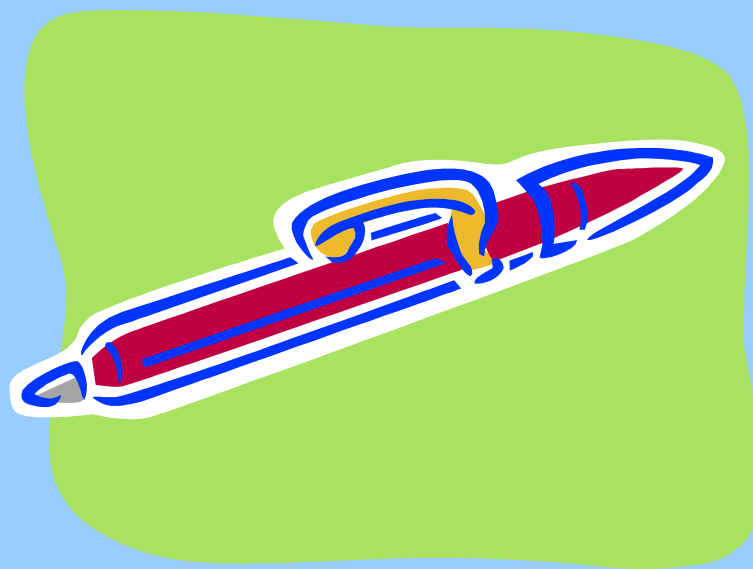




THE  
GRANGE SCHOOL

# The Literacy Toolkit



## The Subordinate Clause

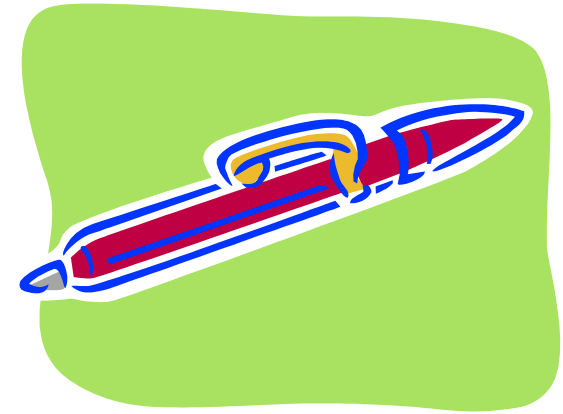
# Hinge Question 1:

What is a main clause?

Can you write one on your post-it or a piece of scrap paper?



# The Main and Subordinate Clause



## Objectives:

To learn how to **recognise** the subordinate clause in a sentence.



Literacy  
Alert!

## Outcome:

To learn how to **use** the subordinate clause to create complex sentences.

# What Are Complex Sentences?

**Complex sentences** are sentences made up of more than one **clause**. A **clause** is a group of words which contain a verb or verb phrase.

Every sentence has a **main clause**. The main clause is the main idea of the sentence and makes sense by itself as a **simple sentence**.

For Example: *My brother is a doctor.*

This is a main clause and a simple sentence.

# Let's Show Progress:

Write a  
main  
clause (a  
simple  
sentence).



# A question:

Now we know what a main clause is.

What is a subordinate clause?

# What are subordinate clauses and complex sentences?

**Complex sentences** are formed by adding a **subordinate clause** to a main clause.

Subordinate clauses add information to the main clause. They don't make sense on their own.

For example: *My brother, who is younger than me, is a doctor.*

who is younger than me is a subordinate clause as it adds more information to the sentence but does not make sense on its own.

To achieve Level 5 you must be able to use subordinate clauses in your sentences.

# The subordinate Clause

Read the following complex sentences.  
Can you identify the subordinate clause?

The moon, shining like a light, was directly overhead.

The stolen car sped up the hill, chased by two police cars.

The flowers, that had bloomed in the spring, were fading fast.



# The subordinate Clause

Read the following complex sentences.  
Can you identify the subordinate clause?

The moon, **shining like a light**, was directly overhead.

The stolen car sped up the hill, **chased by two police cars**.

The flowers, **that had bloomed in the spring**, were fading fast.

# Highlight The Subordinate Clause

1. Steven, a year younger than me, was not allowed to go.
2. The room was filled by a strange noise that echoed through my head.
3. Mum sat on the sofa, while the children played on the floor.
4. The new pupil smiled shyly as she was introduced to the class.
5. The sun, which was now directly overhead, was incredibly hot.
6. The present, wrapped in silver paper, was under the Christmas tree.
7. We looked up in surprise when we heard Aisha's scream.
8. I knew I was nearly home because the car was slowing down.
9. Mr Simpson, who teaches English, hates misuse of the possessive apostrophe.

# Check Your Understanding

1. Steven, a year younger than me, was not allowed to go.
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# From Simple to Complex Sentences

## Add a subordinate clause

1. The wind, \_\_\_\_\_, blew through the abandoned house.
2. The old man, \_\_\_\_\_, slowly opened his front door.
3. I walked home, \_\_\_\_\_.
4. \_\_\_\_\_, the little girl burst into tears.
5. The sun, \_\_\_\_\_, shone into my bedroom window.
6. The car, \_\_\_\_\_, struggled up the hill.

# From Simple to Complex Sentences

## Add a Subordinate Clause

1. Chelsea, \_\_\_\_\_, scored in the last minute.
2. The old man opened his front door, \_\_\_\_\_.
3. I ate my tea, \_\_\_\_\_.
4. \_\_\_\_\_, the new teacher shouted at Stephen.
5. The moon, \_\_\_\_\_, illuminated the empty street.
6. The train, \_\_\_\_\_, pulled into the station.