



# Year 5

## Welcome Information Pack

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# Year 5 High Quality Book List

## Beetle Boy by M.G. Leonard



### Winner of the Branford Boase Award 2017

A rollicking adventure spiced up with fascinating information about beetles, this debut novel fuses science, survival and sleuthing! Darkus's life is turned upside down when his father goes missing. Darkus refuses to accept that his father is dead and he is determined to find out what happened for himself. Sent to stay with his uncle, he discovers the strange neighbours have a yard full of junk – and beetles. Darkus is befriended by a handsome, giant beetle who seems to understand Darkus and is also connected to his dad's disappearance. What is going on? And who is Lucretia Cutter, one of the best villainess since Cruella de Vil? ~ **Julia Eccleshare**

## Little Bits of Sky by S.E. Durrant



### Shortlisted for the Branford Boase Award 2017

This moving story of looked-after children describes the difficulties they face, but is nonetheless uplifting. Ira and her little brother Zac live in Skilly House, what Tracy Beaker would call a dumping ground. There are things they like about it including the staff, kindly Hortense and Silas who was in care himself, though not stern Mrs Clark. They love the garden, with its huge tree. Carved into the trunk is a name, Glenda Hyacinth, 1947. Ira decides Glenda must be a ghost (the story is set in the late 1980s) and imagines she sees her playing in the garden. Holiday visits to a lady in the country lead to a permanent home, but Ira is sad to leave Skilly House, especially as by then she's learned something surprising about Glenda. Children will be caught up in Ira and Zac's story from the first page, and will understand them perfectly by the last.

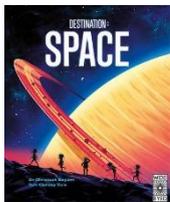
Subtle and beautifully told this will appeal to readers who have enjoyed *The Illustrated Mum* by Jacqueline Wilson. ~ **Andrea Reece**

## Cogheart by Peter Bunzl



**In a nutshell: tick-tocking frequently airborne adventure** From its opening scene aboard an airship harpooned in mid-air, Cogheart is filled with fabulous visual images and a tangible sense of adventure. It follows the story of Lily, whose inventor father is missing, presumed dead after the airship crash. What secrets was he keeping and why are others so determined to find them out? Lily is a great character but readers' hearts are likely to be won by her companion Malkin, a clockwork fox, one of many automatons created by her father. The story proceeds at speed reaching its climax – where else – but on the face of Big Ben, the world's most famous clock!

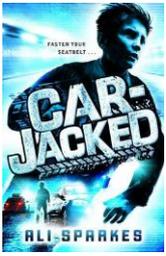
## Destination Space by Christopher Englert



### Shortlisted for the Blue Peter Book Award 2017 - Best Books with Facts

Beginning with the beginning of time itself, the Big Bang, and including topics such as dark energy, gravity and the life cycle of a star, there's a huge amount of fascinating information in this book, presented clearly and succinctly. Dr Christopher Englert's text is accessible, even when describing complex theories, and inspiring; Tom Clohosy Cole's gleaming illustrations are beautiful to look at and support and expand the text.

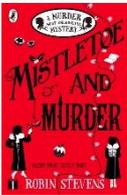
As an added bonus there's a huge double sided poster too. ~ **Andrea Reece**



### **Car-Jacked by Ali Sparke**

**Shortlisted for the Children's Book Award 2017** Readers are plunged straight into the action in Ali Sparke's new thriller: Jack and his parents are on holiday when their car is stolen, with him still on the back seat. The car-jacker turns out to be a kinder, more complex person than expected, while Jack, brought up on a strict regime of study by his over-protective mother, finds life on the run brings him some longed-for freedom. The two form an unusual friendship, that culminates in Jack helping Ross win £5,000 he desperately needs. Jack's adventures make for compulsively page-turning reading, and no matter how high the action rages, it somehow feels credible. High octane fun! ~ **Andrea Reece**

### **Mistletoe and Murder by Robin Stevens**



**Shortlisted for Best Crime Novel for Children aged 8-12, Shortlisted for the Children's Book Award 2017** A festive feast of ghastrly goings on for fans old and new of the *A Murder Most Unladylike* series. Astute, smart and daring they may be, but trouble sure seems to follow detective duo Daisy Wells and Hazel Wong around. It seems that even a Christmas Holiday to Cambridge is filled with cads, murderers and mysteries. Soon after arriving in Cambridge, Daisy and Hazels' detective senses are tingling as they suspect that a series of practical jokes and a dose of sibling rivalry are much more deadly than they seem. Yet time is of the essence and Daisy (somewhat reluctantly) agrees to join forces with a local detective agency to try and get to the bottom of the murderous goings on before Christmas day. But has Daisy finally met her match with the rival agency? There's a touch of Sherlock Holmes and Agatha Christie magic within these pages and it makes for an exciting read. ~ **Shelley Fallows**

# Teacher Stamp of Approval Books

## **Autumn 1<sup>st</sup> – Who could climb a mountain?**

- Echo Mountain – Lauren Wolk
- King of the Cloud Forests – Michael Morpurgo
- If – David J Smith

## **Autumn 2<sup>nd</sup> – Where would we be without the Ancient Greeks**

- Greek Myths – Marcia Williams
- Mark of the Cyclops – Saviour Pirotta
- Who Let the Gods Out – Maz Evans

## **Spring 1<sup>st</sup> – Are we alone?**

- The Many Worlds of Albie Bright – Christopher Edge
- The Kid Who Came From Space – Ross Welford
- Picture book TBC

## **Spring 2<sup>nd</sup> – What happened to the Mayans?**

- The Wind Singer - William Nicholson
- Book 2 – TBC
- Book 3 - TBC

## **Summer 1<sup>st</sup> – Life Cycles**

- TBC

## **Summer 2<sup>nd</sup> – Why has Bracknell changed?**

- TBC

# Reading Fluency

## A guide for Parents

Reading fluency refers to the reader's ability to read effortlessly with accurate word recognition, at an appropriate speed and with meaningful expression which enables them to construct the meaning of the text.

Reading fluency is necessary for understanding the meaning of the text. When pupils read too slowly or haltingly the text is broken up into meaningless groups of words; pupils' efforts become focused just on what they are reading rather than putting that effort into extracting its meaning. A lack of reading fluency results in a weakness for reading comprehension.

Although speed and accuracy, at the appropriate level, are important skills needed for reading fluency, they should go hand in hand with developing proper phrasing, intonation and expression. This enables the reader to construct the meaning as they read the text.

There are things that you can do at home to help your child to increase their reading fluency:

- Echo Reading
- Paired Reading

### **Echo Reading**

#### **What text to use for Echo reading**

The text should be pitched just above the child's current reading level. If too easy, the strategy will not have an impact; if too difficult then the pupil may become frustrated and disengaged. Occasionally use a book that is familiar to the child.

Books can be fiction or non-fiction. If using non-fiction use books the pupil has a background knowledge about, which could support them when reading.

Select a text that allows for effective modelling of reading fluency, expression and intonation. Poetry is often an effective text for this. It is important to select a text, which the child will enjoy and be engaged.

#### **How does it work?**

Read a section of text and then invite pupils to reread the same section aloud, imitating the same phrasing and tone as demonstrated by the adult. It is important that the text is in front of the child.

Ensure that you actively point to each word as you read and insist the child does the same.

Do not correct the child, simply reread the line and have the child echo-read it again if necessary.

Be explicit in the way you model reading the text to the child and explain how exactly you want them to repeat it back to you. There should be an emphasis on timing, emphasis, phrasing, and intonation that speakers use to convey meaning and to make their speaking interesting. This can be a challenge for less fluent readers, as it is not always obvious in the written text.

Closely listen to the child as they repeat the text. Ask the child questions to assess their understanding of the text.

# **Paired Reading**

## **Why implement Paired reading?**

In order to increase reading fluency, readers need experience reading to **and** listening to other readers. Through paired reading, children are given an excellent example of how to pronounce more challenging and complex words by the partner working with them.

Reading with someone else encourages children to try reading material that may be above their usual reading level. It also builds their oral skills so that they are more comfortable with their reading.

Praise is given by the adult to the child on what they are doing well. This increases the enthusiasm of the child, as they are told when they are doing well, instead of where they need to improve.

Children are encouraged to read with expression and improve their pace - this in turn improves their fluency.

## **How does it work?**

Names for partners (KS1 and Year 3 only): Lovely Listener (adult), Ready Reader (child)

Paired reading can be used with any text (fiction or non-fiction). The text may be slightly more challenging for the reader with less fluency, however the paired reading strategy supports them to have the confidence to tackle this. The Ready Reader should be encouraged to use their fingers to follow along with the text as it is being read.

The 'Ready Reader' reads to the Lovely Listener – about 30 secs -1 min. The 'Lovely Listener' listens carefully and gives positive feedback to the 'Ready Reader' focusing on fluency, expression and intonation. They then given them 1 thing to improve. The 'Ready Reader' listens carefully to the feedback and then re-reads the same passage trying to make the improvement that the 'Lovely Listener' has suggested. The 'Lovely Listener' then gives positive feedback.

Ask each other questions about the reading.

What was your favourite part?

What do you think is going to happen next? Why do you think that?

Who is your favourite character? Why do you like them? What is the best thing about that character?

Can you tell me what has just happened? Can you summarise what has happened?

Who wrote this book? Do you know any other books written by this author? Are they a good writer? What makes them a good writer?

How did you feel when ..... happened? Why did you feel like that?

How do you think that character feels? How do you know?

Where does it say .....? Can you find me the part where it says.....?

## **Other ways to help your child with Reading?**

- Give your child access to plenty of texts on different topics and by a wide range of good quality authors who write in different styles, e.g. Michael Morpurgo, Philip Pullman, Anthony Horowitz.
- Encourage discussion with your child when pronouncing new words if their reasonable attempt does not sound correct.
- Broaden their vocabulary by encouraging them to look up the meaning of any unfamiliar words and then play a game to see which of you can use the word the most in your everyday conversation.
- Encourage your child to read silently to themselves, but discuss what they have been reading with them so you can check their understanding.
- Read difficult text together and allow them to listen and ask questions. You do not have to know the answers all the time. Learn together.

## **Suggestions to questions you might ask them about their reading:**

Did you enjoy that book? Why?

What kind of text are you reading?

What did you think about ...?

Have you ever read ...?

Can you see any subheadings in this text? Why are they used?

What type of story is this?

Let's go to the library and see if we can find a book written by...?

What other cultures would you like to read about?

Would you recommend that book? Why/why not?

Who do you think would like this book?

Are there any themes running through this story?

Do you know any other books with similar themes?

What are the differences with this book from the book we last read?

Can you recite any poetry? Let's learn some.

Think about your voice when you read that. How might the ... talk? What is the feeling here?

Tell me about what you just read. Can you summarise what you have just read?

Were there any words you didn't know/understand?

How do you think... is feeling? How do you know?

Why do you think ... acted in that way?

Can you find an example in text of ...?

Find the part of the text that ...

I think that .... Do you agree?

What is your opinion of ...? Why do you think that ...? Is there any evidence to support your opinion?

# Websites/ PiXL apps/resources

<p>Maths</p>	<p><a href="http://www.multiplication.com">www.multiplication.com</a></p> <p><a href="http://www.happychild.org.uk/wks/math/key2/multiply/index.htm">www.happychild.org.uk/wks/math/key2/multiply/index.htm</a></p> <p><a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a></p> <p><a href="http://www.bbc.co.uk/skillswise/numbers/wholenumbers/multiplication/timestables">www.bbc.co.uk/skillswise/numbers/wholenumbers/multiplication/timestables</a></p> <p><a href="http://www.primaryhomeworkhelp.co.uk">www.primaryhomeworkhelp.co.uk</a></p> <p>Pixl App Times Tables – Download from the Apple Store or Play Store This is an app that is fun and will help your child to speed up their knowledge of their times tables. Children have all been issued with a username and password. Please encourage them to play.</p>
<p>Reading</p>	<p><a href="http://www.primaryhomeworkhelp.co.uk">www.primaryhomeworkhelp.co.uk</a></p>
<p>Grammar</p>	<p><a href="http://www.primaryhomeworkhelp.co.uk">www.primaryhomeworkhelp.co.uk</a></p> <p><a href="http://www.funenglishgames.com/grammargames.html">www.funenglishgames.com/grammargames.html</a></p> <p><a href="http://www.slimekids.com/games/grammar-games/">www.slimekids.com/games/grammar-games/</a></p> <p>Pixl Unlock is an app that helps children to extend their vocabulary in a fun way. The username and password works for both the Times Table App and Pixl Unlock and all children have been issued with these. Download from the Apple Store or Play Store and encourage your child to play.</p>
<p>Social Media/ Internet</p>	<p>On line safety: Whatsapp <a href="http://www.parentinfo.org/article/whatsapp-a-guide-for-parents-and-carers">www.parentinfo.org/article/whatsapp-a-guide-for-parents-and-carers</a></p> <p><a href="http://www.internetmatters.org/resources/whatsapp-safety-a-how-to-guide-for-parents/">www.internetmatters.org/resources/whatsapp-safety-a-how-to-guide-for-parents/</a></p> <p>General internet safety: <a href="http://www.saferinternet.org.uk/advice-centre/parents-and-carers">www.saferinternet.org.uk/advice-centre/parents-and-carers</a></p>
<p>Other useful information</p>	<p>Choosing your Secondary School <a href="http://www.goodschoolsguide.co.uk/choosing-a-school/state-schools/secondary-school-applications">www.goodschoolsguide.co.uk/choosing-a-school/state-schools/secondary-school-applications</a></p>

<h1>Maths</h1>	
Autumn 1	<ul style="list-style-type: none"> <li>• Number – Place Value</li> <li>• Addition, Subtraction,</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>• Statistics</li> <li>• Multiplication and Division</li> <li>• Measurement - Perimeter, Area</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Number – Fractions</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• Number - Fractions</li> <li>• Number – Decimals and Percentages</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>• Number – Decimals</li> <li>• Geometry – Properties of Shape</li> <li>• Geometry – Position and Direction</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>• Measurements – Converting Units</li> <li>• Measurements - Volume</li> </ul>

## Some ideas

### **Shape**

You could take your child on a 'shape walk' around South Hill Park to see what 2D and 3D shapes they can spot. They should be able to spot the different sorts of angles (acute, obtuse, 90 degrees, reflect), lines of symmetry and parallel and perpendicular lines.

### **Money**

Get your child to work out holiday spending money by using conversion charts in newspapers or online to convert pounds to foreign currency.

Go shopping in the sales – what is the sale price if there is 10% off.

Give your child an Argos catalogue. Let them go on a 'fantasy spending spree'. What would they buy with £20.00 and how much change (if any!) would they have?

### **Measurement**

Cooking is a great way for your child to practise weighing and measuring in grams and kilograms. It's a terrific way to learn to accurately read scales and measure out capacities in litres and centilitres. Following recipes will also make them familiar with imperial measurements such as pints, pounds and ounces.

### **Multiplication Tables**

Helping your child learn multiplication facts and regularly going over them will benefit them enormously. They should learn to recite them in order as well as give 'quick-fire' answers when they are jumbled up. Use the Pixl app for them to practice.

By the time your child reaches Years5 it is hoped that they will be familiar with all of their times tables up to 12 times. The focus now will not be on learning their times tables, but on cementing their confidence and knowledge of multiplication facts.

## **Number Work**

Children's number skills can be supported in all sorts of fun ways at home. Board games are a great way of making them familiar with the number system and addition and subtraction. Children can really enjoy inventing their own.

## **Every Day Maths**

An important part of children's learning in maths involves applying their skills to everyday problems and situations. Encouraging them to practise their maths skills in daily life will benefit them enormously. The following questions may give you some ideas.

- *You have 38 Dr Who cards and your brother has 23. How many do you have altogether?*
- *There are 40 books here and we can fit 9 into each box. How many boxes will we need?*
- *It is 170 miles to London. We have done 53 miles, how many left to go?*

## Check that your child really knows the Year 3 and 4 spelling list

### Statutory word list for Years 3 and 4

accident(ally)	February	possess(ion)
actual(ly)	forward(s)	possible
address	fruit	potatoes
answer	grammar	pressure
appear	group	probably
arrive	guard	promise
believe	guide	quarter
bicycle	heard(h)	question
breath	heart	recent
breathe	height	regular
build	history	reign (h)
busy/business	imagine	remember
calendar	increase	sentence
caught	important	separate
centre	interest	special
century	island	straight
certain	knowledge	strange
circle	learn	strength
complete	length	suppose
consider	library	surprise
continue	material	therefore
decide	medicine	though/although
describe	mention	thought
different	minute	through
difficult	natural	various
disappear	naughty	weight (h)
early	notice	woman/women
earth	occasion(ally)	
eight (h)/eighth	often	
enough	opposite	
exercise	ordinary	
experience	particular	
experiment	peculiar	
extreme	perhaps	
famous	popular	
favourite	position	

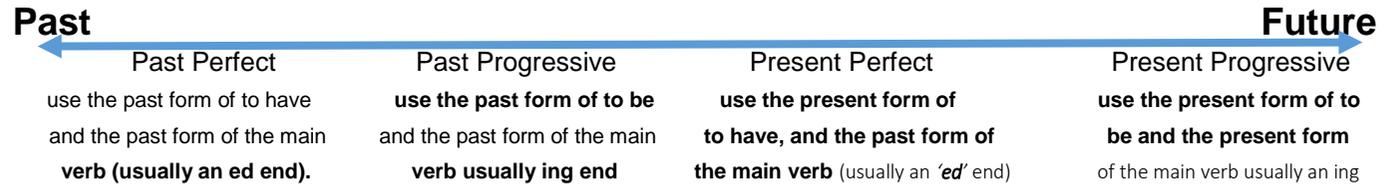
# Statutory word list for Years 5 and 6

accommodate	equip (-ped, -ment)	programme
accompany	especially	pronunciation
according	exaggerate	queue
achieve	excellent	recognise
aggressive	existence	recommend
amateur	explanation	restaurant
ancient	familiar	rhyme
apparent	foreign	rhythm
appreciate	forty	sacrifice
attached	frequently	secretary
available	government	shoulder
average	guarantee	signature
awkward	harass	sincere(ly)
bargain	hindrance	soldier
bruise	identity	stomach
category	immediately	sufficient
cemetery	interfere	suggest
committee	interrupt	symbol (h)
communicate	language	system
community	leisure	temperature
competition	lightning (h)	thorough
conscience	marvellous	twelfth
conscious	mischievous	variety
controversy	muscle (h)	vegetable
convenience	necessary	vehicle
correspond	neighbour	yacht
criticise (critic + ise)	nuisance	
curiosity	occupy	
definite	occur	
desperate	opportunity	
determined	parliament	
develop	persuade	
dictionary	physical	
disastrous	prejudice	
embarrass	privilege	
environment	profession	

**Tenses**

The **perfect tense** is used for actions that started in the past and have either been completed or are continuing into the present.

The **progressive tense** is used for actions that are ongoing.



**Modal Verbs**

**Modal verbs** go before another **verb** and tell us how possible / likely something is. They can indicate certainty – something is *definitely* going to happen (e.g. will, shall). They can also indicate possibility – something is *possibly* going to happen (e.g. might, could).

Jill and Rita **could visit** their grandma later. (*Possibility*)

They **must be** home before dark. (*Certainty*)

Raihan **might help** with the cake stall. (*Possibility*)

Ben **will run** the raffle. (*Certainty*)

**Might, should, could, would, can, Will, must, may, shall, ought to, Have to, able to**

**Conjunctions**

**Conjunctions are words that link ideas or clauses together. There are two types of conjunctions**

**Co-ordinating Conjunctions (FANBOYS): for, and, nor, but, or, yet, so**

**Subordination Conjunctions: after, while, however, if, to, even though, because, until, since**

**Subject, Object and Verb**

**Subject:** the person or thing doing the **verb**  
**Object:** the person or thing having something done to it  
 The fisherman caught the fish.  
 ↑                    ↑                    ↑  
**Subject            Verb            Object**

**Active & Passive Voice**

**Active Voice:** the **subject** performs the **action (the verb)** to the **object**  
**Passive Voice:** the word order is reversed. The **object** has the **action (verb)** done to it by the **subject (...by zombies...)**  
 A = The **boy** ate the **broccoli**.  
 P = The **broccoli** was eaten by the **boy**.

**Clauses**

**Main Clause:** must include a **subject** and a **verb** and make sense by itself.

**Subordinate Clause:** doesn't make sense by itself. Used to add extra info to the main clause.

I still had energy for my lessons.  
 (Main clause by itself)

I still had energy for my lessons even though I cycled to school.  
 (Main clause and subordinate clause)

**Relative Clause:** a type of **subordinate clause** and usually begins with a **relative pronoun**. They can be used to define or identify the **noun / noun phrase** that they follow or to provide additional information about the **noun / noun phrase**.

Tom, **who** had arrived late, asked to borrow a pen.

The girls ran to investigate the **old shed**, **which** was covered in cobwebs.

**Phrases**

Form part of a clause and has either a **noun** or a **verb** but not both in the **same phrase**.

**Noun Phrase:** A large jug of water; a tiny, helpless kitten

**Verb Phrase:** have been seeing; have been going

**Prepositional phrases** (where something is) under the floor, beneath the bed

**Adverbial phrases** (time and manner) After that, as soon as possible; without warning.

**Types of Sentence**

**Command:** Look at the trees carefully. (Is telling someone to do something)

**Statement:** In Autumn, many trees lose their leaves. (Makes a claim about something)

**Question:** Can you see the leaves on the tree? (Always ends with ?)

**Exclamation:** Watch out the tree is falling! (Always ends with !)

**Suffix to convert**

**Noun/Adjectives to Verbs**

A **suffix** is a **letter** or **group of letters**, which is added to the **end** of a **root word** to change its **meaning**. Some **nouns** and **adjectives** can be changed to **verbs** by adding a **suffix** (such as 'ate', 'en', 'ify' and 'ise') to the **root word**.

**'ate' suffix:**

motive (*noun*) > **motivate** (*verb*)  
 valid (*adjective*) > **validate** (*verb*)

**'en' suffix:**

fright (*noun*) > **frighten** (*verb*)  
 soft (*adjective*) > **soften** (*verb*)

**'ify' suffix:**

test (*noun*) > **testify** (*verb*)  
 intense (*adjective*) > **intensify** (*verb*)

**'ise' suffix:**

apology (*noun*) > **apologise** (*verb*)  
 real (*adjective*) > **realise** (*verb*)

**Sentence types:**

**Simple sentences:** single clause sentences

**Compound sentences:** multi clause sentence that uses co-ordinating conjunctions where both clauses make sense on their own.

**Complex sentences:** multi clause sentence where a clause does not make sense on its own.

## NOUN

A noun is the name of a person, place or thing. Proper nouns always begin with capital letter.

**Common:** town/country

**Concrete:** table/chair

**Abstract:** love/faith

**Proper:** Bracknell/Reading

## Pronoun

A pronoun replaces a noun that has already been introduced, e.g. James put his coat on. He was very cold.

Pronouns: **she, her, hers, he, him, his, it**

**Relative Pronouns** are used to introduce a **relative clause** which can be used to define or identify or provide additional information about the **noun / noun phrase** that they follow.

Relative pronouns are words such as: **who, which, that, whose**

## Adjective

Adjectives add detail to a noun. It can be placed before or after a noun.

The **ginger** cat was **sleepy**.

## Determiner

A determiner introduces (comes before) a noun, e.g. his football, the park

**Article:** a, an, the

**Possessive:** our, her, my, his

**Demonstrative:** that, this, those

**Quantifier:** some, every, one, two, three

## Preposition

A preposition tells the position a noun is in relation to another noun.

The mouse is **under** the table.

**Under, above, next to, inside, beside, beyond, down, up, opposite, with,**

## Verb

**Verbs** are action words or a state of being. **Verbs** change the tense of a sentence.

Action – **to pounce, to skip, to jump, to shout, to scream**

Being – **were, am, are, was**

## Adverb

An **adverb** adds detail to words other than nouns, usually the verb, but can be adjectives or other adverbs (TRaMP)

Time: **After, next**

Reason: **because, therefore**

Manner: **curiously, mysteriously**

Place: **under, over, upstairs, downstairs**

**Adverbs to indicate the degree of possibility** (also known as **adverbs of probability**) are often formed from **adjectives** by adding the **suffix 'ly'**.  
E.g. certain > certainly; definite > definitely. However, there are many exceptions. E.g. possible > possibly and maybe.

She **is obviously** lost. They will **probably leave** soon. **Perhaps** it will **rain** tomorrow. **Maybe** they have **forgotten** about the party.

## Apostrophes

**Apostrophes** are used in two ways:

**Apostrophes for Contraction:**

do not – don't will not - won't

**Apostrophes for Possession:** Tom's football, Joanna's necklace, James' racket

## Parenthesis

**Parenthesis** is a word or phrase inserted into a sentence, usually as an explanation or afterthought. It is usually punctuated with **commas, brackets** or **dashes**. The sentence should make grammatical sense without it.

**Dashes** are often used to punctuate words or phrases that the writer wants to draw attention to.

I looked up – squinting because of the sun – as the birds flew by.

**Brackets** are often used around facts, figures and other information that may be useful or informative, but are not an essential part of the sentence.

I looked up (squinting because of the sun) as the birds flew by.

**Commas** are generally used to punctuate additional words, phrases or even **clauses** which should be read as part of the sentence but that the writer does not wish to draw particular attention to.

I looked up, squinting because of the sun, as the birds flew by.

## Inverted Commas (Speech Marks)

**Inverted commas** are used for direct speech.

**Think! S.C.A.P.S**

Speech Marks, Capital letter, Actual Speech, Punctuation, Speech marks

“Can I talk to you please?” whispered Anna

After a reporting clause ensure there is a comma before inverted commas:

Anna whispered, “Can I talk to you please?”

## Commas to clarify meaning

**Commas** can be used to clarify meaning and to avoid ambiguity in a sentence. Changing where and if **commas** are placed in a sentence can change its meaning.

After leaving my aunt Jo went home.  
*(Ambiguous – no commas)*

**Could mean:** After leaving, my Aunt Jo went home. **or** After leaving my aunt, Jo went home.

She sat down quickly tying up her hair.  
*(Ambiguous – no commas)*

**Could mean:** She sat down quickly, tying up her hair. **or** She sat down, quickly tying up her hair.