

Literacy Lift off Stations

Station 1: Familiar Reading

Each child reads the book that they read at the new book station on the previous day. This is the book that they take home at night. At this station, as well as listening to the reading, the teacher will check the children's understanding of individual words. He/She will also check that the children have a grasp of the bigger picture. The roles of the characters are discussed. Comprehension strategies such as prediction, connecting to own life, inferring etc are all consolidated at this station.

Ideas:

- Reading with the teacher (individual/guided reading session)
- Individual reading; children can read their own book.
- Paired reading; children can work in same ability/mixed ability pairs and read together
- Group reading; the children can read a short story/ chapter together and then discuss the piece. They could predict what might happen next or give their opinion on what has happened.
- Reading task cards; children can answer questions, complete character profiles, discuss the story in their groups.

Purpose: Development of enjoyment, fluency, comprehension and speed.

Possible discussion topics:

1. What is the setting of your story?
2. Describe the main character of your story. (At least three full sentences.)
3. What is the problem in the story?
4. Find 5 tricky words and write their definition from your dictionary

Station 4: New Reading

Encountering new texts each day challenges the pupils to discover new ways to go beyond their current operating ability and lift their literacy processing.

At this station some or all of the following take place:

- Direction of reading
- Pointing to words while reading

- Picture walk (Discuss the pictures prior to reading to introduce children to some of the new vocabulary they will meet in the book)
- Introduction to story – author, illustrator, blurb, genre of story, plot, characters
- Teacher may model reading
- Word/ Letter find
- Each child reads at own pace in their indoor voice. Teacher listens to each child independently
- Teaching points on errors and strategies for figuring out unknown words (eg picture cues, context, decoding, chunking, “what makes sense?”) are all done at this station.

Possible discussion topics:

1. What is the setting of your story?
2. Describe the main character of your story. (At least three full sentences.)
3. What is the problem in the story?
4. Find 5 tricky words and write their definition from your dictionary

Purpose: Pupils learn to use strategic activities to read new texts.

Station 2: Word Work, Phonics, Grammar

At this table the children learn about the structure of words, sounds within words (beginning, middle and end sounds), blends (ch, br, ow, ai...), prefixes (word beginnings eg dis, un, mis...), suffixes (word endings eg. able, ing, ed), syllables, rhymes, compound words, silent letters etc. Grammar points like speech marks, commas, exclamation marks are also covered when the children are ready. Each child has a mini whiteboard to practice writing words or to break words up words (with marker or magnetic letters). They also work on their phonics and phonological awareness in this station.

Ideas:

- Dictionary work; choose 5/6 words from their novel book – children then look these up in the dictionary and write down the meaning/ put the word into a sentence. Use a thesaurus to find words that mean the same.
- Stop the Bus is a brilliant game to play for vocabulary and categorising. The children divide their page into 5/6 categories such as Boys Name/girls name/ food or drink/ animal and place. One child says A and then continues saying the alphabet in their head. Another child says STOP. And the child saying the alphabet says the letter they stopped on – the children then fill out the

categories with words starting with that letter. Once they have filled all the categories they say 'Stop the Bus' and everyone has to stop writing. They can then calculate their score; 10 points for a correct answer, 5 points if 2 or more people have the same answer, 15 points if only 1 person has a correct answer. The winner is the person with the highest score at the end of the game.

- Use the alphabet; write a list of food/drinks/animals/places/names/things you'd find in the kitchen/bedroom/bathroom etc. beginning with each letter.

Purpose: To show children how words work, so that they can make a fast visual analysis of their reading.

Station 3: Writing

At this station the children are taught the process of writing. Pupils write sentences based on their own experiences, using words that they encounter in their readers. The emphasis is not on the finished sentence or on handwriting. The purpose is to encourage children to focus their thought so that they can create a concise well-formed sentence based on the book that they have just read. The process of transferring this thought to paper is a complex one as it tests the child in the following areas: identifying key points in the story, keeping the sentence in their head while they are writing, word spacing, grammar and punctuation points, remembering sound structures for spelling.

Again this is all based on the child's level of reading fluency. **Some groups may receive partially completed sentences such as: T- c- s- on t- b- m-.** (The cat sat on the big mat) while other groups would be expected to construct more complex sentences on their own with the teacher as a guide. The book cover or a page from their book can also be used as writing stimulus.

Ideas:

- Children work independently or with a partner to write a list of verbs/adjectives etc. that they can use in their writing. e.g. write a list of alternative words for said/went,
- write a list of adjectives to describe people,
- write a list of verbs,
- write a list of similes or metaphors.
- After a few minutes, the children can then share their ideas
- Free writing;
- Practice handwriting
- Story writing; children can choose a character, setting and event etc. Roll a story sheets in folder.

Purpose: That they will learn how they can write their own messages by hearing and recording sounds in words, using analogy and learning unusual words

Station 5: Comprehension Strategies (Can be combined with reading stations)

At this station, the pupils listen to a variety of stories and learn about comprehension strategies such as predicting, connecting, inferring and creating images.

Independent station:

Here, the children learn to develop their independence and problem solving strategies as they learn to figure things out on their own.

Activities at this station vary but listed below are some examples:

- Handwriting activities
- Assembling cut up sentences
- Crosswords/ Word searches
- Jumbled words/ sentences
- Phonic games
- Listening to stories with headphones and documenting the story through picture or text
- Colouring/ playdough activities to develop fine motor skills
- Making words with magnetic letters.
- Work on initial sounds, end sounds, rhyming words etc.

How Can Parents Help?

- Set aside 10 minutes each day to read with your child and engage in some of the following activities.
- Discuss the cover of the book, the pictures, the illustrator, author etc
- Listen to your child read
- If your child gets stuck on a word ask them what strategy they could use - look at the picture, chunk it up, sound it out, look for a little word within a big word, read on for clues (but always remember to go back!)
- Ask your child questions about the story and encourage your child to give as much information as possible.
- Your child could ask questions to see if you were paying attention! - this is your chance to model answering questions correctly.
- Can your child sequence events from the story correctly? What happened first, then what happened, what happened last?
- Can they summarise the story giving the main theme in one or two sentences?

- Discuss the characters, their favourite part of the story, what they didn't like, what might happen next if there was another chapter in the story?
- Is there anything in the story that reminds them of their own life? Talk about this with them.
- The more you talk with your child the more their vocabulary and confidence in speaking and reading will grow