

Suggested Order

	Suggested Order	Skill 1	Skill 2
1	*Dreamgiver (Film) Consolidation Week	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 rock</i> , <i>an open box</i>] (Stage 3)	Expressing time, place and cause using prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>] (Stage 3)
2	A Whale of a Home (Picture) Consolidation Week	Formation of nouns using a range of prefixes [for example <i>super—</i> , <i>anti—</i> , <i>auto—</i>] (Stage 3)	
3	*Evol (Film) Consolidation Week	Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>] (Stage 3)	Expressing time, place and cause using adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>] (Stage 3)
4	A Friend in the Night (Picture) Consolidation Week	Introduction to inverted commas to punctuate direct speech (Stage 3)	
5	*Contre Temps (Film) Consolidation Week	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>so</i> , <i>while</i> , <i>because</i>] (Stage 3)	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>] (Stage 3)
6	Footprints into the Unknown (Picture) Consolidation Week	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>so</i> , <i>while</i> , <i>because</i>] (Stage 3)	
7	*Ruckus (Film)	The grammatical difference between plural and possessive -s	
8	The Hand That Holds Time (Picture)	Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]	
9	*Tabula Rasa (Film)	Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition	
10	The Skybound River (Picture)	Fronted adverbials [For example, <i>Later that day</i> , I heard the bad news.]	Use of commas after fronted adverbials
11	*The Black Hat (Film)	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	
12	The Woodland Tea Party (Picture)	Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition	

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13	Whispers from Beneath (Picture)	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	
14	*Teeth (Film)	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	
15	Gone Without a Trace (Picture)	Use of commas after fronted adverbials	Fronted adverbials [For example, <u>Later that day</u> , I heard the bad news.]
16	*The Windmill Farmer (Film)	Using prepositions to express time and cause	
17	The Classroom in the Clouds (Picture)	Noun phrases expanded by use of modifying adjectives, nouns and preposition phrases (e.g. <i>The teacher</i> expanded to: <i>the strict teacher with curly hair</i>)	
18	*Ride of Passage (Film)	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	
19	Magic in the Park (Picture)	Using adverbs to express time and cause	
20	*Treasure (Film)	Using conjunctions to express time and cause	
21	The Mystery at the Train Station (Picture)	Using prepositions to express time and cause	
22	*Rocketeer (Film)	Use of commas after fronted adverbials	Fronted adverbials [For example, <u>Later that day</u> , I heard the bad news.]
23	The Night of the Hidden Door (Picture)	Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]	
24	Rooted (Film)	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	Forever Young — The Gate of Youth (Film)	Fronted adverbials [For example, <u>Later that day</u> , I heard the bad news.]	Use of commas after fronted adverbials
26	Field of Umbrellas (Picture)	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	
27	The Journey of Eli and Ella (Picture)	Using conjunctions to express time and cause	
28	Invasion (Film)	Using adverbs to express time and cause	
29	The Bake Off (Picture)	The grammatical difference between plural and possessive -s	
30	Megacity (Film)	Noun phrases expanded by use of modifying adjectives, nouns and preposition phrases (e.g. <i>The teacher</i> expanded to: <i>the strict teacher with curly hair</i>)	
31	When Shadows Speak (Picture)	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	
32	*Wishgranter (Film)	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Use co-ordinating conjunctions to join words and clauses [for example for, and, nor, but, or, yet, so] (Stage 2)
33	The Window that Wasn't There Yesterday (Picture)	Fronted adverbials [For example, <u>Later that day</u> , I heard the bad news.]	Use of commas after fronted adverbials
34	Finding Me (Picture)	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	Apostrophes to mark singular possession in nouns [for example, The girl's coat] (Stage 2)
35	*The Tiny Crusader (Film)	Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition	Standard English forms for verb inflections [for example, <i>we were</i> instead of <i>we was</i> , <i>I did</i> instead of <i>I done</i>]
36	The Girl in the Painting (Picture)	Noun phrases expanded by use of modifying adjectives, nouns and preposition phrases (e.g. <i>The teacher</i> expanded to: <i>the strict teacher with curly hair</i>)	