



# Adding Commas

I can add commas to clarify the meaning of a sentence.



Read the sentences as an editor and decide if you think commas need to be added. If you decide to add commas, explain your reason for doing so.

Sentence

Explain your reason for adding commas or leaving the sentence as it is.

The rabbit had long sharp pointy teeth.

As the campers sat round the fire eating the bear stayed in the bushes.

Lucy wanted a biscuit but she couldn't have one.

David who was 10 wore glasses.

Hetty dressed and performed for the packed audience.

There was lots to do at the fair including face painting and a raffle.

While the onions were cooking soup was brought from the shop.

If you have got everything you need then we are ready to go!

Hanging out the washing is one of the most boring things in the world.

He was cold without his jacket even though the sun was shining.



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As the campers sat round the fire eating, the bear stayed in the bushes.	<i>A comma is needed here to separate the subordinate clause from the main clause and to make it clear that the campers are not eating the bear!</i>
Lucy wanted a biscuit, but she couldn't have one.	<i>In a compound sentence like this, a comma is often used before the conjunction, but it can be written without.</i>
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Hetty dressed, and performed for the packed audience.	<i>The comma in this sentence clarifies the meaning. Without it, it sounds as though Hetty getting dressed is part of the show!</i>
There was lots to do at the fair, including face painting and a raffle.	<i>Although this sentence is correct without a comma, using a comma to signify adding additional information seems to help it read with an extra focus on the individual examples of activity.</i>
While the onions were cooking, soup was bought from the shop.	<i>A comma is needed in this complex sentence to divide the opening subordinate clause from the main clause to avoid confusion – the onions are not cooking soup!</i>
If you have got everything you need, then we are ready to go! If you have got everything you need then, we are ready to go!	<i>A comma is needed here to separate the opening subordinate clause from the main clause in this complex sentence. There are two places where the comma could go and each of them would contribute a slightly different meaning to the sentence. The second one suggests that it has taken some time to get everything together!</i>
Hanging out the washing is one of the most boring things in the world.	<i>This is just a simple sentence which does not require commas - no ambiguity and no further clarification necessary.</i>
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# Make Two Meanings

I can use commas to give a sentence two different meanings.



Can you use commas in the following sentences to ensure there are two different ways to read them? Some sentences may just need to be left without commas.

1. The view I imagined was amazing.  
The view I imagined was amazing.
2. When the lightning turned incredibly bright yellow people began to get scared.  
When the lightning turned incredibly bright yellow people began to get scared.
3. The girl who didn't like spiders was terrified.  
The girl who didn't like spiders was terrified.
4. He brought home some old folders and a donut which he ate as soon as he got hungry.  
He brought home some old folders and a donut which he ate as soon as he got hungry.
5. Hurry up and shoot grandad.  
Hurry up and shoot grandad.
6. David said the astronaut was scared.  
David said the astronaut was scared.
7. When she's not working she loves eating her dog and her family.  
When she's not working she loves eating her dog and her family.
8. She found to her horror films were boring.  
She found to her horror films were boring.
9. Compared to a giant star wars seemed so tiny and small.  
Compared to a giant star wars seemed so tiny and small.
10. All the time machines were getting more intelligent and powerful.  
All the time machines were getting more intelligent and powerful.

Can you use commas in the following sentences to ensure there are two different ways to read them? Some sentences may just need to be left without commas.

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# Sentence Draw

I can suggest different meanings a sentence



Can you show the huge difference one comma makes to the meaning of these sentences by illustrating each version or explaining the difference in words? Use colour in your illustrations!

**Slow children crossing!**

--

**Slow, children crossing!**

--

**Eat Daniel!**

--

**Eat, Daniel!**

--

**Look at that blue, bearded man.**

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**Look at that blue bearded man.**

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**Most of the time travellers take the bus.**

--

**Most of the time, travellers take the bus.**

--

**Edward tickled the boy with a bunch of carrots.**

--

**Edward tickled the boy, with a bunch of carrots.**

--

**Now blow up the pipe!**

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# Application Activity

I can use commas to clarify the meaning of a sentence.



1. Can you insert commas into the following passage wherever they are needed to clarify the meaning of the sentences so the passage makes sense?

One day a motorist was driving along humming singing and talking. As he looked out of the window he noticed a sign. 'Slow - Children crossing' it said. "Careful children!" said his wife who was sitting alongside him. Outside he saw clouds a school and children everywhere. Some were already eating friends walking alongside them.

"It's going to be a good day break can't be far off," he said.

"They're off home work to do," she replied.

"They know schools out here in the country," said his wife.

2. Can you make up some sentences that might need commas to clarify their meanings?

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
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\_\_\_\_\_

# Using Commas to Clarify Meaning

## Answers

1. Can you insert commas into the following passage wherever they are needed to clarify the meaning of the sentences so the passage makes sense?

One day, a motorist was driving along, humming, singing and talking. As he looked out of the window, he noticed a sign. 'Slow – Children crossing' it said. "Careful, children!" said his wife, who was sitting alongside him. Outside, he saw clouds, a school and children everywhere. Some were already eating, friends walking alongside them.

"It's going to be a good day, break can't be far off," he said.

"They're off home, work to do," she replied.

"They know schools, out here in the country," said his wife.

2. Multiple possible answers.

Name:

Date:

10  
total marks

# Using Commas to Clarify Meaning Mini Test

1. Tick the sentences with meanings which could be changed with the addition of a comma.

- a) She found a mouse trap and cheese all in the bucket as planned.
- b) David had said he didn't care.
- c) The weather was horrible all day so they stayed in.
- d) He asked for money and Lego for his birthday.
- e) Don't risk it Grandma.

4 marks

2. How do commas affect the meaning of these sentences? Explain briefly for each pair.

- a) As the sun shone orange, people looked desperately for shade.  
As the sun shone, orange people looked desperately for shade.

---

---

---

---

- b) When he saw the pirate ship on the horizon, the captain sounded the alarm.  
When he saw the pirate ship, on the horizon the captain sounded the alarm.

---

---

---

---

2 marks

total for

## Using Commas to Clarify Meaning Test

---

3. Add or remove commas to give these sentences the required meaning.

3 marks

**a) Writing, clearly, isn't easy.**

Can you add or remove commas in that sentence to make it mean that 'writing so everyone can understand isn't easy'?

---

**b) Jess likes baking cats and doing ballet.**

Can you add commas in the sentence so it shows that Jess has three hobbies.

---

**c) Debbie's heroes are her parents, Spiderman, and Catwoman.**

Can you add or remove commas so that the sentence suggests that Debbie's parents *are* Spiderman and Catwoman.

---

.....

**\*\*END OF TEST\*\***

total for  
this page

<p>1 Tick the sentences with meanings which could be changed with the addition of a comma.</p> <p>a) She found a mouse, trap and cheese all in the bucket as planned. <input checked="" type="checkbox"/></p> <p>b) David had said, he didn't care. <input checked="" type="checkbox"/></p> <p>c) The weather was horrible all day so they stayed in. <input type="checkbox"/></p> <p>d) He asked for money, and Lego for his birthday. <input checked="" type="checkbox"/></p> <p>e) Don't, risk it Grandma. <input checked="" type="checkbox"/></p>	4 marks
<p>2 How do commas affect the meaning of these sentences? Explain briefly for each pair.</p> <p>a) As the sun shone orange, people looked desperately for shade. As the sun shone, orange people looked desperately for shade. <b><i>In the first sentence, the sun is orange. In the second sentence it is the people that are orange.</i></b></p> <p>b) When he saw the pirate ship on the horizon, the captain sounded the alarm. When he saw the pirate ship, on the horizon the captain sounded the alarm. <b><i>In the first sentence, the captain sees the pirate ship on the horizon. In the second sentence, the captain is on the horizon himself.</i></b></p>	2 marks
<p>3 Add or remove commas to give these sentences the required meaning.</p> <p>a) Writing, clearly, isn't easy. Can you add or remove commas in this sentence to make it mean 'writing so everyone can understand isn't easy' <b><i>Writing clearly isn't easy.</i></b></p> <p>b) Jess likes baking cats and doing ballet. Can you add commas in that sentence so it shows that Jess has three hobbies. <b><i>Jess likes baking, cats and doing ballet.</i></b></p> <p>c) Debbie's heroes are her parents, Spiderman, and Catwoman. Can you add or remove commas so that the sentence suggests that Debbie's parents are Spiderman and Catwoman. <b><i>Debbie's heroes are her parents, Spiderman and Catwoman.</i></b></p>	3 marks

# Using Commas to Clarify Meaning

Commas can be used to ensure that sentences are clear in their intention and meaning as one sentence without comma/s or with comma/s in a different position can have very different meanings.

Can you think how commas could change the meaning of this sentence?



**Josephine was a  
pretty tall girl.**

Here the absence of a comma invites us to read pretty tall as an adjectival phrase so we only find out that Josephine is relatively tall.

**Josephine was a**



Josephine was a pretty tall girl.

**pretty, tall girl.**

Here the comma separates two adjectives describing Josephine so we know she is pretty and tall.

It is well known that commas can also save lives:

**Hurry up and shoot, Grandpa!**

Without a comma in this sentence it becomes...

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**Hurry up and shoot Grandpa!**





# SPaG: Using Commas to Clarify Meaning

<p><b>Aim:</b> Using commas to clarify meaning and avoid ambiguity.</p> <p>I can use commas to make sure the reader understands precisely what I am trying to say.</p>	<p><b>Prior Learning:</b> Using commas to separate items on a list. Using commas to indicate direct speech. Using commas after fronted adverbials. Using commas to indicate parenthesis.</p>	<p><b>Resources:</b> <b>Lesson Pack</b> Colouring Pencils</p>
<p><b>Success Criteria:</b> I can tell when the meaning in a sentence is unclear. I can suggest different meanings a sentence could have. I can add or remove commas to clarify the meaning of a sentence.</p>	<p><b>Key/New Words:</b> Comma, clarify, ambiguity.</p>	<p><b>Preparation:</b> <b>Draw the Sentence Activity Sheet</b> per child <b>Adding Commas Activity Sheet</b> per child <b>Make Two Meanings Activity Sheet</b> 1 per child <b>Mini Test Activity Sheet</b> 1 per child <b>Application Activity Sheet</b> as required</p>

	<p><b>Introductory Activity</b> Show the children a list of sentences that have been punctuated with commas. Ask them to talk to a partner and decide why each comma has been used in each sentence. The last sentence contains a comma that is only needed to clarify the meaning of the sentence. Share and discuss the answers on the next slide. Check that the children have the required prior learning for this lesson and that they are familiar with the main functions of a comma within a sentence. Check to see if children make any suggestions about the comma in no. 6 being needed to clarify meaning.</p>	
	<p><b>Independent Focused Activity</b> Children use the differentiated Sentence Draw activity to explore visually the difference commas can make to the meaning of a sentence. Check that children understand how the emphasis in the sentence changes as a result of the comma.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="220 1064 798 1142">  Children to complete the <b>Sentence Draw Activity Sheet</b> independently.         </div> <div data-bbox="893 1064 1516 1142">  Children to complete the more challenging <b>Sentence Draw Activity Sheet</b> independently.         </div> </div>	
	<p><b>Review Activity</b> Children use the differentiated Adding Commas activity sheet to read like an editor and decide whether the meaning in a sentence needs making clearer through the addition of commas. Can the children see how to use commas to place different emphasis on the words and therefore alter the meaning of the sentence?</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="220 1332 798 1411">  Children to complete the <b>Adding Commas Activity Sheet</b> independently.         </div> <div data-bbox="893 1332 1516 1411">  Children to complete the more challenging <b>Adding Commas Activity Sheet</b> independently.         </div> </div>	
	<p><b>Consolidation Activity</b> <b>Make Two Meanings Activity Sheet.</b> Children use commas to make the same words in a sentence carry two distinct meanings. Check that the children can comment on the different meaning of the sentence they have created.</p>	
	<p><b>Assessment</b> The children complete the <b>Mini Test</b> in order to test their understanding. The children complete the <b>Application Activity</b> as required.</p>	



# Spelling, Punctuation and Grammar

Using Commas to Clarify Meaning.

# Using Commas to Clarify Meaning





# Using Commas to Clarify Meaning

**Introductory Activity**

**Independent Focused Activity**

**Review Activity**

**Consolidation Activity**

**Assessment**

# Aim

- I can use commas to make sure the reader understands precisely what I am trying to say.

# Success Criteria

- I can tell when the meaning in a sentence is unclear.
- I can suggest different meanings that a sentence could have.
- I can add or remove commas to clarify the meaning of a sentence.



# Introductory Activity

Can you give the reason that commas have been used in each of these example sentences? Discuss your thinking with a partner.



Max had bought cheese, pears, sausage rolls and pickle, especially for the picnic.

Artem, who was only 9 years old, was a better piano player than many students twice his age.

The rain was certainly heavy, but the Sun was suggesting it hadn't gone for good.

"I was amazed at how much I had got done in the day," she said.

When they finally reached their destination, they realised he had been right all along!

The artist, who was a bit of a dreamer, sat and painted the sea.



You may have already learned about using commas in these situations:

To separate items in a list.

After a fronted adverbial.

To indicate extra information in a sentence.

After direct speech.

This lesson may call on your knowledge of general comma use but it is primarily about using commas to make the meaning of sentences absolutely clear. On some occasions a comma may be needed even though there is no grammatical rule that requires it.



Sometimes a comma can make a huge difference to the meaning of a sentence. Consider these two interpretations...



**Lower, please!**



**Lower please!**





# Independent Focused Activity



**★ Sentence Draw**

I can suggest different meanings a sentence could have.

Can you show the huge difference one comma makes to the meaning of these sentences by illustrating each version or isolating the difference in words? Use colour in your illustrations.

Slow children crossing!	Slow, children crossing!
For Don't!	For, Don't!
Look at that blue, bearded man.	Look at that blue bearded man.

**★★★ Sentence Draw**

I can suggest different meanings a sentence could have.


Can you show the huge difference one comma makes to the meaning of these sentences by illustrating each version or isolating the difference in words? Use colour in your illustrations.

Most of the time travellers take the bus.	Most of the time, travellers take the bus.
Edward filled the bag with a bush of carrots.	Edward filled the bag with a bush of carrots.
Now blow up the pipe!	Now, blow up the pipe!

### Draw the sentence Activity Sheet.

Can you see how the meaning of some sentences can depend on punctuation?

Use the drawings to interpret these sentences literally – draw exactly what they say.



# Review Activity



## Adding Commas

I can add commas to clarify the meaning of a sentence.

Read the sentences or an editor and decide if you think commas need to be added. If you decide to add commas, explain your reason for doing so.

Sentence	Explain your reason for adding commas or leaving the sentence as it is.
The robot has long sharp pointy teeth.	
When the computer started the fire eating the bear stayed in the bushes.	
Larry wanted a truck but she couldn't have one.	
Doris who was 70 wore glasses.	
Henry dressed and performed for the packed audience.	
There was lots to do at the fair including jazz painting and a raffle.	
While the onions were cooking soap was brought from the shop.	
If you have got everything you need then we are ready to go!	
Hangng out the washing is one of the most boring things in the world.	

## Adding Commas

I can add commas to clarify the meaning of a sentence.

Read the sentences or an editor and decide if you think commas need to be added. If you decide to add commas, explain your reason for doing so.

Sentence	Explain your reason for adding commas or leaving the sentence as it is.
The robot has long sharp pointy teeth.	
When the computer started the fire eating the bear remained just motion away to the bushes.	
Larry wanted a truck but she couldn't have one.	
Doris who was 70 year old had lots to say about robot surgery.	
Henry dressed and performed for the packed audience.	
There were a lot of different activities at the fair including jazz painting and a raffle.	
At the same time as the onions were cooking soap was being bought from the shop.	
If you have got something you need then we are ready to go!	
Hangng out the washing is one of the most boring things in the world.	

### Adding Commas Activity Sheet.

Can you decide for yourself if a sentence is unclear or not?  
Read these sentences carefully and add commas if you think they are needed to make the meaning clearer.



# Consolidation Activity



## Make Two Meanings

I can use commas to give a sentence two different meanings.

Can you use commas in the following sentences to ensure there are two different ways to read them? Some sentences may just need to be left without commas.

1. The view I imagined was amazing.  
The view I imagined was amazing.
2. When the lightning turned incredibly bright yellow people began to get scared.  
When the lightning turned incredibly bright yellow people began to get scared.
3. The girl who didn't like spiders was terrified.  
The girl who didn't like spiders was terrified.
4. He brought home some old folders and a donut which he ate as soon as he got hungry.  
He brought home some old folders and a donut which he ate as soon as he got hungry.
5. Hurry up and shoot grandad.  
Hurry up and shoot grandad.
6. David said the astronaut was scared.  
David said the astronaut was scared.
7. When she's not working she loves eating her dog and her family.  
When she's not working she loves eating her dog and her family.
8. She found to her horror films were boring.  
She found to her horror films were boring.

### Make Two Meanings Activity Sheet.

Experience the power of punctuation by altering the meaning of these sentences armed only with commas!

© Using Commas to Clarify Meaning



# Assessment



# Assessment Activity



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Using Commas to Clarify Meaning Mini Test

1. Take the sentences with meanings which could be changed with the addition of a comma.

- a) She found a mouse trap and cheese all in the bucket as planned.
- b) David had said he didn't care.
- c) The weather was horrible all day so they stayed in.
- d) He asked for money and Lego for his birthday.
- e) Don't risk it Grandma.

2. How do commas affect the meaning of these sentences? Explain briefly for each pair.

- a) The man dropped the bullet in his mouth.  
The man dropped, the bullet in his mouth.  
\_\_\_\_\_  
\_\_\_\_\_
- b) Save him, not kill him.  
Save him not, kill him.  
\_\_\_\_\_

### Using Commas to Clarify Meaning Test

3. Add or remove commas to give these sentences the required meaning.

- a) Writing, clearly, isn't easy.  
Can you add or remove commas in that sentence to make it mean that 'writing to everyone can understand isn't easy'?
- b) The criminal said the judge was an idiot.  
Can you add commas in that sentence so it says the criminal is an idiot?
- c) Debbie's heroes are her parents, Spiderman, and Catwoman.  
Can you add or remove commas so that the sentence suggests that Debbie's parents are Spiderwoman and Catwoman.

==END OF TEST==

Can you demonstrate your ability to use commas to make the meaning of sentences clearer and decide whether sentences can mean more than one thing or not. Work on your own to complete the **Using Commas to Clarify Meaning Mini Test Activity Sheet**.

# Application Activity



## Application Activity

I can use commas to clarify the meaning of a sentence.

1. Can you insert commas into the following passage whenever they are needed to clarify the meaning of the sentences in the passage make sense?

One day a motorist was driving along humming singing and talking. As he looked out of the window he noticed a sign. Slow children crossing it said. "Careful children!" said his wife who was sitting alongside him. Outside he saw clouds schools and children everywhere. Some were already eating friends walking alongside them.

"It's going to be a good day break can't be far off!" he said.

"That's off here work to do," she replied.

2. Can you make up some sentences that might need commas to clarify their meanings?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

Can you apply what you have learned about using commas to make the meaning clearer within a paragraph and are you able to dream up some sentences of your own which could mean more than one thing? Work on your own to complete the

# Aim

- I can use commas to make sure the reader understands precisely what I am trying to say.

# Success Criteria

- I can tell when the meaning in a sentence is unclear.
- I can suggest different meanings a sentence could have.
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# Spelling, Punctuation and Grammar Guide



# SPaG Lesson Packs



## The Learning Sequence

### Each SPaG Lesson Plan Consists of 5 Sections

The first three sections, **Introductory Activity**, **Independent Focused Activity** and **Review Activity** function either together as a complete lesson plan, or as stand-alone learning activities for small group intervention or morning work.

Two additional activities, the **Consolidation Activity** and **Assessment/Application Activity**, have also been added for extra exploration of the learning aim.

#### Option One

1. **Introductory Activity**
2. **Independent Focused Activity**
3. **Review Activity**
4. **Consolidation Activity**
5. **Assessment/Application Activity**

#### Option Two

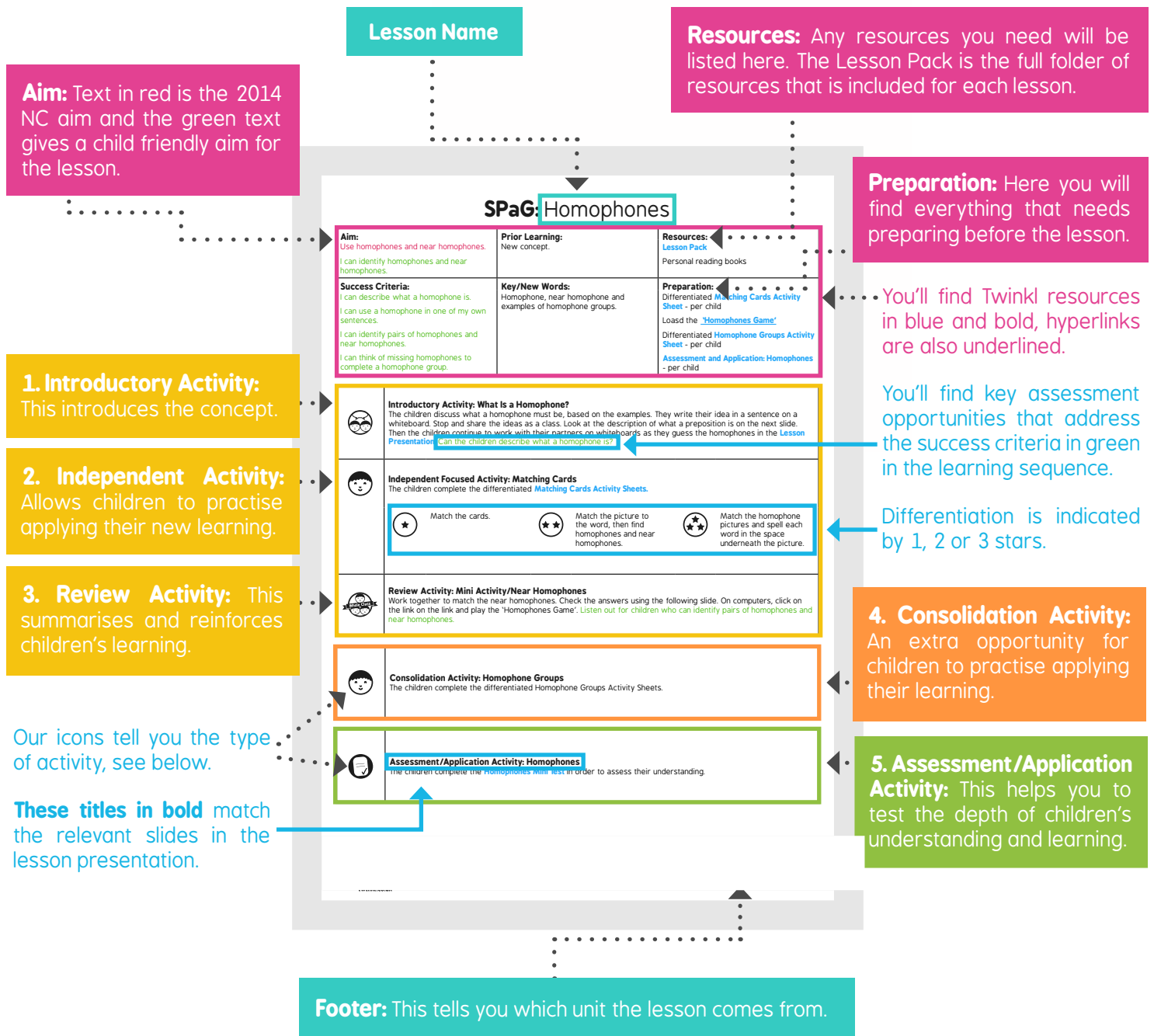
1. **Introductory Activity**
2. **Independent Focused Activity**
3. **Review Activity**
4. **Consolidation Activity**
5. **Assessment/Application Activity**

#### Option Three

1. **Introductory Activity**
2. **Independent Focused Activity**
3. **Review Activity**
4. **Consolidation Activity**
5. **Assessment/Application Activity**

# What Goes into a SPaG Plan?

Each lesson pack contains a lesson plan as a pdf document. Text can be copied from the plan to your own lesson planning format. Our SPaG lessons are split into five different sections to offer maximum flexibility to suit your needs.



**SPaG Plan Icons**

<p>Low </p> <p>Medium </p> <p>High </p>	<p>Individual </p> <p>Pairs </p> <p>Group Work </p>	<p>Talk Partners </p> <p>Teacher Led </p> <p>Whole Class </p>
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Assessment Or look for green text in the learning sequence.

# What Goes into a SPaG Presentation?

Each lesson pack has a lesson presentation, available as a PowerPoint or interactive whiteboard file. The presentation frames the learning sequence, providing information, posing questions and setting tasks.

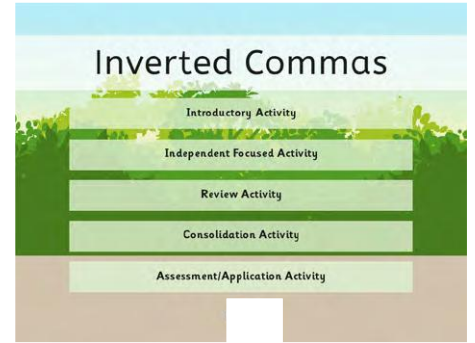
Each presentation has the same 3 slides at the beginning;



**Slide One:** Planit title slide with the subject and the unit title. The footer of the slide will match the lesson plan.



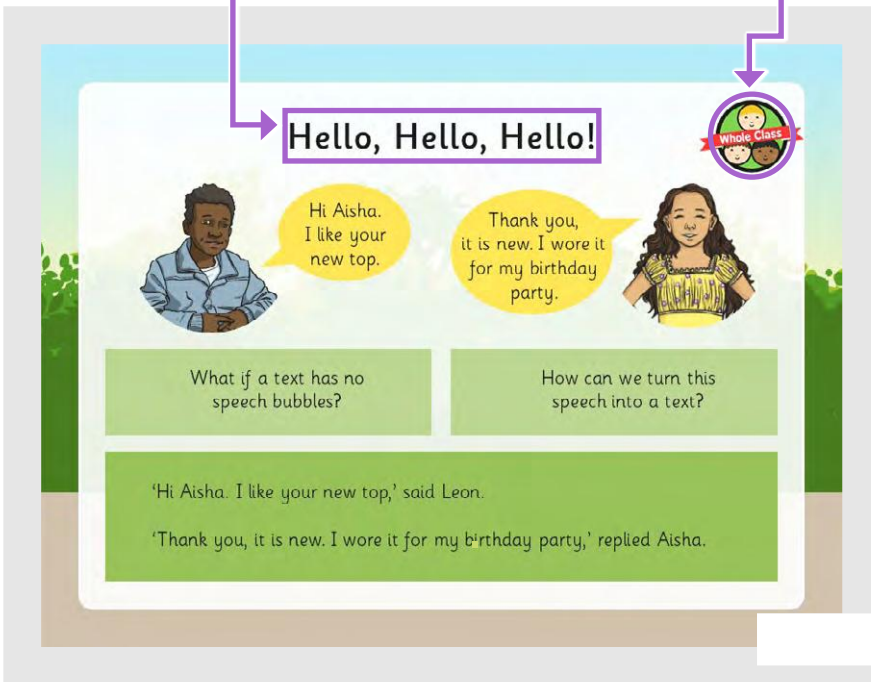
**Slide Two:** Child-friendly title slide. You might choose to start your lesson with this slide.



**Slide Three:** Contents slide that links directly to each section of the presentation.

Slide titles in the lesson presentation correspond with the bold titles in the learning sequence in the lesson plan.

You'll find the corresponding icon in the top right-hand corner. There is a key to the icons at the bottom of the page.



Every presentation will start and finish with the success criteria slide to help facilitate the children's assessment.

## Lesson Presentation Icons



Individual



Group Work



Talk Partners



Pairs



Whole Class



Assessment

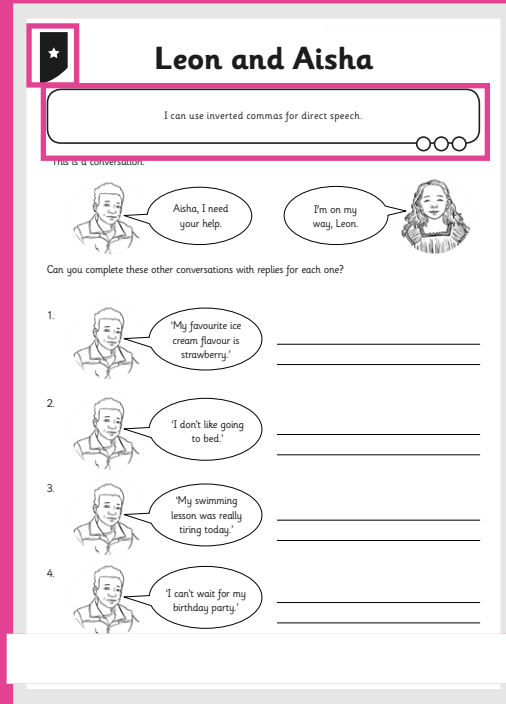
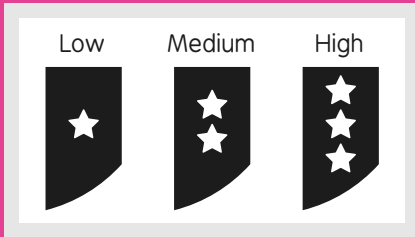


# Our Activity Sheets

Our activity sheets are provided in .pdf format and .doc format.

Differentiation is indicated by the star system.

## Activity Sheet Icons



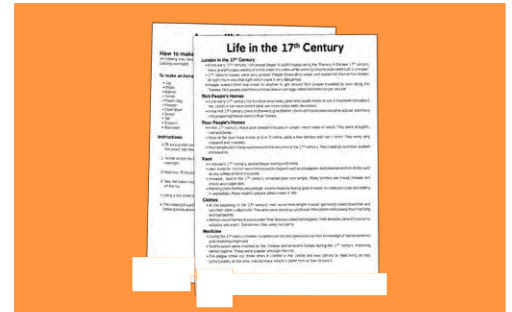
The lesson aim is already typed in this box. An editable blank version is also provided. The three circles are for optional self or teacher assessment.

E.g. traffic light colours or shading 1, 2 or 3.

The footer will let you know which unit and lesson the activity sheet is from.

# What is SPaG Adult Guidance?

Adult guidance provides teachers with background knowledge and information to assist with the lesson. The type of guidance in the pack will depend on the lesson content.



# SPaG Assessment

In addition to the lesson plan, presentation and activity sheets, all Planit SPaG lesson packs will contain success criteria grids for easy assessment. The pack also provides a test for Years Two to Six, whilst Year One packs include a quiz or game. Application activities add an opportunity for children to demonstrate their newly acquired SPaG skills.



# Meet the Teacher Team behind PlanIt.

## Helen

From an inner-city school in London to a village school in Yorkshire, Helen is a former SENCo who has enjoyed 13 years teaching Years 2 to 6 focusing on a creative, cross-curricular approach.



## Gemma

With 13 years experience as a primary teacher, Gemma has led Science, Design and Technology and Healthy Schools. She has a passion for igniting learning through a hands-on approach.



## Helen

With a commitment to valuing the Visual Arts within the primary classroom and beyond, Helen strives to bring innovation and creativity across the curriculum, particularly in English and History.



## Tarjinder

Tarjinder has 10 years teaching experience in inner-city Birmingham, Leicester and London. She has been a subject leader in History and Computing, and has a passion for Geography and RE.



## Tim

Tim has worked in primary schools in London, Cyprus and Sheffield as a headteacher, teacher and IT technician. He has expertise in Maths, Science and Computing and enjoys children's literature.



## Victoria

Vicky is an experienced teacher who has taught across both key stages. English, History and PE are her passions and she enjoys planning activities which are fun, lively and engaging.



## Dawn

Before retiring from teaching after 34 years, Dawn's final role was as associate headteacher of a multicultural school. She loves bringing fun into the classroom, especially through games and role play.



## Emma

Emma is a talented artist who brings her creative skills to teaching. She loves coming up with new, exciting and innovative ideas to inspire learning, particularly in KS1 and EYFS.



## Liz

Currently enjoying a post in KS2, Liz has 20 years experience teaching in a variety of settings. She loves inspiring children to be enthusiastic about new languages.



## Jemma

An experienced SEN teacher and SENCo in KS1-3, Jemma has an MA Diploma in SEN and expertise in Geography, English and PSHE. She loves visual resources and sign language.



## Steve

With 15 years primary teaching experience, Steve has enjoyed roles in Senior Leadership, assessment and mentoring. Specialising in English and Computing, he is also an author and school governor.



## Sue

Sue has experience in teaching from EYFS to KS3, in very small schools, larger primary and middle schools and in the independent sector. She has expertise in Humanities and Computing.



## Leeanne

Experienced across the primary phase, Leeanne has an enthusiasm for literature and art. She is dedicated to promoting active and creative learning for children of all ages and abilities.



## Helen

Helen is an experienced teacher, passionate about inspiring children through creative and engaging activities. She has enjoyed leading and developing specialisms in Science, History and KS2 assessments.



## Jo

Jo is an experienced primary teacher with a master's degree in Effective Teaching and Learning. She is passionate about helping all children achieve their full potential.



## Ellen

Working in both key stages for nearly a decade in schools across London, Ellen is keen to inspire a culture of learning through her love of the Arts.





Be kind to yourself, you're doing wonderfully.

If you need us just get in touch, contact 



SPaG | Using Commas to Clarify Meaning

<b>I can use commas to make sure the reader understands precisely what I am trying to say.</b>		
I can tell when the meaning in a sentence is unclear.		
I can suggest different meanings a sentence could have.		
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