

Conjunctions and connectives

Objectives

Y3. T3. S5.

To explore how sentences can be joined in more complex ways by using a widening range of conjunctions.

Y4. T2. T20.

To use connectives of time.

Guided work

1. Make a chart of conjunctions, for example: *and, but, or, where, wherever, since, because, as, for, if, although, unless, than, like, as if, while, whereas, so that, in order that, such that, except, however, therefore, furthermore, additionally.*

2. Make a list beside it of time connectives, for example: *before, after, until, since, later, earlier, firstly, secondly* (and so on), *initially, then, just then, finally, shortly, afterwards, soon.*

3. Read the conjunctions with the children. Explain that they are used to join phrases or sentences together. Read the time connectives and explain that these are conjunctions that give us an idea of when something happens. Explain that using connectives can make writing flow better.

4. Write these sentences on the board: *The ice-cream fell on the floor. The girl knocked the ice-cream out of her brother's hand.* Then separately write: *The children were playing in the sea. A big wave made them run out quickly.* Ask the children how they would join the first two sentences into one, more complex, sentence. Then work with the second two sentences. (Answers will vary but could be: *The ice-cream fell on the floor **because** the girl knocked it out of her brother's hand. The children were playing in the sea **until** a big wave made them run out quickly.*)

5. Read the new sentences, after re-reading the originals, to show how the edited sentences read more fluently and give a more complete picture.

Further support

- Display the chart of conjunctions and time connectives on the wall for the children to refer to. Add other words as appropriate.

- This may be a difficult exercise for some children, who may need plenty of adult support. Ask them to verbalise their ideas, trying different words, before changing the text.

- When helping children edit their own work, ask them to think about including conjunctions.

Independent work

- For group work, use the activity opposite as an oral exercise working with the children. This can be done with or without the suggested words in the box. Remind the children about changing or omitting words to make the sentences read fluently. Alternatively, this activity could be used on an interactive whiteboard for the children to manipulate the sentences.

- For pairs or individual work, ask the children to join the simple sentences together using the suggested conjunctions in the box.

Plenary

- Go through the activity orally taking any different suggestions into account. Reflect on whether different conjunctions or time connectives change the meaning of the text and explore whether the sentences still make grammatical sense.