

The background features abstract, overlapping green geometric shapes in various shades, including light lime green, medium green, and dark forest green, creating a modern, layered effect.

- Writing

Narrative writing including direct and indirect speech.

1. Re-cap speech rules.
2. Correctly identify where speech marks and punctuation needs to go in a conversation.
3. Create realistic dialogue within a scenario using direct and indirect speech.

1. Speech Rules

Definition

- Dialogue is **conversation** in a story (or really anytime something is **said aloud**).
- When you write dialogue, you stating a person's exact words.

Rules for the Spoken Words

- The speaker's words should be set apart from the rest of the sentence with quotation marks (" ").
- Ex: "How do you do?" asked Ellen.

More Rules

- **However**, if the dialogue ends in a question mark or an exclamation point, **do not** add a comma – when the spoken part is before the tag.
- Ex: "I can't believe I'm going to Hawaii!" she shouted.

Rules for Indenting

- When writing dialogue, start a new paragraph **each time the person speaking changes**.
- This means you must **indent!**

"Hey, come over here, y'all!" called Jill to her friends as they got out of the car.

"Sorry we're late!" apologized Annie as she and Martha hurried toward Jill.

Rules for Punctuation

- Begin the first word of the spoken part with a capital letter.
- Place end punctuation **inside** the quotation marks.
- Ex: "**L**ook at that!" exclaimed Peter.

Rules Continued

- The spoken words are sometimes **interrupted in the middle**. End the first part of the spoken words with quotation marks. Begin the second with quotation marks. Use commas to separate the spoken words from the tag.
- Ex: "Do you realize," asked Rod, "that we forgot the raft?"
- Ex: "It's too late now," I said. "We'll have to come back later."

Purpose

- Dialogue makes a story more interesting. It can reveal what a character thinks or feels. It also shows what a character's like (personality).

More Rules

- A comma **separates** the speaker (tag) from the spoken words.
- Ex: The doctor stated, "I think you will feel better soon."
- Ex: "I think you will feel better soon," the doctor stated.

2. Read the text and decide where the punctuation should be inserted. Write it out if need be and use a coloured pen to insert the punctuation.

How are you Lucy asked sweetly as she shuffled quietly towards his desk.

I'm fine thanks Thomas replied just a little tired

It's been a busy week, hasn't it she whispered quietly and bowed her head with shyness.

I can not wait until the weekend and finally get a rest Thomas said, a little too enthusiastically. I think it will do us all good. Thomas gave her his best smile then proceeded to carry on with his work. Lucy embarrassed by the exchange waved goodbye and didn't look back.

Here is the correct punctuation inserted in red. How accurate were you?

“How are you?” Lucy asked sweetly, as she shuffled quietly towards his desk.

“I’m fine thanks,” Thomas replied, “just a little tired.”

“It’s been a busy week, hasn’t it?” she whispered quietly and bowed her head with shyness.

“I can not wait until the weekend and finally get a rest!” Thomas said, a little too enthusiastically. “I think it will do us all good.” Thomas gave her his best smile then proceeded to carry on with his work. Lucy embarrassed by the exchange waved goodbye and didn’t look back.

Direct Speech



In direct speech
we use the
speaker's own
words.



“In text
we put
speech
marks
around
the words
spoken

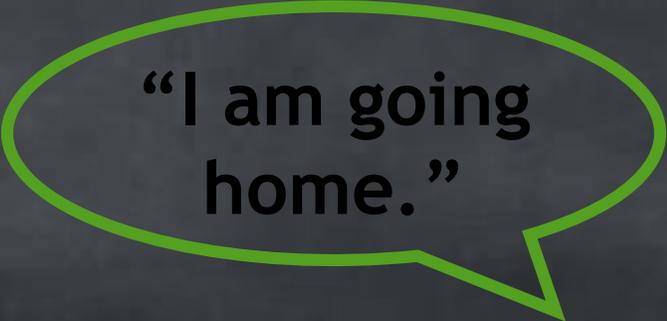
“Speech
marks
are also
called
inverted
commas”

Indirect speech

In indirect speech (sometimes called reported speech) we do not use the exact words of the speaker.

Instead we report what was said.

We sometimes need to change pronouns and verb tenses. We don't use speech marks.



“I am going home.”

Helen said she was going home.

Using Speech in Your Writing

Using speech in fiction and non-fiction writing adds variety.

However, writing out long pieces of direct speech can make your writing confusing. It also slows down the action.

Reported speech can summarise what the speaker has said so that the action moves along more quickly.

Reported speech is useful when you want a contrast between what a character says and what he or she is thinking. (e.g. Lady Macbeth)

Advantages and disadvantages of each type of speech.

- ▶ Direct speech can show what a character is like.
- ▶ Long speeches can be boring.
- ▶ Too many speakers can confuse the reader.
- ▶ Direct speech can add variety to writing.

Indirect speech can be summarised briefly so that it does not slow down the pace of the action. It can show a contrast between what a character is saying and what he or she is thinking.

Summary

- ▶ In your writing use mainly reported speech. Use direct speech only to emphasise the main points your characters make.
- ▶ Don't bore and confuse your readers by writing out long conversations between your characters.
- ▶ Direct speech should be used sparingly.
- ▶ It is most effective when only the most forceful statements are put into direct speech.

3. What conversation could these two characters be having? Write some realistic dialogue.



And again, write a conversation between the two people. Does the dialogue match the scene?



Now try and add some direct and indirect speech into this scene.



- Story Plan

1. Read the story plan overview.
2. Watch the video to inspire you.
3. Complete a table of questions and possible answers.
4. Create a plan of what will be shared.

1. Story plan overview

- ▶ Imagine it is sixty years since the Covid 19 outbreak.
- ▶ In this story you are now a grandparent and will share with your grandchild how it felt to experience it and what happened.
- ▶ You must include direct and indirect speech.
- ▶ Writing in the pronoun 'I'.
- ▶ Share the details of the experience and the emotion felt.
- ▶ Much like an evacuee from the second world war, children sometimes had a different view of what happened. It would be wonderful to share how you feel and get your perspective on it.
- ▶ Remember to include ADD (Action, Description, Dialogue)

2. Click on the link to watch the video.

▶ <https://vimeo.com/408621398>

3. Consider your answers to the questions, are there any other questions you would like to ask or any other responses you would like in your story?

Questions asked by grandchild	Possible answers by grandparent
What did it feel like when the school closed?	
How did you feel during lockdown?	
What was it like not seeing your friends?	
What good things came out of it?	
How did you stay positive?	
Were the grown ups okay?	
What was it like when you could finally get back to normal?	

4. Plan the narrative-

Draw your own table:-

Plan	Notes
Character names	
Setting	
Points you want to make/experiences you want to share.	

1. Read the example piece to look at the style.
2. Write the story.
3. Refer back to all the notes from the week to ensure you are sticking to the brief.
4. Are you following the plan and adjusting when needed?
5. Is there enough indirect speech? (there will be very little action in this!)
6. Are you considering all the Year 5 writing targets?

1. Example

Description

Action

Indirect speech

I stroked the corner of the frayed drawing, its edges crinkled to touch, its colours faded. But the feelings were still etched in my mind. A time from my childhood I would never forget, lockdown.

My thoughts bounced away as Freya (my youngest granddaughter) jumped onto my lap.

“Grandad what you doing? Come play, please?” she pleaded. She pulled the drawing closer and inspected it. I explained that I had kept it all this time to remind myself to always be positive.

“But it looks so old and tatty...just like you grandad,” she laughed. As I chuckled at her cheekiness I began to remember THAT time.

Freya shifted herself to get more comfortable and I could tell she wanted to know more. “Well, where do I begin?” I pondered.

“Start at the beginning Grandad, why did you have to be...positive?” she stumbled.

Once I started I couldn't stop, I told her that when the school closed it seemed okay. I thought it would be a holiday! I sensed there was something bigger going on but we were children and unsure of it all really.

My first few days at home were funny, my mum was not a good teacher. She kept getting my maths wrong, couldn't remember how to do long division!

Direct speech

Emotion

Indirect speech

Year 5 Writing Checklist

Fronted adverbials	Without hesitation, Amber opened the door.	
Conjunctions	Because, and, but, so	
Modal verbs	Can, cannot, could, could not, may, may not, should, should not.	
Relative clauses	Jed, who was eight years old, walked to school. Amy, whose mother was at work, made her lunch. The forest, which was looking autumnal, was freezing cold.	
Commas for parenthesis	Pat, the youngest in the class, opened his pencil case. The sentence should still make sense without the parenthesis!	
Brackets for parenthesis	The children (shrieking with excitement) cheered for their team. The sentence should still make sense without the parenthesis!	
Dashes for parenthesis	The box - golden and ancient - was mysterious. The sentence should still make sense without the parenthesis!	
Expanded noun phrases	The fearless, adventurous girl emerged from the summit. The dilapidated, crumbling cottage made me feel anxious.	
Speech punctuation	“What are you doing?” asked Rick. Andy replied, “I’m eating my lunch.”	
Dictionary to check ALL spellings		
Editing to improve word choices		
Singular possessive apostrophe	Jenny’s bag was torn. The boy’s kit was muddy. The mother’s eyes welled with tears.	
Plural possessive apostrophe	The wolves’s fur was bullet grey. The children’s uniform was red. The birds’ nests were made of twigs.	
Paragraphs		
Perfect form of the verb	I had walked. I will have walked. I have walked.	
Correct homophones	There their they’re Were where Here hear	

1. Proof read and edit.
2. Check spelling, grammar and punctuation.
3. Check against writing checklist.