

Complex sentences

Objective

Y6. T1. S5.

To form complex sentences.

Guided work

1. Prepare enough simple sentence cards for one set between two. Have an enlarged set made and laminated for group demonstration. The children will also need large sheets of paper, one between two, and glue sticks (or they could use ICT).

2. Begin the lesson by telling the children that they will be learning how to improve the quality of their sentences. Explain that a simple sentence is usually quite short and makes sense on its own. Give the children several examples of simple sentences, and ask them to come up with a few of their own, for example: *Caroline walked the dog.*

3. Demonstrate that these simple sentences can be made into complex sentences by adding another clause: *Even though it was pouring with rain, Caroline walked the dog.* An alternative might be: *Caroline walked the dog in the pouring rain.*

4. Ask a volunteer to select one of your simple sentence cards. Share this card with the children. Ask them to talk with a partner and think of another clause that could be added to the sentence to make it complex. Write the suggestions you are given up on the board; there should be plenty of ideas.



Independent work

● Explain to the children that they have 15 simple sentence cards and that they are to work in pairs to extend these simple sentences into better-quality, complex sentences. Tell the children to pick the sentence they would like to start with and devise between the two of them the complex sentence. The children then need to write their new sentence out on their paper, gluing the simple sentence in at the appropriate point. The location of the original simple sentence within the complex sentence is not important. The children may choose to have: *Squealing with delight, the girls skipped down the road,* or: *The girls skipped down the road trying not to be late for their tea.*

Plenary

● Ask each pair to present their final sheet of complex sentences to the class and read out their best example.
● These sheets could be displayed around the room or on the board, so that all of the children can share in the sentences.

Further support

● Children who lack their own ideas could add pre-written clauses to the simple sentence cards given on the photocopiable sheet. The activity would then be matching the correct main clause to its subordinate clause to make the complex sentence make sense.