Writing

Y3 W3d: Can use commas accurately to separate items in a list

⭐ Teachers' Notes

❑ The PiXL therapies can be taught to a whole class or a target group. Each therapy is editable so that it can be adapted or extended.

❑ Each therapy begins with a LORIC activity to develop relevant character attributes.

❑ This is followed by a vocabulary task, which uses the PiXL 5-phase approach to teach key vocabulary. Further resources to develop vocabulary can be found in the Whole School area under the PiXL Unlock strategy.

❑ Each therapy adopts the 'Teach, model and apply' process with plenty of opportunities for pupils to demonstrate the taught skill.

❑ A range of question types are included to promote pupils' developing security by testing the same skill in different ways.

Progress across amber – the 4 stage model

The three therapy tests which accompany this resource can be used to revisit the taught skill to check that the pupil is able to perform it independently and consistently.

A A child has successfully completed a therapy test independently, following a set of therapy sessions.

A A child has successfully completed a therapy test independently, a period after the relevant therapy sessions – we would advise about 2 weeks.

DA A child has successfully applied their knowledge or skill in an unfamiliar context. This may be application across the curriculum or in a problem.

G A pupil has successfully re-visited the skills at a later point, and applies these in an unfamiliar context or problem, or across the curriculum.
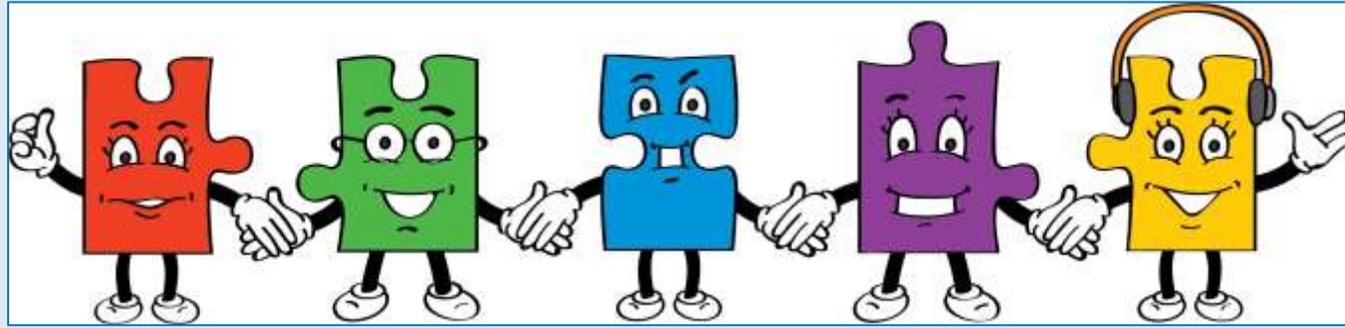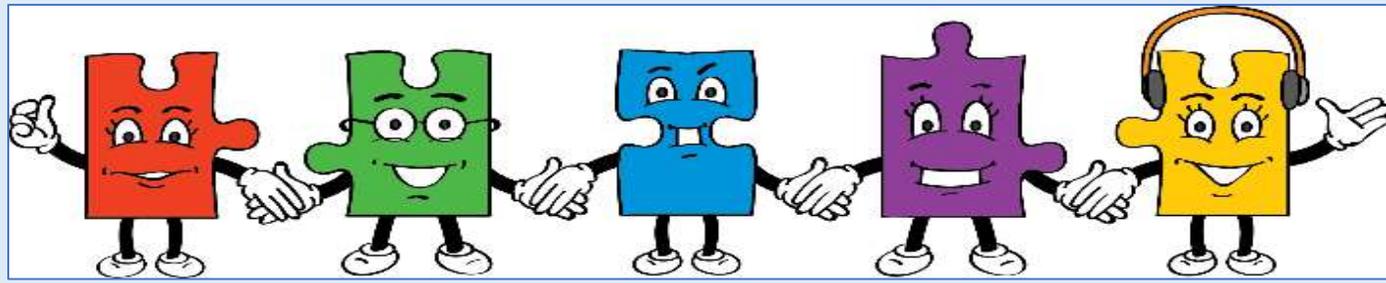
LORIC Task

Our Primary Edge attributes help us to become better learners and today is no exception. Before you start this activity, here are some ideas for how you will need your Izzy Initiative skills today:

- Volunteering to take part.
- Developing your strategies.
- Making suggestions to the group.

Command Words:
Volunteer   Develop
Suggest

LORIC Task

In small groups, join hands to form a circle. The objective is to pass a balloon around the circle whilst keeping it off the floor. If it touches the floor, the group loses the use of a body part – this part of the body will not be allowed to touch the balloon.
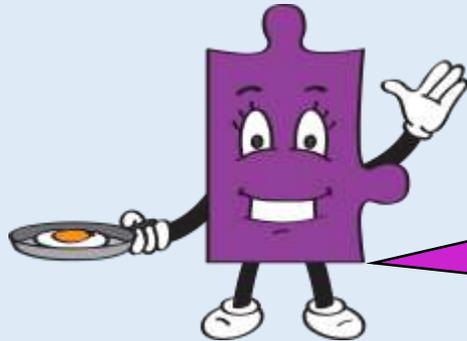
Did you make any suggestions, volunteer ideas or develop different strategies?

Vocabulary activity

DEFINE IT/USE IT

The word is: punctuation

Meaning:

_____

_____

_____

_____

_____

Image/graphic:

In context:

_____

_____

_____

_____

Complete the 'Four Square' grid for the word '**punctuation**'.

Challenge

Break the word '**punctuation**' into syllables. For each syllable, find another word which includes that syllable.
E.g. ro - bot
rotate and bottle

Quick-fire GPS recall

Punctuation

Commas are used to **separate items in a list** or to **separate parts of a sentence (i.e. clauses)**

Insert two commas:

Although it wasn't yet lunchtime, he ordered a drink, some fruit and a meat pie.

What is a list?

A **list** is a collection of connected items, words or phrases written consecutively (one following the other).

TOP 10 TRENDIEST PET NAMES

DOG

FEMALE	MALE
1. Lola	1. Bentley
2. Stella	2. Diesel
3. Luna	3. Tank
4. Nala	4. Marley
5. Izzy	5. Milo
6. Layla	6. Gunner
7. Lulu	7. Louie
8. Ellie	8. Thor
9. Piper	9. Cooper
10. Mia	10. Leo

Apples
Bananas
Lettuce
Tomatoes
Cabbage
Onion
Cottage cheese
Mixed nuts
Salad dressing

The real TO-DO List

- Sing.
- Smile at strangers.
- Keep learning.
- Notice kindness.
- Eat ice cream.
- Hope.
- Count your blessings.
- Laugh.
- Love.
- Love some more.

Lists in sentences

When we use **lists** in our writing, we do not write each item one below the other. We need to find a way to link the items together in our sentence.

Can you think of ways we can link items together in a sentence?
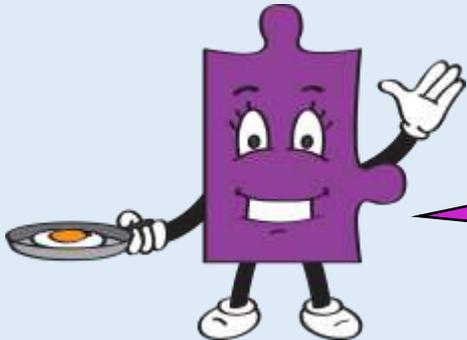
This is a good time to show initiative and make some suggestions.

Lists in sentences

We often use the conjunction 'and' to link items together. For example:
I have joined the football club <u>and</u> the chess club.

However, if we have several items in our list and use 'and' to separate each item, reading and writing the sentence will take a lot of effort. For example:
I need to buy apples <u>and</u> a bunch of grapes <u>and</u> a pineapple <u>and</u> peaches <u>and</u> pears for my fruit salad.

Using a comma to separate items

When we write a list of items in a sentence, a **comma** is used to **separate the items** in the list. By replacing each 'and' with a **comma**, we make reading the sentence a lot easier as our reader is given a pause for a breath. For example:

I need to buy apples, and a bunch of grapes, and a pineapple, and peaches and pears for my fruit salad.

I need to buy apples, a bunch of grapes, a pineapple, peaches and pears for my fruit salad.

Did you notice...?

Did you notice that the 'and' before the final item in the list was **not** replaced by a **comma**? It is important that we always use 'and' before the last item in the list in order to finish our sentence accurately.

Did you notice that there is no **comma** before this 'and'?

Did you notice that when an item in the list is made up of **more than one word**, we only need one **comma** at the end of that group of words (e.g. 'a bunch of grapes') ?

Practise

Can you improve this sentence by replacing some of the 'ands' with a **comma**?

I am going camping. I need a tent and a sleeping bag and firewood and a water bottle and food supplies.

How did you do?

I am going camping. I need a tent, a sleeping bag, firewood, a water bottle and food supplies.

Practise

Finish these sentences by adding four items. Don't forget to use **commas** and include an 'and' before the last object.
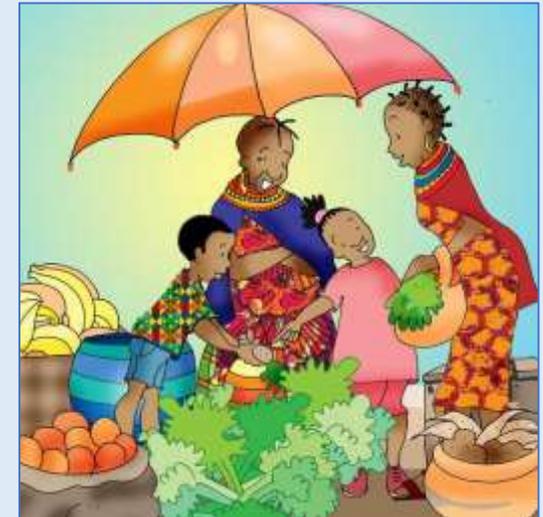
On safari we saw _____ .

The market stall sold _____ .

On safari we saw lions, elephants, giraffes and zebras.

The market stall sold bananas, oranges, fruit juice and coconuts.

Using a comma to separate items

When we use more than one adjective to describe a noun, we should use a **comma** to **separate the adjectives**. This is because the adjectives form a list in the sentence. There is no **comma** after the adjective in front of the noun.

Inside the time capsule was a mouldy, crumpled scroll.

A majestic, golden lion roamed across the hilltop.

Practise

Have a go on your own.
Think of two adjectives to describe these pictures.
Now put them into a sentence using a **comma** to separate the adjectives.

How did you do?

The horizon was dominated by the tall, thin tower.

This unusual, prickly fruit tastes delicious.

Using a comma to separate items

When we use more than two adjectives after the noun to describe it, we follow the normal rules for using **commas** to separate items in a list. The adjectives are effectively the items in the list.

The wolf is a cunning, fearless and skilled hunter.

Have a go on your own.
Think of three adjectives to describe this shed.
Now put them into a sentence using a **comma** to separate the adjectives.

The old, crumbling and rusty shed creaked disturbingly.

Review

- Use a comma to separate the items in a list.
- Before the final item in the list, the comma is replaced by the word 'and'.
- Use commas to separate adjectives when describing a noun.