

## Year 3 – Spring Block 3 – Speech – Recognising Direct Speech

### About This Resource:

This PowerPoint has been designed to support your teaching of this small step. It includes a starter activity and an example of each question from the Varied Fluency and Application and Reasoning resources also provided in this pack. You can choose to work through all examples provided or a selection of them depending on the needs of your class.

### National Curriculum Objectives:

English Year 3 (3G5.7) [Introduction to inverted commas to punctuate direct speech](#)

Terminology for pupils:

- (3G5.7) [direct speech](#)
- (3G5.7) [inverted commas \(or 'speech marks'\)](#)

[More resources](#) from our Grammar, Punctuation and Spelling scheme of work.

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## Year 3 – Spring Block 3 – Speech – Recognising Direct Speech

### Notes and Guidance:

- Some children may already be familiar with reading direct speech and may recognise the way that direct speech is usually punctuated.
- This step focuses on consistently recognising and identifying direct speech within a text.
- Direct speech shows dialogue exactly as it is spoken, demarcated by inverted commas. For example: *“Are you meeting me there?” asked Mum.*
- Direct speech is usually preceded or followed by a reporting clause. For example: Sam shouted, *“She’s over there!”*. *“She’s over there!”* shouted Sam.

### Focused Questions

- Which words are being spoken? How do you know?
- Which words are the reporting clause?

# Step 1: Recognising Direct Speech

## Introduction

Write down other speaking verbs that can be used instead of 'said' in the sentence below.

“Shall we go to the park?” said Darnel.

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Write down other speaking verbs that can be used instead of 'said' in the sentence below.

**“Shall we go to the park?” said Darnel.**

**Various answers, for example:**

**asked  
shouted  
whispered  
demanded  
begged  
pleaded**



## Varied Fluency 1

Identify the words that are being spoken in the sentence below and write them in the speech bubble.

**“You’re not meant to eat it!” giggled Lex, as Greg quickly spat the mixture out.**



**Lex**

A large, empty speech bubble with a black outline, intended for the student to write the words from the sentence.

## Varied Fluency 1

Identify the words that are being spoken in the sentence below and write them in the speech bubble.

**“You’re not meant to eat it!” giggled Lex, as Greg quickly spat the mixture out.**



**Lex**

**You're not meant to eat it!**

## Varied Fluency 2

**Underline the speaking verb and who is speaking.**

**“I didn’t see anything,” lied Marie, “so don’t ask me who did it!”**



## Varied Fluency 2

Underline the speaking verb and who is speaking.

“I didn’t see anything,” lied Marie, “so don’t ask me who did it!”

‘Lied’ is the speaking verb and ‘Marie’ is who is speaking.

### Varied Fluency 3

**Add any missing inverted commas to the sentences below.**

**The 9a.m. train to London is late.”**

**Mr Davis was furious. This was his third late train of the week!**

### Varied Fluency 3

**Add any missing inverted commas to the sentences below.**

**“The 9a.m. train to London is late.”**

**Mr Davis was furious. This was his third late train of the week!**

## Varied Fluency 4

**Underline the parts of the text that are being spoken.**

**“Here it comes!” beamed Prince Aydal. “It looks so tasty!”**

**The cooks brought in the cake on an enormous tray.**

**The prince watched them closely, then squeaked, “It’s wobbling!”**

## Varied Fluency 4

Underline the parts of the text that are being spoken.

“Here it comes!” beamed Prince Aydal. “It looks so tasty!”

The cooks brought in the cake on an enormous tray.

The prince watched them closely, then squeaked, “It’s wobbling!”



## Application 1

Use the words in two of the boxes to complete the direct speech below.

George looked out of the foggy window.

“ \_\_\_\_\_ ” he exclaimed, pointing frantically. “ \_\_\_\_\_ ”

Let's build a snowman!

What is that book about?

Look at all the snow!

## Application 1

Use the words in two of the boxes to complete the direct speech below.

George looked out of the foggy window.

“**Look at all the snow!**” he exclaimed, pointing frantically.

“**Let’s build a snowman!**”

**Let’s build a snowman!**

What is that book about?

**Look at all the snow!**

## Reasoning 1

**Amy thinks she has written direct speech correctly in her recount.**

**I came home from school and put my bag on the kitchen table. I went over to the oven, where my dad was stirring something in a pan.**

**“I hope it’s spaghetti bolognese, I said, that’s my favourite.”**

**Is Amy correct? Explain your answer.**

## Reasoning 1

**Amy thinks she has written direct speech correctly in her recount.**

**I came home from school and put my bag on the kitchen table. I went over to the oven, where my dad was stirring something in a pan.**

**“I hope it’s spaghetti bolognese, I said, that’s my favourite.”**

**Is Amy correct? Explain your answer.**

**No, she is incorrect because...**

## Reasoning 1

**Amy thinks she has written direct speech correctly in her recount.**

**I came home from school and put my bag on the kitchen table. I went over to the oven, where my dad was stirring something in a pan.**

**“I hope it’s spaghetti bolognese, I said, that’s my favourite.”**

**Is Amy correct? Explain your answer.**

**No, she is incorrect because she has included the reporting clause inside the inverted commas.**



## Reasoning 2

**Which words are being spoken in the passage below?**

**It was a sunny day so the boys decided to go to the park.  
“Let’s take a football,” Tom suggested, “and our skateboards.”  
The other boys nodded.**

**Explain how you know.**

## Reasoning 2

**Which words are being spoken in the passage below?**

**It was a sunny day so the boys decided to go to the park.  
“Let’s take a football,” Tom suggested, “and our skateboards.”  
The other boys nodded.**

**Explain how you know.**

**The words, “Let’s take a football,” and “and our skateboards.” are being spoken. I know this because...**

## Reasoning 2

**Which words are being spoken in the passage below?**

**It was a sunny day so the boys decided to go to the park.  
“Let’s take a football,” Tom suggested, “and our skateboards.”  
The other boys nodded.**

**Explain how you know.**

**The words, “Let’s take a football,” and “and our skateboards.” are being spoken. I know this because those words are inside a pair of inverted commas. They also have a reporting clause.**