

Title: LKS2 – Use Commas After Fronted Adverbials

| Idea | Differentiation |
|--|---|
| <p>As a morning task or lesson opener activity, write a simple sentence (e.g. <i>I went to the zoo.</i>) on your whiteboard.</p> <p>Challenge the children to come up with at least 3 adverbial opening phrases.</p> <p>They then read the new sentence aloud to their partner/the class, using physical punctuation (e.g. Ros Wilson’s _____) to show where the comma is.</p> | <p>Suggest opening words for LAP (e.g. While... or Under...)</p> <p>HAP to use a wider range of adverbials (of manner, place, time, cause, consequence, degree, etc.)</p> |
| <p>See our lovely _____ on using commas for fronted adverbials.</p> | <p>No matter that SPaG is meant for Y6 SATs – start 'em young!</p> |
| <p>Play pass the sentence on mini whiteboards. Give children a starting word for their opening adverbial phrase, which they write on their whiteboard. Each child passes their board to the next person round the group, who adds the next word, and so on. Put a pile of _____ (page 5) in the centre of the table; when someone thinks they’ve reached the end of the fronted adverbial, they grab one, hold it up and shout ‘comma!’ before going on with the sentence.</p> | <p>Struggling writers might need more than one word to start them off with this.</p> <p>HAPs should be using sentences with more clauses – they could use the comma character to mark a drop-in clause as well.</p> |
| <p>Give LAP writers our _____ and focus on re-structuring the clauses to begin with a fronted adverbial, so they always have to use a comma.</p> | <p>Help them to identify the adverbial phrases once they have structured the sentence.</p> |
| <p>Make a comma superhero headband/wristbands with our _____ (page 5). Children _____ position when they’re creating their sentences.</p> | <p>HAP writers could be given the task of listening out for fronted adverbials when others are reading out their work, then (silently) punctuating the sentence.</p> |