|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |  |

****