

# I'm a St Wilfrid's Writer – Progression of skills - Speech

	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)			<b>Punctuation</b>   Introduction to inverted commas to <b>punctuate</b> direct speech
Clever Writer statements			<p>I use inverted commas to show where speech begins and ends. <i><b>"I am 7 years old," said Verity.</b></i></p> <p>I put the reporting clauses at the end of my speech. <i><b>"That's a large pumpkin," <u>said Harry.</u></b></i> <i><b>(Said Harry is the reporting clause)</b></i></p> <p>Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said'. <i><b>"I'm really happy," <u>chuckled</u> Vicky excitedly.</b></i> <i><b>Argued, bellowed, boasted, declared....</b></i></p> <p>Beginning to use a range of punctuation before the last inverted comma. <i><b>(A comma, an exclamation mark or a question mark).</b></i></p>

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			<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
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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.	draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to <u>convey character and advance the action</u> .  recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	
Statutory requirements (Appendix 2)	<p><b>Punctuation</b> Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p>		<p><b>Sentence</b> Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. 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 <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing and speech]</p>
Clever Writer statements	<p>Include direct speech in my stories but change where the reporting clause is in the sentence (beginning and end).</p> <p>Marking the reporting clause (who said it) with a comma when it is not at the end of the sentence.</p> <p><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></p> <p><i>If the reporting clause is at the start of the sentence, the first word inside the inverted commas will always have a capital letter.</i></p> <p><i>The elderly lady asked, "Will we be home in time for dinner?"</i></p>	<p>Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).</p> <p><i>If the reporting clause splits the broken sentence a capital letter does not need to be used when the speech resumes.</i></p> <p><i>"Let's look at their examples," said Khloe, "so that we know what we are doing."</i></p> <p><i>If the reporting clause splits two separate sentences, capital letters are need for both parts of the speech.</i></p> <p><i>"It sounds like rain," said Ben. "I better get my umbrella".</i></p>	<p>Integrate dialogue to convey character and advance the action by: Choosing words that reflect the character and the context;</p> <p><i>"Well, what you up to?" asked Grandpa as he walked in to the room.</i></p> <p><i>"We ent got any fink left!" wailed the little boy.</i></p> <p>Use dialogue to suggest a character's feelings.</p> <p><i>My heart's pounding like a drum and I can't catch my breath," muttered Dominique.</i></p> <p>Use dialogue to show relationships between characters.</p>

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	<p>Punctuating speech consistently and accurately and use an adverb after the reporting clause.  <i><b><u>"I think it's snowing!" announced Piotr excitedly.</u></b></i></p>	<p>Adding a new line whenever a new person starts speaking.</p> <p>Using speech within a piece of writing to move the story on.  <i><b>"Erik, we... we... we... have found this. I've never seen anything like it before!" stuttered Sven.</b></i>  <i><b>Draped over his arm was a long, snake skin like material glittering in the dim light.</b></i>  <i><b>"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."</b></i></p> <p>I know the difference between direct speech and reported speech.</p> <table border="1" data-bbox="958 1023 1480 1222"> <thead> <tr> <th data-bbox="958 1023 1223 1062">Direct speech</th> <th data-bbox="1223 1023 1480 1062">Reported speech</th> </tr> </thead> <tbody> <tr> <td data-bbox="958 1062 1223 1222"><i><b>"Alex is a tall and athletic sprinter!" said the PE teacher.</b></i></td> <td data-bbox="1223 1062 1480 1222"><i><b>The PE teacher said that Alex was a tall and athletic sprinter.</b></i></td> </tr> </tbody> </table>	Direct speech	Reported speech	<i><b>"Alex is a tall and athletic sprinter!" said the PE teacher.</b></i>	<i><b>The PE teacher said that Alex was a tall and athletic sprinter.</b></i>	<p><i><b>"Have you responded to my e-mail yet, Sarah?" demanded Mark as he strutted into the room.</b></i>  <i><b>"That was a super cup of coffee, Valerie. What would I do without you?" he cooed softly.</b></i></p> <p>Using a variety of extended reporting clauses to reflect mood and advance action.  <i><b>"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.</b></i></p> <p>Showing what a character is thinking and being purposeful, maintaining balance between narrative and speech.  <i><b>"It's... the... Krakan!" he gasped in horror as he reached for his sword.</b></i>  <i><b>"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."</b></i>  <i><b>"Y-y-yes captain," croaked Tib as his legs turned to jelly. The captain threw</b></i></p>
Direct speech	Reported speech						
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			<p><i>a small, tattered key towards him and then swiftly turned to battle with the brute.</i></p> <p>Turn statements into questions in informal speech. <i>“I’ve been to the dentist, haven’t I?”</i></p> <p>Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on.</p> <p>Use quotes for effective purpose in newspaper reports – to add authenticity and make them more memorable.</p> <p>Use formal and informal vocabulary and stock phrases to give my writing authenticity and authority. <i>Mrs Jones said that she did hear a noise around 1pm, but thought nothing of it and carried on gardening.</i></p> <p><i>Mrs Jones said, “I heard a right kerfuffle, but thought nothing of it.”</i></p>
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			<p>Use the subjunctive form in formal language to make a command or a request more formal.</p> <p>Write in the subjunctive form to make a command more formal. <b><i>The bank manager demands that you attend the meeting.</i></b></p> <p>Write in the subjunctive form to make a request more formal. <b><i>Henry and Jane request your presence on their wedding day.</i></b></p>
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