imprint Putto Press
- A second series of InitiaLit Readers Levels 10-16, for less confident Year 1 readers
- MiniLit Sage – a revised and updated version of the original MiniLit
- Positive Teaching & Learning PD Workshops: Foundations, Assessment and Measurement of Behaviour, and Motivation and Teaching Strategies
- Wheldall Sentence Comprehension Screener (WSCS) – a tool to assess developing comprehension skills
- InitiaLit Extension – resources to stretch more capable InitiaLit students

Visit www.multilit.com/2021-new-releases to express your interest in these new releases, so we can keep you informed of pre-orders and release dates.

Connect with us

Follow us on social media

- multilit.com
- literacycentres.multilit.com
- fivefromfive.com.au
- nomanis.com.au
- facebook.com/multilit
- @MULTILITmedia
- linkedin.com/company/multilit
- youtube.com/c/MultilitAus