



# Reception: The Something Part A



| Grammar                 |  |
|-------------------------|--|
| letter formation        | phonically plausible attempts to spell words using recognisable letters  |
| finger spaces           | separation of words with spaces  |
| combining words         | to make labels, captions, lists and phrases  |
| time adverbials         | a word used to express time:<br>first, next, finally, eventually, suddenly   |
| repeated story language | repeats the same words or phrases a few times to make an idea clearer and more memorable<br>e.g. she ran and she ran and she ran |

| Phrases from story text and model text   |                   |
|--|-------------------|
| Children will become very familiar with these phrases and use them in the oral retelling of the story, reading and writing |                   |
| cherry tree  | much more likely  |
| it didn't bounce back  | rosy, red cheeks  |
| dragon's den   | catch a glimpse   |
| just in case   | safe forever more |
| all got different ideas about it   |                   |

## Vocabulary – definitions and *synonyms* *synonyms are words with the same meaning (or almost the same meaning)*

|             |   |
|-------------|---|
| underneath  | right under or below an object<br><i>under, nether, beneath</i>                                 |
| peered      | to look with concentration at someone or something<br><i>squint, peep, peek, gawp, gaze</i>     |
| doorway     | an entrance to a room or building through a door<br><i>corridor, foyer, hall, hallway</i>       |
| disappeared | to go missing or be gone from sight<br><i>vanish, evaporate, depart</i>                         |
| guarding    | to watch over something to protect or control<br><i>protect, shelter, patrol, defend</i>        |
| otherwise   | in ways different to those that are happening or that we think of<br><i>or else, or, if not</i> |
| remarkable  | striking and grabs our attention<br><i>extraordinary, exceptional, amazing</i>                  |
| pondered    | to think about something carefully<br><i>consider, review, mull over</i>                        |
| delighted   | feeling or showing great happiness<br><i>glad, happy, joyful, thrilled</i>                      |
| wondering   | wanting to know something <i>ponder, reflect on, think about</i>                                |
| rocketed    | to move very quickly and suddenly<br><i>soar, shoot up, escalate</i>                            |
| checked     | look at something to see what state it is in<br><i>examine, inspect, look over</i>              |
| searched    | try to find something by looking carefully<br><i>hunt, look, explore</i>                        |



## Reception: *The Something* Part A

### Writing Purpose: *To tell and write a story about 'losing something'*

|   |   |
|---|---|
| Writing elements of the teaching sequence | <ol style="list-style-type: none"><li>1. Plan and tell their own version</li><li>2. Write a word for each section of their story</li><li>3. Write a sentence for each section of their story</li><li>4. Write two sentences for each section of their story</li><li>5. Write their own version of the story</li></ol> |
|---|---|

### High Frequency Words (HFWs)

|  |                          |
|--|--------------------------|
| Practise so you can read automatically and spell correctly | I, no, go, to, the, into |
|--|--------------------------|

### Useful Information

|                             |  |
|-----------------------------|--|
| Author                      | Rebecca Cobb   |
| Year published              | 2014   |
| Author's other notable work | Lunchtime, Aunt Amelia, The Everywhere Bear, Paper Dolls |