

Week Beginning: March 8th, 2021

WALT write a balanced argument

Day 1: WALT explore themes and conventions of a balanced argument.

Day 2: WALT use language to support for/against.

Day 3: WALT use grammatical structures to create a for/against paragraph.

Day 4: WALT sort and group relevant facts.

# NASTY WRITING!

## Lesson 2

What is a modal verb?



<https://www.bbc.co.uk/bitesize/topics/zwp8mn/articles/zps4pbk>

Modal verbs are verbs that indicate likelihood, ability, permission or obligation.

They are used to indicate a degree of possibility.

Modal Verbs					
can	cannot			must	must not
		could	could not		
may	may not			shall	shall not
		might	might not		
will	will not			should	should not
		would	would not		

I'm sure you *will* agree with me.

Dogs *should* be kept on a lead when walking in a park.

# NASTY WRITING!

## Lesson 2

Example: Dogs *should* be kept on a lead when walking in parks.

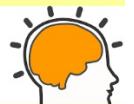
Modal Verbs			
can	cannot	must	must not
	could	could not	
may	may not	shall	shall not
	might	might not	
will	will not	should	should not
	would	would not	

Add modal verbs to these sentences to indicate obligation.

We wear school uniform. → We *must* wear school uniform.

We have a 1 hour lunch break. → We *should* have a 1 hour lunch break.

You run around at break time.



Metacognition




(Teacher example)

# NASTY WRITING!

## Lesson 2

Example: Dogs *should* be kept on a lead when walking in parks.

Modal Verbs			
can	cannot	must	must not
		could	could not
may	may not	shall	shall not
		might	might not
will	will not	should	should not
		would	would not

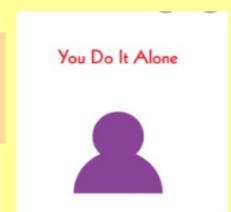
Add modal verbs to these sentences to indicate obligation.

We maintain social distancing.

You walk around the school.

Then, create sentences which include modal verbs to indicate obligation.

Ext: can you include a form of parenthesis in your sentences?



(Independent)

Lesson 3 WALT use grammatical structures to create a for/against paragraph.

similarly  
in addition  
furthermore  
because of this  
consequently  
therefore  
to conclude  
due to this  
could  
may  
should  
on the other hand  
some people say  
ludicrous  
love

Reminder of our  
balanced argument  
vocabulary:

# NASTY WRITING!

## Lesson 4

What is a relative clause?



<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>

A relative clause can be used to give additional information about a noun.

They are introduced by a relative pronoun, such as:

that	which	who
whose	where	when

Professional footballers, who earn a lot of money, often drive sports cars.

The amount of PE in Chesswood, which exceeds the national average, should increase next term.



# NASTY WRITING!

## Lesson 4

Example: Professional footballers, *who* earn a lot of money, often drive sports cars.

### Relative clauses

A relative clause can be used to give additional information about a noun.

They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'. For example:

I won't stand by the man *who* smells of slime.

In this example, the relative clause is 'who smells of slime'. It provides more information about the man. The relative pronoun 'who' is used to connect these clauses in the sentence.

Highlight the words that form a relative clause in this sentence.

Nessie the Loch Ness Monster, *who is long and scaly*, slept all afternoon.

Add a relative clause to these sentences to give extra information.

School children will attend after school sports clubs.

that

whose

which

where

who

when

Metacognition




(Teacher example)

# NASTY WRITING!

## Lesson 4

Example: Professional footballers, *who earn a lot of money*, often drive sports cars.

### Relative clauses

A relative clause can be used to give additional information about a noun.

They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'. For example:

I won't stand by the man *who smells of slime*.

In this example, the relative clause is 'who smells of slime'. It provides more information about the man. The relative pronoun, 'who', is used to connect these clauses in the sentence.

Highlight the words that form a relative clause in this sentence.

Nessie the Loch Ness Monster, **who is long and scaly**, slept all afternoon.

Add relative clauses to these sentences, then create some of your own.

Children should wear a school uniform.

Schools will remove breaktimes for all children.

Local cinemas may give free tickets to Chesswood pupils.

that  
which  
who  
whose  
where  
when
