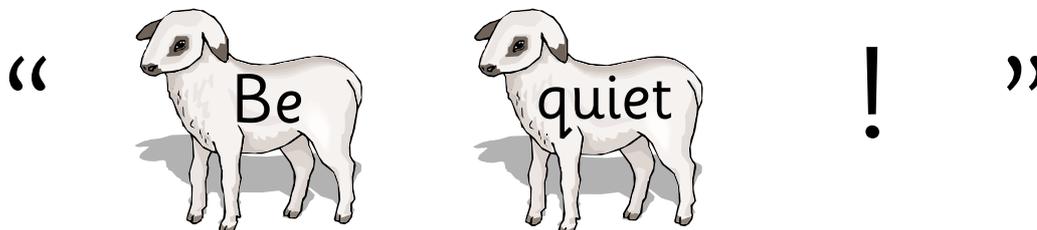


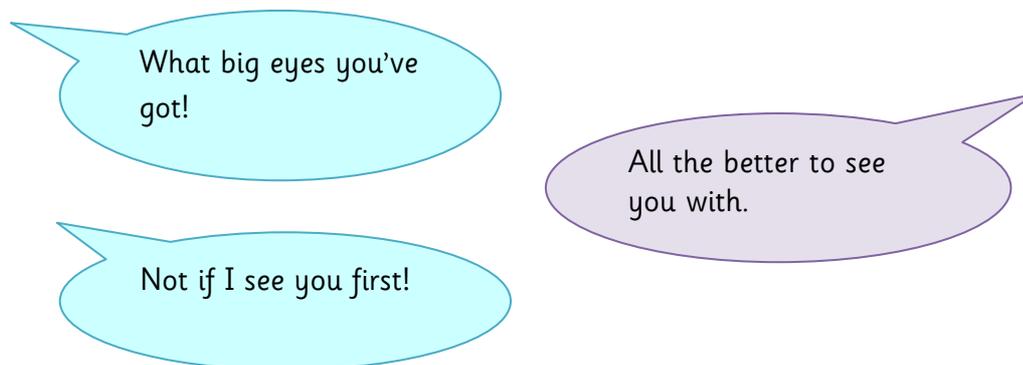
1

Sheep pens. The children imagine that the words spoken are sheep which need to be prevented from escaping from the speech marks pens! Explain that to avoid the ‘sheep’ escaping a capital letter must block the entrance and a punctuation mark must block the exit. For a great display write each word onto a sheep and ‘pen’ them in using speech marks.



2

Fake texting. On smartphones, messages display with each new speaker appearing as a new speech bubble on a new line; a clever visual way of demonstrating the need for a new line for a new speaker when writing direct speech. Try constructing a series of text messages between well-known characters and then challenge your class to convert them to written direct speech.



3

Traffic light talking. Use a passage from a book or a sample of children’s own work to highlight where the speaker is placed within a piece of direct speech. Use the colour code of **red** for after the speech, **amber** for the beginning and **green** for where they are inserted in the middle. This allows children to see the effects of placing the speaker in different places and to encourage them to move away from always placing the speaker at the end.

4

Comma confusion. Use our interactive tool Syntex to explore where to place the comma when the direct speech is not the end of the sentence. Simply click and drag the punctuation tiles to place them in a new position.

5

Said, said, said! A simple but fun way of introducing alternatives to ‘said’ is to play the pass the sentence game. Sit children in a circle and say a simple sentence to the first child. They then repeat the sentence to the person sitting next to them in a different voice e.g. whispering, shouting or mumbling. No two voices can be repeated so if challenged the children must define how they are speaking. For smaller group work provide the children with synonym cards to prompt them to speak in a different voice.