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]

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 !

Time

- **Slower-to-learn pupils need more time, plus more little and often activities for embedding the learning**

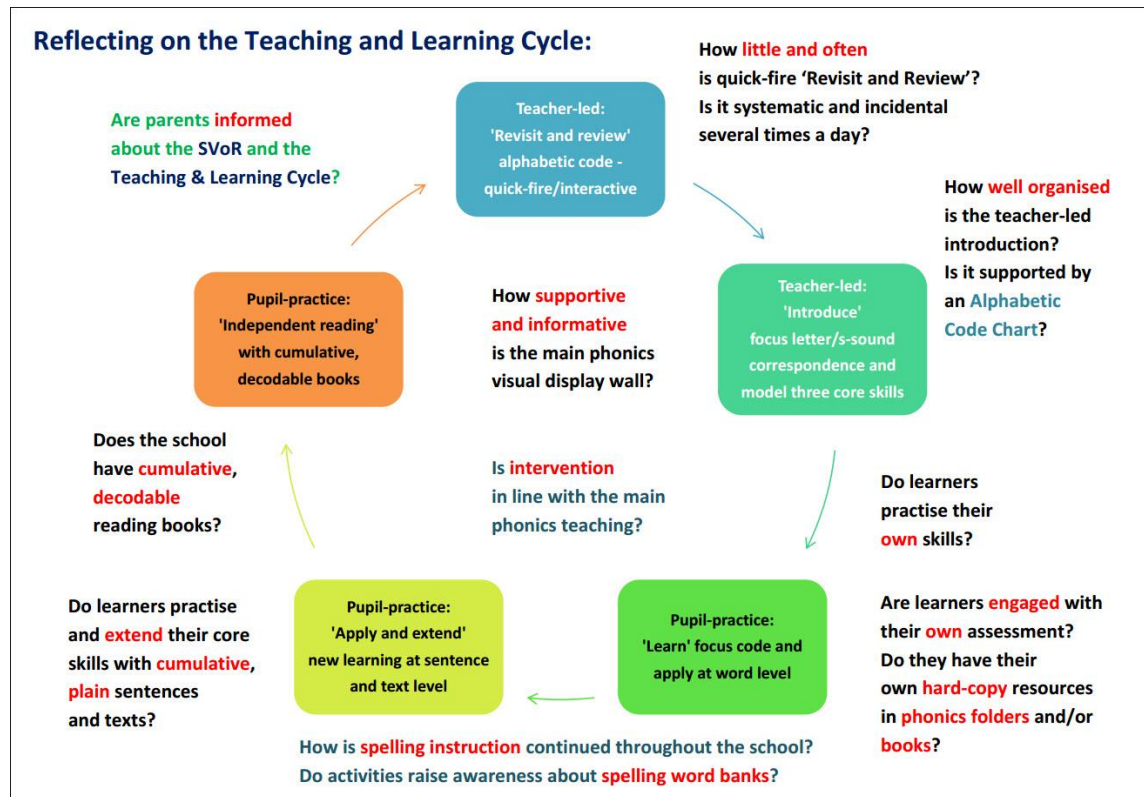- **Quicker learners can work independently at their own speed – provide with extension activities**

Time

- **If your school allows only a limited time for phonics and basic skills provision, aim to complete a full teaching and learning cycle over more sessions if necessary.**

Time

Reflecting on the Teaching and Learning Cycle:

Are parents informed about the SVoR and the Teaching & Learning Cycle?

Teacher-led: 'Revisit and review' alphabetic code - quick-fire/interactive

How little and often is quick-fire 'Revisit and Review'? Is it systematic and incidental several times a day?

How well organised is the teacher-led introduction? Is it supported by an Alphabetic Code Chart?

Pupil-practice: 'Independent reading' with cumulative, decodable books

How supportive and informative is the main phonics visual display wall?

Teacher-led: 'Introduce' focus letter/s-sound correspondence and model three core skills

Does the school have cumulative, decodable reading books?

Is intervention in line with the main phonics teaching?

Do learners practise their own skills?

Do learners practise and extend their core skills with cumulative, plain sentences and texts?

Pupil-practice: 'Apply and extend' new learning at sentence and text level

Pupil-practice: 'Learn' focus code and apply at word level

Are learners engaged with their own assessment? Do they have their own hard-copy resources in phonics folders and/or books?

How is spelling instruction continued throughout the school? Do activities raise awareness about spelling word banks?

However long it takes, complete the full cycle of activities