

Information for adults:

This week we will be focussing on coordinating conjunctions. This week's grammar is a recap and children should already have an awareness of coordinating conjunctions.

We understand that for a lot of adults it has been a long time since you have studied grammar rules and so it may be tricky to help your child with some aspects of grammar work!

On the next slide we have provided a small piece of guidance for grown ups – a quick definition of coordinating conjunctions. If you have any other questions as you make your way through this week's learning please email/class dojo message your child's class teacher for clarification – we are

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.

Summer term – English week
3

Monday



They had lived there for as long as they could remember. Generations and generations passed, but very little changed. They kept themselves to themselves, hidden away from the world. Solitary, peaceful, different: they enjoyed staying out of the limelight. They enjoyed letting others be the centre of attention. They were strange folk, small and strange. However, they were also very, very interesting. These small folk were entirely unique. As you are about to find

Monday



Discuss these questions:

Who lives in this house? Are they human?

Are they good or bad? Explain why you think this.

Where is the house? Do many people

Monday



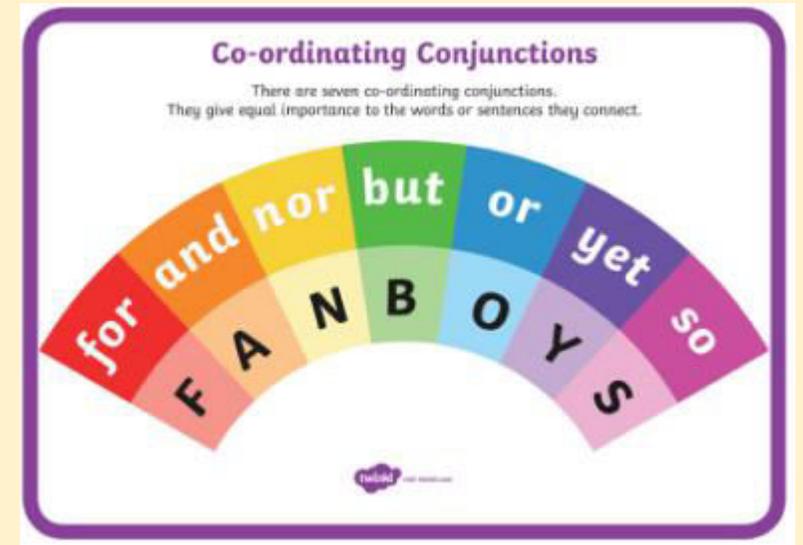
Draw a picture of who you think lives here. Write a short description of them. Do they look like humans or are they completely different? What sort of clothes do they wear? What hobbies do they have? Use the story starter on the first slide to look for clues as to what they might look like and what they might enjoy doing.

I have written some sentences about the picture using coordinating conjunctions. Which ones are correct? Can you spot the coordinating conjunction in each?

1. The hillside villagers were shy but they enjoyed the company of each other.

2. The small house was built into the side of a lush, green hill so that it could not be detected easily.

3. Inside the house, an unusual family sat down to eat their breakfast nor drank their tea.

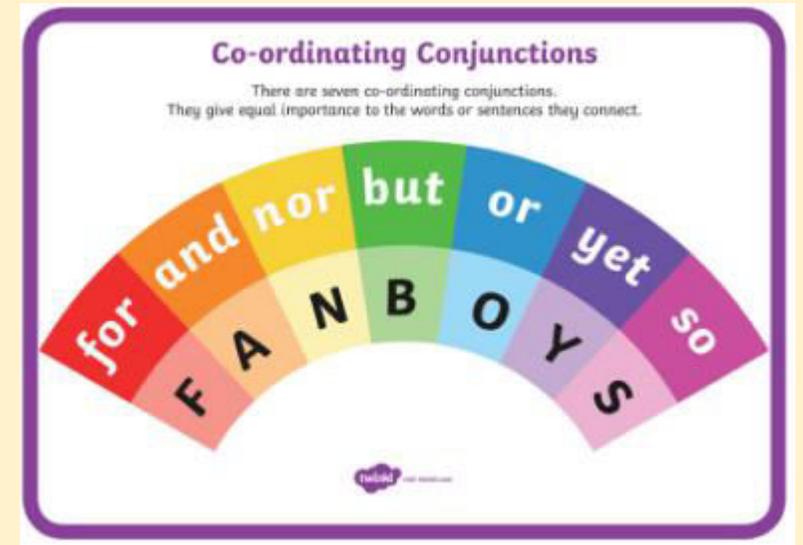


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Complete this activity in your workbook.

Underline the conjunctions in the sentences below:

1. It was hot this morning and it was humid in the afternoon.
2. My dad said I can play football or I can play basketball.
3. My brother wanted to have a vanilla ice cream but there was none left.

For each sentence, add the best conjunction:

1. The builder worked really hard on the house _____ that he would receive a good price.
2. My dog refuses to eat chicken _____ fish.
3. The flowers in the garden were beautiful _____ unfortunately I was allergic to them.



Wednesday

Can you remember all of the FANBOYS coordinating conjunctions? Try to name them all and then click the box below to see the answers

Click on me to see the
answers!

Fill in the blanks using coordinating conjunctions.

1. I wanted to play outside _____ it was raining.
2. Gemma was feeling really tired _____ she went to bed.
3. Sergio didn't know whether he should tidy his bedroom _____ whether he should do his homework first.
4. I like to watch gymnastics _____ I cannot perform any of the moves.
5. Aaron fell over _____ he bumped his head.
6. I took my dog for a walk _____ we both got muddy.
7. Would you like to play with building bricks _____ would you prefer to play with your action figures?
8. Amina was feeling hungry _____ she ate a sandwich.
9. I wanted to go to the beach _____ Dad said that we couldn't today.
10. Charlie went to the shop _____ he bought some chocolate.

Wednesday

Write your own sentences using coordinating conjunctions to describe the activities of the hillside people.

Example: The hillside villagers rarely left their house for they did not like to socialise.

You must write at least five sentences. However, you can challenge yourself and write as many as you like!

Thursday



Imagine that you are one of the people who live in this house. What do you do on a typical day?

Write a short account of what your villagers do at each hour of the day.

Example:

9.00am – I wake up from my small wooden bed and make myself breakfast. For breakfast I eat fruit that I have grown in my garden topped with honey.

10.00am – I get dressed. My favourite clothes to wear are denim dungarees (shortened of course) with a green and brown jumper that was knitted by my grandmother.

11.00am – I leave the house to forage for berries in the woods. I follow the steep path for it is the quickest way to reach the forest.

Friday



Create a piece of writing that describes 'a day in the life' of the hillside w

Remember to
include
coordinating
conjunctions!

Use yesterday's plan to
help you. What do they do
from the minute they
wake up to the minute
they go to sleep?

Use adverbs of time
to link your
sentences together.
Eg: first, next, then,
later