

Adult Guide to Conjunctions

In Years 3 and 4, children are taught to use a range of conjunctions to extend sentences. They should be able to use **CO-ORDINATING** and **SUBORDINATING** conjunctions fluently in independent writing to help engage the reader. This activity pack is a great way to help to consolidate and reinforce the use of conjunctions.

Conjunctions: Conjunctions are the 'glue' that hold together words and different parts of a sentence. For example, in the sentence, '*Sandra bought a new bag and she bought some new shoes*', the conjunction **and** joins together the two clauses (Sandra bought a new bag. She bought some new shoes.).

Co-ordinating conjunctions: Children will first begin to use co-ordinating conjunctions in Years 1 and 2. They are usually used to join two independent clauses together (small sentences which make sense on their own). The conjunctions taught are **and**, **so**, **but** and **or**. For example:

*June likes coffee **but** she does not like tea.*

In the sentence above, '*June likes coffee*' makes sense on its own. Equally, so does '*she does not like tea*'. However, when we join these two together using **but**, they make one compound sentence.

Subordinating conjunctions: In Years 3 and 4, children are taught to use a range of subordinating conjunctions to extend their sentences such as **when**, **because**, **if**, **unless**, **although** and **while**. These join the main clause (a sentence which makes sense on its own) with a subordinate clause (a clause that does not make sense on its own). For example:

*Peter ate his dinner quickly **because** he was hungry.*

'*Peter ate his dinner quickly*' is the main clause because it makes sense on its own. However, '*because he was hungry*' is not a sentence which makes sense on its own. This clause only makes sense once it is joined to the independent clause, '*Peter ate his dinner quickly*'.