

# Suggested Order

	Suggested Order	Skill 1	Skill 2
1	<b>*For the Birds (Film)</b> <b>Consolidation Week</b>	Correct choice and consistent use of present tense throughout writing (Stage 2)	Coordination using ( <i>and, or, but</i> ) (Stage 2)
2	<b>*Marshmallows (Film)</b> <b>Consolidation Week</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> ] (Stage 2)	Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain, flour, the man in the moon</i> ] (Stage 2)
3	<b>The Sky Ship (Picture)</b> <b>Consolidation Week</b>	Use question marks to punctuate question sentences (Stage 2)	Apostrophes to mark where letters are missing in spelling (Stage 2)
4	<b>*The Dragon Slayer (Film)</b> <b>Consolidation Week</b>	Subordination (using <i>when, if, that, because</i> ) (Stage 2)	Add suffixes using -ing, where no change is needed in the spelling of root words [for example, helping] (Stage 1)
5	<b>A New Friend (Picture)</b> <b>Consolidation Week</b>	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command (Stage 2)	Use both familiar and new punctuation correctly, including full stops, question marks and exclamation marks (Stage 2)
6	<b>*Girl and Robot (Film)</b> <b>Consolidation Week</b>	Use both familiar and new punctuation correctly, including commas for lists (Stage 2)	Use both familiar and new punctuation correctly, including apostrophes to mark singular possession in nouns e.g. <i>The girl's coat</i> . (Stage 2)
7	<b>Mystery Door (Picture)</b>	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, so, while, because</i> ]	
8	<b>*Pigeon Impossible (Film)</b>	Formation of nouns using a range of prefixes [for example super—, anti—, auto—]	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
9	<b>Deserted Fairground (Picture)</b>	Expressing time, place and cause using prepositions [for example, <i>before, after, during, in, because of</i> ]	
10	<b>*So Good to Me (Film)</b>	Begin to use fronted adverbials	Begin to use commas to demarcate fronted adverbials
11	<b>Animal Classroom (Picture)</b>	Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i> ]	
12	<b>*Soar (Film)</b>	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, so, while, because</i> ]	

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13	<b>Message in a Bottle (Picture)</b>	Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box]	
14	<b>*Spy Fox (Film)</b>	Introduction to inverted commas to punctuate direct speech	
15	<b>A Giant Foot (Picture)</b>	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although	
16	<b>*Taking Flight (Film)</b>	Use of present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play.</i> ]	
17	<b>Tunnel to the Unknown (Picture)</b>	Expressing time, place and cause using adverbs [for example, <i>then, next, soon, therefore</i> ]	
18	<b>*The Catch (Film)</b>	Expressing time, place and cause using prepositions [for example, <i>before, after, during, in, because of</i> ]	Use powerful synonyms for verbs and adverbs
19	<b>Upside Down (Picture)</b>	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, so, while, because</i> ]	Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box]
20	<b>*The Lantern (Film)</b>	Demonstrate an understanding of figurative language (similes)	
21	<b>Time Machine (Picture)</b>	Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i> ]	
22	<b>*The Lighthouse (Film)</b>	Expressing time, place and cause using conjunctions, adverbs and prepositions	
23	<b>Labyrinth (Picture)</b>	Introduction to inverted commas to punctuate direct speech	
24	<b>*The Little Shoemaker (Film)</b>	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although	

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25	<b>Closing In (Picture)</b>	Formation of nouns using a range of prefixes [for example super—, anti—, auto—]	Begin to use fronted adverbials
26	<b>*The Present (Film)</b>	Use of present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play.</i> ]	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
27	<b>Mystery House (Picture)</b>	Begin to spell a range of homophones	
28	<b>*Three Little Pigs (Film)</b>	Use of the possessive apostrophe (singular and plural)	
29	<b>Space Train (Picture)</b>	Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box]	Demonstrate an understanding of figurative language (similes)
30	<b>*Treasure (Film)</b>	Expressing time, place and cause using prepositions [for example, <i>before, after, during, in, because of</i> ]	Begin to understand and use antonyms for effect
31	<b>Lonely Lighthouse (Picture)</b>	Expressing time, place and cause using adverbs [for example, <i>then, next, soon, therefore</i> ]	Use powerful synonyms for verbs and adverbs
32	<b>*A Viking Village (Film)</b>	Begin to spell a range of homophones	Use of present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play.</i> ]
33	<b>Memories (Picture)</b>	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: <i>when, if, because, although</i>	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
34	<b>One Girl, One Empty Town (Picture)</b>	Introduction to inverted commas to punctuate direct speech	Use powerful synonyms for verbs and adverbs
35	<b>The Glow of the Departed (Picture)</b>	Formation of nouns using a range of prefixes [for example super—, anti—, auto—]	Use of the possessive apostrophe (singular and plural)
36	<b>Backpack Portal (Picture)</b>	Begin to use fronted adverbials	Begin to use commas to demarcate fronted adverbials