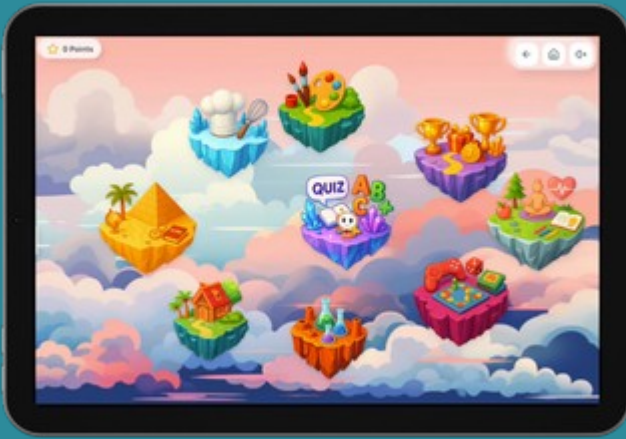


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Commas That Guide the Reader - Year 5

Table of Contents	
Presentation: Commas That Guide the Reader	
Teacher Quick-start	
Lesson Plans: Five Teaching Sessions	
Display: Find the Phrase	
Display: A Comma Shows a Boundary	
Diagnostic: What Do You Know?	
Activity: School Spaces	
Activity: Phrase and Message Cards	
Worksheet: Find the Whole Phrase (3 levels)	
Worksheet: Move It, Mark It (3 levels)	
Worksheet: Boundary or No Boundary? (3 levels)	
Report Editing: Courtyard Survey	
Report Editing: Exhibition Route	
Worksheet: My Comma Decisions	
Game: Phrase Pathways Rules and Record	
Game: Phrase Pathways Board	
Game: Phrase Pathways Cards 1-16	
Game: Phrase Pathways Counters and Checker	
Quiz: Commas That Guide the Reader	
Assessment: Pond Area Report and Decisions	
Rubric: Commas for a Reader	



Teacher Quick-start

Teach this five-lesson sequence in 55-minute sessions. Year 5 learners should already recognise a complete sentence, nouns and verbs, and everyday prepositions. Use short original school-space sentences before asking for a 100–140 word report.

Prepare: project the editable presentation and quiz; copy the required pupil pages; keep the red answer/model pages separate. Display Find the Phrase and A Comma Shows a Boundary. Cut the phrase/message cards and the game cards/counters along their lines. Have pencils, scrap paper and the supplied map ready. The game needs no dice or device. Select support, core or extension pages from current evidence, rather than giving every version to every pupil.

Key teaching: a prepositional phrase includes the preposition and its following words. Compare *before the rain* with *before it rained*: the clause has a subject and verb. Find the main message, then show what a moved phrase adds. Use a comma to show the boundary of the longer opening phrases modelled here. Nearly supplementary inserted detail has TWO comma boundaries. An essential end phrase usually needs no comma; never split a subject from its verb. Do not teach commas as breathing marks. A short clear opening can allow a defensive choice, or not a reasoned alternative.

Access: read prompts aloud; let pupils rehearse a sentence, point to the map, or use a small preposition box. Segment the model into phrase and main message. An adult may record a spoken response when appropriate; record the support used. Reduce simultaneous text, not the punctuation thinking. Extension compares meaning, phrase/clause structure and justified alternatives.

Check learning: retain the unanswered diagnostic. Use exit sentences and explanations during lessons. Lesson 5 assesses a fresh factual report plus three punctuation decisions. The rubric judges complete phrase recognition, appropriate boundaries, meaning/clarity and independent explanation. Handwriting and decoration are not criteria. Quiz answers are on separate slides; show each only after pupils respond.

Print colour displays, manipulatives and game pages as needed; response/assessment/rubric pages are low ink. For landscape card/rubric pages shown sideways in the A4 PDF, rotate the view or print orientation. All game components and numbered teacher checks are supplied.

Lesson 1 – Find the phrase and main message

Goal: identify a whole prepositional phrase and distinguish it from a clause. Success: I name the preposition and its following words; I find the main message; I explain why a phrase is not a complete sentence.

Resources: presentation slides 2–6; Find the Phrase display; What Do You Know? diagnostic and separate key; School Spaces map; both Phrase and Message card pages and matching key; Find the Whole Phrase support/core/extension pages and exact keys. Use only the selected practice version for each learner.

0–8 min — Unanswered diagnostic. Give the six cases without modeling first. Ask pupils to underline whole phrases, repair sentences and explain one choice. Collect evidence, not a public score. Do not show the key until responses are recorded. Notice pupils who mark only a preposition or add commas around every phrase.

8–20 min — Explicit model. Say: “Our class planted herbs beside the shaded courtyard. The main message is Our class planted herbs. Which words tell us where?” Underline beside the shaded courtyard as one unit. Circle beside. Say: “Beside alone leaves us asking beside what. The following words complete the detail.” Contrast before the rain and before it rained. In the latter, point to it and rained: the clause has its own subject and verb. A phrase alone cannot state the main message.

20–35 min — Guided independent practice. Read facts 1–8 aloud. Partners match P1–P8 to M1–M8 using written facts, then read a complete sentence. Ask: “Which words belong together? What is the main message?” Discuss another pairing only when the supplied facts support it. Keep commas for the next lesson’s explicit focus; retrieve an opening boundary where pupils already know it.

Lesson 1 – Practice, checks and response

35–50 min — Independent practice. Support: six familiar sentences and the small preposition bank. Core: identify whole phrases in opening/end positions. Extension: classify the six word groups as phrase or clause and explain using the subject and verb. Learners complete their own selected page before partner checking. Use the matching version key; do not accept a bare preposition as a whole phrase.

50–55 min — Exit check. Write “Students waited outside the quiet school library.” Ask for the whole phrase, its preposition and main message. Then offer before the rain / before it rained and ask which has a subject and verb. Look for outside the quiet school library, outside, and Students waited. The clause is before it rained.

Support: orally rehearse one sentence; physically hold a phrase card beside a main-message card. Ask “Outside what?” to extend an isolated preposition. Reduce the bank to two possible prepositions if needed. Record adult reading and writing support without treating it as an incorrect punctuation decision.

Core: require the whole phrase and a short reason that the following words complete a place/time detail. A correct phrase may include more than one linked noun, as in between the library and art room.

Extension: compare the structure of phrase/clause pairs. Do not judge solely by length: before the rain is short but rain is the long lunch break is also a phrase. Explain the actual subject-verb pair in clauses.

Misconception and next step: if only beside is underlined, return to “beside what?” If a learner includes a subject and finite verb, segment the main message and compare the clause example. If a learner calls the phrase a complete sentence, ask what happened. Use these observations to choose Lesson 2 practice; retain the original diagnostic for comparison.

Lesson 2 – Move the phrase to the beginning

Goal: move a place/time phrase while preserving the main message. Success: I keep the complete phrase together; I preserve meaning; I show the boundary of a longer opening phrase with a comma; I avoid adding a comma to the end-position version.

Resources: presentation slides 7–11; A Comma Shows a Boundary display; phrase/message cards; School Spaces facts; Move It, Mark It support/core/extension pages with exact keys. Pencils and scrap sentence strips.

0–7 min — Retrieval. Read “A reading bench stood outside the library.” Pupils name the whole phrase and main message. Briefly retrieve singular possession through “the class’s map”: the apostrophe shows one class owns the map. Return immediately to phrase position; this is not an apostrophe lesson.

7–20 min — Model the move. Say: “Our class planted herbs beside the shaded courtyard. The phrase tells us where. I can put that whole phrase first. Beside the shaded courtyard, our class planted herbs. The comma marks where the place detail ends and the main message begins.” Point to the boundary after courtyard. Compare both versions. Say: “Moving the phrase changes the order, not what was planted what. The end version does not need an automatic comma before beside.”

20–35 min — Guided strips and feedback. Use “A reading bench stood outside the quiet school library.” Partner. Hand phrase and message strips, move the phrase first, say the sentence, then write it. Reveal “Outside the quiet school library, a reading bench stood.” Check phrase completeness, initial capital, main-message preservation and boundary after library. Repeat with a longer time phrase from the map. Ask a pupil to explain the comma by structure, not by where they breathe.



Lesson 2 – Independent rewrites and decisions

35–49 min — Independent practice. Each learner completes six rewrites on one Move It, Mark It version. Support includes a starter bank and familiar places. Core uses varied place/time details and asks how the main message stays the same. Extension compares a longer opening with “After lunch our team tidied the hall” and explains a clear comma/no-comma choice. Do not give a key or corrected model on the pupil task page.

49–55 min — Exit pair. Give “The helpers packed away after the busy exhibition session.” Ask for the opening version, then whether the original end-position sentence needs a comma. Expected: “After the busy exhibition session, the helpers packed away.” The original can remain without a comma. Listen for an explanation of the whole phrase boundary.

Support: say and move the full phrase before writing. Use the bank and the first word, then read the entire phrase. Check one rewrite together, then require independent completion of the remaining items. Allow oral explanation or scribe transcription when needed.

Core: mark only the complete longer opening boundary and preserve the original meaning. Use the exact-version key to distinguish a punctuation slip from a changed fact or missing phrase word.

Extension: compare opening and justified alternatives. A short clear introduction may be written with or without a comma. Accept either with a sensible clarity explanation; do not label every missing introductory comma wrong. These long closed examples deliberately practise the explicit boundary requested in the instruction.

Misconceptions: a comma after the first preposition splits the phrase. Ask “Where does the whole detail end?” A comma left before the moved main message at the sentence end is unnecessary. Rebuild the two parts. If pupils change who acted or omit words, return to the paired versions and check meaning before punctuation.



Lesson 3 – Keep or add a boundary

Goal: distinguish essential end details from clearly supplementary inserted information.

Success: I keep subject and verb together; I mark BOTH boundaries of extra inserted detail; I can explain when no comma is needed.

Resources: presentation slides 11–15; A Comma Shows a Boundary display; Boundary or No Boundary? support/core/extension pages and keys. Use the task's statement that inserted time details are extra information; do not ask pupils to guess the writer's intention.

0–7 min — Retrieval. Move “Visitors waited near the wide garden gate” to an opening-place version. Ask why a comma is useful after the complete opening phrase, then return to the original end version.

7–22 min — Model contrasting structures. Say: “We walked towards the hall. Towards the hall completes our route information. We do not place a comma just because towards is a preposition.” Then write “Our class, after the long lunch break, returned to the hall.” Say: “Here I have chosen to insert the time details as extra information. Remove it: Our class returned to the hall still makes sense. Our comma opens the extra detail; one closes it.” Point to both boundaries. This remove-and-read check helps with explicitly supplementary details; it does not have to surround every optional word group.

22–35 min — Guided practice. Show “Our class, after the long lunch break returned to the hall.” Pupils identify the phrase ending at break and add the missing closing comma. Show “The garden team, watered the herbs.” Say: “The garden team is our subject; watered is the verb. Keep them together.” Remove the comma. Contrast a correct end place phrase without a boundary. Use two pupil explanations to check that both inserted boundaries and no-comma cases are understood.



Lesson 3 – Practice and misconception repair

35–49 min — Independent editing. Learners rewrite six cases on one Boundary or No Boundary? version and give reasons. Support supplies a decision bank. Core varies opening/end/inserted structures. Extension includes the longer subject “The display of paintings” to reveal that a phrase inside a subject does not authorise a comma before filled. Use exact-version red keys only after pupils have responded.

49–55 min — Exit check. Time detail is explicitly extra: “Our guides, after the final visitor tour thanked the helpers.” Ask for the repair and explanation. Expected: “Our guides, after the final visitor tour, thanked the helpers.” Next ask whether “The display of paintings, filled the hall” is correct. Remove the comma between the full subject and verb.

Support: segment the main message on scrap paper. Put the inserted phrase between two comma tokens drawn by the teacher during modelling; the final student page remains the supplied generated page. Rehearse the complete sentence aloud. Read the task’s extra-information direction explicitly.

Core: explain each decision as opening boundary, paired extra-detail boundaries, essential end detail, or subject-verb protection. Reasons must relate to the actual sentence, not “it needs a pause”.

Extension: identify the complete subject before editing. Compare a necessary route detail with clearly supplementary inserted time information. A pupil must justify why the chosen commas preserve the main message.

Misconception: one comma around an insertion is incomplete; trace its beginning AND end. Commas around every prepositional phrase are unnecessary; return to the end-route contrast. If a comma separates a long subject from its verb, underline the full subject as one group, then read the action. Collect an explanation sample to choose the Lesson 4 report practice.



Lesson 4 – Use commas for a reader

Goal: edit a factual report while preserving facts and voice. Success: I identify useful boundaries; I remove unnecessary commas; I explain two choices; I use a numbered check fairly in the game.

Resources: presentation slides 16–20; Courtyard Survey pupil report/key; Exhibition Route pupil report/key; My Comma Decisions log/worked examples; Phrase Pathways rules/record, board, cards 1–16, teacher checks and small counters. Keep teacher keys separate. Have scrap paper for full sentences.

0–7 min — Retrieval. Name a whole phrase and a no-comma case. Read “We checked the soil near the garden gate” and confirm that its end place phrase does not automatically gain a comma.

7–20 min — Report think-aloud. Display the uncorrected Courtyard Survey. Say: “I want a reader to understand these facts. I will keep the writer’s words where I can.” Edit “Beside the shaded courtyard our class found three old pots to add the boundary after courtyard. Keep the soil-checking sentence without an extra comma. The report states the inserted lunch detail is extra; add its missing closing comma. Remove the subject-verb comma in “The garden team, write labels for the herbs.” Explain two choices in the log, then show the separate model for comparison, not copying.

20–35 min — Phrase Pathways demonstrate card 2: move Near the wide garden gate first, preserve visited, wound, and mark its boundary. The checker uses teacher check 2. Correct: move once; incorrect: stay and revise once. Rotate roles. Learners use supplied counters smaller than spaces. After twelve turns EACH, furthest wins; share ties. No dice/device. Finish at 20 is an alternative end condition, not a requirement for every game.



Lesson 4 – Independent editing and explanations

35–50 min — Independent transfer. Give the fresh Exhibition Route report, its factual notes and empty rewriting/reason spaces. Pupils edit without the model visible. Keep the deliberately supplementary rehearsal detail and both its boundaries. Preserve the facts, including who arranged paintings. Record two specific decisions in the report’s reason boxes or My Comma Decisions log. Reveal the labelled model only after completion.

50–55 min — Reflection. Ask: “Which edit helped the reader most? Which comma did you keep out?” Accept an opening-boundary reason, a paired-boundary repair or protecting the subject–verb connection. Check that the reason matches the learner’s actual revision.

Support: read the short report once aloud; segment one sentence into phrase/main message on scrap paper. Work sentence by sentence. When required, give independent reason. Supply the four decision words from Lesson 3. Do not give a fully corrected assessed report.

Core: preserve all facts and voice while correcting the four target sentences. Identify whole phrases rather than isolated punctuation marks. In the game, explain before the checker reveals the numbered copy.

Extension: compare short-opening/end-position rewrite that preserves meaning. Explain why a clearly extra initial phrase takes two boundaries while an essential end detail can remain without commas. For card 16, accept either defensible short-opening choice with reason; do not enforce a falsely unique answer.

Misconceptions: If a learner edits facts as well as punctuation, compare each factual note with the revision. If a reason only says “sounds better”, ask where the phrase ends and how the main message remains. If one game player dominates, rotate writer/checker/reader roles and let each writer make a decision before feedback. Use the report and log evidence to decide whether Lesson 5 needs oral rehearsal or reduced simultaneous reading.



Lesson 5 – Write and check a useful report

Goal: independently write a clear factual report and justify punctuation decisions.

Success: I write 100–140 words for a class visitor; I use useful opening and end phrases; I avoid unnecessary commas; I explain three choices accurately.

Resources: presentation slides 21–24; fresh Pond Area facts/planning page; My Pond Area Report response page; Three Punctuation Decisions page; Reader Review and Next Step; teacher rubric and separate representative report/explanation pages. Quiz has ten questions with separate answer/reason slides. Keys/models remain hidden during assessment.

0–8 min — Read facts and purpose. Read the six fresh factual fragments together. Explain: “You are writing for a class visitor. Use these facts not invented results.” Briefly retrieve how a phrase names place/time and how main messages remain complete. Do not turn the fragments into a prefilled scored paragraph.

8–15 min — Plan and rehearse. Pupils organise read purpose, main messages, place/time phrases and idea order on the blank plan. Write one oral sentence without marking a public answer to copy a small preparation bank supports access. Record any adult scribing or prompting so independence is judged fairly.

15–35 min — Independent report. Pupils write 100–140 words. Require useful phrase positions, including opening and end positions. An inserted extra phrase is used only if it helps; do not force awkward additional information just to meet a count. No answer/model page is visible. Teacher checks access and task understanding without supplying scores or comma choices. Preserve the original pupil draft as assessment evidence.



Lesson 5 – Explain, assess and plan the next step

35–45 min — Punctuation decisions. Pupils select three sentences/decisions from their own report. For each, record the whole phrase, main message and comma choice/reason. Include a boundary added and a comma deliberately kept out. A pupil may explain a justified short-opening choice; accept a clear defensible alternative. Do not require the representative model's exact sentences.

45–50 min — Reader review. Complete the unfilled learner check rows and choose one improved sentence, the change/reason and next step. Read as a visitor: are facts and locations clear? Learners may revise but keep evidence of independent decisions and any support.

50–55 min — Quiz and closure. Use a short selection from the punctuation quiz for immediate retrieval, or schedule the complete quiz at the next review. The whole quiz is supplied; allow adequate thinking time rather than rushing all ten into five minutes. Show each separate answer/reason only after response. Return to the report evidence for final assessment, not quiz score alone.

Marking: apply the four-level rubric to complete phrase recognition, useful/paired boundaries and avoidance of unnecessary commas, factual meaning/clarity, and three explanations/independent. The separate 10-word representative report and three decisions show one valid response, not a mandatory answer. Credit other accurate reports. A length slip is possible within clarity/task fulfilment; handwriting and decoration are not scored.

Support: oral planning, read-aloud facts, pointing to a phrase bank or adult transcription when appropriate; record the actual support. Maintain independent punctuation thinking. Extension: compare two valid phrase positions and defend a concise alternative without introducing untaught comma categories.

Next teaching: reteach whole phrases if only prepositions are named; model two boundaries if insertions stay incomplete; protect full subjects if extra subject–verb commas appear. Learners who are secure apply these choices to another authentic class report. No extra general comma unit is required to complete this week.



Find the Phrase

Phrases help the reader by giving extra information.

Look at the sentence. Find the part that is a prepositional phrase.
The labels show what each part does.

Example 1

Our class planted herbs beside the shaded courtyard.

MAIN MESSAGE

PLACE PHRASE



Example 2

Students checked the herbs before the morning assembly.

MAIN MESSAGE

TIME PHRASE



Remember

A **prepositional phrase** includes the preposition and its following words.

A closer look

before the rain

= phrase

before it rained

= clause

(it rained has a subject and verb)

A Comma Shows a Boundary.

A comma can help the reader see where one part of a sentence ends and another part begins. Look at the examples below.

1

Beside the shaded courtyard, our class planted herbs.

Opening phrase

BOUNDARY

Main message



2

Our class planted herbs beside the shaded courtyard.

Main message

End phrase

No comma needed here.

3

Our class, after the long lunch break, returned to the hall.

BOUNDARY

EXTRA INFORMATION

BOUNDARY



Keep subject and verb together.
Do not add a comma just because
you see a preposition.

A short clear opening
may allow a comma choice.



What Do You Know?

Name: _____ Date: _____

1. Underline the whole prepositional phrase. Circle its preposition.

Our class planted herbs beside the shaded courtyard.

2. Underline the whole prepositional phrase. Circle its preposition.

Students checked the pots before the morning assembly.



3. Rewrite each sentence. Add or remove a comma if needed.

Near the wide garden gate our class waited.

4. Rewrite each sentence. Add or remove a comma if needed.

We walked towards the hall.

5. Rewrite each sentence. Add or remove a comma if needed.

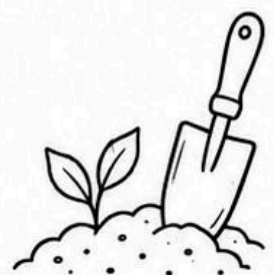
In this sentence, the detail is extra information.

Our class after the long lunch break returned to the hall.

6. Rewrite each sentence. Add or remove a comma if needed.

The garden team, watered the herbs.

Explain one comma choice:



What Do You Know?

Name: **ANSWERS**

Date: _____

1. Underline the whole prepositional phrase. Circle its preposition.

Our class planted herbs beside the shaded courtyard.

beside the shaded courtyard; preposition beside



2. Underline the whole prepositional phrase. Circle its preposition.

Students checked the pots before the morning assembly.

before the morning assembly; preposition before

3. Rewrite each sentence. Add or remove a comma if needed.

Near the wide garden gate our class waited.

Near the wide garden gate, our class waited.

Boundary after gate.

4. Rewrite each sentence. Add or remove a comma if needed.

We walked towards the hall.

We walked towards the hall.

No comma; end of the sentence.

5. Rewrite each sentence. Add or remove a comma if needed.

In this sentence, the same detail is extra information.

Our class after the long lunch break returned to the hall.

Our class after the long lunch break, returned to the hall.

Add closing comma after break.

6. Rewrite each sentence. Add or remove a comma if needed.

The garden team, watered the herbs.

The garden team watered the herbs.

Remove subject-verb comma.

Explain one comma choice:

Item 3 marks the end of the opening place phrase.

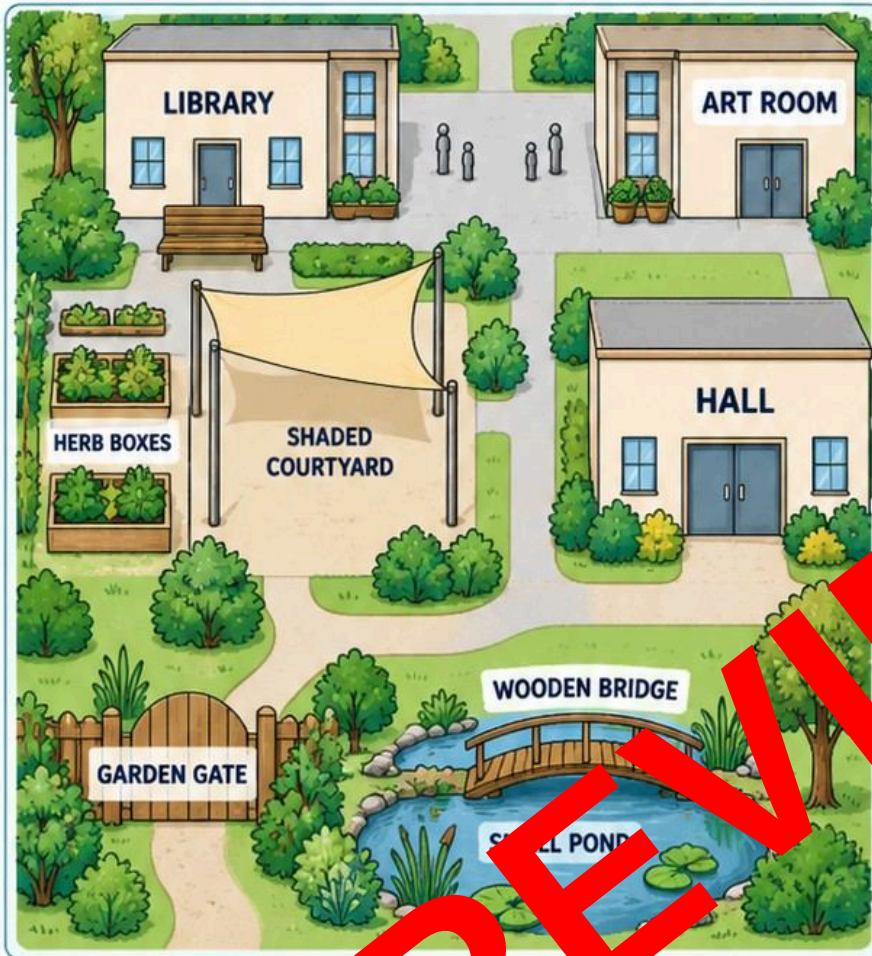
Other accurate reasons accepted.



Commas help the reader by separating when, where or extra information in a sentence. They make the meaning clearer.

School Spaces

Look at the map and read the sentences. The commas help the reader see where, when or extra information is used.



Facts About Our School Spaces

- 1 Beside the shaded courtyard, our class planted herbs.
- 2 Outside the library, a reading bench stood.
- 3 Near the garden gate, our class waited.
- 4 Inside the hall, the art club displayed paintings.
- 5 Across the small pond, a wooden bridge stretched.
- 6 Between the library and art room, visitors gathered.
- 7 Before the morning assembly, students checked the herbs.
- 8 After the long lunch break, our class packed away.

Your Turn Use the map and the sentences to answer the questions. Write your answers in the spaces.

F1 Where did our class plant herbs?

F2 Where was the bench?

F3 Where did our class wait?

F4 Where were the paintings?

F5 Where did the bridge stretch?

F6 Where did visitors gather?

F7 When did students check herbs?

F8 When did our class pack away?



Commas help the reader by separating when, where or extra information in a sentence. They make the meaning clearer.

School Spaces

Look at the map and read the sentences. The commas help the reader see where, when or extra information is used.



Facts About Our School Spaces

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- 8 After the long lunch break, our class packed away.

Your Turn

Read the facts and the sentences to answer the questions. Write your answers in the spaces.

F1 Where did our class plant herbs?

Beside the shaded courtyard.

F2 Where was the bench?

Outside the library.

F3 Where did our class wait?

Near the garden gate.

F4 Where were the paintings?

Inside the hall.

F5 Where did the bridge stretch?

Across the small pond.

F6 Where did visitors gather?

Between the library and art room.

F7 When did students check herbs?

Before the morning assembly.

F8 When did our class pack away?

After the long lunch break.

Name: **ANSWERS** _____

Phrase and Message — Phrase Cards

Commas That
Guide the Reader

Year 5

Match a phrase card to a main message using the School Spaces facts.
Read a complete sentence. Mark the opening boundary on scrap paper.



P1

Beside the shaded
courtyard



P2

Outside the library



P3

Near the garden gate



P4

Inside the hall



P5

Across the small pond



P6

Between the library
and art room



P7

Before the morning
assembly



P8

After the long
lunch break



Phrase and Message

Main Message Cards

Match to a phrase from the School Spaces facts. For a phrase at the end, begin the message with a capital. For a phrase at the start, keep its comma boundary.



M1

our class planted herbs.



M2

a reading bench stood.



M3

our class waited.



M4

the art club displayed paintings.



M5

a wooden bridge stretched.



M6

visitors gathered.



M7

students checked the herbs.



M8

our class packed away.



PREVIEW

Phrase and Message — Phrase Cards

Match a phrase card to a main message using the School Spaces facts.
Read a complete sentence. Mark the opening boundary on scrap paper.



P1 ↔ M1

Beside the shaded courtyard



P2 ↔ M2

Outside the library



P3 ↔ M3

Near the garden gate



P4 ↔ M4

Inside the hall



P5 ↔ M5

Across the small pond



P6 ↔ M6

Between the library and art room



P7 ↔ M7

Before the morning assembly



P8 ↔ M8

After the long lunch break



These pairs match the written facts. Accept another pairing only if its meaning is supported by the supplied facts; explain it. An opening comma marks the phrase boundary.



Name: _____

Date: _____

Find the Whole Phrase — Support

Underline the whole phrase; circle its preposition.

Write the whole phrase on the line.

Support bank: beside / outside / near / inside / between / before

The preposition alone is not the whole phrase.



1. The team waited beside the shaded courtyard.

Whole phrase: _____

Reason: _____



2. A bench stood outside the library.

Whole phrase: _____

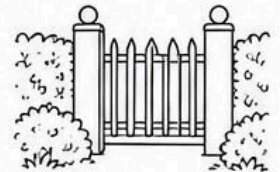
Reason: _____



3. Our class met near the garden gate.

Whole phrase: _____

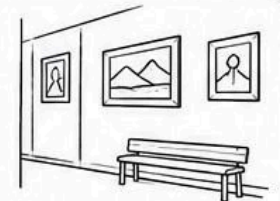
Reason: _____



4. Paintings hung inside the hall.

Whole phrase: _____

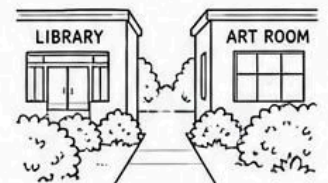
Reason: _____



5. Visitors gathered between the library and art room.

Whole phrase: _____

Reason: _____



6. Students checked herbs before the morning assembly.

Whole phrase: _____

Reason: _____



Find the Whole Phrase — Support

Underline the whole phrase; circle its preposition.

Write the whole phrase on the line.

Support bank: beside / outside / near / inside / between / before

The preposition alone is not the whole phrase.



1. The team waited beside the shaded courtyard.

Whole phrase: beside the shaded courtyard

Reason: The preposition and its following words give a complete place detail.



2. A bench stood outside the library.

Whole phrase: outside the library

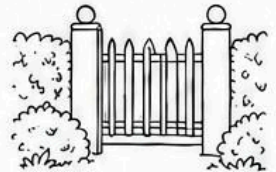
Reason: The preposition and its following words give a complete place detail.



3. Our class met near the garden gate.

Whole phrase: near the garden gate

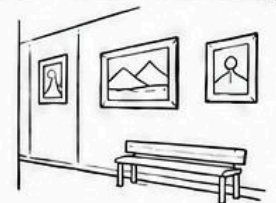
Reason: The preposition and its following words give a complete place detail.



4. Paintings hung inside the hall.

Whole phrase: inside the hall

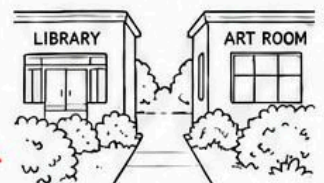
Reason: The preposition and its following words give a complete place detail.



5. Visitors gathered between the library and art room.

Whole phrase: between the library and art room

Reason: The preposition and its following words give a complete place detail.



6. Students checked herbs before the morning assembly.

Whole phrase: before the morning assembly

Reason: The preposition and its following words give a complete time detail.



Find the Whole Phrase — Core

Name: _____

Date: _____

Underline the whole phrase; circle its preposition. Write the whole phrase on the line.

1. We left the tools beside the wooden herb boxes.

Whole phrase: _____

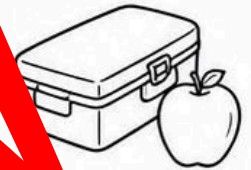
Reason: _____



2. After the long lunch break, the team returned.

Whole phrase: _____

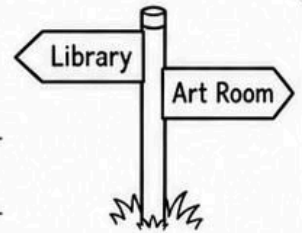
Reason: _____



3. Visitors stood between the library and the art room.

Whole phrase: _____

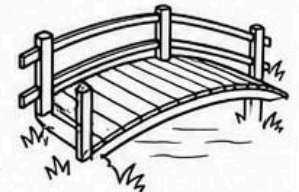
Reason: _____



4. Our class walked across the narrow wooden bridge.

Whole phrase: _____

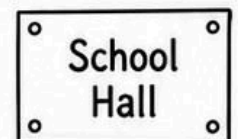
Reason: _____



5. The art club worked inside the school hall.

Whole phrase: _____

Reason: _____



6. Before the final afternoon inspection, we checked the soil.

Whole phrase: _____

Reason: _____



Find the Whole Phrase — Core

Name: _____

ANSWERS

Date: _____

Underline the whole phrase; circle its preposition. Write the whole phrase on the line.

1. We left the tools beside the wooden herb boxes.

Whole phrase: beside the wooden herb boxes

Reason: The preposition and its following words give a complete place detail.



2. After the long lunch break, the team returned.

Whole phrase: After the long lunch break

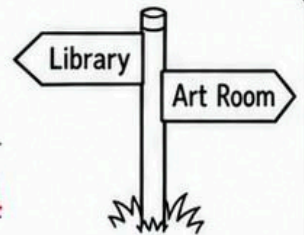
Reason: The preposition and its following words give a complete time detail.



3. Visitors stood between the library and the art room.

Whole phrase: between the library and the art room

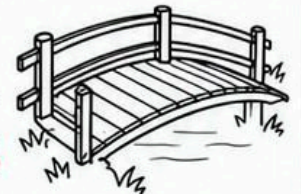
Reason: The preposition and its following words give a complete place detail.



4. Our class walked across the narrow wooden bridge.

Whole phrase: across the narrow wooden bridge

Reason: The preposition and its following words give a complete place detail.



5. The art club worked inside the school hall.

Whole phrase: inside the school hall

Reason: The preposition and its following words give a complete place detail.



6. Before the final afternoon inspection, we checked the soil.

Whole phrase: Before the final afternoon inspection

Reason: The preposition and its following words give a complete time detail.



Find the Whole Phrase — Extension



Name: _____

Date: _____

For each group, choose phrase or clause. Explain using the presence or absence of a subject and verb.

1. before the rain

Phrase or clause? _____

Reason: _____

2. before it rained

Phrase or clause? _____

Reason: _____

3. after the long lunch break

Phrase or clause? _____

Reason: _____

4. after our class returned

Phrase or clause? _____

Reason: _____

5. beside the shaded courtyard

Phrase or clause? _____

Reason: _____

6. where our class planted herbs

Phrase or clause? _____

Reason: _____



Find the Whole Phrase — Extension



Name: **ANSWERS**

Date: _____

For each group, choose phrase or clause. Explain using the presence or absence of a subject and verb.

1. before the rain

Phrase or clause? **phrase**

Reason: **before + the rain; no subject-verb pair**

2. before it rained

Phrase or clause? **clause**

Reason: **it + rained**

3. after the long lunch break

Phrase or clause? **phrase**

Reason: **after + the long lunch break; no subject-verb pair**

4. after our class returned

Phrase or clause? **clause**

Reason: **our class + returned**

5. beside the shaded courtyard

Phrase or clause? **phrase**

Reason: **beside + the shaded courtyard; no subject-verb pair**

6. where our class planted herbs

Phrase or clause? **clause**

Reason: **our class + planted**



Move It, Mark It – Support

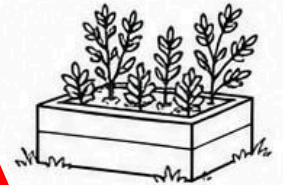
Name: _____

Date: _____

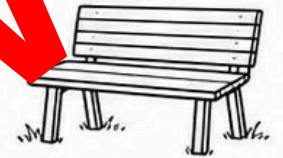
Move the end phrase to the beginning. Preserve meaning. Use a comma to show the opening boundary in these longer examples.

Phrase starter bank: Beside Outside Near Inside Before After

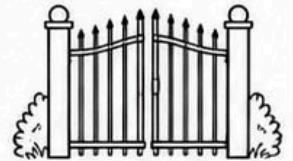
1. Our class planted herbs beside the shaded school courtyard.



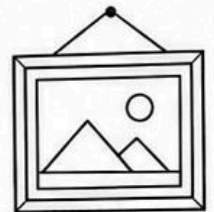
2. A reading bench stood outside the quiet school library.



3. Visitors waited near the wide garden gate.



4. The art club hung paintings inside the busy school hall.



5. Students checked herbs before the busy morning assembly.



6. Our class packed away after the long lunch break.



PREVIEW



Move It, Mark It – Support

Name: **ANSWERS**

Date: _____

Move the end phrase to the beginning. Preserve meaning. Use a comma to show the opening boundary in these longer examples.

Phrase starter bank: Beside Outside Near Inside Before After

1. Our class planted herbs beside the shaded school courtyard.

Beside the shaded school courtyard, our class planted herbs.

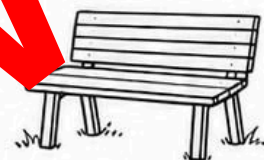
Opening phrase boundary; meaning preserved.



2. A reading bench stood outside the quiet school library.

Outside the quiet school library, a reading bench stood.

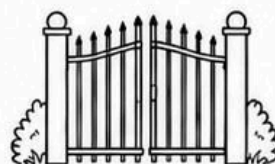
Opening phrase boundary; meaning preserved.



3. Visitors waited near the wide garden gate.

Near the wide garden gate, visitors waited.

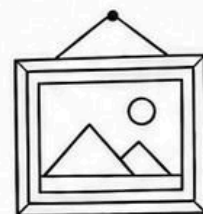
Opening phrase boundary; meaning preserved.



4. The art club hung paintings inside the busy school hall.

Inside the busy school hall, the art club hung paintings.

Opening phrase boundary; meaning preserved.



5. Students checked herbs before the busy morning assembly.

Before the busy morning assembly, students checked herbs.

Opening phrase boundary; meaning preserved.



6. Our class packed away after the long lunch break.

After the long lunch break, our class packed away.

Opening phrase boundary; meaning preserved.



Move It, Mark It — Core

Name: _____

Date: _____



Move the end phrase to the beginning. Preserve meaning. Use a comma to show the opening boundary in these longer examples.

Explain how the main message stays the same in one rewrite.

1. The team stored tools beside the wooden herb boxes.

2. Visitors gathered between the library and the art room.

3. Two students waited outside the closed school hall.

4. Our class checked the soil during the final afternoon inspection.

5. The helper cleared the path after the busy exhibition session.

6. The garden team watered the pots before the long weekend break.

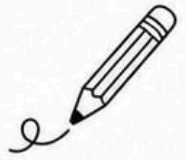


PREVIEW

Move It, Mark It — Core

Name: **ANSWERS**

Date: _____



Move the end phrase to the beginning. Preserve meaning. Use a comma to show the opening boundary in these longer examples.

Explain how the main message stays the same in one rewrite.

1. The team stored tools beside the wooden herb boxes.

Beside the wooden herb boxes, the team stored tools.

Opening phrase first; comma at its end; main message unchanged.

2. Visitors gathered between the library and the art room.

Between the library and the art room, visitors gathered.

Opening phrase first; comma at its end; main message unchanged.

3. Two students waited outside the closed school hall.

Outside the closed school hall, two students waited.

Opening phrase first; comma at its end; main message unchanged.

4. Our class checked the soil during the final afternoon inspection.

During the final afternoon inspection, our class checked the soil.

Opening phrase first; comma at its end; main message unchanged.

5. The helpers cleared the path after the busy exhibition session.

After the busy exhibition session, the helpers cleared the path.

Opening phrase first; comma at its end; main message unchanged.

6. The garden team watered the pots before the long weekend break.

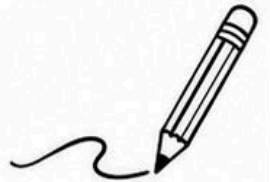
Before the long weekend break, the garden team watered the pots.

Opening phrase first; comma at its end; main message unchanged.



Move It, Mark It — Extension

Name: _____ Date: _____



Move the end phrase to the beginning. Preserve meaning. Use a comma to show the opening boundary in these longer examples.

1. Ava checked the labels beside the largest wooden herb box.

2. Noah stored the signs behind the tall school noticeboard.

3. We counted visitors during the final exhibition session.

4. The group planned its route before the busy afternoon opening.

5. The guide paused between the quiet library and the art room.

6. Our team tidied the hall after the last visitor tour.

Also write a short opening version: *"After lunch our team tidied the hall."*

Add a comma or keep this short version clear; justify your choice.



Move It, Mark It — Extension

Name: **ANSWERS** Date: _____



Move the end phrase to the beginning. Preserve meaning. Use a comma to show the opening boundary in these longer examples.

1. Ava checked the labels beside the largest wooden herb box.

Beside the largest wooden herb box, Ava checked the labels.

Whole opening phrase ends before main message; meaning is preserved.

2. Noah stored the signs behind the tall school noticeboard.

Behind the tall school noticeboard, Noah stored the signs.

Whole opening phrase ends before main message; meaning is preserved.

3. We counted visitors during the final exhibition session.

During the final exhibition session, we counted visitors.

Whole opening phrase ends before main message; meaning is preserved.

4. The group planned its route before the busy afternoon opening.

Before the busy afternoon opening, the group planned its route.

Whole opening phrase ends before main message; meaning is preserved.

5. The guide paused between the quiet library and the art room.

Between the quiet library and the art room, the guide paused.

Whole opening phrase ends before main message; meaning is preserved.

6. Our team tidied the hall after the last visitor tour.

After the last visitor tour, our team tidied the hall.

Whole opening phrase ends before main message; meaning is preserved.

Also write a short opening version: "After lunch our team tidied the hall."

Add a comma or keep this short version clear; justify your choice.

After lunch, our team tidied the hall. OR After lunch our team tidied the hall.

Both are clear because the short opening phrase ends before the main message.



Name: _____ Date: _____

Boundary or No Boundary? — Support

Rewrite each sentence. Keep, add or remove commas. Explain one decision.

Choice bank:

opening
boundary

two extra-detail
boundaries

no comma
needed

subject and
verb

In item 3, the inserted time detail is EXTRA information.

1. We walked, towards the school hall.



2. Near the wide garden gate visitors waited.

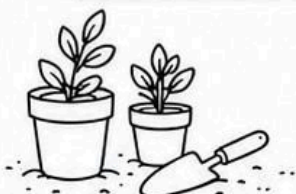
3. Our class, after the long lunch break returned to the hall.

4. The garden team, watered the herbs.



5. The tools stayed beside the herb boxes.

6. Before the busy morning assembly students checked the pots.



SWH

Name: **ANSWERS**

Date: _____

Boundary or No Boundary? — Support

Rewrite each sentence. Keep, add or remove commas. Explain one decision.

Choice bank:

opening
boundary

two extra-detail
boundaries

no comma
needed

subject and
verb

In item 3, the inserted time detail is EXTRA information.

1. We walked, towards the school hall.

We walked towards the school hall.

No comma before essential end route detail.



2. Near the wide garden gate visitors waited.

Near the wide garden gate, visitors waited.

Opening phrase boundary after gate.

3. Our class, after the long lunch break returned to the hall.

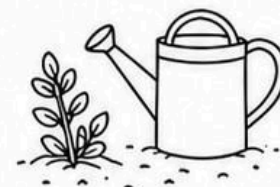
Our class, after the long lunch break returned to the hall.

Paired boundaries for extra time detail.

4. The garden team, watered the herbs.

The garden team watered the herbs.

Remove subject-verb comma.



5. The tools stayed beside the herb boxes.

The tools stayed beside the herb boxes.

No comma before essential end place detail.

6. Before the busy morning assembly students checked the pots.

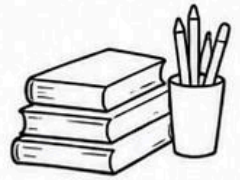
Before the busy morning assembly, students checked the pots.

Opening phrase boundary after assembly.



SWH

Boundary or No Boundary? — Core



Name: _____ Date: _____

Rewrite each sentence. Keep, add or remove commas. Explain one decision.
In items 3 and 6, the inserted time detail is EXTRA information.

1. Visitors waited, outside the library.

Rewrite: _____

Explain one decision: _____

2. During the final afternoon inspection our team counted shoots.

Rewrite: _____

Explain one decision: _____

3. The art club after the busy exhibition session, packed away.

Rewrite: _____

Explain one decision: _____

4. The reading bench, stood outside the library.

Rewrite: _____

Explain one decision: _____

5. We placed the signs near the wide garden gate.

Rewrite: _____

Explain one decision: _____

6. Our class, before the final rehearsal, checked the route.

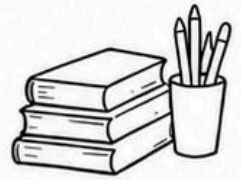
Rewrite: _____

Explain one decision: _____



Boundary or No Boundary? — Core

Name: **ANSWERS** Date: _____



Rewrite each sentence. Keep, add or remove commas. Explain one decision.
In items 3 and 6, the inserted time detail is EXTRA information.

1. Visitors waited, outside the library.

Rewrite: **Visitors waited outside the library.**

Explain one decision: **Remove unnecessary comma before end place detail.**

2. During the final afternoon inspection our team counted shoots.

Rewrite: **During the final afternoon inspection, our team counted shoots.**

Explain one decision: **Opening boundary after inspection.**

3. The art club after the busy exhibition session, packed away.

Rewrite: **The art club, after the busy exhibition session packed away.**

Explain one decision: **Time detail is extra; and opening comma after club.**

4. The reading bench, stood outside the library.

Rewrite: **The reading bench stood outside the library.**

Explain one decision: **Remove subject-verb comma.**

5. We placed the signs near the wide garden gate.

Rewrite: **We placed the signs near the wide garden gate.**

Explain one decision: **Keep end location detail without comma.**

6. Our class, before the final rehearsal, checked the route.

Rewrite: **Our class, before the final rehearsal, checked the route.**

Explain one decision: **Keep both boundaries of extra time detail.**



Name: _____

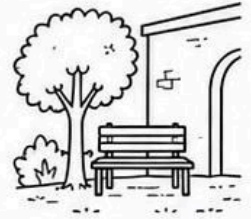
Date: _____

Boundary or No Boundary? — Extension

Rewrite each sentence. Keep, add or remove commas. Explain one decision.

In items 3 and 6, the inserted time detail is EXTRA information.

1. The group walked, towards the shaded courtyard.



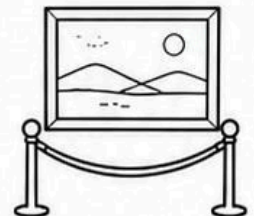
2. Between the quiet library and the art room visitors gathered.



3. Our guides, after the final visitor tour thanked the helpers.



4. The display of paintings, filled the hall.



5. The class stored its tools beside the locked garden shed.



6. Ava before the busy afternoon opening, checked the signs.



Name: _____

ANSWERS

Date: _____

Boundary or No Boundary? — Extension

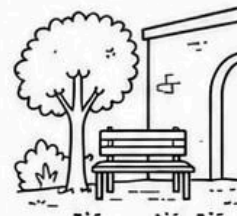
Rewrite each sentence. Keep, add or remove commas. Explain one decision.

In items 3 and 6, the inserted time detail is EXTRA information.

1. The group walked, towards the shaded courtyard.

The group walked towards the shaded courtyard.

The route detail completes the message; no boundary comma.



2. Between the quiet library and the art room visitors gathered.

Between the quiet library and the art room, visitors gathered.

Opening place boundary after room.



3. Our guides, after the final visitor tour thanked the helpers.

Our guides, after the final visitor tour, thanked the helpers.

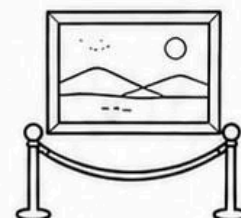
Extra time detail requires a closing comma.



4. The display of paintings, filled the hall.

The display of paintings filled the hall.

Subject includes paintings; no subject-verb comma.



5. The class stored its tools beside the locked garden shed.

The class stored its tools beside the locked garden shed.

End location detail; no comma needed.



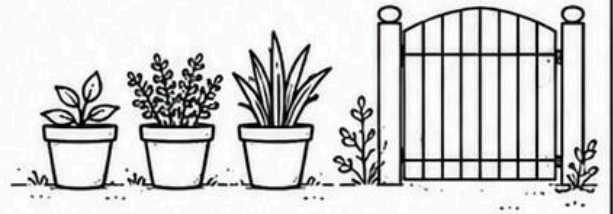
6. Ava before the busy afternoon opening, checked the signs.

Ava, before the busy afternoon opening, checked the signs.

Extra time detail requires opening comma.



Courtyard Survey



Name: _____

Date: _____

Facts:

- three dry pots
- soil checked near gate
- watering after lunch
- herb labels written.

Edit the report without changing facts or voice. Keep the extra inserted time detail. Explain two comma choices.

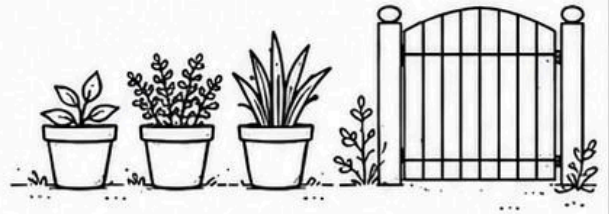
Beside the shaded courtyard our class found three dry pots.
We checked the soil near the garden gate.
Our class, after the long lunch break, watered the pots.
The garden team, wrote labels for the herbs.

Rewritten report:

Reason for comma choice 1:

Reason for comma choice 2:

Courtyard Survey



Name: **ANSWERS**

Date: _____

Facts:

- three dry pots
- soil checked near gate
- watering after lunch
- herb labels written.

Edit the report without changing facts or voice. Keep the extra inserted time detail. Explain two comma choices.

Beside the shaded courtyard our class found three dry pots.
We checked the soil near the garden gate.
Our class, after the long lunch break, watered the pots.
The garden team, wrote labels for the herbs.

Rewritten report:

Beside the shaded courtyard, our class found three dry pots.

We checked the soil near the garden gate.

Our class, after the long lunch break, watered the pots.

The garden team wrote labels for the herbs.

Reason for comma choice 1:

Comma marks the end of the opening place phrase.

(Representative explanation — other correct reasons accepted.)

Reason for comma choice 2:

The extra lunch detail needs a comma at each boundary.

(Representative explanation — other correct reasons accepted.)

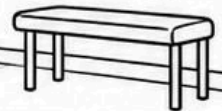
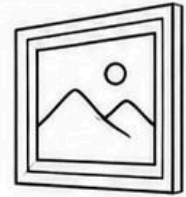
Name: _____

Date: _____

Exhibition Route

Facts:

- signs checked before opening
- visitors waited outside library
- art club arranged paintings after rehearsal
- display filled hall



Here is a report about the exhibition. It needs some commas.

Before the busy afternoon opening our guides checked the signs. Visitors waited, outside the library, the art club after the final rehearsal, arranged paintings inside the hall. The display of paintings, filled the room.

Edit the report without changing facts or voice. Keep the extra inserted time detail. Explain two comma choices.

PREVIEW

1. My reason for this comma choice:

2. My reason for this comma choice:



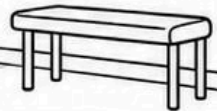
Name: **ANSWERS**

Date: _____

Exhibition Route

Facts:

- signs checked before opening
- visitors waited outside library
- art club arranged paintings after rehearsal
- display filled hall



Here is a report about the exhibition. It needs some commas.

Before the busy afternoon opening our guides checked the signs. Visitors waited, outside the library, the art club after the final rehearsal, arranged paintings inside the hall. The display of paintings, filled the room.

Edit the report without changing facts or voice. Keep the extra inserted time detail. Explain two comma choices.

Before the busy afternoon opening, our guides checked the signs. Visitors waited outside the library. The art club, after the final rehearsal, arranged paintings inside the hall. The display of paintings filled the room.

1. My reason for this comma choice:

Before the busy afternoon opening comes first; comma marks its end.

2. My reason for this comma choice:

The rehearsal detail is extra; a comma marks each boundary.



My Comma Decisions



Name: _____ Date: _____

Look at each sentence. Think about how commas can guide the reader, then complete the edit log.

1

Original wording:

Whole phrase:

Main message:

Revision:

Why this helps the reader:

2

Original wording:

Whole phrase:

Main message:

Revision:

Why this helps the reader:

3

Original wording:

Whole phrase:

Main message:

Revision:

Why this helps the reader:

☐

Did I preserve the facts?

☐

Did I add only useful boundaries?



My Comma Decisions



Name: **ANSWERS**

Date: _____

Look at each sentence. Think about how commas can guide the reader, then complete the edit log.

Worked examples — your choices may differ.

1

Original wording:

Near the wide garden gate visitors waited.

Whole phrase:

Near the wide garden gate.

Main message:

visitors waited.

Revision:

Near the wide garden gate, visitors waited.

Why this helps the reader:

comma marks opening phrase boundary.

2

Original wording:

The garden team, watered the herbs.

Whole phrase:

none separating subject and verb.

Main message:

The garden team watered the herbs.

Revision:

The garden team watered the herbs.

Why this helps the reader:

remove subject-verb comma.

3

Original wording:

We walked, towards the hall.

Whole phrase:

towards the hall.

Main message:

We walked.

Revision:

We walked towards the hall.

Why this helps the reader:

no comma before essential end route detail.

☐

Did I preserve the facts?

☐

Did I add only useful boundaries?



Phrase Pathways — Rules and Record

Commas That Guide the Reader • Year 5

How to Play

- 1 Put counters at START; shuffle the cards.
- 2 Draw a card; build or repair its sentence.
- 3 Say the whole phrase and explain the boundary choice.
- 4 Checker uses the same numbered teacher key. Correct: move one space. Incorrect: stay and revise once; do not move this turn.
- 5 Put used card at bottom; rotate checker.
- 6 First at FINISH wins, or furthest after twelve turns EACH. A tie is shared.



2–4 players. Use board, cards 1–16, counters and teacher keys. No device or dice.



My Game Record

Keep teacher keys separate. Use scrap paper for full sentences.

TURN	CARD	MY BOUNDARY DECISION	CHECK
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			



Phrase Pathways

Commas That Guide the Reader

Year 5

Clear boundaries help readers.

Read the card. Explain your comma choice.
Move one space if you are correct.



Clear writing helps everyone follow the path.



Correct: move one. Incorrect: stay and revise once. Furthest after twelve turns each wins; share a tie.

Phrase Pathways – Challenge Cards 1–8

Commas help readers find their way.

CARD 1

Move the phrase first:

Our class planted herbs beside the shaded school courtyard.



Move the phrase first:

Visitors waited near the wide garden gate.

Teacher check:

CARD 3

Name the whole phrase:

A bench stood outside the quiet school library.



CARD 4

Phrase or clause?

before the rain / before it rained



Teacher check:

CARD 5

Repair:

The garden team, watered the pots.



CARD 6

Repair:

We walked, towards the hall.



Teacher check:

CARD 7

Extra time detail. Repair:

Our class, after the long lunch break returned to the hall.



CARD 8

Mark opening phrase:

Before the busy morning assembly students checked herbs.



Teacher check:

CARD 1

Move the phrase first:

Our class planted herbs beside the shaded school courtyard.

Teacher check:

Beside the shaded school courtyard, our class planted herbs.

Opening boundary after courtyard.



CARD 3

Name the whole phrase:

A bench stood outside the quiet school library.

Teacher check:

outside the quiet school library; preposition outside.

End place detail.



CARD 5

Repair:

The garden team, watered the pots.

Teacher check:

The garden team watered the pots.

Remove subject-verb comma.



CARD 7

Extra time detail. Repair:

Our class, after the long lunch break returned to the hall.

Teacher check:

Our class, after the long lunch break, returned to the hall.

Paired boundaries.



CARD 2

Move the phrase first:

Visitors waited near the wide garden gate.

Teacher check:

Near the wide garden gate, visitors waited.

Opening boundary after gate.



CARD 4

Phrase or clause?

before the rain / before it rained

Teacher check:

before the rain: phrase.

before it rained: clause; it + rained.



CARD 6

Repair:

We walked, towards the hall.

Teacher check:

We walked towards the hall.

No comma before essential end route detail.



CARD 8

Mark opening boundary:

Before the busy morning assembly students checked herbs.

Teacher check:

Before the busy morning assembly, students checked herbs.

Boundary after assembly.



Name: **ANSWERS**

Phrase Pathways – Challenge Cards 9–16

Commas That
Guide the Reader
Year 5

CARD 9

Move the phrase first:

The helpers packed away after the busy exhibition session.



Teacher check: _____

CARD 11

Extra time detail. Repair:

The art club before the final rehearsal, checked signs.



Teacher check: _____

CARD 13

Repair:

The display of paintings, filled the hall.



Teacher check: _____

CARD 15

Move the phrase first:

Visitors gathered between the library and the art room.



Teacher check: _____

CARD 10

Name the main message:

Beside the shaded courtyard, our class counted pots.



Teacher check: _____

CARD 12

Keep or change?

We placed signs near the garden gate. Explain.



Teacher check: _____

CARD 14

Mark opening boundary:

During the final afternoon inspection our team counted shoots.



Teacher check: _____

CARD 16

Choose and explain:

At lunch we counted the pots. Add a comma or keep it clear.



Teacher check: _____



Phrase Pathways – Challenge Cards 9–16

ANSWERS

Commas That Guide the Reader
Year 5



CARD 9

Move the phrase first:

The helpers packed away after the busy exhibition session.

Teacher check: After the busy exhibition session, the helpers packed away.
Opening boundary.

CARD 10

Name the main message:

Beside the shaded courtyard, our class counted pots.

Teacher check: our class counted pots.
Opening phrase gives place detail.

CARD 11

Extra time detail. Repair:

The art club before the final rehearsal, checked signs.

Teacher check: The art club, before the final rehearsal, checked signs.
Complete paired boundaries for extra time detail.

CARD 12

Keep or change?

We placed signs near the garden gate. Explain.

Teacher check: Keep.
End location phrase near the garden gate needs no comma.

CARD 13

Repair:

The display of paintings, filled the hall.

Teacher check: The display of paintings filled the hall.
No comma between full subject and verb.

CARD 14

Mark opening boundary:

During the final afternoon inspection our team counted shoots.

Teacher check: During the final afternoon inspection, our team counted shoots.
Boundary after inspection.

CARD 15

Move the phrase first:

Visitors gathered between the library and the art room.

Teacher check: Between the library and the art room, visitors gathered.
Meaning preserved.

CARD 16

Choose and explain:

At lunch we checked the pots. Add a comma or keep it clear.

Teacher check: Accept At lunch, we checked the pots. OR At lunch we checked the pots.
Short clear opening allows either with explanation.

Name: ANSWERS



Clear
boundaries
help readers.

Phrase Pathways

Commas That Guide the Reader

Year 5

BOUNDARIES

MEANING

Cut-out Counters

Cut out the counters below. Use them on the game board.



Checker

Use the numbered teacher's notes.

Correct: move one counter.

Incorrect: stop, revise, or even pass the turn.

1

Did the sentence keep its meaning?

2

Is the whole phrase identified?

3

Is the opening boundary clear?

4

If information is inserted as extra, are BOTH boundaries marked?

5

Are subject and verb together?

6

Did you avoid an unnecessary comma before an essential end phrase?

7

For a short clear opening, is the choice explained?



Check • Think • Improve

Name: _____

Date: _____

Pond Area — Facts and Plan

Plan a useful 100–140 word report for a class visitor. Use the facts; do not invent extra results. Use useful opening and end phrases. Insert extra information only when it helps. Later, explain three punctuation choices.

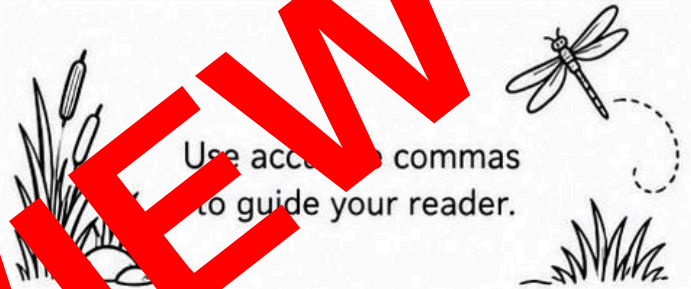


Fact bank

- Tuesday afternoon inspection
- pond path reopened after repairs
- two new safety signs beside the wooden bridge
- five young plants near the pond fence
- class counted visitors before the afternoon tour
- tools stored inside the garden shed after the tour

Preposition bank

beside near before
after inside during



Reader and purpose

Main messages

Place/time phrases to use

Order of ideas

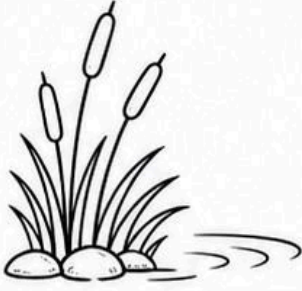
Explain three punctuation choices

1. _____
2. _____
3. _____



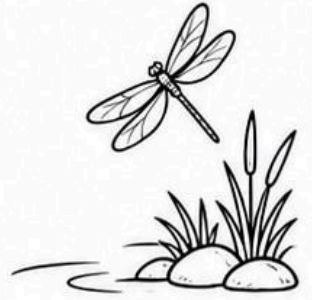
Name: _____

Date: _____



My Pond Area Report

Independent assessment.



Write 100–140 words using the Pond Area facts.
Keep the facts accurate. Use useful phrase positions. Check commas for the reader.

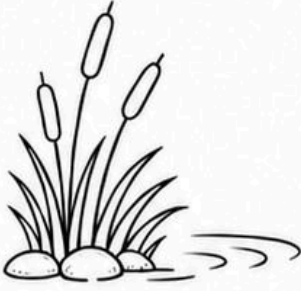
PREVIEW



Word count: _____

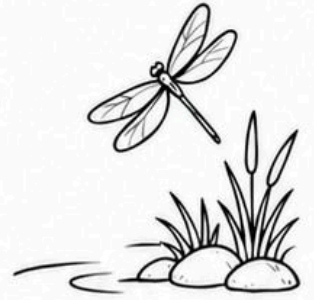
Name: **ANSWERS**

Date: _____



My Pond Area Report

Independent assessment.



Write 100–140 words using the Pond Area facts.
Keep the facts accurate. Use useful phrase positions. Check commas for the reader.

Our class inspected the pond area on Tuesday afternoon.
Beside the wooden bridge, two new safety signs stood.
We found five young plants near the pond fence.
After the repairs to the pond path, the path reopened.
Our class, before the afternoon tour, counted visitors.
We checked where the signs and plants were so our report
would help a visitor find them.
The path and bridge were useful landmarks for describing
the area.
After the afternoon tour, the tools were stored inside the
garden shed.
Our report reports the inspection and explains where the
signs, plants and tools were.
A visitor can use these details to understand the reopened
area.

Representative report — other accurate
reports are valid.

Credit clear factual writing, complete phrases,
appropriate boundaries and no unnecessary commas.
Do not require these exact sentences.



Word count: **110**

Three Punctuation Decisions

Name: _____

Date: _____



Independent assessment

Explain three decisions. Include a boundary you added and a comma you kept out. Use the whole phrase, not only its preposition.

1.

Sentence from my report: _____

Whole phrase: _____

Main message: _____

Comma choice and reason: _____

2.

Sentence from my report: _____

Whole phrase: _____

Main message: _____

Comma choice and reason: _____

3.

Sentence from my report: _____

Whole phrase: _____

Main message: _____

Comma choice and reason: _____



PREVIEW

Three Punctuation Decisions

Name: _____ **ANSWERS** _____ Date: _____



Independent assessment

Explain three decisions. Include a boundary you added and a comma you kept out. Use the whole phrase, not only its preposition.

1.

Sentence from my report: Beside the wooden bridge, two new safety signs stood.

Whole phrase: Beside the wooden bridge.

Main message: two new safety signs stood.

Comma choice and reason: comma marks end of opening phrase.

2.

Sentence from my report: Our class, before the afternoon tour, counted visitors.

Whole phrase: before the afternoon tour.

Main message: Our class counted visitors.

Comma choice and reason: extra inserted time detail has two boundaries.

3.

Sentence from my report: We found five young plants near the pond fence.

Whole phrase: near the pond fence.

Main message: We found five young plants.

Comma choice and reason: end location detail needs no comma.



Accept another accurate sentence and justified choice from the learner's own report.



Reader Review and Next Step

Name: _____ Date: _____

Check your work. Be honest and think about how your commas help the reader.

I can ...	YES	STILL CHECKING
My report preserves the supplied facts.	☐	☐
I can identify each whole phrase.	☐	☐
My boundaries help the reader; I avoided unnecessary commas.	☐	☐
I can explain my punctuation choices.	☐	☐

One sentence I improved

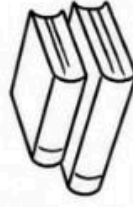
What I changed and why

My next step





Commas for a Reader – Teacher Rubric



Name: _____

Date: _____

Criteria	4 Independent and secure	3 Mostly secure	2 Developing	1 Needs support
Whole phrase	Identifies complete phrases / prepositions and distinguishes a clause.	Identifies most complete phrases / prepositions with a minor slip.	Sometimes names preposition only or confuses a clause.	Needs prompts to identify a phrase.
Boundaries	Uses appropriate opening and/or paired boundaries, and avoids unnecessary commas.	Correct use of boundaries with one minor slip.	Several missing or extra commas.	Needs guided boundary correction.
Meaning and clarity	Writes a coherent 100–140 word factual report with useful phrase positions.	Writes a clear factual report with a minor ordering or length slip.	Includes some unclear or altered facts, and uses limited useful phrase positions.	Needs support to form a factual report.
Explanation and independence	Explains three choices accurately and independently.	Explains most choices with a minor gap.	Offers one clear reason or needs prompts.	Cannot yet justify choices without modelling.

Accept a defensible short-opening comma choice with a clarity explanation. Judge learning not handwriting or decoration. Record support actually provided.

Evidence: _____

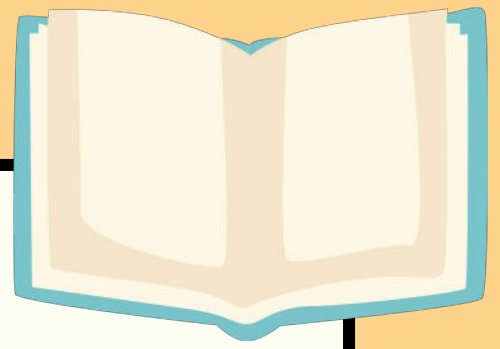
Feedback: _____

Next steps: _____



Commas That Guide the Reader Year 5





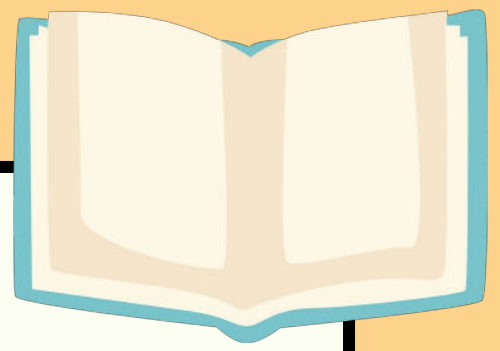
Show what you know

Before the long lunch break our class decided to herbs.

Where does the main message begin?

Write the sentence or you think it should appear.





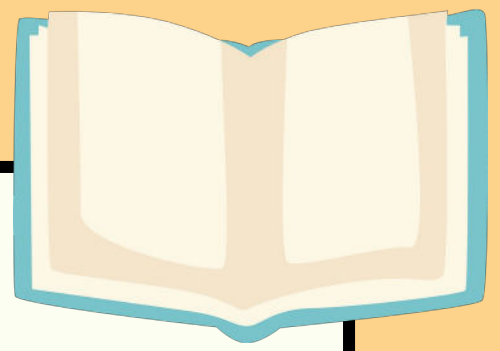
The main message

Our class planted herbs beside the shaded playground.

Main message: Our class planted herbs.

Which words tell us where?





The whole phrase

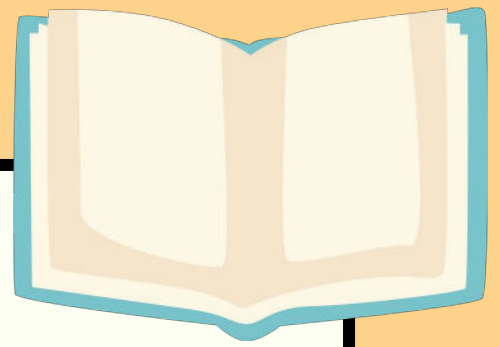
beside the shaded courtyard

Preposition: beside

The following words complete the phrase detail.

Together, they form a prepositional phrase.





Phrase or clause?

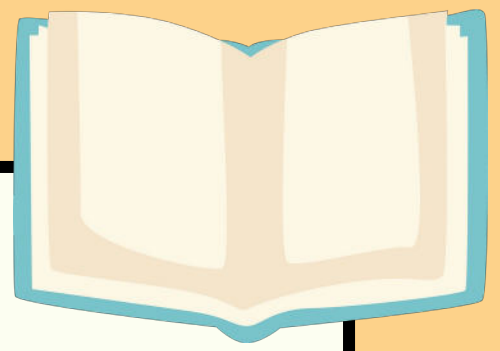
before the rain → a phrase

before it rained → a clause

The clause has its own subject and verb: it rained.

The phrase does not.





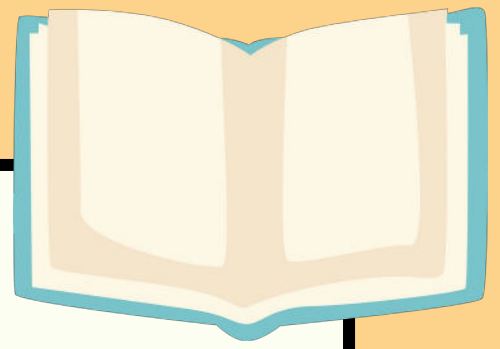
School spaces

Find the library and courtyard on the map.

Say a complete sentence about one place.

Point to the whole phrase that tells where.

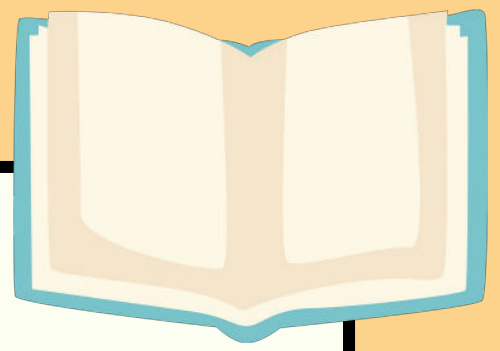




Two positions

Our class planted herbs beside the shaded courtyard.
Beside the shaded courtyard, our class planted herbs.
The place detail moves. The main message stays.





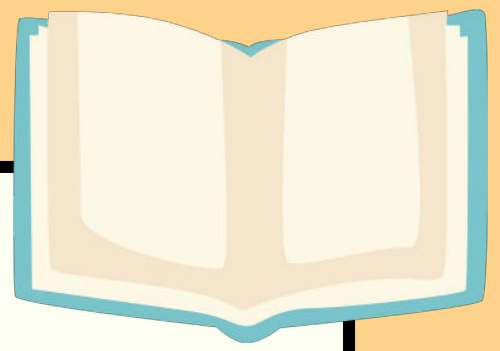
Mark the boundary

Before the busy morning assembly, students checked the herbs.

Opening phrase: Before the busy morning assembly

The comma shows where the main message begins.





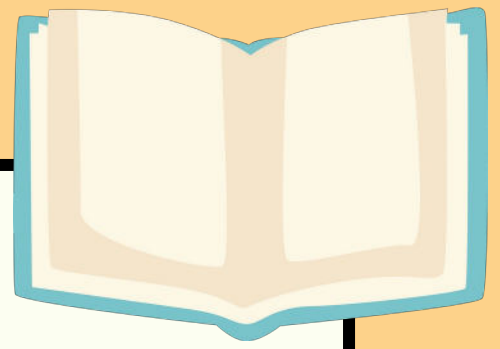
Try an opening phrase

Rewrite with the place detail first.

A reading bench stood outside the quiet school library.

Keep the same meaning. Mark the boundary.



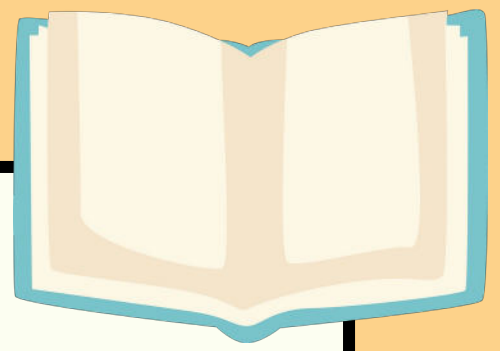


Check the rewrite

Outside the quiet school library, a reading bench stood.

The comma separates the opening place detail from the main message: a reading bench stood.





No automatic comma

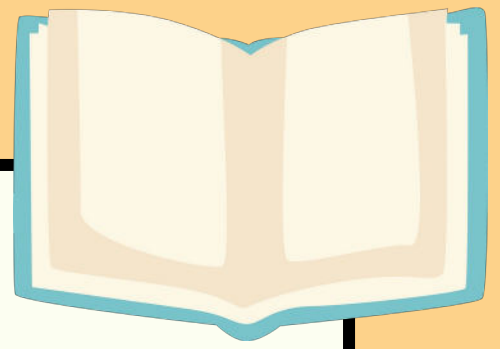
We walked towards the shaded courtyard.

The phrase completes the route information.

There is no comma before towards

A preposition does not always need a comma.





Extra information

Our class, after the long lunch break, returned to the hall.

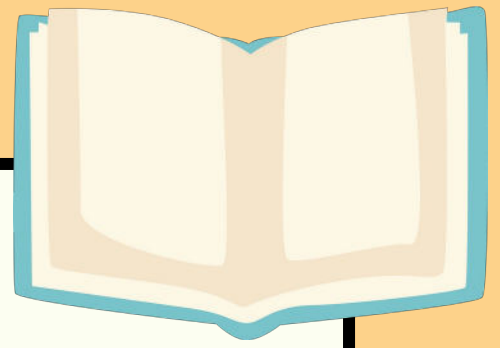
Here the time detail is extra information.

Remove it: Our class returned to the hall.

Two commas mark its two boundaries.



Keep both boundaries

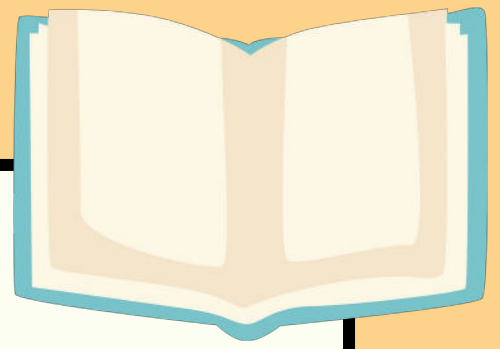


Repair this extra time detail:

Our class, after the long lunch break returned to the hall.

Where does the inserted phrase end?





Check both boundaries

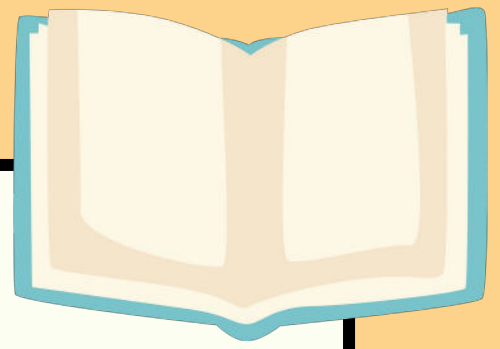
Our class, after the long lunch break, returned to the hall.

One comma opens the extra detail.

One comma closes it.

The main message still makes sense.





Keep subject and verb together

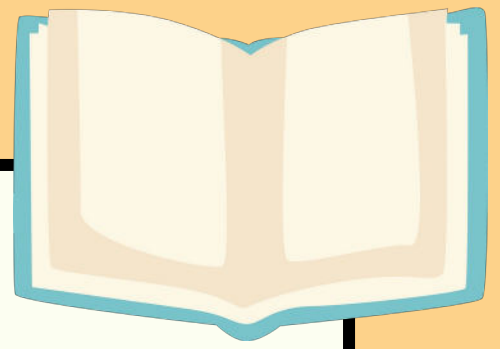
The garden team, watered the herbs.

What needs changing?

The garden team watered the herbs.

No comma separates the subject from its verb.





Edit a short report

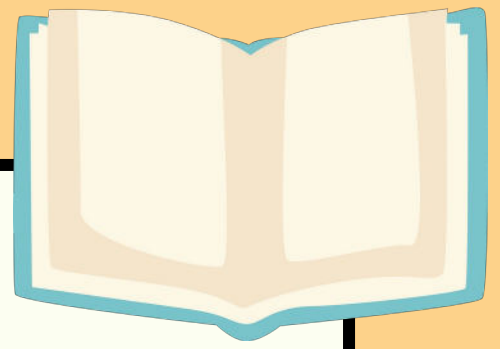
Beside the shaded courtyard our class found three dry pots.

We checked the soil near the garden gate.

Move carefully: keep the facts and the writer's words.

Which sentence needs an opening boundary?





Explain the edit

Beside the shaded courtyard, our class found three dry pots.

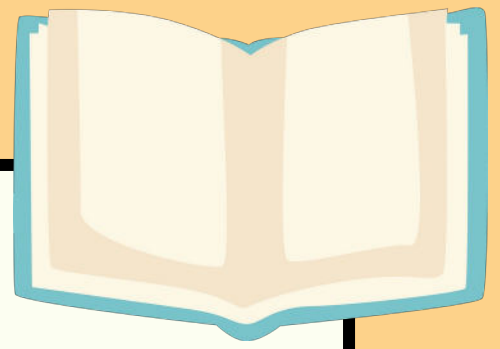
The comma marks the opening phrase.

We checked the soil near the garden gate.

The final place detail needs no comma.



Phrase Pathways



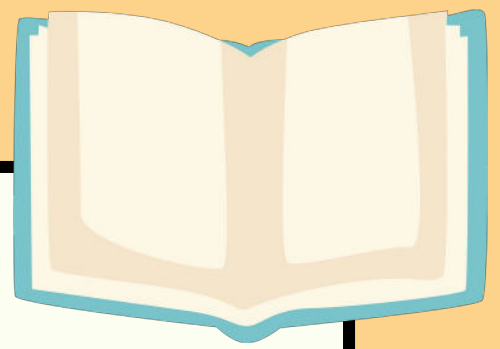
Play with two to four people.

Put your counter at START. Shuffle cards 1-16.

Take turns as writer, checker and reader.

Keep the teacher's check pages separate.





Take a turn

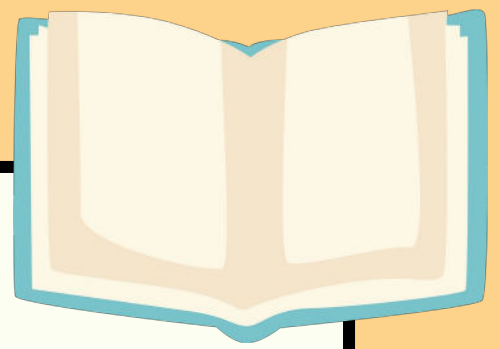
Draw one card. Build or repair the sentence.

Say the whole phrase and explain your comma choice.

The checker uses the matching numbered key.

Record the card number and your decision.





Check and finish

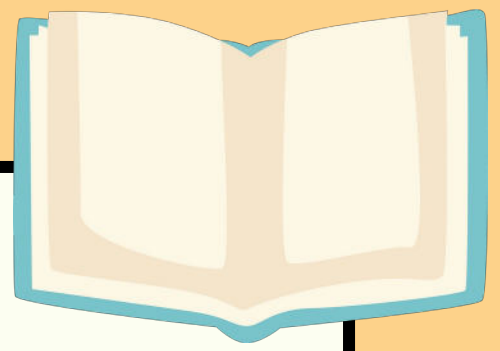
Correct: move one. Incorrect: stay and revise place.

Take a new card on your next turn.

Finish first, or furthest after twelve turns each.

Equal positions share the win. No dice needed.





Write a useful report

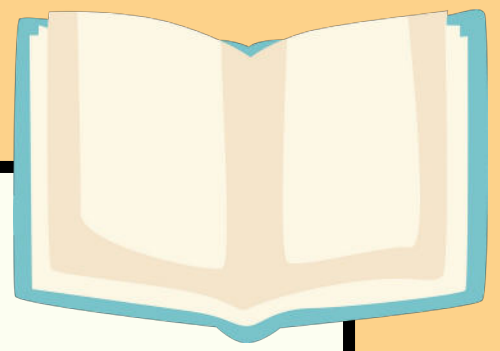
Use the fresh pond-area facts.

Write 100–140 words for a class visitor.

Use useful opening and end phrases.

Add inserted information only when it helps.





Explain your choices

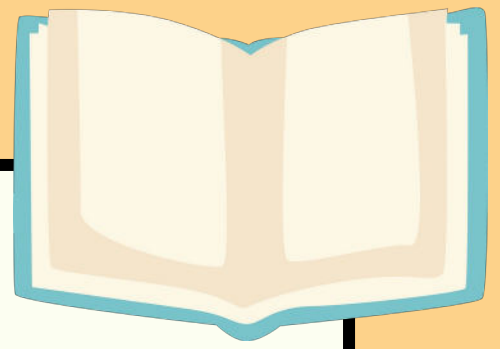
Choose three punctuation decisions from your report.

Show the phrase and the main message.

Explain a boundary you added or left out.

A short opening phrase may show a clear alternative.





Check as a reader

Have I kept the facts clear?

Are my phrases complete?

Have I avoided unnecessary comments?

Can I explain my choices?





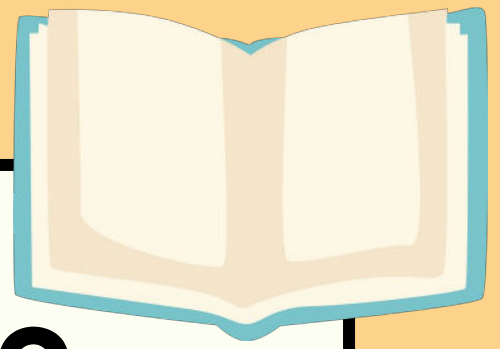
We'll Done!
Your choices can provide a reader.



PREVIEW

Commas That Guide the Reader Year 5





Question 1: Which is the whole phrase?

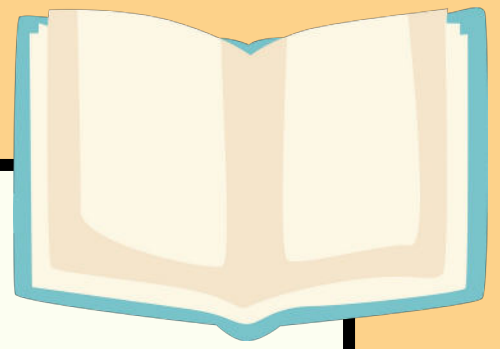
Our class planted herbs beside the shaded courtyard.

A. beside

B. beside the shaded courtyard

C. our class planted herbs



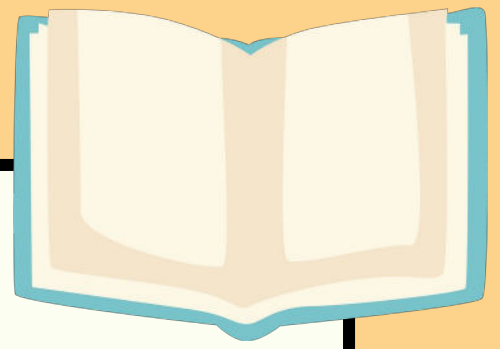


Answer 1

B. beside the shaded courtyard

Beside is the preposition. The following words
complete the place detail.



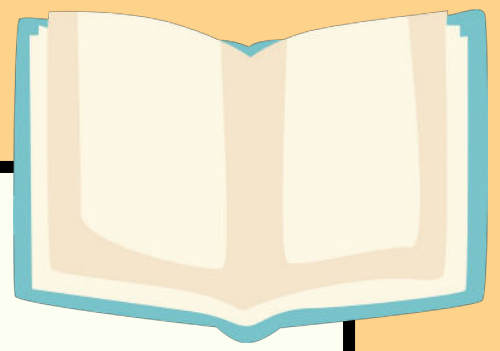


Question 2: Phrase or clause?

Which has its own subject and verb?

- A. before the rain
- B. before it rained





Answer 2

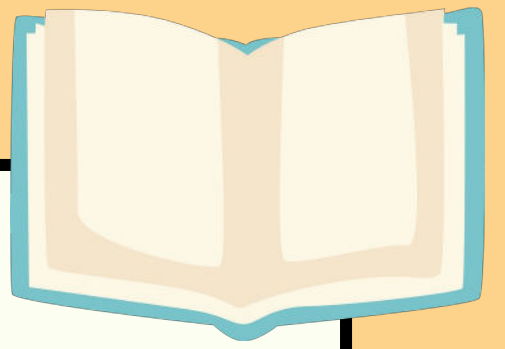
B. before it rained

It is the subject and rained is the verb.

Before the rain is a phrase.

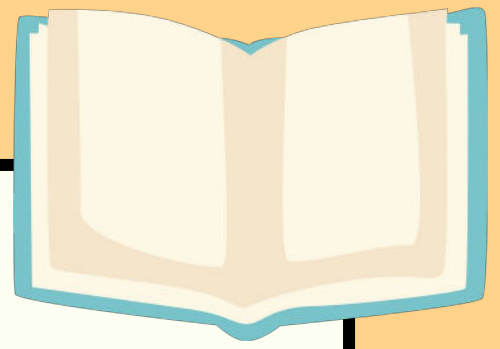


Question 3: Find the main message



Before the busy morning assembly, students checked the herbs.
Say the main message.



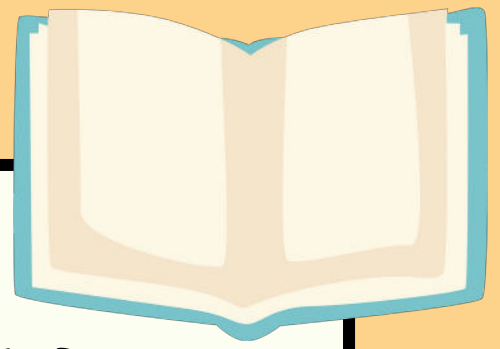


Answer 3

Students checked the herbs.

Before the busy morning assembly gives the time detail.

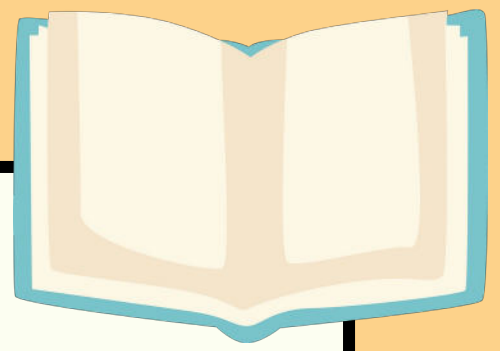




Question 4: Mark the opening boundary

Rewrite with a comma at the opening boundary:
Outside the quiet school library a reading bench stood.

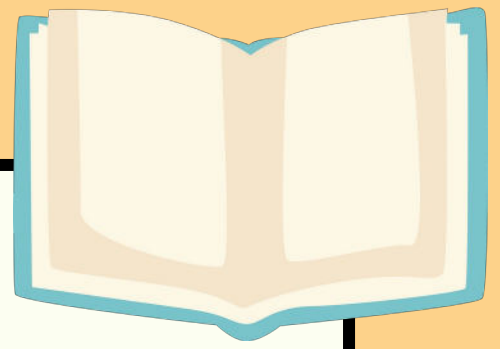




Answer 4

Outside the quiet school library, a reading room stood.
The comma marks where the opening phrase ends.





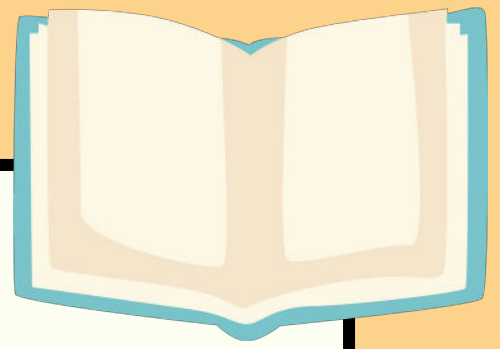
Question 5: Keep the route clear

Which sentence preserves the essential route detail?

A. We walked towards the hall.

B. We walked, towards the hall.





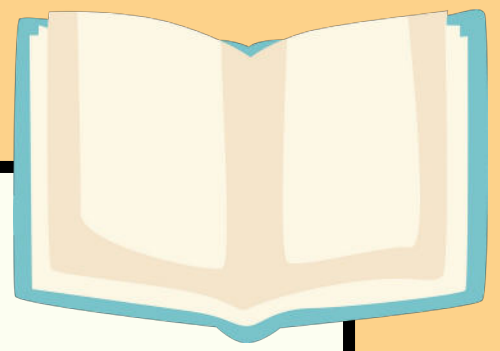
Answer 5

A. We walked towards the hall.

The end phrase completes a round information.

It does not need a comma.



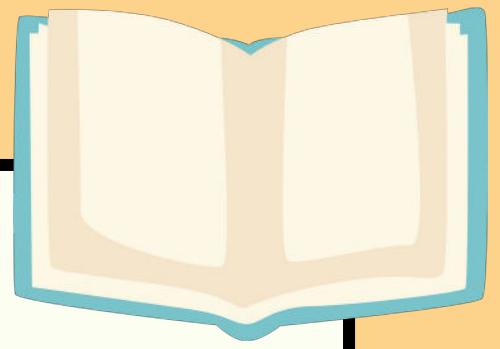


Question 6: Repair the paragraph

The time detail is extra. Add its missing noun phrase:

Our class, after the long lunch break, returned to the hall.

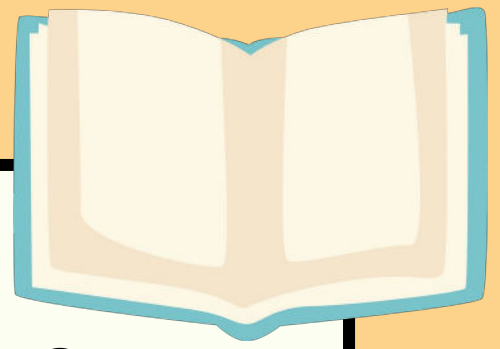




Answer 6

Our class, after the long lunch break, returned to the hall.
The extra time phrase has two boundary commas.



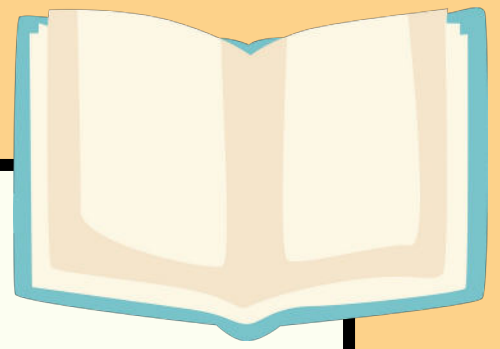


Question 7: Find the unnecessary comma

Correct this sentence:

The garden team, watered the herbs.



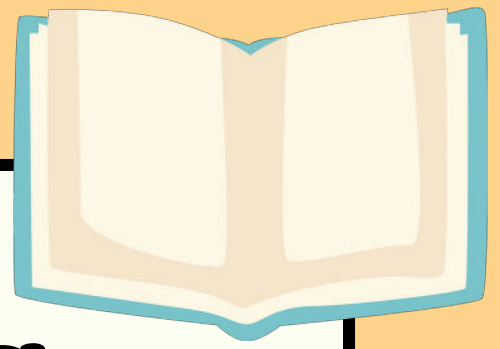


Answer 7

The garden team watered the herbs.

Remove the comma between the subject
and its verb.

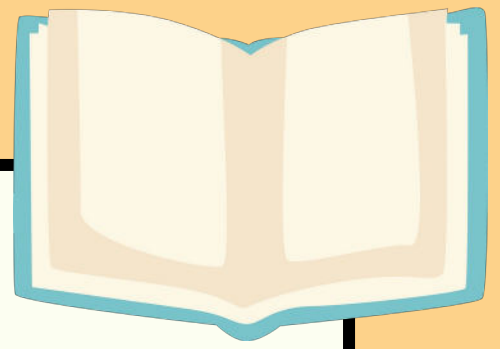




Question 8: Keep the same meaning

Move the end phrase to the beginning.
Visitors waited near the wicket garden gate.



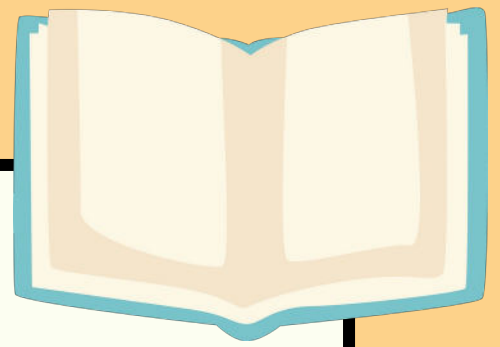


Answer 8

Near the wide garden gate, visitors welcomed.

The place detail moves. The main message stays.



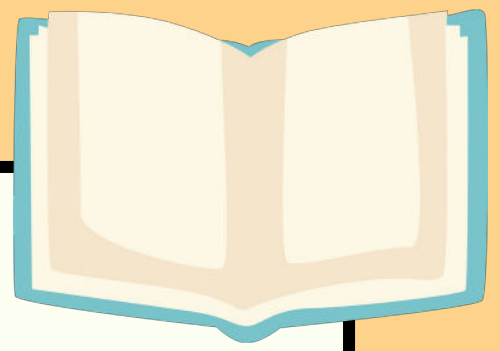


Question 9: Edit a fresh report sentence

During the final afternoon inspection our team counted five new shoots.

Mark the opening phrase boundary.



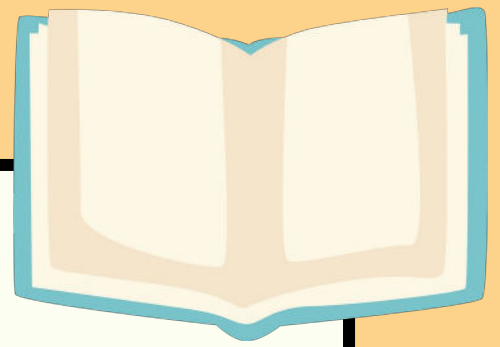


Answer 9

During the final afternoon inspection, our team counted five new shoots.

The comma separates the time phrase from the main message.





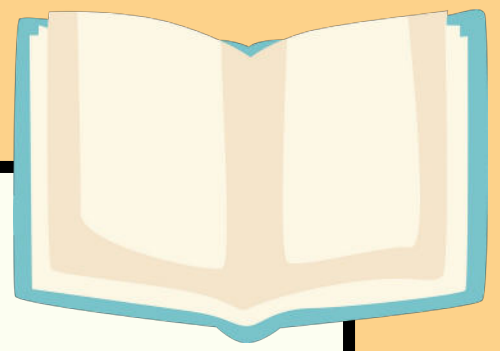
Question 10: Explain an open choice

At lunch we checked the pots.

You may add a comma or not; the short opening clear.

Write your choice and explain it.





Answer 10

Accept: At lunch, we checked the pots.

The comma marks the opening time phrase.

Also accept: At lunch we checked the pots.

This short opening remains clear without a comma.





PREVIEW

**We'll Do It!
Your choices can provide a reader.**

