
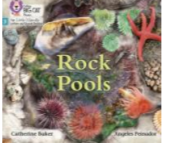


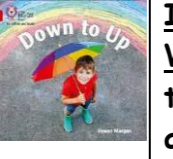
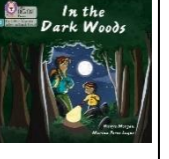






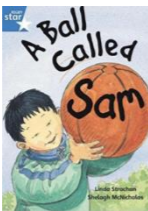
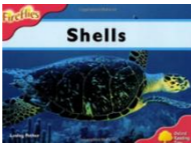
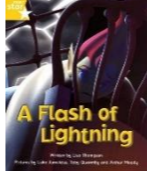




Phase 3 (6 weeks)- Little WANDLE intervention (teach and apply sequences)

Get Set For Fun (15 minutes teach, 15 minutes apply) 	Rockpool (15 minutes teach, 15 minutes apply) 	The Power Cut (15 minutes teach, 15 minutes apply) 	Jack and Zain (15 minutes teach, 15 minutes apply) 	Down to Up (15 minutes teach, 15 minutes apply) 	In the Dark Woods (15 minutes teach, 15 minutes apply) 
Session 1: revise phonemes ar, ow, igh, ear, oo, or, oo.	Session 1: revise phonemes ai, ee, igh, oa, oo, or, oo and er	Session 1: revise phonemes ai, ar, er, oa, ee, igh, ow, ur, or, oo, or, oo	Session 1: revise phonemes ai, ee, igh, ear, oo, ur, oo and er	Session 1: revise all phase 3 phonemes (ee, ow, ar, oo, oo, air, ear, ai, ur, igh, er, oi in text).	Session 1: revise all phase 3 phonemes (ee, igh, oa, oo, oo, ar, ur, ow, oi, ear, air, er, or in text).
Session 2: tricky words and specific vocabulary for the text: go, the, by, put, earwig, moss	Session 2: tricky words and specific vocabulary for the text: are, you, full, of, and	Session 2: tricky words and specific vocabulary for the text: I, to, we, my, yarn, howl, power, patters, torch	Session 2: tricky words and specific vocabulary for the text: feels, Zain, better, turns, hears hugs, kitten	Session 2: tricky words and specific vocabulary for the text: they, you, to, two, too, down, loop, better	Session 2: tricky words and specific vocabulary for the text: the, we, she, soak, marsh, eels, coil, herd, hoof, torch)
Session 3: Fluency- emphasis on how punctuation helps the reader's pace and expression	Session 3: Fluency- emphasis on expression	Session 3: Fluency- emphasis on vocabulary and dramatic pauses to build suspense	Session 3: Fluency- emphasis on prediction (using the blurb to guess the plot of the story) and expression	Session 3: Fluency- focus on emphasis and reading with enthusiasm (taking note of punctuation used)	Session 3: Fluency- focus on volume to build atmosphere when reading (use of whispering to engage the reader)
Session 4: Comprehension	Session 4: Comprehension	Session 4: Comprehension	Session 4: Comprehension	Session 4: Comprehension	Session 4: Comprehension
Session 5: Inference	Session 5: Inference and connections	Session 5: Inference and connections	Session 5: Inference and visualisation	Session 5: Inference	Session 5: Inference

Additional interventions (morning work and afternoons)

Afternoon interventions: 	Afternoon interventions: 	Afternoon interventions: 	Afternoon interventions: 	Afternoon interventions: 	Afternoon interventions: 
Morning work: Read A boy called Sam and make connections between the hobbies for fun 	Morning work: Read Shells and make connections between underwater settings 	Morning work: Read A Flash of Lightening (and make connections between character's emotions in the dark. 	Morning work: Read Night Animals make connections between succeeding and failing. 	Morning work: Read Melting Snow and make connections between weather cycles and feelings in different seasons. 	Morning work: Read Catching the Moon and make connections between what characters do in the moonlight and the different adventures they have at night time. Question: why do they think the experience of night time is so different for both characters? 