**Phase 5 (6 weeks)- Little WANDLE intervention (teach and apply sequences)**

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| Dragon Keeper's Handbook: Phase 5 Set 1 (Big Cat Phonics for Little Wandle  Letters and Sounds Revised) : Baker, Catherine, Morris, Carl, Collins Big  Cat: Amazon.co.uk: Books**Dragon Keeper’s Handbook** (15 minutes **teach,** 15 minutes **apply**)  | Jake and Jen and the Balloon of Doom: Band 05/Green (Collins Big Cat  Phonics for Letters and Sounds) : Bradford, Chris, Paul, Korky, Collins Big  Cat: Amazon.co.uk: Books**Jake and the Jen in the Balloon of Doom** (15 minutes **teach,** 15 minutes **apply**)  | **The Secret of Loch Ness: Phase 5 Set 4 (Big Cat Phonics for Little Wandle  Letters and Sounds Revised) : Rice, Sarah, Collins Big Cat: Amazon.co.uk:  BooksThe Secret of Loch Ness** (15 minutes **teach**, 15 minutes **apply**)  | **Look Out, Nebit!** (15 minutes **teach**, 15 minutes **apply**)  | The Dragon King's Daughter: Band 07/Turquoise (Collins Big Cat Phonics for  Letters and Sounds): Amazon.co.uk: Raby, Charlotte, Fusi, Alessandra,  Collins Big Cat: 9780008251536: Books**The Dragon King’s Daughter** (15 minutes **teach**, 15 minutes **apply**)  | Reptiles Break Rules: Band 07/Turquoise (Collins Big Cat Phonics for  Letters and Sounds) by Isabel Thomas | WHSmith**Reptile Break Rules** (15 minutes **teach**, 15 minutes **apply**)  |
| Session 1: revise phonemes **(phase 5):** **ay, oy, ea, ou, ir** | Session 1: revise phonemes **(phase 5)**: **a-e, e, ie, i, i-e, o, o-e, ew, u-e, aw** | Session 1: revise phonemes **(phase 5)**: **a, tch, ture, oul, sc, ch, a, al, ear, or** | Session 1: revise phonemes **(phase 5)**: **e, ea, ee, y, f, ph, igh, y, j, g, l, le, oa, ow, oo, ou, s, se, u, o** | Session 1: revise phonemes **(phase 5)**: **ey, dge, ge, gn, kn, augh, oar, our, ssi, ti, si, su**  | Session 1: revise phonemes **(phase 5)**: **ea, ey, ge, kn, gn, si, y, mb, ti, ci** |
| Session 2: tricky words and specific vocabulary for the text:**By the do you have we are to like some here they of be my all go I what**Vocab: **fearless fuel broth quests pests damsel** | Session 2: tricky words and specific vocabulary for the text: **the said there’s to into my pulled of what asked some should could they were when their our you**Vocab: **newborn sniggered prey sibling**  | Session 2: tricky words and specific vocabulary for the text: **the of people aid to they are were their one sure**Vocab: **glimpsed claimed emerging researcher samples hoax** | Session 2: tricky words and specific vocabulary for the text: **to of the oh are where one into all their there your friend push**Vocab: **opulent scuttles fuming fragrant** | Session 2: tricky words and specific vocabulary for the text: **the to of any said are because their many into were**Vocab: **gnashed mission centipede numb** | Session 2: tricky words and specific vocabulary for the text: **the eyes their to are move of many one**Vocab: **appearance rivals submerged predators** |
| 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  | Session 3: Fluency- emphasis on**)** | Session 3: Fluency- focus on  | Session 3: Fluency-  |
| 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)** |
| Phonic Books: Decodable Reading Books for Beginner &amp; Struggling Readers**Afternoon interventions:** | Phonic Books: Decodable Reading Books for Beginner &amp; Struggling Readers**Afternoon interventions:** | Phonic Books: Decodable Reading Books for Beginner &amp; Struggling Readers**Afternoon interventions:** | Phonic Books: Decodable Reading Books for Beginner &amp; Struggling Readers**Afternoon interventions:** | Phonic Books: Decodable Reading Books for Beginner &amp; Struggling Readers**Afternoon interventions:** | Phonic Books: Decodable Reading Books for Beginner &amp; Struggling Readers**Afternoon interventions:** |
| **Morning work:** Read **Do Not Wake the Dragon** and make connections between the representations of different dragons. **Question: How are the dragons in the story different? Which one would you most like to encounter?** | Raju's Ride by Stephen Waterhouse **Morning work:** Read **Raju’s Ride** and make connections between the two adventures. **Question: What similarities and differences are there in the two adventures?** | Monster Shock (Pocket Chillers: Purple: Level 1) by Jan Burchett | Goodreads**Morning work:** Read **Monster Shock!**  and make connections between the representations of the two monsters. **Question: How are the monsters different? How are they the same?** | **Morning work:** Read **Water Lilies and other stories** and make connections compare the different cultures reflected in the books. **Question: How are these cultures similar and different to each other?** | George And The Dragon by Anne Adeney**Morning work:** Read **George and the Dragon** and make connections and compare the behaviour of the two heroes of the story **Question: What similarities do the two heroes of the story share? How are they different?** | **Morning work:** Read **The Monster Under the Stairs** and make connections between the creatures in the non-fiction texts. **Question: How are the environments different? What different animals have you explored?** |