



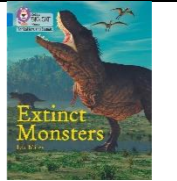
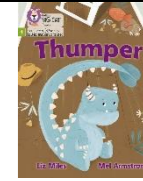







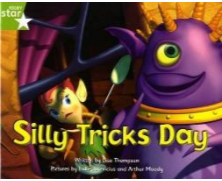
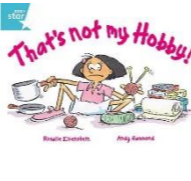




Phase 4 (6 weeks)- Little WANDLE intervention (teach and apply sequences)

Spook Night (15 minutes teach, 15 minutes apply) 	The Monster on the Train (15 minutes teach, 15 minutes apply) 	I love it! (15 minutes teach, 15 minutes apply) 	Stunning Stunts (15 minutes teach, 15 minutes apply) 	Extinct Monsters (15 minutes teach, 15 minutes apply) 	Thumper (15 minutes teach, 15 minutes apply) 
Session 1: revise phonemes (phase 3) <i>ee, oo, ar, oa, oo, ar, igh</i> Teach blends of adjacent consonants with long vowel phoneme <i>sl, st, fl, sw, sc, sp</i>	Session 1: revise adjacent consonant blends: <i>cr, tr, sc, gr, st, br, gl</i>	Session 1: revise adjacent consonant blends: <i>br, fl, gr, sc, cl, sn, sl, ts, pl, sh</i>	Session 1: revise adjacent consonant blends: <i>st, sc, fl, sw, sp, tr, thr, ng, mp</i>	Session 1: revise adjacent consonant blends: <i>tr, th, nt, gr, sc, sw, sp, st, fl, ct</i>	Session 1: revise adjacent consonant blends: <i>nd, gs, cr, ck, cl, ps, sp, ts, br, ngs, sk, st, ng</i>
Session 2: tricky words and specific vocabulary for the text: <i>do, you, go, to, the, come, all, he, be, they, have, she, into spook, bops, glee</i>	Session 2: tricky words and specific vocabulary for the text: <i>are, I, into, is, me, my, of, on, to, some, the, we, you creeps, scanning, slinks, spurts, clambers, flee</i>	Session 2: tricky words and specific vocabulary for the text: <i>of, he, I, you, the, love, come, like, do complains, lagoon, shrimp, wails</i>	Session 2: tricky words and specific vocabulary for the text: <i>so, out, no, one, by, are stunning, stunt, screech, flip, swoop, spears, train, thrilling</i>	Session 2: tricky words and specific vocabulary for the text: <i>little, was + any tricky not yet grasped from previous books extinct, roosted, juttred, darted, flailing, barbs</i>	Session 2: tricky words and specific vocabulary for the text: <i>chomps, snaps, thwack, crops, naps (plus revision of new vocabulary from previous texts)</i>
Session 3: Fluency- emphasis on expression. Model rhythm of the story	Session 3: Fluency- emphasis on character's emotions through use of expression	Session 3: Fluency- emphasis on punctuation and pace of reading (the use of inverted commas, exclamation marks and commas)	Session 3: Fluency- emphasis on key words (text marking)	Session 3: Fluency- focus on features of non-fiction texts (headings/subheadings, annotations/labels, diagrams)	Session 3: Fluency- expression of different character's to reflect mood- look at dialogue (model how to present this in a play script)
Session 4: Comprehension	Session 4: Comprehension	Session 4: Comprehension	Session 4: Comprehension	Session 4: Comprehension	Session 4: Comprehension
Session 5: Inference	Session 5: Inference	Session 5: Inference	Session 5: Inference	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 Hector's Password and make connections between the representations of different monsters. Question: Which book do you think paints a better picture of a monster? Why? 	Morning work: Read Silly Tricks Day and make connections between the representations of different monsters. Question: Which monster do you think is friendlier? Why? 	Morning work: Read That's not my Hobby! and make connections between character's opinions that character's hold in the story. Question: Can you find at least on similarity between the characters Brook and Katy? What is it? 	Morning work: Read A world of Sport and compare the different sports to stunt biking. Question: From the sports you've learnt about in both books, which would you like to do? Why? 	Morning work: Read Forest Minibeasts and make connections between extinct animals and mini-beasts as well as features of non-fiction. Question: Are there any similarities with the animals in the books? What are they? 	Morning work: Read The Monster Under the Stairs and make connections between the two different monsters. Question: Which monster would you rather meet? Why? 