

Teacher notes

Grammar Burst Teacher Notes: Direct Speech

The resources in this Grammar Burst Direct Speech Pack provide all you need to teach five 15-minute lessons on using inverted commas to punctuate direct speech.

The lessons are designed to be taught across a week.

Alternatively, you may wish to teach the sessions in larger chunks spread over a longer period of time, or intersperse them with different Grammar Burst lessons.

The resources included in this pack are:

- ▶ PowerPoint
 - ▶ punctuating direct speech worksheet
 - ▶ reporting clause cards
 - ▶ writing plan
 - ▶ Jack and the Beanstalk story sheet
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The 5 lessons are:

Understand

Display **PowerPoint slide 2**. An image is displayed accompanied by five sentences. Ask the children to identify what the focus of these Grammar Burst sessions might be. Display **PowerPoint slide 3**. Establish that it is using inverted commas to indicate direct speech. The direct speech sits inside the inverted commas. Establish that most direct speech is accompanied by a reporting clause. The reporting clause is not spoken.

Display **PowerPoint slides 4 and 5**.

Display **PowerPoint slide 6**, which shows an image accompanied by five speech bubbles. Challenge the children to take the words from each speech bubble and place them into five sentences. The speech in each sentence should include inverted commas and a reporting clause.

Display **PowerPoint slide 7**. Ask the children to compare their sentences to the ones displayed on the screen. Establish that inverted commas go around the spoken words to indicate what is being said.

Display **PowerPoint slide 8**. Ask the children to identify other punctuation used in the sentences. Display **PowerPoint slides 9 and 10**. Feedback and discuss.

Provide the children with the **punctuating direct speech worksheet**.

Activity 1 - children tick the sentences which use inverted commas correctly and correct those which do not.

Activity 2 - children add a !, ?, , or . that is missing from before the close of inverted commas.

Activity 3 - children add inverted commas which are missing from sentences.

Activity 4 - children are provided with an image. They must write a short conversation between the characters in the picture.

Display **PowerPoint slide 11**. Explain to the children that at the end of the week they will have created a story about this image. Their story will need to include inverted commas. Ask the children to discuss with a partner what they think is happening in the picture.

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Use

Display **PowerPoint slide 13**. Ask the children to create a sentence which uses includes direct speech, based on the image on the board.

Display **Powerpoint slide 14**. Pass out copies of the **reporting clause cards** ensuring that each child gets one card. There are

two versions of the reporting clause cards. The smaller version can be used more easily for table discussion and is quickly shared. The larger version provides children with somewhere to record ideas and can be used for display as part of a working wall.

Ask the children what is missing from the sentence on the board. Model how to add an appropriate piece of direct speech to the reporting clause. Discuss why you chose that particular piece of speech, referring to the synonym for 'said'.

Display **PowerPoint slides 15 and 16**. Ensure that children understand the phrase reporting clause.

Ask children to share their reporting clause card with a partner and discuss appropriate direct speech which could be placed in front of the reporting clause for their cards. These can then be recorded in a workbook or on the individual **reporting clause cards**.

The children should swap their reporting clause cards with cards at a different table. As a table, they discuss the reporting clauses they have been given and record further ways of completing the sentence.

Continue passing the reporting clause cards around until the cards have been read at each table.

Display **PowerPoint 17**

Ensure that children have their original **reporting clause card** returned to them. Challenge the children to create a piece of writing which includes their reporting clause.

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Plan

Display **PowerPoint slide 19**. Challenge the children to write a sentence which includes inverted commas based on the image.

Display **PowerPoint slide 20**. Remind children that they will be creating a piece of writing about that image.

Provide them with copies of the **Grammar Burst writing plan**. Give them time to complete the sheet.

Ask the children to record any words or phrases which will help them write their story in the next session.

Write

Display **PowerPoint slides 22 and 23**. Ask the children to discuss what is wrong with this text. Establish that the whole story is taking place through dialogue and that, in an interesting story, there should be a mixture of description, action and dialogue.

Provide children with copies of the **Grammar Burst Writing plan** they completed in the previous session.

Ask the children to use their plans to write a story about **PowerPoint slide 24**.

Edit

Display **PowerPoint slides 22 and 23** again. Through discussion, review that the text could be improved through adding a mixture of action and speech. Provide children with copies of the **Jack and the Beanstalk story sheet** and ask them to rewrite it so that it includes description and action as well as the dialogue. They can continue the story, ensuring that it includes a mixture of dialogue, action and description.

Provide children with an opportunity to read through their own writing from the previous session, and add any action or description which they feel might be missing from their story.