

Friday 29th January 2021

Key Learning: to use different coordinating and subordinating conjunctions for effect

Success Criteria:

I can name the 5 coordinating & 5 subordinating conjunctions I have learnt

I know what a simple, compound and complex sentence are

I can use coordinating and subordinating conjunctions in my writing

Support – I/PS/FS

Fill in the blanks with a coordinating or subordinating conjunction, then circle whether it is a compound or complex sentence:

Consider & Practise

1. Marlin searched for Nemo _____ he couldn't find him anywhere.

compound/
complex

2. Dory knew she could save Nemo _____ only she could remember the address.

compound/
complex

3. Nemo as angry at his father _____ he never let him explore the ocean.

compound/
complex

4. Nemo was desperate to find his dad _____ he decided to jam the filter.

compound/
complex

5. Crush let Marlin and Dory ride on his back _____ he was travelling on the current.

compound/
complex

Underline the **coordinating conjunctions** in **PURPLE** and the **subordinating conjunctions** in **GREEN**:

Flounder went to find Flipper. He met fish who said they had seen a funny looking fish in the shark's mouth, and they told him to keep going into the dark sea. A school of helpful moonfish told him to go to a bright light because the big, scary shark lived there. After a long time, Flounder saw the bright light, so he swam closer. He was happy, but then he had a problem. The bright light was a jellyfish forest, and they were bobbing up and down. Flounder swam in and out of the jellyfish because they would sting him if he hit one. When he looked closely, he saw the end of the jellyfish forest. He swam as quickly as he could. How brave he was!