

## Module Ten: Part 3

### c) Time management

To appreciate that it is not a rational way to proceed with a 'life chance' subject to plan the phonics teaching around the timetable with restricted time-scales if these do not meet the needs of all the learners

[Note: Having said that, schools in the international context teaching English as an additional language may place different emphasis on the importance of learning the English language – therefore it may not be a 'life chance' issue when it is an additional language]

Debbie Hepplewhite  
Synthetic Phonics  
Training

## Module Ten: Part 3 continued

### c) Time management

To be able to evaluate how to use available time *efficiently* whilst affording *sufficient* time for learners to practise what they need to learn

## Module Ten: Part 3 continued

### c) Time management

To appreciate that however long it takes, it is better to complete the *full sequence* of activities of the planned *Teaching and Learning Cycle*, including the 'apply and extend' activities with cumulative *text-level* resources, rather than rush to introduce the 'next' letter/s-sound correspondence *at the expense of* the 'apply and extend' text-level activities



# Time



We do 15 minutes of phonics per day.  
We do 20 minutes of phonics per day.  
We do 45 minutes of phonics per day.

This is not a rational way to proceed with 'life-chance' stuff.



# Time



England - NFER report, 2014:

*"...most frequently described approach...mostly lasting between 15 and 20 minutes..."*

**Much less than the recommended time in the leading SSP programmes**



# Time



- **guaranteed** daily time until every pupil is literate
- plan time around **pupils' needs** – not the timetable

**Use time efficiently, but afford sufficient time for the learners to learn !**

