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| Commas | Year 2  Commas  Use commas to separate items in a list. | Year 3  Commas  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 4  Commas    Use commas to mark clauses in complex sentences.  Use commas after fronted adverbials. | Year 5  Commas  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 5  Commas  Create and punctuate complex sentences using  -*ed* opening clauses  *-ing* opening clauses  - simile starters | Year 5  Commas  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 6  Commas  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 | comma  noun  adjective  noun phrase | clause  subordinate clause  conjunction | adverbial | relative pronoun  relative clause |  | parenthesis |  |