



YEAR 1 LITERACY WORKBOOK: Week 9

Name: _____

Date: _____



Our Writing Goal Today: Commas in a List

When we write a list of **three or more items** in a sentence, we must use a comma between the items to separate them. We do **not** use a comma before the word **and** at the end of the list.

- *Example from our story: a heavy hammer^{**}, ^{**} a long brush **and** a sharp chisel.*
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Our Story: The Abandoned Dino Dig

Early that morning, the clever scientists walked into the dusty canyon to look for fossils. The desert sun was hot, and ancient sand blew across the rocks. **Before long**, the team explored inside **an** old cave and discovered a huge bone hidden behind a rock. They cheered loudly.

Without warning, a heavy rock wall cracked and fell down! **In a flash**, the workers packed a heavy hammer, **a** long brush, **and a** sharp chisel into their bags. They **refused** to leave their tools behind. **Eventually**, they scrambled out of the narrow space, feeling very happy with their amazing discovery.



THE CORE LESSON WORKSHEET

STEP 1: Multiple-Choice Story Check

*Read the questions. Tick **ONE** box for each question.*

1. Why did the clever scientists walk into the dusty canyon?

- To look for a lost chest of gold coins.
- To look for fossils.

2. What items did the workers pack into their bags when the wall cracked?

- A hammer, a brush and a chisel.
 - A map, a torch and a key.
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STEP 1.5: The Literal Retrieval Detective Game (Fact-Finding)

Look back at the story text to find your answers. Write them on the lines exactly as they are written.

1. Find and copy the exact phrase that tells us what blew across the rocks in paragraph 1.

2. Find and copy the exact word used to describe the space the workers scrambled out of.

 space

EXTENSION TASK

Part 1: Deep Thinking Questions

*Read the questions. Tick **ONE** box with your pencil.*

1. Why does the author say the workers "scrambled" out instead of "walked"?
 - To show that they were climbing and moving in a fast, messy way because the gap was small and dangerous.
 - To show that they were walking slowly to avoid dropping the heavy bone.
2. The workers "refused to leave their tools behind." What does this tell you?
 - It tells us the tools were cheap and easy to replace.
 - It tells us the tools were incredibly important, and the workers were determined to save them despite the danger.

Part 2: Super List Synthesis Challenge

Combine these three separate thoughts into one single, flowing sentence using a list with accurate punctuation rules.

- *The box contained a gold coin. The box contained a red gem. The box contained a silver key.*

STEP 2: PHONICS SPEED DRILLS (Fluency Boost)

Task A: Advanced Target Sound Isolation

Point and read across the rows as fast as you can with a partner! These words contain complex spelling trees for the alternate long e (spelt e_e) and variant hard consonant clusters.

Advanced Long /i:/ Patterns (Spelt 'e_e', 'ie', 'ei')

- these | complete | shield | relief
- compete | concrete | thief | ceiling
- stampede | extreme | retrieve | receipt

Variant Hard Consonant Clusters (ch as /k/ and ph as /f/)

- canyon | anchor | phantom | dolphin
- echo | alphabet | orchid | nephew
- chemist | architect | trophy | physical

Task B: Rapid Mixed Complex Sentence Drills

Read these advanced multi-clause sentences out loud without a single trip!

1. **Without warning**, the **thief** ran across the **concrete** floor to escape the **stampede**.
2. **Cautiously**, the **architect** checked the **anchor** chains near the **extreme** edge.
3. **Eagerly**, his **nephew** lifted the heavy **trophy** block with total **relief**.

STEP 2.5: THE CANYON SPELLING CHALLENGE

Part A: Advanced Sound Box Break-down (Segmenting)

Chop the words into single sounds using your robot phoneme fingers. Put one sound in each box.

- Example: **shield**  sh |  ie |  l |  d

My Part A Checklist:

- I counted the single sounds accurately.
- I kept the digraphs (**ie**, **ch**, **ph**, **e_e**) inside one single box!

1. concrete		-----			-----			-----			-----			
	-----			-----			-----			-----			-----	
2. thief		-----			-----			-----			-----			-----
3. echo		-----			-----			-----			-----			-----
4. trophy		-----			-----			-----			-----			-----

Part B: The Phonics Odd One Out

*Read the words in each canyon track. Cross out the **ONE** word that does not belong because it makes a completely different vowel sound!*

Track 1: The Long /i:/ Track

- complete
- retrieve
- desert
- these

Track 2: The Hard /k/ Track

- echo
- anchor
- chisel
- chemist

Part C: Missing Sound Rescue

*Fill in the missing consonants or vowels using **ch**, **ph**, or **e_e** to fix the report.*

1. The scientist took a th _____ s _____ is report out of the bag.
2. We heard a loud e _____ o inside the deep canyon.

He held up a golden tro _____ y after the dig.

STEP 3: The List Separation Game

Fix these sentences by putting a comma in the correct place to separate the items in the list.

Follow your checklist!

My Step 3 Checklist:

- . I put a comma between the first two items.
- . I left the comma out before the word **and**.

The bag held a map a bone and a tool.

Ben wore a hat a heavy coat and thick boots.

We saw a red truck a small van and a blue car.

STEP 4: Culminating Story Writing Task

Write a short adventure story about packing bags or exploring a canyon. You must list three or more things using commas correctly!

My Step 4 Checklist:

- I used capital letters and full stops.
- **REVISION SKILL:** I started a sentence with an upgraded Time Opener and a comma (like *Before long,*).
- **MAIN SKILL:** I used commas correctly between a list of three things.



VERBATIM TEACHER DELIVERY SCRIPT: LESSON 8

1. Introduction & New Plot Hook (10 Mins)

Teacher: "Grab your toolpacks and shade your eyes from the blazing sun, everyone! Today, our writing journey travels deep into a dry, dusty desert to *The Abandoned Dino Dig*. Our characters are tracking down ancient dinosaur fossils when a heavy rock wall starts to crack and crumble above their heads! Track along with your reading fingers on page 1 of your booklets as I read. Listen out for how the items are packed into the bags."

*(Teacher reads the text aloud, placing heavy voice emphasis on the upgraded time openers and lists: **Early that morning...***

***Before long... Without warning... a heavy hammer, a long brush, and a sharp chisel... Eventually...**)*

Teacher: "Turn to your talking partner. What three specific tools did the workers pack away? Tell them in a full sentence."

(Allow 30 seconds for partner talk).

Teacher: "Spectacular tracking! A heavy hammer, a long brush, and a sharp chisel. Today we are learning how authors list items in a sentence without making it look messy."

2. Phonics Fluency & Speed Drill (15 Mins)

Teacher: "Look up here! This week we are hunting for advanced variants of our vowel and consonant sounds. The first is our alternate long /i:/ sound. We know words like *deep*, but look at these advanced target words on page 1: **these, complete, and concrete!** The letter pattern *e_e* makes that long sound. We also

have tricky words where *ch* sounds like a hard /k/ like in **echo** and **anchor**, and *ph* sounds like an /f/ in **trophy**. Before our grammar focus, let's practice our Extended Phonics Drills on page 1. When I say dig, read across the rows as fast as you can to your partner, then tackle those complex rapid sentences. Ready? Dig!"

3. Core Skill Grammar Focus: Commas in a List (15 Mins)

Teacher: "Our main writing target today is **Commas in a List**. When we write a sentence, if we just list items next to each other like *a hammer a brush a chisel*, it looks completely crowded. We need a punctuation mark to act as a separation tool! We put a small comma after the first item, and a comma after the second item.

But watch out! There is a golden law for lists. When we reach the final item, we use our glue word **and**, and we do **not** put a comma before it! Look at the text: *a heavy hammer^{*}, ^{**} a long brush **and** a sharp chisel^{*}*.

Let's practice on our whiteboards. If the scientists packed *a map, a bone, and a tool*, how do we write that list? Write it down... Show me in three, two, one... Fantastic! *A map^{*}, ^{**} a bone and a tool^{*}*. You left the final comma out perfectly!"

5. Independent Setup & Guided Architecture Explanation (30 Mins)

Teacher: "When you go to your tables today, follow your **Steps** independently. Step 1 is your multiple-choice fact check. Step 1.5

is your literal retrieval detective game—remember, those answers are hiding right in the text paragraphs, so copy them exactly!

Step 2.5 is your Canyon Spelling Challenge where you use your robot talk to chop up words into sound boxes, cross out the phonics odd one out, and rescue the missing sound patterns. Step 3 is your List Separation Game where you drop your commas into the blank spaces.

Finally, Step 4 is your **Culminating Story Task**. You are writing your own unique dino dig story. Look at your step checklist box on the page: to completely pass the level, you must use capital letters, an upgraded time opener like *Without warning,*, and a list of three things separated accurately with a comma. Fast finishers can try the advanced thinking and synthesis questions on the back page. Pack up and head to your tables!"
