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

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| **Get Set For Fun** (15 minutes **teach,** 15 minutes **apply**) | **Rockpool** (15 minutes **teach,** 15 minutes **apply**) | The Power Cut: Phase 3 (Big Cat Phonics for Little Wandle Letters and  Sounds Revised) by Samantha Montgomerie | WHSmith **The Power Cut** (15 minutes **teach**, 15 minutes **apply**) | Jack and Zain: Band 02B/Red B (Collins Big Cat Phonics for Letters and  Sounds) : Ellis, Jessica, Yanait, Evelt, Collins Big Cat: Amazon.co.uk:  Books**Jack and Zain** (15 minutes **teach**, 15 minutes **apply**) | C:\Users\amanda.webb\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\89AF5018.tmp**Down to Up** (15 minutes **teach**, 15 minutes **apply**) | In the Dark Woods: Phase 3 (Big Cat Phonics for Little Wandle Letters and  Sounds Revised) by Hawys Morgan | WHSmith**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: daily reading** | | | | | |