

# **SAMPLE LITERACY BLOCKS**

## **FOR THE**

### **PRIMARY YEARS**



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## Suggested Components for 90-Minute Wave 1 Literacy Blocks throughout Primary years

### Notes

1. These are suggestions only, but reflect the need to include components of each of the Big Six in each Literacy Block (with exception of phon. awareness which needs no further isolated teaching once single phonemes can be identified<sup>#</sup>).
2. All students (Wave 1, 2 and 3) participate in the group reading session (usually the first 30 mins)
3. Wave 2 students participate in entire 90 minutes of Literacy Block, but also receive an additional 30 minutes of small group (3-5 students) instruction 3-4 times/week until monitoring reveals they have caught up.
4. Wave 2 students move to Wave 3 intervention if sufficient progress not made after two terms of Wave 2 intervention (or after one term if lack of progress is very marked)
5. Wave 3 students leave whole class and join smaller group for more intensive instruction for last hour of Literacy Block.
6. Wave 3 groups must be kept small (1-3 students) and should work with a highly skilled instructor.\*
7. Handwriting, i.e. explicit instruction in letter formation, should be done separately from the Literacy Block.
8. *Extended* writing should also be done outside time allocated for Literacy Block, although many of the core components will include writing especially in the upper primary years.
9. Once children are reading connected text beyond decodable books, there should be other opportunities for extended reading throughout week.

<sup>#</sup> Explicit instruction in phonics, and the blending and segmenting of sounds in words will continue to build phonemic awareness skills, therefore no need to teach phonemic awareness in isolation.

\* This can be a Student Support Officer, but only if well-trained in intensive small group instruction and operating under teacher's guidance.

## Sample of 90-Minute Wave 1 Literacy Block Reception

Time	Component
Up to 30 minutes	<p><b>Read Aloud and Oral Comprehension</b></p> <ul style="list-style-type: none"> <li>Teacher reads a book aloud for whole group to: model good reading strategies; expose children to a range of text genres; build background knowledge; explore new vocabulary; engage in prediction activities; discuss role of illustrations, ask questions of different types including “what if...?” questions.</li> </ul>
15 minutes ** Phonological awareness activities can be incorporated within phonic work once children can detect single phonemes	<p><b>Phonological Awareness</b></p> <p>Example lesson content:</p> <ul style="list-style-type: none"> <li>building alliterative phrases/descriptions (Gentle Jacob, Smart Samantha)</li> <li>blending sounds together</li> <li>segmenting words into phonemes</li> </ul>
20 minutes **Opportunities should also be taken throughout day for quick recaps of target p.a./phonics	<p><b>Phonics and Word Study</b></p> <p>Example lesson content:</p> <ul style="list-style-type: none"> <li>explicit teaching of the sounds of letters in an order that promotes blending</li> <li>blending and segmenting words with magnetic letters for reading and spelling</li> <li>practising high frequency words</li> <li>reading decodable texts using known letters and words as soon as possible (e.g. Dandelion readers)</li> </ul>
15 minutes	<p><b>Vocabulary</b></p> <p>Example lesson content:</p> <ul style="list-style-type: none"> <li>orally matching word to pictures</li> <li>using examples and non-examples</li> <li>word wall activities</li> </ul>
5 -10 minutes	<p><b>Share Time</b></p> <p>The class discusses what they have learned during the literacy block. This is a very important time for teachers to assess what students have learned or not learned.</p>

Note: Activities after Reading Aloud can be done as series of station activities, which allows for grouping of students. Once identified (Term 2,3?), Wave 3 students would leave after Reading Aloud component for more targeted small group instruction.

## Sample of 90-Minute Wave 1 Literacy Block Year One

Time	Component
30 minutes	<p><b>Book Sharing and Comprehension</b> The teacher reads a book aloud for whole group to model good reading strategies; expose children to a range of text types</p> <p>Example lesson content:</p> <ul style="list-style-type: none"> <li>• making predictions using the cover picture of a book</li> <li>• find story vocabulary words as the book is read and discuss how the words are important to the story</li> </ul>
10 minutes (may be a small group activity for Wave 2 students who need additional support – by Year 1 most students should not need separate p.a. lessons)	<p><b>Phonological Awareness</b> Example lesson content:</p> <ul style="list-style-type: none"> <li>• onset-rime blending</li> <li>• blending sounds into words</li> <li>• segmenting words into phonemes using Elkonin boxes (grids)</li> </ul>
20 minutes	<p><b>Phonics and Word Study</b> Example lesson content:</p> <ul style="list-style-type: none"> <li>• learning specific vowel digraph or letter combination</li> <li>• further instruction of high frequency words</li> <li>• blending letter combinations CVC, CCVC words using taught sounds</li> <li>• practising skills by reading decodable books</li> </ul>
15 minutes	<p><b>Vocabulary</b> Example lesson content:</p> <ul style="list-style-type: none"> <li>• pre-teach story words (would occur before story reading as part of initial activity)</li> <li>• use semantic maps to demonstrate word links</li> </ul>
10 minutes	<p><b>Fluency</b> Example lesson content:</p> <ul style="list-style-type: none"> <li>• chunking reading by reading phrases</li> <li>• reading of decodable texts</li> <li>• reciting poems with rhythm</li> </ul>
5 minutes	<p><b>Share Time</b> The class discusses what they have learned during the literacy block.</p>

## Sample of 90-Minute Wave 1 Literacy Block Year Two

Time	Component
30 minutes	<p><b>Guided Reading and Comprehension</b> The teacher and children share book reading according to students' skills to model good reading strategies; expose children to a range of text types</p> <p>Example lesson content:</p> <ul style="list-style-type: none"> <li>• creating a class story map</li> <li>• identifying characters and their personalities whilst reading aloud</li> </ul>
10 minutes Should only be small group activity for those requiring p.a. activities	<p><b>Phonological Awareness</b></p> <p>Example lesson content:</p> <ul style="list-style-type: none"> <li>• segmenting words into phonemes</li> <li>• complex onset and rime - three letter blends</li> <li>• creating tongue twisters</li> </ul>
20 minutes	<p><b>Phonics and Word Study</b></p> <p>Example lesson content:</p> <ul style="list-style-type: none"> <li>• learning more complex spelling patterns</li> <li>• further instruction of high frequency words</li> <li>• blending words using more complex taught letter combinations</li> </ul>
15 minutes	<p><b>Vocabulary</b></p> <p>Example lesson content:</p> <ul style="list-style-type: none"> <li>• word maps for theme vocabulary words</li> <li>• putting words into individual dictionaries</li> <li>• building word trees from base words</li> </ul>
10 minutes	<p><b>Fluency</b></p> <p>Example lesson content:</p> <ul style="list-style-type: none"> <li>• choral reading</li> <li>• Readers Theatre</li> <li>• Repeated reading with partner</li> </ul>
5 minutes	<p><b>Share Time</b> The class discusses what they have learned during the literacy block.</p>

## Sample of 90-Minute Wave 1 Literacy Block Year Three

Time	Component
10 minutes	<p><b>Vocabulary</b></p> <p>Example lesson content:</p> <ul style="list-style-type: none"> <li>• pre-teach target words from story to be read</li> <li>• use semantic maps to demonstrate word links</li> </ul>
30 minutes	<p><b>Book Sharing and Comprehension</b></p> <p>The teacher and children share book reading according to students' skills to model good reading strategies; expose children to a range of text genres</p> <p>Example lesson content:</p> <ul style="list-style-type: none"> <li>• KWL chart</li> <li>• Finding the main ideas in non-fiction text</li> <li>• Story profile</li> <li>• Character maps</li> </ul>
30 minutes	<p><b>Phonics and Spelling</b></p> <p>Example lesson content:</p> <ul style="list-style-type: none"> <li>• less frequently used phonemes</li> <li>• Greek and Latin roots; prefixes or suffixes</li> <li>• contractions</li> <li>• spelling rules - doubling final consonants, etc</li> </ul>
10 minutes	<p><b>Fluency</b></p> <p>Example lesson content:</p> <ul style="list-style-type: none"> <li>• Reader's Theatre</li> <li>• Echo reading</li> </ul>
5-10 minutes	<p><b>Share Time</b></p> <p>The class discusses what they have learned during the literacy block.</p>

## Sample of 90-Minute Wave 1 Literacy Block Years Four to Seven

Time	Component
15 minutes	<p><b>Read Aloud</b> Teacher reads a book aloud for whole group to model good reading strategies; expose children to a range of text types; should include targeted work on vocabulary contained in text</p>
15 minutes	<p><b>Mini lesson</b> (whole class) A short lesson on a specific skill such as a specific comprehension strategy, word work (advanced phonics/spelling), literacy styles, grammar point</p>
45-60 minutes	<p><b>Literacy Stations</b> Students engage in independent work while the teacher works with small groups and reinforces literacy skills such as phonics, reading, spelling There are usually 3-4 stations through which the groups rotate, working at each station for 15 -20 minutes. See below for suggested activities during this time.</p>
15-20 minute suggestions for station activities	<p><b>Station suggestions</b></p> <ul style="list-style-type: none"> <li>• One station should incorporate specific practice of work covered in mini lesson.</li> <li>• One station could be a guided reading activity where the teacher works with a rotating small group of students.</li> <li>• Each group may have its own text with lesson tailored to the specific group's needs.</li> <li>• Fluency station - paired reading ("expert" and "novice" pairs reading independent level text); echo reading; practising for Readers Theatre performance</li> <li>• Vocabulary station – develop word histories, semantic feature analyses, word maps, PAVE map, Frayer map</li> <li>• Comprehension station – using graphic organisers, practising note-taking using get the Gist; Reciprocal Reading</li> </ul>
5 minutes at conclusion	<p><b>Share Time</b> The class discusses what they have learned in their various pursuits for the day.</p>

## Contact Details

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