

The implementation of a literacy intervention 'Station Teaching' in infant classes

Dr. Dympna Daly

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PRACTICAL TIPS FOR YOUR CLASSROOM



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Written by Dr. Dympna Daly
Edited by Ann Daly and Siobhán O'Regan



West Cork
Education Centre

Ionad Oideachais Iarthar Chorcaí

What is Station Teaching?

- Station Teaching is a literacy intervention that teachers in Ireland are now implementing. Station Teaching occurs when a class is divided into four or five small groups of pupils and they receive intensive tuition at four or five different Stations. Members of the Special Education team in a school, in collaboration with the class teacher, work in the classroom at the different Stations providing a range of literacy activities, for example: New Reading, Familiar Reading, Phonics and Writing activities. In some schools the intervention lasts for six to eight weeks per year, in other schools the intervention continues all year – it all depends on availability of staff.

Outline of Stations

- **New Book**: the purpose of this Station is to allow children daily practice in attempting to read new material at their instructional level. The children learn to use strategic activities to read new texts. The teacher prepares the children for success by giving them the plot of the story and introducing them to any new or unusual words or phrases. As the children are reading the new text the teacher directs them to the most effective strategy to use at any given time. This strategy might be a prompt to meaning (e.g. Where were the children going?), to visual information (e.g. Cover the 'ing' or 'can you see a bit you know') or to structure (e.g. predict how the phrase might end) (PDST, 2011, pp 7-8).

Familiar reading

- The purpose of this Station is to promote enjoyment, fluency, comprehension and speed. Children read the same story in round robin. Teachers do not interrupt the reading. As the children are reading teachers should note what is going well and one or two things they want to draw the group's attention to e.g. a good self-correction or something that didn't sound right, look right or make sense or a good visual analysis.

Word work

- The purpose of this Station is to show children how words work so that they can make a fast visual analysis of their reading. Magnetic letters are used to show children how words are composed of letters and sometimes have 'bits that look the same and sound the same'. This is based on words that they know and are in the reading
- Can also be Phonological awareness/Phonics S

Writing

- The purpose of this Station is that the children will learn how they can write their own messages by hearing and recording sounds in words, using analogy and learning unusual words (by 'look, cover, write, check'). Children compose a sentence and have-a-go at writing it. The teacher helps them problem solve by showing them how to hear and record sounds in words (using sound boxes) or by using analogy (If I can spell "tack" I can spell "cracking"). On the practice page the children can try out words and every day they must learn one or two words or practise one or two words that they already know
- Sand trays/mini whiteboards/handwriting copies

New Reading Station	Resources
<p>Teacher instructions:</p> <ul style="list-style-type: none"> • T introduces book – shows cover, covers the title – asks the pupils for predictions about title/book/story • Pre teach new words using flashcards and small white board • Pointers out – ps point to words as t reads • T + Ps read title page – author and illustrator • Quick look at each picture on pages • Each pupil reads one page each • Discussion on story/words if have time • Encourage ps to look for smaller words/rhyming words • Point out exclamation, question and speech marks • Play fast fingers to point out a word given by teacher – give word clues eg point out a word beginning with wh, or a word containing a smaller word <p>Familiar Reading</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • T shows cover of book from previous day – discusses title/picture, elicit an alternative title • Whole group/individual reading of story – develop fluency • Connections – other stories with similar theme • T questions ps on the book's content using more higher order thinking questions – elicit more from the ps in relation to contents of book • Focus on comprehension • Ps retell/summarise the story • Games – Fast Fingers: find sound of the week/capital letters etc – T focuses on digraphs, rhyming words, sight words occurring within the text • Vocabulary work - T reads sentence and omits a word. T covers a word, ps to provide an alternative word for T 	<ul style="list-style-type: none"> • Multiple copies of levelled readers (PM+) in plastic folder – one copy of book for each pupil • T record sheet • Ps plastic folders to store new book for homework <p>Resources</p> <ul style="list-style-type: none"> • Multiple copies of levelled readers (PM+) in plastic folder - one copy of book for each child • T record sheet
<p>Word Work/Phonics</p> <p>Teacher instructions:</p> <ul style="list-style-type: none"> • T introduces new sound of the week using flashcard/Ipad (Jolly Phonics app), Sound Linkage (eg. oo/sh/ch sounds) • Practise the song/action to accompany the new sound • Ps listen to the song • Air writing/writing with fingers on table of new sound • T elicits words from the ps that contain the sound, shows other flashcards of words containing sound for ps to read • Ps watch formation of letter on Ipad 	<p>Resources</p> <ul style="list-style-type: none"> • Sound Linkage • Ipad – Jolly Phonics app • Flashcards • Phonic worksheets • Magnetic letters and whiteboards • Elkonin boxes • Counters • Mini Whiteboards, markers, cloths • Bingo cards • Dice

Starting Station Teaching: Junior Infants

- Last term
- Test individually Concepts About Print – how to hold a book, left to right and top to bottom orientation, return sweep, title, author, illustrator, understanding letter/word, one to one matching, punctuation, capital and lower-case letters, blurb, table of contents, index, glossary, parentheses, bold print and italics (RAI, 2014) *** see next slide
- Test letter names and letter sounds
- Group your children in your class (4 groups x 5/6 pupils)
- Explain different Stations, rules about quiet voices, timer
- Organise staffing and resources

Starting Station Teaching: Senior Infants

- Teacher Observation
- Test pupils – do a running record on pupils if possible to ascertain level of reading. Administer other tests such as TEST2r or MIST. Book bands for Guided Reading (UK RR)
- Trinity Early Screening Test in Reading and Writing (TEST2r) – two parts; part one class teacher administers – rapid screener test (5 sub tests – letter knowledge, rhyme recognition oddity, phonetic spelling, copying, rapid automatized naming); LS teacher administers part 2 to pupils who do not perform well in part one
- Middle Infant Screening Test (MIST) – class teacher – 5 sub tests: listening skills, letter/sounds identification, written vocabulary, three phoneme words, dictation (Term 2 in Senior Infants)

Starting Station Teaching: First Class

- Children are grouped according to ability based on a number of criteria including:
- Teacher Observation
- Check any tests completed in Senior Infants: TEST2r or MIST
- Check end of year reports from Senior Infants
- Administer standardised tests: MICRAT or Drumcondra English Test in September
- Do a running record on each child to ascertain reading level
- Informal phonics assessment in September
- Liaise with Support teacher/Previous class teacher
- The dynamics of the children involved e.g. some strong characters may not work well together in a group

Setting up ST

- Divide class into 4/5 groups of 5/6 pupils in each group
- Class teacher to lead ST in their class
- Arrange team meeting of all teachers involved in ST- teacher planning – record keeping template
- Decide timetabling e.g Mon. to Thurs. 10.00 – 10.40/Timer
- Organise resources – which levelled readers/multiple copies/folders
- Visit another school to see ST in action
- One teacher to take responsibility for one Station – have pack of resources ready, have record sheet for each Station
- Teachers to rotate on a monthly/weekly basis
- Have substitute available to replace absent teacher on occasion

Resources required for ST

- Levelled readers: PM+ books/Big Cat books/Flying Start books/Red Rocket books/Sails/Novels
- Sand trays/sandpaper letters/Threading boards/Theraputty
- Mini whiteboards and markers
- Magnetic letters and boards
- Phonics games/sheets/activities – google games and prepare (Jolly Phonics), Elkonin boxes
- Handwriting copies/books/sheets/Smart Pals

Getting started....

Arrange observations of other ST classes;
Organise Support personnel; Small groups
Junior Infants – last term. Test Concepts about
Print; Letter names + sounds
Senior Infants - Tests; Running records; MIST;
Teacher observation
Purchase resources – Levelled readers/sand
trays/mini whiteboards. Regular team
meetings. Go for it!!!!!!!!!!!!!!!!!!!!

And finally....

