

# Progression in Punctuation: Commas

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

Please note: The statements in red are not taken directly from the Key Learning in Writing.