

## Week 1 - NCR



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Lesson 1 - Nasty writing - Relative clause using who and when

Lesson 2 - Nasty writing - Brackets, dashes or commas to indicate parenthesis

Lesson 3 - Nasty writing - Adverbials of time and place

Lesson 4 - Nasty writing - Degrees of possibility using modal verbs

# NASTY WRITING!

## Lesson 1

A relative clause is used to give extra information about a noun. It can be used to form a complex sentence.

Today, we will be looking at using relative clauses beginning with 'who' and 'when'.

We use 'who' when we are giving extra information about a person.

The girl had blonde hair.

The girl was playing in the park.

The girl, **who** had blonde hair, was playing in the park.

We use 'when' to give extra information about time.

The season is Summer.

We have a long school holiday.

Summer is a season, **when** we have a long school holiday.

# NASTY WRITING!

## Lesson 1

Example: The girl, **who** had blonde hair, was playing in the park.

Summer is a season, **when** we have a long school holiday.

Use a relative clause beginning with 'who' or 'when' to form a complex sentence from these two simple sentences.

Suzy had red hair and blue eyes.

She likes to spend time with her family.



Metacognition


I Do



(Teacher example)

# NASTY WRITING!

## Lesson 1

Example: The girl, *who* had blonde hair, was playing in the park.

Summer is the season *when* we have a long school holiday.

Use a relative clause beginning with 'who' or 'when' to form a complex sentence from these two simple sentences.

I will always remember last June.  
We met people on that day.




(Teacher models)

## NASTY WRITING!

Example: The girl, *who* had blonde hair, was playing in the park.

Summer is the season *when* we have a long school holiday.

Add a relative clause beginning with 'who' and 'when' to this passage.

The day, \_\_\_\_\_ the concert takes place, is Saturday. The musician, \_\_\_\_\_ is in the band, wrote all the songs himself.

Then can you write your own complex sentences using a relative clause of *who* or *when*?

Extension: Can you add an expanded noun phrase to the passage?

You Do It Alone



(Independent)





# NASTY WRITING!

Using brackets, dashes or commas to indicate parenthesis.

What is parenthesis?



We are going to be using the three different types of parenthesis:

Jimmy (who was terrified of heights) climbed to the top of the mountain.

The bag - which was very full - was being carried by Dad.  
Sarah, who was very short, struggled to reach the top shelf.

# NASTY WRITING!

## Lesson 2

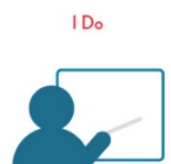
Example: Jimmy (who was terrified of heights) climbed to the top of the mountain.

Use brackets to indicate parenthesis, to add extra information to this sentence.

The woman brought lots of food for a picnic.



Metacognition

(Teacher example)



# NASTY WRITING!

## Lesson 2

Example: The bag - which was very full - was being carried by Dad.

Use dashes to indicate parenthesis, to add extra information to this sentence.

I miss seeing Amelia every day.




(Teacher models)

# NASTY WRITING!

## Lesson 2

Example: Sarah, who was very short, struggled to reach the top shelf.

Use commas to indicate parenthesis, to add extra information to these sentences.

Bruce was waiting for his brother.

The child was crying.

Then create your own sentences using parenthesis (),- .

Extension: Can you use a fronted adverbial in your sentences?

You Do It Alone



(Independent)



# NASTY WRITING!

## Lesson 3

An adverb uses one word to describe a verb, an adverbial phrase uses more than one word.

Today we will be looking at adverbials of time and place.

Adverbials of time and place can describe when and where a verb is done.

When = The bees flew all of a sudden.

Where = The bees flew through the air.

We use these adverbial phrases to add extra information to our sentence.

# NASTY WRITING!

## Lesson 3

Example: The bee flew *through the air*.

Use an adverbial of time or place to add extra information to this sentence.

Peter was hiding.



Metacognition

I Do



(Teacher example)


# NASTY WRITING!

## Lesson 3

Example: The bee flew *through the air*.

Use an adverbial of time or place to add extra information to this sentence.

The boy ran.






# NASTY WRITING!

## Lesson 3

Example: The bee flew *through the air*.

Use an adverbial of time or place to add extra information to these sentences.

I could see them playing.

The tiger was sleeping.

Then, create your own sentences which include an adverbial of time or place.

Ext: Can you include an expanded noun phrase in your sentences?

You Do It Alone



(Independent)



# NASTY WRITING!

## Lesson 4

What is a modal verb?



We *might* be able to go to the beach, if it stops raining.

We *could* see the sun shining through the window.

# NASTY WRITING!

## Lesson 4

Example: We *might* be able to go to the beach, if it stops raining.

Use a modal verb to change this sentence to indicate a degree of possibility.

We went to the park.



Metacognition

I Do



(Teacher example)


# NASTY WRITING!

## Lesson 4

Example: We *might* be able to go to the beach, if it stops raining.

Use a modal verb to change this sentence to indicate a degree of possibility.

Tim went to the theatre.




# NASTY WRITING!

## Lesson 4

Example: We *might* be able to go to the beach, if it stops raining.

Use a modal verb to change these sentences to indicate a degree of possibility.

David speaks three languages.

Those earrings are very expensive.

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

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

You Do It Alone



(Independent)