

# Application and Reasoning

## Step 1: Recognising Speech

### National Curriculum Objectives:

English Year 4: (4G5.7) [Using and punctuating direct speech](#)

English Year 4: (4G5.7) [Use of inverted commas and other punctuation to indicate direct speech \[for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"\]](#)

### Differentiation:

Questions 1, 4 and 7 (Reasoning)

**Developing** Highlight and explain which words in a passage would be spoken. Indirect speech with a reporting verb used.

**Expected** Highlight and explain which words in a passage would be spoken. Indirect speech is used alongside a reporting clause with a reporting verb.

**Greater Depth** Highlight and explain which words in a passage would be spoken. Direct and indirect speech used. Some indirect speech may not feature a reporting verb and may rely on the linking word to imply speech.

Questions 2, 5 and 8 (Application)

**Developing** Underline the different types of speech used in two or three sentences. Includes direct and indirect speech with no speech punctuation.

**Expected** Underline the different types of speech used in a short passage. Includes direct and indirect speech with no speech punctuation.

**Greater Depth** Underline the different types of speech used in an extended passage. Includes direct and indirect speech with no speech punctuation.

Questions 3, 6 and 9 (Reasoning)

**Developing** Determine whether speech has been used in a passage. Direct speech with punctuation and indirect speech with a reporting verb used.

**Expected** Determine whether speech has been used in a passage. Direct speech with clauses and indirect speech is used alongside a reporting clause with a reporting verb.

**Greater Depth** Determine whether speech has been used in a passage. Direct and indirect speech used. Some indirect speech may not feature a reporting verb and may rely on the linking word to imply speech.

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

Did you like this resource? Don't forget to [review](#) it on our website.

## Recognising Speech

## Recognising Speech

1a. Highlight the indirect speech in the passage below. Explain how you know.

Charlie asked Sara if she was hungry and gave her some healthy snacks to keep her going until lunchtime.



R

1b. Highlight the indirect speech in the passage below. Explain how you know.

The karate coach told the children that they would all be taking part in a competition next week.



R

2a. Underline the different types of speech used below.

Wow, that's amazing gasped Ikrah as she watched the dance routine in a video clip. It was a good job that she had told her best friend to watch it. They would be able to practise it together tomorrow.



A

2b. Underline the different types of speech used below.

Ali felt very disappointed when his mum told him that they couldn't go to the park today because she was poorly. I hope you feel better tomorrow he said to her gently.



A

3a. Does the passage below suggest that Lexi has spoken to Maleeha? Explain how you know.

Before school, Lexi was pleased to see that Maleeha had listened to her suggestion that they bring their new books to school today to show to the class.



R

3b. Does the passage below suggest that Jakub has spoken to his mum? Explain how you know.

Jakub was glad to see that his mum had remembered that he had asked her to make him a packed lunch for the school trip today.



R

## Recognising Speech

## Recognising Speech

**4a. Highlight the indirect speech in the passage below. Explain how you know.**

The teacher looked sternly at the pupils and told them that they should never do such a dangerous thing ever again. They all walked away, looking sheepish.



R

**4b. Highlight the indirect speech in the passage below. Explain how you know.**

The voice on the train tannoy informed the passengers that they should take all of their personal belongings with them when they get off.



R

**5a. Underline the different types of speech used below.**

Rapidly, I sped through the forest on my mountain bike. Although my gran had told me to be careful, I pedalled even faster to pick up speed. Look at me I yelled to my friends as I took off from the ramp and soared through the air.



A

**5b. Underline the different types of speech used below.**

I can't do this whispered Sam to his dance teacher as they stood by the side of the stage. His stomach was churning with nerves and his hands were sweaty. Miss Taylor told him to believe in himself and in all the rehearsing he had done. Sam took several deep breaths and walked onto the stage.



A

**6a. Does the passage below suggest that Mr Jones has spoken to Mrs Jones? Explain how you know.**

Mr Jones was planting some seeds in his new vegetable patch when he realised that he had forgotten to put on his spectacles. Mrs Jones shouted from the window to let him know that she had found them.



R

**6b. Does the passage below suggest that Marie has spoken to Filip? Explain how you know.**

Filip opened the front door and welcomed his cousin into his house. It was a good job that he knew when Marie was coming, otherwise he might have been out when she arrived.



R

## Recognising Speech

## Recognising Speech

7a. Highlight the indirect speech and direct speech in the passage below. Explain how you know.

Julia enquired whether her dad would let her go to her friend's house to watch a film. "Not on a school night," replied dad, "although you could go on Saturday." Julia quickly sent a message to her friend to let her know.



R

7b. Highlight the indirect speech and direct speech in the passage below. Explain how you know.

Matthew remarked that his gran's new car was very smart. "Would you like to come for a drive?" his gran asked him. He was so excited he jumped onto the back seat and quickly did up his seat belt.



R

8a. Underline the different types of speech used below.

The police officer could not believe her eyes! She had made it perfectly clear to the shopkeeper yesterday that he should keep his most valuable items behind the counter so that they didn't attract thieves and yet, there they were in the shop window for everyone to see. "You need to put those in a safer place," she warned as she went into the shop again.



A

8b. Underline the different types of speech used below.

My nurse was not very happy with me when he realised that I had got out of my hospital bed, even though he had made it known that I had to stay off my feet. "What did I say to you?" he asked. I tried to explain that it had only been for a couple of minutes, but he wouldn't listen to my excuses and went straight on to the next patient.



A

9a. Does the passage below suggest that Ruby has spoken to Nikolai? Explain how you know.

Ruby waited patiently for Nikolai to arrive. He turned up on time with the book she needed for her homework and then she dashed home with it to get on with her work straight away.



R

9b. Does the passage below suggest that Anna has spoken to her dad? Explain how you know.

Anna frantically searched for her bag before she went to school. She looked all around the house but couldn't find it anywhere. Her dad called from the car that her school bag is already in the boot.



R

## Application and Reasoning Recognising Speech

### Developing

- 1a. The verb 'asked' indicates that the words 'if she was hungry' were spoken.
- 2a. Wow, that's amazing; watch it
- 3a. Yes because Lexi has suggested that Maleeha should bring her new books to school to show the class.

### Expected

- 4a. The verb 'told' indicates that the words 'never do such a dangerous thing ever again' were spoken.
- 5a. be careful; Look at me
- 6a. Yes because Mrs Jones shouts that she has found them. She wouldn't be looking for them if Mr Jones hadn't spoken to her about them.

### Greater Depth

- 7a. The verb 'enquired' indicates that the words 'go to her friend's house to watch a film' were spoken. The inverted commas and the verb 'replied' show that the words 'not on a school night ... although you could go on Saturday' were spoken.
- 8a. keep his most valuable items behind the counter so that they didn't attract thieves; put them in a safer place. "You should put them in a safer place."
- 9a. Yes because Ruby must have told Nikolai that she needed the book, otherwise he wouldn't have brought it along for her.

## Application and Reasoning Recognising Speech

### Developing

- 1b. The verb 'told' indicates that the words 'they would all be taking part in a competition next week' were spoken.
- 2b. couldn't go to the park today because she was poorly; I hope you feel better tomorrow
- 3b. Yes because Jakub has asked his mum to make him a packed lunch for his school trip.

### Expected

- 4b. The verb 'informed' indicates that the words 'take all their personal belongings with them when they get off' were spoken.
- 5b. I can't do this; believe in himself and in all the rehearsing he had done
- 6b. Yes because Filip knew that Marie was coming at a certain time, otherwise he could have been out.

### Greater Depth

- 7b. The verb 'remarked' indicates that the words 'new car was very smart' were spoken. The inverted commas and the verb 'asked' show that the words 'would you like to come for a drive' were spoken.
- 8b. I had to stay off my feet; "What did I say to you?"; it had only been for a couple of minutes
- 9b. Yes because Anna must have told her dad that she was looking for her bag, otherwise he wouldn't have shouted out that it was already in the car.