	<b>2</b> 1	2	3	4	5	6
1	<b>and</b> 1 point	<b>if</b> 6 points	<b>after</b> 7 points	<b>but</b> 4 points	<b>because</b> 5 points	?
2	<b>when</b> 5 points	<b>unless</b> 8 points	<b>but</b> 4 points	<b>if</b> 6 points	<b>before</b> 7 points	<b>while</b> 8 points
3	<b>since</b> 8 points	<b>and</b> 1 point	?	<b>and</b> 1 point	?	<b>as</b> 6 points
4	?	<b>because</b> 5 points	<b>unless</b> 8 points	<b>so</b> 4 points	<b>and</b> 1 point	<b>until</b> 8 points
5	<b>until</b> 8 points	?	<b>as</b> 6 points	<b>while</b> 8 points	<b>since</b> 8 points	<b>so</b> 4 points
6	<b>but</b> 4 points	<b>after</b> 7 points	<b>SO</b> 4 points	<b>before</b> 7 points	?	<b>when</b> 5 points



## Year 3 and 4 Grammar: Conjunction Challenge Game

Practise using conjunctions to make compound and complex sentences.

## Instructions

This is a game for two or more players. You will need two dice to play this game.

The youngest player always goes first. Roll the dice to generate a coordinate (such as 5,3). Use the coordinate to select a square on the board that contains a conjunction. The player then has to think of a grammatically correct sentence containing that conjunction. For example, if you have the conjunction '**when**' you could say:

'I got out of bed **when** the alarm rang.' or '**When** the alarm rang, I got out of bed.'

If the player says a grammatically correct sentence, they receive the points shown on that square. Keep score of the points on a separate piece of paper as the game progresses. If a player cannot think of a sentence, the other player has the opportunity to 'steal' the points by thinking of a sentence with that conjunction.

> The game finishes when each player has taken five turns. The person with the most points at the end is the winner.



If you land on a question mark, you can choose any conjunction you like. This is an opportunity to choose a

conjunction with the most points to increase your score.

## A Parent's Guide to Terminology

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 game is a great way to help your child practise thinking of sentences with a range 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 conjunction in Years 1 and 2. They are usually used to join tw independent clauses together (small sentences that would make sense on their own). The conjunction taught are <b>and</b> , <b>so</b> , <b>but</b> and <b>or</b> . For example:	
	John likes apples but 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.	
Subordinating conjunctions:	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 because it was cold.	
	'Jack put on his coat' is the independent 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 independent clause to create a complex sentence.	



