

Application and Reasoning

Step 2: Coordinating Conjunctions

National Curriculum Objectives:

Terminology for pupils: (3G1.4) [conjunction](#)

Differentiation:

Questions 1, 4 and 7 (Application)

Developing Rewrite two short sentences using a suitable coordinating conjunction to join them together. Includes a word bank.

Expected Rewrite two expanded sentences using a suitable coordinating conjunction to join them together.

Greater Depth Rewrite three sentences using two suitable coordinating conjunctions to join them together.

Questions 2, 5 and 8 (Reasoning)

Developing Explain how different coordinating conjunctions change the meaning of a sentence with two short clauses. Includes underlined conjunctions to highlight their position in the sentence.

Expected Explain how different coordinating conjunctions change the meaning of a sentence with two expanded clauses.

Greater Depth Explain how different coordinating conjunctions change the meaning of a sentence with expanded clauses which use two coordinating conjunctions.

Questions 3, 6 and 9 (Reasoning)

Developing Explain if a sentence with two short clauses uses a coordinating conjunction correctly.

Expected Explain if a sentence with two expanded clauses uses a coordinating conjunction correctly.

Greater Depth Explain if a sentence with expanded clauses uses two coordinating conjunctions correctly.

[More resources](#) from our Grammar, Punctuation and Spelling scheme of work.

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Coordinating Conjunctions

Coordinating Conjunctions

1a. Rewrite the sentences below using a suitable coordinating conjunction from the word bank to join them together.

Ann loves cats.

so but for nor

Jack prefers dogs.



A

1b. Rewrite the sentences below using a suitable coordinating conjunction from the word bank to join them together.

Seth was happy.

or yet but for

He had a new bike.



A

2a. Read the sentences below.

A. I'm not eating fish nor beef.

B. I'm not eating fish, for I'm having beef.

How do the different coordinating conjunctions change the meaning of the sentences?



R

2b. Read the sentences below.

A. I will go to the cinema or the park.

B. I will go to the cinema and the park.

How do the different coordinating conjunctions change the meaning of the sentences?



R

3a. Mr Hill asks Class 3 to share a sentence using the coordinating conjunction 'or'.

Tia says,



He would like both chips or peas.

Is her sentence correct?
Explain your reasoning.



R

3b. Mrs West asks Class 3 to share a sentence using the coordinating conjunction 'so'.

Greg says,



I was bored, so I played a game.

Is his sentence correct?
Explain your reasoning.



R

Coordinating Conjunctions

Coordinating Conjunctions

4a. Rewrite the sentences below using a suitable coordinating conjunction to join them together.

She was late for work today.

Her car engine wouldn't start.



A

4b. Rewrite the sentences below using a suitable coordinating conjunction to join them together.

His friend wasn't at school.

He still managed to finished their history project.



A

5a. Read the sentences below.

A. Sam likes going swimming and he loves going down the big slide.

B. Sam likes going swimming, but he hates going down the big slide.

How do the different coordinating conjunctions change the meaning of the sentences?



R

5b. Read the sentences below.

A. Kath missed the bus, so she had to walk to school.

B. Kath missed the bus, for she got up too late.

How do the different coordinating conjunctions change the meaning of the sentences?



R

6a. Mr Jones asks Class 3 to share a sentence using a coordinating conjunction that explains the first clause.

Jess says,



I went to the seaside, so it was a sunny day.

**Is her sentence correct?
Explain your reasoning.**



R

6b. Miss Patel asks Class 3 to share a sentence using a coordinating conjunction that disagrees with the main clause.

Oscar says,



I don't like lizards, for I do like snakes.

**Is his sentence correct?
Explain your reasoning.**



R

Coordinating Conjunctions

Coordinating Conjunctions

7a. Rewrite the sentences below using suitable coordinating conjunctions to join them together.

Shannon washed her clothes.

She packed her suitcase.

She was going on holiday.



A

7b. Rewrite the sentences below using suitable coordinating conjunctions to join them together.

Tom won a brand new football.

He didn't want it.

He gave it to his little brother.



A

8a. Read the sentences below.

A. Tim baked some brownies, but he burnt most of them, so he had to make some more.

B. Tim baked some brownies and chocolate chip cookies, for it was his mum's birthday.

How do the different coordinating conjunctions change the meaning of the sentences?



R

8b. Read the sentences below.

A. Lily's mum said she could visit the zoo or go ice skating, for it was her birthday.

B. Lily's mum said she couldn't visit the zoo nor go ice skating, so they went swimming instead.

How do the different coordinating conjunctions change the meaning of the sentences?



R

9a. Mr Smith asks Class 3 to share a sentence using one coordinating conjunction that adds negative information and one that shows how something in a clause was overcome.

Bella says,



Raj didn't have the internet, for a computer at home, so he finished his homework on time.

Is her sentence correct?
Explain your reasoning.



R

9b. Mrs Rogers asks Class 3 to share a sentence using one coordinating conjunction that explains something in a clause and one that disagrees with a clause.

Sven says,



Eva needed a drink, so she'd forgotten her purse, but Mum lent her some money to buy one.

Is his sentence correct?
Explain your reasoning.



R

Application and Reasoning Coordinating Conjunctions

Developing

- 1a. Ann loves cats, but Jack prefers dogs.
- 2a. The speaker is not eating either of the foods in sentence A, but in sentence B the speaker is explaining their reason for eating one and not the other.
- 3a. No; 'or' is used to express two choices so it is not possible to have both options.

Expected

- 4a. She was late for work today, for her car engine wouldn't start.
- 5a. Sentence A implies that Sam likes both activities, but sentence B suggests that he only likes one.
- 6a. No; the two main clauses need to swap positions for the sentence to make sense.

Greater Depth

- 7a. Shannon washed her clothes and she packed her case, for she was going on holiday.
- 8a. Sentence A explains why more brownies were needed, while sentence B provides further information about what Tim is baking and why.
- 9a. No; Bella has used the wrong conjunctions so her sentence does not make sense. It should be 'Raj didn't have the internet, nor a computer at home, yet he finished his homework on time'.

Application and Reasoning Coordinating Conjunctions

Developing

- 1b. Seth was happy, for he had a new bike.
- 2b. The speaker has a choice between two places in sentence A, but in sentence B the speaker will visit both locations.
- 3b. Yes; Greg is explaining the reason he played a game.

Expected

- 4b. His friend wasn't at school, yet/but he still managed to finish their history project.
- 5b. Sentence A explains what happened after Kath missed the bus, and sentence B explains what happened before.
- 6b. No; Oscar has not used a conjunction which joins contrasting information. The coordinating conjunction should be 'but'.

Greater Depth

- 7b. Tom won a brand new football, but he didn't want it, so he gave it to his little brother.
- 8b. Lily has two choices in sentence A, while sentence B explains what happened when Lily was not able to do either of those activities.
- 9b. No; Sven has put the conjunctions in the wrong order. The sentence should be 'Eva needed a drink, but she'd forgotten her purse, so Mum lent her some money to buy one'.