

# Suggested Order

	Suggested Order	Skill 1	Skill 2
1	*Adventures are the Pits (Film)	Use of capital letters and full stops to demarcate sentences	Join words and clauses using the conjunction <i>and</i> (Stage 1)
2	The Funfair (Picture)	Correct choice and consistent use of past tense	Add suffixes using –ed, where no change is needed in the spelling of root words [for example, helped] (Stage 1)
3	*Book of Butterflies (Film)	Add prefixes and suffixes using –ing, where no change is needed in the spelling of root words [for example, helping] (Stage 1)	Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain, flour, the man in the moon</i> ]
4	Into the Future (Picture)	Use of exclamation marks to demarcate sentences	
5	*The Dragon Slayer (Film)	Co-ordination using ( <i>and, or, but</i> )	Use of the suffix –ly in Standard English to turn adjectives into adverbs
6	Floating Islands (Picture)	Use of question marks to demarcate sentences	Formation of adjectives using suffixes such as –ful
7	*Embarked (Film)	Subordination (focus on <i>because</i> )	
8	The Treasure Chest (Picture)	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
9	*Lune et L'Autre (Film)	Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain, flour, the man in the moon</i> ]	Apostrophes to mark singular possession in nouns e.g. <i>The girl's coat</i> .
10	Another Planet (Picture)	Apostrophes to mark where letters are missing in spelling	
11	*Once in a Lifetime (Film)	Add suffixes using –ing, where no change is needed in the spelling of root words [for example, helping]	Subordination (using <i>when, if, that, because</i> )
12	Enchanted Woods (Picture)	Formation of nouns using suffixes such as –ness	Use of the progressive forms of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]

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13	*Pudding Lane (Film)	Commas to separate items in a list	
14	Journey to Space (Picture)	Formation of nouns by compounding [for example, whiteboard, superman]	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
15	*Tamara (Film)	Co-ordination using ( <i>and, or, but</i> )	Spell by adding suffixes to spell longer words including –ment
16	Desert Island (Picture)	Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain, flour, the man in the moon</i> ]	
17	*The Black Hat (Film)	Apostrophes to mark where letters are missing in spelling	Use powerful verbs for effect
18	The Circus (Picture)	Formation of adjectives using suffixes such as <i>-less</i>	Formation of nouns by compounding [for example, whiteboard, superman]
19	*The Bridge (Film)	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	
20	A Haunted Castle (Picture)	Use of the suffix <i>-ly</i> in Standard English to turn adjectives into adverbs	Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain, flour, the man in the moon</i> ]
21	*The Clock Tower (Film)	Co-ordination using ( <i>and, or, but</i> )	
22	An Unusual Pet (Picture)	Formation of adjectives using suffixes such as <i>-ful</i>	Formation of adjectives using suffixes such as <i>-less</i>
23	*The Girl with the Yellow Bag (Film)	Commas to separate items in a list	
24	Curiosity Shop (Picture)	Apostrophes to mark singular possession in nouns e.g. <i>The girl's coat.</i>	

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25	<b>*The Way Back Home (Film)</b>	Spell by adding suffixes to spell longer words including –ment	Formation of nouns using suffixes such as –ness
26	<b>The Laboratory (Picture)</b>	Subordination (using <i>when, if, that, because</i> )	
27	<b>Adrift (Film)</b>	Use of the progressive forms of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]	Use powerful verbs for effect
28	<b>Underwater City (Picture)</b>	Apostrophes to mark where letters are missing in spelling	Formation of adjectives using suffixes such as –ful
29	<b>Playmate (Film)</b>	Correct choice and consistent use of past tense	
30	<b>New Friends (Picture)</b>	Use of exclamation marks to demarcate sentences	Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain, flour, the man in the moon</i> ]
31	<b>The Magic Paintbrush (Picture)</b>	Formation of nouns by compounding [for example, whiteboard, superman]	Use of the suffix –ly in Standard English to turn adjectives into adverbs
32	<b>The Staircase (Picture)</b>	Formation of nouns using suffixes such as –ness and –er	Use of question marks to demarcate sentences
33	<b>The Secret of the Shining Footsteps (Picture)</b>	Spell by adding suffixes to spell longer words including –ment	Apostrophes to mark singular possession in nouns e.g. <i>The girl's coat.</i>
34	<b>The Five Explorers and the Hidden Path (Picture)</b>	Commas to separate items in a list	Use powerful verbs for effect
35	<b>The Friendly Scarecrow (Picture)</b>	Correct choice and consistent use of past tense	Co-ordination using ( <i>and, or, but</i> and a wider range of conjunctions)
36	<b>A Spooky Song (Picture)</b>	Subordination (using <i>when, if, that, because</i> )	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command