

# Year 3 and 4 Grammar: Conjunctions

## Learning From Home Activity Booklet

Statutory Requirements	Activity Sheet	Page Number	Notes
Pupils should be taught to extend a range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Compound or Complex?	2	
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# Compound or Complex?

Canga the caveman needs your help! He has been learning how to write but is getting his different sentence types mixed up. Please help him to identify if each sentence is a compound or complex sentence by writing the sentence type at the end of each line. Remember, a compound sentence is a sentence with two or more independent clauses joined with a co-ordinating conjunction. For example:

**Jamie bought a new hat and she bought a new bag.**

A complex sentence has a main clause and a subordinate clause (a clause that doesn't make sense on its own) joined with a subordinating conjunction. For example:

**The sky turned dark as the sun set.**

'as the sun set' is the subordinate clause as it doesn't make sense on its own but adds more information to the main clause.

1. George received a medal when he won the race.

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2. Molly was feeling poorly but she still managed to eat a chocolate biscuit.

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3. Although it was very late, Callum couldn't stop reading the exciting book.

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4. Aladdin found the magic lamp while he was in the cave.

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5. The Fairy Godmother made Cinderella a dress so she could go to the ball.

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6. John had to finish his maths homework and he had to practise his spellings.

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7. If it got any colder, the water in the pipes would freeze.

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8. The dog wagged his tail while sitting on the floor.

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# Conjunction Challenge

The sentences below have been extended with a subordinate clause. However, the computer has mixed up the subordinate clauses and now they don't match the main clause. Join the main clause of the sentence with the correct subordinate clause.

Ben got to play on his computer

Peter had to get his car tyre fixed

Ebony goes to dance club

Heavy rain fell to the ground

Cinderella was distraught

Jake would earn a house point

My grandfather still likes to dance

before he could drive any further.

because she couldn't go to the ball.

after he completed all his homework.

if he completed all his work.

although he is very old.

while thunder roared through the clouds.

when she finishes school on a Wednesday.

**Challenge:** Pick three of the main clauses from above. Now rewrite the sentences and add your own subordinate clause to make a different complex sentence.

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# Super Sentences!

Help Grammar Boy improve his writing by extending the sentences below. Use the subordinating conjunctions in the box provided to help you extend the sentences. For example:



Grammar Boy flew into the air.

Grammar Boy flew into the air **while** people stood amazed on the ground below.

when	if	because	although	unless
as	despite	until	since	

1. The criminals tried to rob the bank \_\_\_\_\_
2. Grammar Boy used his laser eyes \_\_\_\_\_
3. He continued to fly through the air \_\_\_\_\_
4. The superhero caught the cat \_\_\_\_\_
5. Wonder Girl wore a mask \_\_\_\_\_
6. Ice Boy hadn't seen Wonder Girl \_\_\_\_\_
7. Ice Boy couldn't make ice \_\_\_\_\_
8. Wonder Girl would have to clean her costume \_\_\_\_\_

# Back to Front

When writing complex sentences, you will have noticed that sometimes you can start the sentence with the **subordinate clause** (the clause that tells the reader more about the main clause). This is a great way to start sentences in your own writing. In the sentences below, please swap the position of **subordinate clause** and put it at the beginning of the sentence.

**Tip:** When you start a sentence with the subordinate clause, you must separate it with a comma. For example:

**Evie still went out to play despite the rain.**

**Despite the rain, Evie still went out to play.**

1. You will get there on time if you leave straight away.

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2. You can't go out to play until you have finished your homework.

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3. Jenny watched the film to the end despite being very tired.

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4. The crowd cheered as Steven ran towards the finish line.

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5. Mr Jones was going to be late for school unless the traffic quickly cleared.

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6. The boy climbed the tree although he knew he wasn't allowed to.

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7. Cinderella left the ball when the clock struck twelve.

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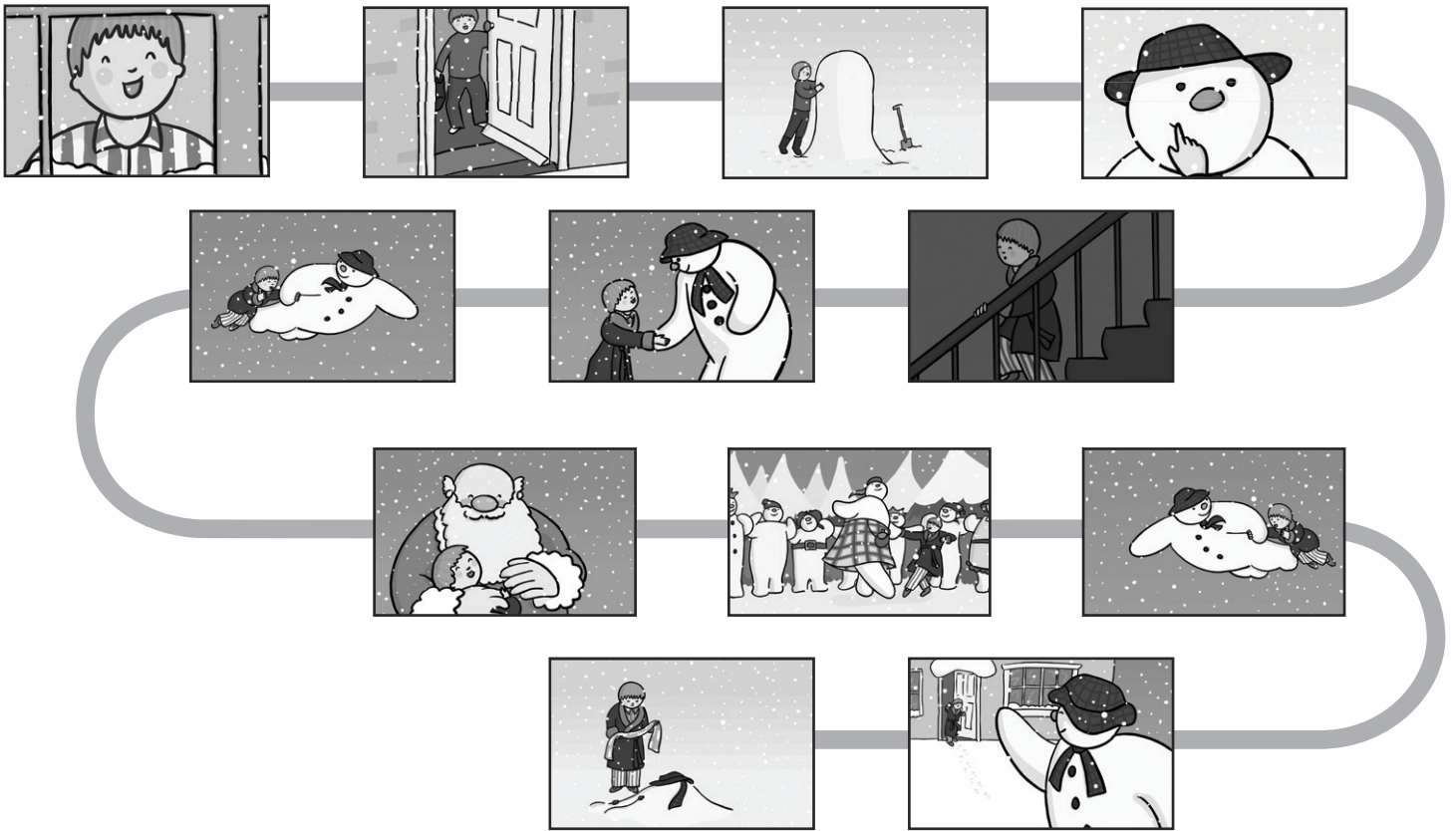
8. Mum burnt the dinner because she forgot to set the timer on the oven.

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# The Snowman

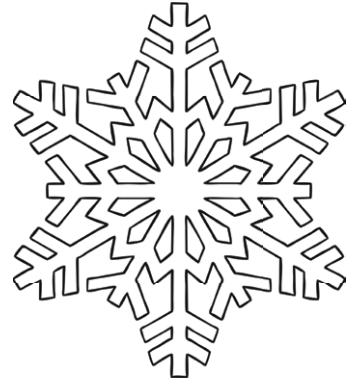
Now it's time to use a range of conjunctions in a story. Using the story map below, write a story about the Snowman coming to life and the adventure the young boy has with him. Try to extend your sentences using the conjunctions in the box provided at the top of the next page. You could tick each conjunction as you use it in a sentence to help you to see which ones you have used. For example:

As the snow began to fall, a young boy looked out of the window with pure joy on his face.



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if	<input type="checkbox"/>	so	<input type="checkbox"/>	because	<input type="checkbox"/>	since	<input type="checkbox"/>	before	<input type="checkbox"/>
and	<input type="checkbox"/>	although	<input type="checkbox"/>	despite	<input type="checkbox"/>	until	<input type="checkbox"/>		

# The Snowman



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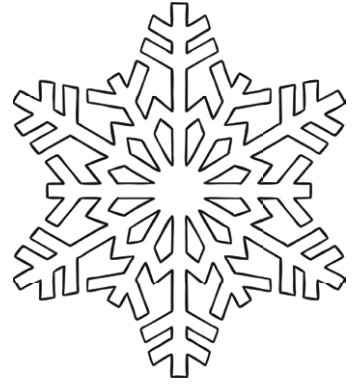


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# The Snowman



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# A Parent's Guide to Conjunctions

In Year 3 and 4, children are taught to use a range of conjunctions to extend sentences. They should be able to use conjunctions fluently in independent writing to create **compound** and **complex** sentences to help engage the reader. This booklet is a great way to help practice and reinforce the use of conjunctions.

Place the terminology in a separate, shaded box with two columns. The left for the terminology and the right column for the explanation.

<b>Conjunctions:</b>	Conjunctions are the 'glue' that hold together words and different parts of a sentence. For example, in the sentence, 'Sandra bought a new bag <b>and</b> she bought some new shoes', the conjunction and joins together the two clauses (Sandra bought a new bag. She bought some new shoes.).
<b>Co-ordinating conjunctions:</b>	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 that would make sense on their own). The conjunctions taught are <b>and</b> , <b>so</b> , <b>but</b> and <b>or</b> . For example:  John likes apples <b>but</b> he doesn't like apple juice.  In the sentence above, 'John likes apples' makes sense on its own and so does 'He doesn't like apple juice'. When we join these two together using <b>but</b> , they make one compound sentence.
<b>Subordinating conjunctions:</b>	In Years 3 and 4, children are taught to use a range of subordinating conjunctions to extend their sentences such as <b>when</b> , <b>because</b> , <b>if</b> , <b>unless</b> , <b>after</b> , <b>as</b> and <b>while</b> . These join an independent clause (a sentence that makes sense on its own) with a dependent clause (a clause that does not make sense on its own). For example:  Jack put on his coat <b>because</b> it was cold.  'Jack put on his coat' is the dependent clause as it makes sense on its own. However, 'because it was cold' doesn't make a sentence on its own until we add it to the dependent clause to create a complex sentence.

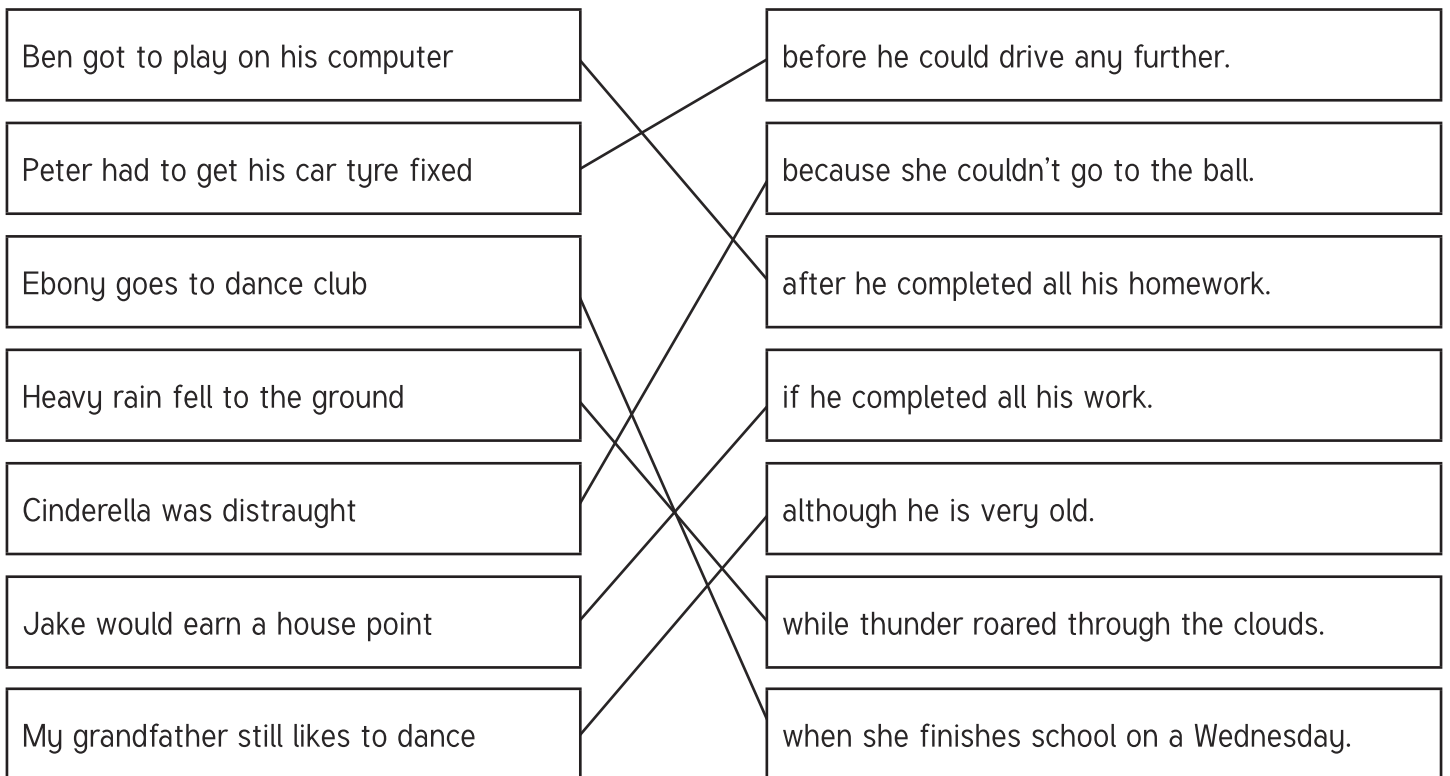
# Year 3 and 4 Grammar: Conjunctions

## Learning From Home Activity Booklet **Answers**

### Compound or Complex?

- |  |                 |
|--|-----------------|
| 1. George received a medal when he won the race.                               | <u>complex</u>  |
| 2. Molly was feeling poorly but she still managed to eat a chocolate biscuit.  | <u>compound</u> |
| 3. Although it was very late, Callum couldn't stop reading the exciting book.  | <u>complex</u>  |
| 4. Aladdin found the magic lamp while he was in the cave.                      | <u>complex</u>  |
| 5. The Fairy Godmother made Cinderella a dress so she could go to the ball.    | <u>compound</u> |
| 6. John had to finish his maths homework and he had to practise his spellings. | <u>compound</u> |
| 7. If it got any colder, the water in the pipes would freeze.                  | <u>complex</u>  |

### Conjunction Challenge



# Year 3 and 4 Grammar: Conjunctions

## Learning From Home Activity Booklet **Answers**

### Super Sentences!

Accept any answers that make sense and use one of the conjunctions in the box to extend the sentence. For example:

1. The criminals tried to rob the bank **despite knowing Grammar Boy was close by.**
  2. Grammar Boy used his laser eyes **when he fought criminals.**
  3. He continued to fly through the air like a bullet **until he reached his secret location.**
  4. The superhero caught the cat **as it fell from the tree.**
  5. Wonder Girl wore a mask **because she didn't want people to find out her secret identity.**
  6. Ice Boy hadn't seen Wonder Girl **since they last fought crime together.**
  7. Ice Boy couldn't make ice **unless he had a source of water close by.**
  8. Wonder Girl would have to clean her costume **if she got it dirty in battle.**
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### Back to Front

1. You will get there on time if you leave straight away.  
**If you leave straight away, you will get there on time.**
2. You can't go out to play until you have finished your homework.  
**Until you have finished your homework, you can't go out to play.**
3. Jenny watched the film to the end despite being very tired.  
**Despite being very tired, Jenny watched the film to the end.**
4. The crowd cheered as Steven ran towards the finish line.  
**As Steven ran towards the finish line, the crowd cheered.**
5. Mr Jones was going to be late for school unless the traffic quickly cleared.  
**Unless the traffic quickly cleared, Mr Jones was going to be late for school.**
6. The boy climbed the tree although he knew he wasn't allowed to.  
**Although he wasn't allowed to, the boy climbed the tree.**
7. Cinderella left the ball when the clock struck twelve.  
**When the clock struck twelve, Cinderella left the ball.**
8. Mum burnt the dinner because she forgot to set the timer on the oven.  
**Because she forgot to set the timer on the oven, Mum burnt the dinner.**

# Year 3 and 4 Grammar: Conjunctions

## Learning From Home Activity Booklet **Answers**

### **The Snowman**

Before completing this story, it would be beneficial to ask your child to tell you what happens in the story. Try and encourage your child to think deeply about the details by asking them questions to prompt them, such as 'how does the boy feel when the snowman comes to life?' or 'what would it be like to fly through the air on a winter's night?'. When reading the story, look for sentences that are grammatically correct and include a range of conjunctions.