

## Partner Schools Global Network

SCHOOLS NOW! CONFERENCE  
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Presenter

**GHAZALA SAJJAD**

[\*g.sajjad@generations.edu.pk\*](mailto:g.sajjad@generations.edu.pk)

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



**SOUTH CAMPUS**

**NORTH 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 using RUBRICS

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
- Ginn/LB/ORT (with reference to teachers' notes)
- Instruction in the five components of reading instruction: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension

#### Why?

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.

#### Why?

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

- Iqbal 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 ,newspapers, 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' BOOKSHELF**

**TEACHERS DISCUSS BOOKS**



# VISIBLE LEARNING: A RICH READING CULTURE

