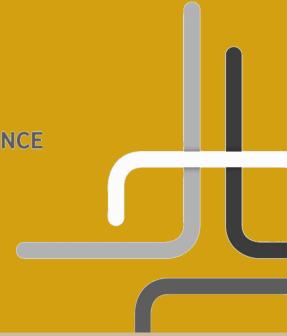




SCHOOLS NOW! CONFERENCE 28 February - 1 March, Colombo, Sri Lanka



Presenter

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Representing

Generation's School

...a happy place to learn

GENERATION'S OBJECTIVES



QUALITY EDUCATION through

ACADEMIC EXCELLENCE

based on

VALUES

leading to

LEADERSHIP QUALITIES

THE TWO CAMPUSES



NORTH CAMPUS

SOUTH CAMPUS

GENERATION'S LITERACY PROGRAM FRAMEWORK (STARTERS)

ALL STAKEHOLDERS WILL BE ABLE TO BECOME PROFICIENT, ACTIVE AND CONSCIOUS READERS AND TRULY UNDERSTAND, ENJOY AND USE WRITTEN LANGUAGE FOR LIFE LONG LEARNING

Screening and ongoing assessment of developing readers to inform instruction

☐ Assessment from 'seen and 'unseen' text

☐ Recording in record keeping register

- ☐ Categorization of readers according to the class level
- 1. Sun (above average) the fluent comprehending reader
- 2. Moon (average) the decoding reader
- 3. Earth (below average) struggling reader (word by word reader)

Curriculum

What is it?

•Quran

using RUBRICS

- Ginn/LB/ORT (with reference)
- to teachers' notes)
- Instruction in the five components of reading

instruction: Phonemic Awareness, Phonics,

Vocabulary, Fluency, and Comprehension

Whv?

Provide explicit instruction, scope and sequence, and common language and unified themes for students and teachers

How?

Explicit instruction depending on grade level and content.

Reading and Comprehension

What is it?

- Teacher read aloud
- Sight reading
- Whole class reading Silent reading
- •Differentiated small group instruction at student's instructional level

Why? To apply reading and comprehension strategies taught in the curriculum and to practise reading, using a variety of genres and across content areas

How?

Students read 20 to 70 minutes daily

Teacher Reading

Teacher read-aloud •Model/shared

reading

20m/day

Student Reading

- Paired reading Choral reading
- Silent reading
- Independent reading
- Sight reading (ongoing from
- environment)

Picture reading (pp) 20m/day

Differentiated small group reading

- Loud reading
- •Model/shared
- reading •Individual reading
 - 20-30m/day

Writing

What is it?

•Explicit instruction and a block of time in which students write informally and formally using the writing process.

Whv?

To apply spelling, grammar, and word building strategies in a meaningful and presentable way.

How?

•Students write daily 10 to 70 minutes

•Copy from seen text

- Comprehension from unseen passages •Creative writing:
- Free writing / Model / shared writing / Independent writing after discussion

Working with Words

What is it?

- Phonemic awareness
- Phonics
- Structural analysis of words
- Vocabulary
- development/power words
- Word Walls
- Spelling

Why?

To help students apply phonics and word knowledge to their own reading and writing, and to build vocabulary.

How?

Students work with words and vocabulary daily. 15 minutes

45 to 155 minutes of reading and writing daily

Term 1: Iqra Motivational Reading Program

- Theme-related activities Mascot
- Parent storytellers
- Author's Day
- •Book-a-week •Literature Day
- Daily book log in the diary
- signed by parents
- •Character Parade
- •Read for a cause •Show & Tell
- •DEAR bell

- •Igbal Poets' Platform (Elem)
- •No screen hours with a pledge

Term 2: Reader for the Day

Certificates for reading based on performance

School Home Links What is it?

- •Regular reading H.W. of ongoing lesson (Ginn/ ORT)
- •Reading H.W for Earth (struggling readers) with suggested titles
- •Reading Log for readers in the Earth groups:
- Parent awareness + practice sessions in small groups for understanding reading logs and reading with children.
 - •Reader for the Day (Term 2 Activity)

 Why?
- •To guide parents to help develop better language skills in their children

Beyond Reading What is it?

- •Extended activities from Quran stories ORT, Ginn and other books
- Video/screen watch
- •language games
- Art and creativity
- Class / assembly presentation (show & tells, recitals)
- Retelling, role play and drama
- •Guldasta-e-Adab (Family Reading Eve)
- •Elocution

Why?

To develop critical literacy; the ability to use text for communication, applying values, thinking, following directions & problem-solving (study & life skills)

Staff

What is it?

Teachers reading programme

- •Reading Quran and translation
- •Learning duas in Arabic
- Book clubs in CPD-pleasure reading & professional development (reading from quality material i.e Quran/hadith/ books, magazine articles and newspapers)
- •Reading workshops
- •Reading HW for holidays

Why?

For capacity building and understand the importance of reading

Parents

What is it?

- Reading workshops (PN to Elem)
- •Volunteer parent programme (selections from volunteer forms)
- •Parent awareness and practice session for using reading logs (Elem)
- •Library sessions for selection and reading books with child (PP)

Why?

Parent and community awareness & increased literacy

LIBRARY

- •Making Library an inviting & enjoyable place
- •Structured & teacher-assisted library blocks
- Activities to enhance reading
- & vocabulary development
- •Book reports & reviews
- Reading reference books,encyclopedia etc

- •Read-aloud sessions by Librarian
- Pre-reading activities to sustain interest
- •Theme-related activities
- Mobile library
- •Book Gala for new arrivals

Planned visits to the library for browsing and selection of books for pleasure reading, reference reading, professional development •Library sessions for PP students done by parents

•Parents reading in the library

Literacy -Rich Environment to foster skills necessary for language development:

A Setting that encourages and supports speaking, listening, reading and writing in a variety of authentic ways – through print, in and outside the classroom, reading & writing corners, class library, student work displays, purposeful conversation, silent reading, content posters, instructions & labels etc



A QUEST FOR READING TO IMPROVE TEACHING AND LEARNING WITH GHAZALA SAJJAD

WHAT TO CONSIDER TODAY?

According to Pressley et al, (2007, p.420),

'teachers who have a passion to read, motivate their students to read and discuss books often'.

SURVEY

- Results showed that reading for pleasure was a luxury teachers could not afford
- Teachers rarely read anything beyond what was needed for school purposes

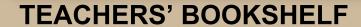


BOOK CLUBS: A PLEASURABLE EXPERIENCE



Tipping Point







TEACHERS DISCUSS BOOKS



VISIBLE LEARNING: A RICH READING CULTURE

