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| Commas | Year 2Commas Use commas to separate items in a list. | Year 3Commas Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.*Range of conjunctions, e.g. *when, if, because, although, while, since, until, as, before, after, so.* | Year 4Commas Use commas to mark clauses in complex sentences.Use commas after fronted adverbials. | Year 5Commas Create complex sentences by using relative clauses with relative pronouns *who, which, where, whose, when, that,* e.g. *Sam, who had remembered his wellies, was first to jump in the river.*  | Year 5Commas Create and punctuate complex sentences using-*ed* opening clauses*-ing* opening clauses- simile starters  | Year 5Commas Demarcate complex sentences using commas in order to clarify meaning.Use commas to avoid ambiguity, e.g. ‘*Let’s eat Grandma.’* and *‘Let’s eat, Grandma.’*Identify and use commas to indicate parenthesis, e.g. *The house, lonely and abandoned, teetered on the edge of the cliff.* | Year 6Commas Revisit and embed all uses of the comma  Year 2 to Year 5.Focus on the manipulation of sentence types linked to writing outcomes across a range of text types. . |
| National Curriculum Terminology | commanoun adjective noun phrase | clause subordinate clause conjunction | adverbial | relative pronoun relative clause  |  | parenthesis |  |