Year 2 Grammar Conjunction Challenge

Using conjunctions to make compound and complex sentences.

Instructions

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

The youngest player always goes first. Roll the dice twice to generate a co-ordinate (such as 5, 3). Use the co-ordinate 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.

If the player says a grammatically correct sentence, they receive the points shown on that square. You should 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 their 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 2, children are taught to use both **coordinating** and **subordinating** conjunctions in sentences. To meet age-related expectations, children are required to use the conjunctions in this game in their independent writing.

Conjunctions – Conjunctions are the glue that hold together parts of sentences. For example, in the sentence, '*I like chips and I like cake*', the conjunction **and** joins together the two clauses (I like chips. I like cake.).

Co-ordinating conjunctions – In year 2, the co-ordinating conjunctions taught are **and**, **or** and **but**. These are usually used to join two independent clauses together (simple sentences that would make sense on their own). 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*'. However, when we join these two together using **but**, they make one compound sentence.

Subordinating conjunctions – In year 2, the subordinating conjunctions taught are when, if, that and because. These join an independent (main) clause (a sentence that makes sense on its own) with a dependent (subordinate) 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 dependent clause, '*Jack put his coat on*'.

Conjunction Challenge

	1	2	3	4	5	6
1	if 7 points	so 4 points	if 7 points	but 3 points	when 6 points	because 5 points
2	but 3 points	?	and 2 points	because 5 points	so 4 points	that 8 points
3	because 5 points	that 8 points	because 5 points	and 2 points	if 7 points	and 2 points
4	so 4 points	when 6 points	?	that 8 points	because 5 points	but 3 points
5	but 3 points	and 2 points	so 4 points	when 6 points	?	so 4 points
6	?	that 8 points	if 7 points	but 3 points	and 2 points	when 6 points