

# Adapting the English National Literacy Strategy for Islamic School Teachers

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## **Introduction:**

The 18,500 English state primary schools were required, from September 1998, to teach reading and writing in a highly structured manner as laid down by the strategy which insists that phonics comes first. The National Literacy Strategy is an unprecedented intervention in classroom teaching methods - representing the first England-wide policy on the teaching of reading.

<http://www.literacytrust.org.uk/Database/Primary/lithour.html#structure>

## **Overview:**

The National Literacy Strategy describes term by term how reading and writing should be taught. It advocates that students should be taught to:

- Discriminate between the separate sounds in words;
- Read words by sounding out and blending their separate parts;
- Write words by combining the spelling patterns of their sounds.
- Only when children are reasonably fluent readers should the emphasis shift to advanced reading.

## **Structure of the Literacy Hour:**

- **First section:**(15 minutes)  
Make the objectives of the lesson clear  
Modeling reading using an enlarged text or modeling writing by scribing with the students.
- **Second section :**( 15 minutes)  
Guided word or sentence work.
- **Third section** (about 20 minutes):  
Independent work (one group works with teacher)  
Reading, writing or word and sentence work
- **Final section:** (about 10 minutes)  
plenary session  
Reviewing the learning that has taken place related to the learning objectives of the lesson - the pupils, not the teacher, explain what they have learnt.

## **Rationale for the Plenary Session:**

The logic behind the structure of the literacy hour with its plenary session is this: educational research shows that people learn things better if they know initially what the objectives of their learning are and are provided with frequent opportunities to review what they have learnt. Explaining to others (a key ingredient of the plenary session) is one of the most effective methods of reviewing since if you can explain what it is you have been doing you are much more likely to retain the information.

## Sample Weekly Lesson Plan for Literacy Hour (Age 6-7 years) Year 2

<b>Literacy Hour Structure</b> →	<b>Objectives &amp; Guided Reading</b> (Whole Class) 15 mins	<b>Guided Word level or Sentence Work</b> (Whole Class Shared Work) 15 mins	<b>Planned Independent Work</b>  20 mins	<b>Plenary</b>  10 mins
<b>Mon</b> (objectives are always written on the board and shared).	To read 'The Hat', p1-10 review terms – antonym, syllable, apostrophe, compound word, root word, noun, pronoun, speech marks etc. (High frequency words).	<b>Sentence level:</b> Identify nouns and verbs. <b>Word level:</b> Insert apostrophes. <b>Spelling list:</b> thought, write, brought, does, don't, tries, watch, heard, change, leave.	<b>Red:</b> Circle nouns and underline verbs. <b>Blue:</b> Insert apostrophe in sentences. <b>Green:</b> Read 'The Hat' with Teacher. <b>Yellow:</b> Write spellings in sentences.	Select a student from each group to review what they have learned. Have list of spellings that are incorrect – choose student to give correct spelling.
<b>Tues</b> <b>Teacher demo how to read.</b>	To complete reading of 'The Hat', review terms – antonym, syllable, apostrophe, compound word, root word, noun, pronoun, speech marks etc. Review high frequency words.	<b>Sentence level:</b> Identify nouns and verbs. <b>Word level:</b> Insert apostrophes. <b>Spelling list:</b> thought, write, brought, does, don't, tries, watch, heard, change, leave.	<b>Red:</b> Insert apostrophe in sentences. <b>Blue:</b> Circle nouns and underline verbs. <b>Green:</b> Write spellings in sentences. <b>Yellow:</b> Read 'The Hat' with Teacher.	Insert apostrophe's correctly on worksheet.
<b>Wed</b>	To read, "The Three Bears". Introduce alliteration and onomatopoeia. Identify nouns, pronouns, compound words.	<b>Sentence level:</b> Identify examples of onomatopoeia and alliteration. <b>Word level:</b> Insert apostrophes. <b>Spelling list:</b> thought, write, brought, does, don't, tries, watch, heard, change, leave.	<b>Red:</b> Read 'The Hat' with Teacher. <b>Blue:</b> Write spellings in sentences. <b>Green:</b> Circle nouns and underline verbs. <b>Yellow:</b> Insert apostrophe in sentences.	Identify nouns and verbs. Ask for examples of onomatopoeia and alliteration.
<b>Thurs</b> <b>Teacher demo. how to write.</b>	To write a poem showing examples of onomatopoeia and alliteration. →	Review capitalization, punctuation and handwriting.	<b>Red:</b> Write spellings in sentences. <b>Blue:</b> Read 'The Hat' with Teacher. <b>Green:</b> Insert apostrophe in sentences. <b>Yellow:</b> Circle nouns and underline verbs.	Put up five sentences using and onomatopoeia and alliteration that need to be punctuated correctly. Choose students to correct sentences.

## The Importance of Sharing Learning Objectives:

A learning objective is a statement that describes what the learner will be able to do upon completion of the learning experience.

Learning objectives help to:

- focus the overall purpose of the learning experience.
- determine where the particular learning experience best fits within the larger curriculum.
- select the appropriate learning experience
- select the appropriate method of assessment

Therefore, learning objectives are fundamental creating effective learning experiences.

Action Verbs for Learning Objectives					
Analyze	Calculate	Debate	Estimate	Identify	Judge
Arrange	Classify	Decrease	Evaluate	Illustrate	Limit
Assemble	Compare	Define	Examine	Infer	List
Build	Complete	Describe	Explain	Interpret	Locate
	Compose	Design	Formulate	Introduce	
	Construct	Develop	Generalize	Investigate	
	Count	Discuss			
		Draw			
Maintain	Plan	Read	Sequence	Test	Use
Manage	Point	Record	Sketch	Trace	Utilize
Modify	Predict	Report	Solve	Transfer	
	Prepare	Reproduce	Summarize	Translate	Verbalize
Name		Research	Survey		Visualize
		Rewrite			
Observe	Question				Write
Operate					
Order					
Organize					

## USA Educational Standards – Documents and Resources:

<http://www.genevaschools.org/standards/>

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=330&ContentID=489&Content=32574>

Worksheets From the Web

<http://www.tlsbooks.com/punctuation.pdf>

punctuation

<http://www.firstschoolyears.com/literacy/word/phonics/clusters/clusters.htm> Consonant Clusters

<http://www.mrsperkins.com/dolch.htm> High frequency words

Fawzia Gilani-Williams is a teacher from England, she has taught in British and American schools for more than fifteen years. She gained her teaching degree from Wolverhampton University, UK. She holds a MPhil from the University of Birmingham for which she conducted an ethnographic study of an Islamic school. Presently she is studying Children's Islamic Literature at the University of Worcester, UK. She works part time at Al Ihsan School in Cleveland, Ohio. She also works as a part time reference librarian at Oberlin Public Library and is the author of more than 20 children's books.