

Wednesday 7th October 2020

AMBER

Overall Objective: To be able to write a diary entry.

Learning Objective: I can identify and use coordinating and subordinating conjunctions.

Coordinating and Subordinating Conjunctions

1. Tick the boxes to show whether the underlined conjunction is coordinating or subordinating.

Statements	Coordinating	Subordinating
We're moving house <u>because</u> we need more room.		
<u>When</u> we go to school, we travel by bus.		
Dad said we could stroke the dog <u>but</u> we had to be careful.		
It could have been a mistake <u>or</u> he could have done it on purpose.		
It was raining <u>so</u> we put on our wellies.		
<u>While</u> they were away, I looked after their cats.		

2. Underline the coordinating conjunctions in the sentences below.

- It was dark in the cave and there were lots of strange noises.
- Maria felt completely relaxed so she fell asleep.
- I was feeling very nervous about my dance exam but I passed with distinction!

3. Choose either *so* or *because* to connect these sentences:

- I went to bed early _____ I was tired.
- It was snowing _____ we missed our PE session.
- Jack didn't hear his alarm clock _____ he was late for work.
- The dog barked loudly _____ it saw a cat.
- I looked in the fridge _____ I was hungry.

Wednesday 7th October 2020

GREEN

Overall Objective: To be able to write a diary entry.

Learning Objective: I can identify and use coordinating and subordinating conjunctions.

Coordinating and Subordinating Conjunctions

1. Underline the conjunction in the statements below then tick the boxes to show whether the conjunction is coordinating or subordinating.

Statements	Coordinating	Subordinating
We're moving house because we need more room.		
When we go to school, we travel by bus.		
Dad said we could stroke the dog but we had to be careful.		
It could have been a mistake or he could have done it on purpose.		
It was raining so we put on our wellies.		
While they were away, I looked after their cats.		

2. Join each pair of sentences using **but**, **and** or **so**.

- I would like a drink. I would like some food.
- Jill's remark was hurtful. It was also true.
- My teacher told me off. I stopped talking.

3. Choose either **so** or **because** to connect these sentences:

- I went to bed early _____ I was tired.
- It was snowing _____ we missed our PE session.
- Jack didn't hear his alarm clock _____ he was late for work.
- The dog barked loudly _____ it saw a cat in the distance.
- I raided the fridge greedily _____ I was hungry.
- Tom started to feel sick in the back of the car
his
family hurried home.

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Coordinating and Subordinating Conjunctions

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Statements	Coordinating	Subordinating
We're moving house because we need more room.		
When we go to school, we travel by bus.		
Dad said we could stroke the dog but we had to be careful.		
It could have been a mistake or he could have done it on purpose.		
It was raining so we put on our wellies.		
While they were away, I looked after their cats.		

2. Join each pair of sentences using a coordinating conjunction.

- a) I would like a drink. I would like some food.
- b) Jill's remark was hurtful. It was also true.
- c) My teacher told me off. I stopped talking.

3. Fill in the blanks to create complex sentences

- a) Max kept on trying _____.
- b) Jack hurt his leg _____.
- c) Before you go to bed, _____.
- d) Whilst you were asleep, _____.

Extension

AMBER

Write a compound sentence (with a coordinating conjunction) and a complex sentence (with a subordinating conjunction) about Barnaby Rookett in your book.

Extension

GREEN

Write two complex and two compound sentences about Barnaby Rookett.

Extension

BLUE

Write a short paragraph. Within the paragraph, use at least one compound, one complex and one simple sentence. It can be about anything you like or you can write a character description for Barnaby Rookett.