



	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.

<b>Conjunctions:</b>	Conjunctions are the 'glue' that hold together words and different parts of a sentence. For example, in the sentence, ' <b>Sandra bought a new bag and she bought some new shoes</b> ', the conjunction <b>and</b> 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:  <b>John likes apples but he doesn't like apple juice.</b>  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:  <b>Jack put on his coat because it was cold.</b>  '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.

