



Birkwood Primary School Speech and Dialogue Progression

EYFS 1			
<i>Pupil can:</i> <ul style="list-style-type: none"> Recognise when I am being spoken to Know how to respond appropriately to familiar adults and peers speaking to me 		<i>Activities to support attainment:</i> <ul style="list-style-type: none"> Time to talk Snack and chat Dressing up Puppets and role play 	
<i>A pupil working beyond age related expectation might:</i> <ul style="list-style-type: none"> Recognise when a character is speaking in a story 			
EYFS 2	Y1	Y2	Y3
<i>Pupil can:</i>			
Spoken Language <ul style="list-style-type: none"> recognise when a character is speaking 	Spoken Language <ul style="list-style-type: none"> mimic intonation of adult when reading aloud know who the characters are consider what the characters would say at points in the story 	Spoken Language <ul style="list-style-type: none"> identify and name punctuation used in speech attempt to mimic intonation of adult when reading loud independently change tone and volume of reading voice in response to punctuation attempt to change voice when reading character's dialogue when reading 	Spoken Language <ul style="list-style-type: none"> independently recognise when a character in a book is speaking and manipulate voice using understanding of internal punctuation to change tone and volume of expression when reading dialogue Writing <ul style="list-style-type: none"> punctuate direct speech using inverted commas mostly accurately <i>*see term by term progression</i>
Possible teacher activities to support attainment:			
<ul style="list-style-type: none"> act out stories acting speech role play body language changing voice when reading speech and dialogue use of puppets dressing up confidently name characters asking questions identify WWW Qs 	<ul style="list-style-type: none"> discuss feelings and motives listen to audio book listen to teacher / other adults echo read attempt to change voice to character voice when reading from Yellow expression in fluency read 	<ul style="list-style-type: none"> highlight punctuation of speech and dialogue in reading fluency session e.g.: "Does it have to be dark?" asked Plop. take turns reading and role-playing dialogue 	<ul style="list-style-type: none"> watch and analyse sections of film listen to an analyse sections of audio books act out sections of dialogue perform short plays write short playscripts *model punctuating correctly
A pupil working beyond age related expectation might:			








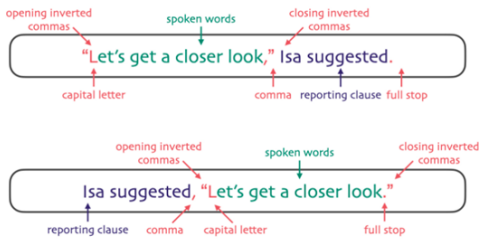
<ul style="list-style-type: none"> use character voices in provision 	<ul style="list-style-type: none"> begin to manipulate voice when reading to express character 	<ul style="list-style-type: none"> change voice when reading character dialogue when reading independently using punctuation cues to read speech and dialogue with prosody begin to include speech and dialogue in their own writing independently and spontaneously 	<ul style="list-style-type: none"> include speech in writing independently and spontaneously imitate favourite authors
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Y4	Y5	Y6
<i>Pupil can</i>		
<p>Spoken Language</p> <ul style="list-style-type: none"> independently respond to punctuation, changing their speed, tone and volume read dialogue with prosody recognise the difference between speech and dialogue (e.g.: quotes / conversations / responses) <p>Writing</p> <ul style="list-style-type: none"> use and punctuate direct speech accurately, including internal punctuation use a new line for a new speaker in dialogue <p><i>*see term by term progression</i></p>	<p>Writing</p> <ul style="list-style-type: none"> begin to draw upon drama or performance theatre in order to develop character use and punctuate speech accurately use and punctuate dialogue accurately begin to integrate speech / dialogue to convey character in narratives begin to integrate dialogue / speech to advance action in narratives use synonyms for e.g., questioned, shouted, whispered, said, snapped etc. build in a reaction as a response e.g.: “Well done!” praised Mum. Ellie’s face shone with pride as she skipped towards her write / include formal speeches prepare and perform plays 	<p>Writing</p> <ul style="list-style-type: none"> integrate dialogue in narratives to convey character and advance the action use the range of punctuation taught at KS2 mostly correctly (including inverted commas)
Possible teacher activities to support attainment:		
<ul style="list-style-type: none"> watch plays / extracts model steps use pasta etc to represent speech marks use a song to remember all the steps use different colours for different speakers narrate / insist / do, do, do write and perform short plays 	<ul style="list-style-type: none"> iPhone speeches make it fun different colours different ways of saying same sentence e.g.; asked, whispered, shouted, stated use actions / drama – what are characters doing? write and perform plays drawing on what has been observed or read use silent movies to create / script / dialogue 	<ul style="list-style-type: none"> debate present / persuade rewrite sequels / prequels drama utilise knowledge from foundation subjects
A pupil working beyond age related expectation might:		



<ul style="list-style-type: none">• confident use of speech contributes to narrative• dialogue and reactions from other create interesting characters• manipulation of what has been “borrowed” from reading• recognise when it is reasonable to allow direct speech to tell the reader more about an individual’s personality	<ul style="list-style-type: none">• use dialogue as a device to create tension/impression/emotion• dialogue is effective in conveying the narrative• dialogue is entertaining• dialogue is correctly punctuated	<ul style="list-style-type: none">• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)• distinguish between the language of speech and writing and choose the appropriate register• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this• use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity
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Year 3		
Term 1	Term 2	Term 3
<p>Pop the bubble 1</p>  	<p>Pop the bubble 2</p> 	<p>Pop the bubble 3</p> 
<p>Pop the speech bubble – write the dialogue in “ ” - the inverted commas are provided Use ? and ! only E.g.: “What a fluffy owl!” “Can you fly?”</p>	<p>Pop the speech bubble – write the dialogue in “ ” Children learning to use “ and ” around the speech Use ? and ! only E.g.: “What a fluffy owl!” “Can you fly?”</p>	<p>Pop the speech bubble – write the dialogue in “ ” Children learning to use Use ? and ! only E.g.: “What a fluffy owl!” exclaimed boy. “Can you fly?” asked cat.</p>
Year 4		
Term 1	Term 2	Term 3
<p>Recap ! & ?</p>  <p>Teach , in place of full stop before the ,”</p> 	<p>Punctuate direct speech in short dialogues:</p> <ol style="list-style-type: none">1. Start a new line for each new speaker. Reader can keep track of who is speaking.2. Add a pair of inverted commas around the words spoken by the character. “The first pair of inverted commas should go before the first spoken word and the second pair should go after the punctuation which follows the last spoken word.”3. Begin the spoken words with a capital letter.4. Add closing punctuation to follow the last spoken word. This could be a comma, full stop, exclamation mark, question mark or even an ellipsis if the character's thoughts trail off.5. If the reporting clause starts before the speech, ensure a comma is inserted before the speech. E.g.: The teacher commanded, “Stop that noise.”	<p>Intergrate dialogue into a short narrative. Edit work to ensure: When the speech comes before the reporting clause check that:</p> <ol style="list-style-type: none">1. Inverted commas “2. Capital letter3. “Speech4. Punctuation ! ! or ?5. Closing inverted commas ”6. reporting clause no capital letter7. Full stop . <p>“How could you say such a thing?” probed the child</p> <p>When the speech comes after the reporting clause check that:</p> <ol style="list-style-type: none">1. Reporting clause starts with capital letter.2. Reporting clause ends with a comma ,3. Inverted commas “



		<div>4. Capital letter</div> <div>5. "Speech</div> <div>6. Punctuation ! ! or ? (no comma, full stop)</div> <div>7. Closing inverted commas.</div> <div>The child probed, "How could you say such a thing?"</div>
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