

Progression - Speech

For the exclusive use of St Philip's Catholic Primary School

	Year 1	Year 2	Year 3
National Curriculum Statements			Years 3 and 4 draft and write by composing and rehearsing sentences orally (including dialogue) using and punctuating direct speech
Statutory requirements (Appendix 2)			Punctuation Introduction to inverted commas to punctuate direct speech
Clever Writer statements			Use inverted commas to show where speech begins and ends <i>"I am 7 years old," said Verity.</i> Use the reporting clauses at the end of speech <i>"That's a large pumpkin," said Harry.</i> <i>(Said Harry is the reporting clause)</i> Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said' <i>"I'm really happy," chuckled Vicky excitedly.</i> <i>Argued, bellowed, boasted, declared....</i> Beginning to use a range of punctuation before the last inverted comma <i>(A comma, an exclamation mark or a question mark).</i> <i>"I hate cabbage," declared Robert. "What time is it?" the old lady enquired. "Get out!" bellowed Jack.</i>

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	Year 4	Year 5	Year 6
National Curriculum Statements	Years 3 and 4 draft and write by composing and rehearsing sentences orally <u>(including dialogue)</u> using and punctuating direct speech	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	
Statutory requirements (Appendix 2)	Punctuation Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")		Sentence Use the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the the greenhouse was broken (by me) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctives forms such as <i>If I <u>were</u> or <u>Were they</u> to come in some very formal writing and speech)</i>
Clever Writer statements	Include direct speech in my stories but change where the reporting clause is in the sentence (beginning and end) Marking the reporting clause (who said it) with a comma when it is not at the end of the sentence <i>Sometimes when you use direct speech the sentence can begin with the reporting clause, use a comma to separate this part of the sentence before the speech (which is in the inverted commas).</i>	Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end) <i>If the reporting clause splits the broken sentence a capital letter does not need to be used when the speech resumes.</i> <i>"Let's look at their examples," said Khloe, "so that we know what we are doing."</i> <i>If the reporting clause splits two separate sentences, capital letters are need for both parts of the speech.</i>	Integrate dialogue to convey character and advance the action by: Choosing words that reflect the character and the context; <i>"Well, what you up to?" asked Grandpa as he walked in to the room.</i> <i>"We ent got any fink left!" wailed the little boy.</i> Use dialogue to suggest a character's feelings <i>My heart's pounding like a drum and I can't catch my breath," muttered Dominique.</i> Use dialogue to show relationships between characters

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Year 4

If the reporting clause is at the start of the sentence, the first word inside the inverted commas will always have a capital letter.

The elderly lady asked, "Will we be home in time for dinner?"

Punctuating speech consistently and accurately and use an adverb after the reporting clause

"I think it's snowing!" announced Piotr excitedly.

Year 5

"It sounds like rain," said Ben. "I better get my umbrella".

Adding a new line whenever a new person starts speaking

Using speech within a piece of writing to move the story on
"Erik, we... we... we... have found this. I've never seen anything like it before!" stuttered Sven.

Draped over his arm was a long, snake skin like material glittering in the dim light.

"I have no idea what that is. I've never seen a snake large enough to shed skin so big," Erik exclaimed in disbelief, as a shiver ran down his spine. "Right, we should find it and kill it! Take all the men you need."

I know the difference between direct speech and reported speech

Direct speech	Reported speech
<i>"Alex is a tall and athletic sprinter!" said the PE teacher.</i>	<i>The PE teacher said that Alex was a tall and athletic sprinter.</i>

Use reported speech

Year 6

"Have you responded to my e-mail yet, Sarah?" demanded Mark as he strutted into the room.

"That was a super cup of coffee, Valerie. What would I do without you?" he cooed softly.

Using a variety of extended reporting clauses to reflect mood and advance action

"Run! Run, Tommy, they mean business tonight. Get into that shelter before it's too late!" wailed the young mother as she grabbed his hand and bolted towards the Anderson shelter.

Showing what a character is thinking and being purposeful, maintaining balance between narrative and speech
"It's... the... Krakan!" he gasped in horror as he reached for his sword. "Men, attack!" commanded Drake, as he grabbed Tib's arm and whispered in his ear, "You must go to my cabin and open the safe. There you will find a chest. Bring it on deck as quickly as you can."

"Y-y-yes captain," croaked Tib as his legs turned to jelly. The captain threw a small, tattered key towards him and then swiftly turned to battle with the brute.

Turn statements into questions in informal speech
"I've been to the dentist, haven't I?"

Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on

Use quotes for effective purpose in newspaper reports - to add authenticity and make them more memorable

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Year 6

Clever Writer statements

Use formal and informal vocabulary and stock phrases to give my writing authenticity and authority
Mrs Jones said that she did hear a noise around 1pm, but thought nothing of it and carried on gardening.
Mrs Jones said, "I heard a right kerfuffle, but thought nothing of it."