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

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| **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 by Samantha Montgomerie, Collins Big Cat | Waterstones **Stunning Stunts** (15 minutes **teach**, 15 minutes **apply**) | **Extinct Monsters: Band 04/Blue (Collins Big Cat Phonics for Letters and  Sounds) : Miles, Liz, Collins Big Cat: Amazon.co.uk: BooksExtinct Monsters** (15 minutes **teach**, 15 minutes **apply**) | Thumper: Phase 4 (Big Cat Phonics for Little Wandle Letters and Sounds  Revised) : Miles, Liz, Armstrong, Mel, Collins Big Cat: Amazon.co.uk: Books**Thumper** (15 minutes **teach**, 15 minutes **apply**) |
| Session 1: revise phonemes **(phase 3)** ee, **oo**, ar, oa, oo, ar, igh  **Teach blends of adjacent consonants** with long vowel phoneme **sl, st, fl, sw, sc, sp** | Session 1: revise adjacent consonant blends: **cr, tr, sc, gr, st, br, gl** | Session 1: revise adjacent consonant blends: **br, fl, gr, sc, cl, sn, sl, ts, pl, sh** | Session 1: revise adjacent consonant blends: **st, sc, fl, sw, sp, tr, thr, ng, mp** | Session 1: revise adjacent consonant blends: **tr, th, nt, gr, sc, sw, sp, st, fl, ct** | Session 1: revise adjacent consonant blends: **nd, gs, cr, ck, cl, ps, sp, ts, br, ngs, sk, st, ng** |
| Session 2: tricky words and specific vocabulary for the text:  *do, you, go, to, the, come, all, he, be, they, have, she, into*  **spook, bops, glee** | Session 2: tricky words and specific vocabulary for the text: *are, I, into, is, me, my, of, on, to, some, the, we, you*  **creeps, scanning, slinks, spurts, clambers, flee** | Session 2: tricky words and specific vocabulary for the text: *of, he, I, you, the, love, come, like, do*  **complains, lagoon, shrimp, wails** | Session 2: tricky words and specific vocabulary for the text: *so, out, no, one, by, are*  **stunning, stunt, screech, flip, swoop, spears, train, thrilling** | Session 2: tricky words and specific vocabulary for the text: *little, was + any tricky not yet grasped from previous books*  **extinct, roosted, jutted, darted, flailing, barbs** | Session 2: tricky words and specific vocabulary for the text: **chomps, snaps, thwack, crops, naps (plus revision of new vocabulary from previous texts)** |
| 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: daily reading** | | | | | |