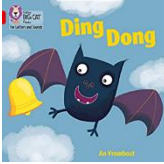


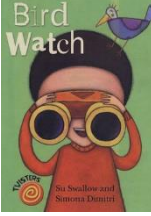




**Phase 2- Little WANDLE intervention (teach and apply sequences)**

<p><b>Ding Dong</b> (15 minutes teach, 15 minutes apply)</p> 	<p><b>Dash to Dig</b> (15 minutes teach, 15 minutes apply)</p> 	<p><b>Fix it Fox</b> (15 minutes teach, 15 minutes apply)</p> 	<p><b>Bad Luck, Dad</b> (15 minutes teach, 15 minutes apply)</p> 
<p><b>Session 1:</b> Teach phonemes ng, j, x, zz</p>	<p><b>Session 1:</b> Teach phonemes qu, ch, sh, th, nk</p>	<p><b>Session 1:</b> Teach phonemes v, y, m</p>	<p><b>Session 1:</b> Teach phonemes g, o, ck, ff, ss, ll, e, u, r</p>
<p><b>Session 2:</b> Teach and practise tricky words the, her, he, full</p>	<p><b>Session 2:</b> Teach and practise tricky words and, to, the, we, be</p>	<p><b>Session 2:</b> Teach and practise tricky words yak, zips, fix, van and man</p>	<p><b>Session 2:</b> Teach and practise tricky words as, I, no, go, huffs, rod, fin, cod, luck</p>
<p><b>Session 3:</b> Fluency- focus on blending new words with taught sounds</p>	<p><b>Session 3:</b> Fluency- focus on expression of characters in a text</p>	<p><b>Session 3:</b> Fluency - focus on role of punctuation and expression</p>	<p><b>Session 3:</b> Fluency - focus</p>
<p><b>Session 4:</b> Comprehension</p>	<p><b>Session 4:</b> Comprehension</p>	<p><b>Session 4:</b> Comprehension</p>	<p><b>Session 4:</b> Comprehension</p>
<p><b>Session 5:</b> Inference</p>	<p><b>Session 5:</b> Inference</p>	<p><b>Session 5:</b> Inference</p>	<p><b>Session 5:</b> Inference</p>
<p><b>Afternoon interventions:</b></p> <p><b>Dandelion</b> 🌻 <b>Launchers</b></p>	<p><b>Afternoon interventions:</b></p> <p><b>Dandelion</b> 🌻 <b>Launchers</b></p>	<p><b>Afternoon interventions:</b></p> <p><b>Dandelion</b> 🌻 <b>Launchers</b></p>	<p><b>Afternoon interventions:</b></p> <p><b>Dandelion</b> 🌻 <b>Launchers</b></p>
<p><b>Morning work intervention:</b> Read <b>Bird Watch</b> (pink banded book) and <b>make connections</b> between the stories settings from different perspectives.</p> 	<p><b>Morning work intervention:</b> Read <b>Dash the unicorn</b> (pink banded book) and <b>make connections</b> between the characters called Dash.</p> 	<p><b>Morning work intervention:</b> Read <b>Breakfast</b> (pink banded book) and <b>make connections</b> between two working men.</p> 	<p><b>Morning work intervention:</b> Read <b>Billy on the Ball</b> (pink banded book) and <b>make connections</b> between succeeding and failing.</p> 