

Learning objective

PNS: Sentence structure and punctuation

- Clarify meaning through the use of exclamation marks and speech marks.

Resources

'Direct speech' Notebook file; a copy of photocopiable page 44 'Direct speech' for each child.

Links to other subjects**Speaking and listening**

Objective 28: To present events and characters through dialogue to engage the interest of an audience.

- Let the children convert narrative and direct speech into plays for small-group drama performances.

Whiteboard tools

Use the Screen Shade to reveal the correct punctuation in the whole-class activity. Convert handwriting to text by pressing the Right Mouse button and selecting the Recognise option from the dropdown menu. Use Windows Sound Recorder with a microphone to record the children's scenes from Cinderella. Attach sound files by selecting Insert, then Sound, and browsing to where you have saved the sound files.



Pen tray



Select tool



Highlighter pen



On-screen Keyboard



Screen Shade


Direct speech

Starter

Go to page 2 of the 'Direct speech' Notebook file. Focus on the sentence: *Cinderella said, "Why do I always have to work?"*

Ask the children to comment on the punctuation. What is special about it? (Marks separate some words from the rest of the sentence. The marks are used to indicate direct speech.) Reveal the words *direct speech* in the speech bubble and ask for some examples of sentences that include direct speech, either from the children's own ideas, or taken from a class text. Pull the tab to reveal the definition of the term *direct speech*.

Whole-class shared work

- Ask the children to look in a reading book to investigate the rules for direct speech. Encourage them to make notes on their findings.
- Display page 3 and tell the children that there are six rules about direct speech. Ask the children for these and write their suggestions on the board. Reveal one at a time by dragging the rules from the bucket of water.
- The rules include:
 - All spoken words are enclosed in speech marks
 - Speech marks work in pairs
 - Spoken words are separated from non-spoken
 - A comma usually separates spoken words from non-spoken words
 - A capital letter shows the start of direct speech
 - Each speaker has a new line.
- Show the extract from the story of Cinderella on page 4. Are the rules of direct speech applied? Discuss. Highlight where the rules apply.
- Invite children to come to the board and drag the punctuation marks and capital letters into the correct places.
- Drag down the Screen Shade  on the left to reveal the correct punctuation for direct speech.
- Discuss what each character on page 5 might be saying. Reveal each of the speech bubbles in turn using the Eraser. Point out that speech bubbles are ideal in picture books but they are not practical in narrative stories.
- Demonstrate converting a speech bubble into a narrative sentence with direct speech. Look at the example on page 2 of the Notebook file.
- Invite a child to do this on the board using one of the other speech bubbles on page 5. Check with the class if the rules were followed and repeat for the other two speech bubbles.

Independent work

- Ask the children to complete the pictures on the photocopiable page. Each picture needs text to fill a speech bubble.
- Underneath the boxes ask the children to write a narrative sentence with the words inside the speech bubble repeated inside speech marks.
- Provide support by asking the children to write speech bubbles and supply skeletons of narrative sentences with some punctuation already in place.
- Challenge more confident learners to use sentences to create a passage of dialogue, reminding them to remember all the rules.

Plenary

- Add some of the results to the Notebook file on page 6. Emphasise how speech marks have replaced speech bubbles.
- Ask the children for some more narrative sentences related to the Notebook file. If a microphone is available, you could record the children's script and add to it in subsequent lessons.