

Year 4 Punctuation: Using Inverted Commas for Direct Speech

Learning From Home Activity Booklet

Statutory Requirements	Activity Sheet	Page Number	Notes
<p>Pupils should be taught the 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!"]</p>	Who Said What?	2	
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Who Said What?

When using speech, you normally add a **reporting clause** to let the reader know who is speaking. This can come before or after the speech. For example:

Reporting
Clause

Rachel said, "My favourite food is pizza."

"My favourite food is pizza," said Rachel.

Reporting
Clause

If the reporting clause is **before** the speech, place a comma to separate it from the speech. However, if the reporting clause comes **after** the speech, use a full stop to show it's the end of the sentence.

Complete the sentences below by adding all the correct punctuation in the space provided.

1. What time will they arrive asked Sarah
2. Jack said My favourite colour is blue
3. The dragon sighed I'm tired of everyone running away from me
4. Off with her head shouted the Queen of Hearts
5. The frog declared Kiss me and I'll turn into a prince
6. Little pig, let me come in pleaded the big, bad wolf

Challenge: Rewrite the following sentence with the correct punctuation and capital letters.

the little boy said can I have hot chocolate before bed please

Split Speech 1

Sometimes the reporting clause can be placed in the middle of a character's speech. For example:

"I'm very late!" declared the White Rabbit. "I have an important date!"

"I need," thought Dad, "a new tie to go with my shirt."

When this happens, you place **inverted commas** around both parts of the speech, not the whole section of text. Also, you must add a **full stop** or a **comma** after the reporting clause.

Read each pair of sentences below and then tick which one is correct.

1. "What time is it?" said John. "I want to go home!"

"What time is it? said John. I want to go home!"

2. "When I grow up, declared Susan, I want to be a policewoman."

"When I grow up," declared Susan, "I want to be a policewoman."

3. "I don't want a bath, sighed Ben. I'm not dirty."

"I don't want a bath," sighed Ben. "I'm not dirty."

4. "I like cake," said Mia. "It's my favourite food."

"I like cake, said Mia. It's my favourite food."

5. "I got a certificate, said Ivy. I swam a full length."

"I got a certificate," said Ivy. "I swam a full length."

6. "My name's Jake," said the boy. What's yours?"

"My name's Jake," said the boy. "What's yours?"

7. We're here," declared the alien. "We've landed on Earth."

"We're here," declared the alien. "We've landed on Earth."

* Please see Parent Guided to Inverted Commas at the end of the booklet for a full explanation of when to use a full stop or a comma.

Split Speech 2

The following sentences below are missing punctuation. Write each sentence out again with all the correct punctuation – including inverted commas and capital letters.

Remember: Always place either a comma or a full stop after the reporting clause in the middle of speech.

1. a slipper cried the prince I need to find who it belongs to

2. i need thought the wizard eye of newt to finish the spell

3. robert said the teacher please read the next part of the text

4. eat the apple whispered the witch to Snow White it'll make you feel better

5. i'll get the ladder said the firefighter then we can get the cat out of the tree

6. that looks sore said the nurse I'll put a plaster on it to make it better

Said is Dead!

Challenge: Rewrite each of the sentences below **twice** but each time change the word **said** with one of your **said synonyms**. Discuss with a grown-up how the said synonym changes the way we might say the speech inside the inverted commas.

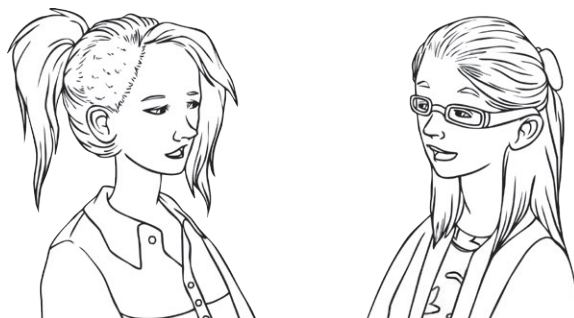
1. Jane said, "Be careful!"

2. "Where are we going?" said Mary.

3. "Mum," said the boy, "Can I have a biscuit?"

4. "Shh," said the librarian. "You have to be quiet."

5. Sarah said, "I fell and cut my knee."



New Speaker

When writing, you often have more than one person speaking – this is called dialogue. Whenever a new person begins speaking, you start on a new line. For example:

“Where are we going today?” asked Sam.

Mum replied, “We’re going the swimming pool.”

Write each of the comic conversations below using direct speech and place each speaker on a new line.



“Where is the café?” asked the girl.

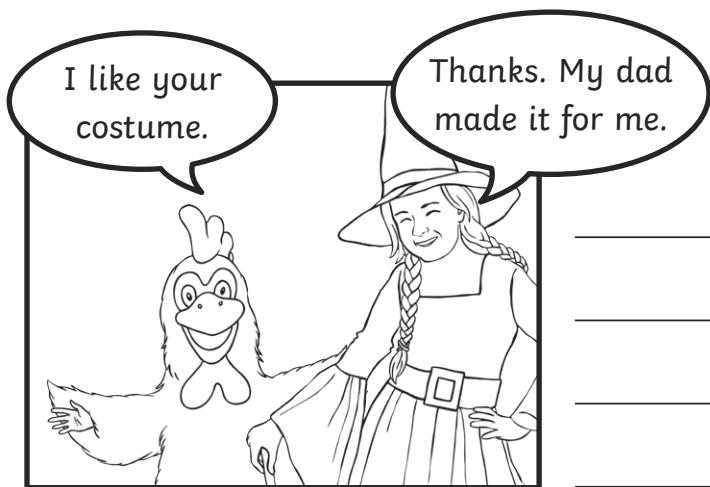
“It’s here, by the train station,”

replied the lady with the blonde hair.



New Speaker





Super Speech

Below is a picture of two superheroes. Using your imagination, write a passage of text – including speech – between the two characters. They could be discussing how to stop an evil villain? How to save the ocean? What powers they have? It's all your idea! Write your passage on the next page and use the checklist below the picture to make sure you have correctly used speech punctuation.



A Parent's Guide to Inverted Commas

By the end of Year 4, children are expected to master the use of inverted commas to show direct speech in their writing. They are also expected to use other punctuation in direct speech such as a comma to separate the reporting clause and other punctuation marks within inverted commas. Children will also be encouraged by their teachers to use different words for said to vary their writing. Additionally, they will begin to think about the effect different said synonyms have on the reader.

This booklet is based on the presumption that your child is already beginning to use inverted commas in their writing. If your child isn't yet secure in their use of inverted commas, please use [Year 3 Punctuation: Using Inverted Commas for Direct Speech Booklet](#) to revise this.

Inverted Commas:	Inverted commas are also known as speech marks or sometimes quotation marks . They are placed around direct speech in writing to show the reader what the person or character says. Inverted commas can be used as “ (double) or ‘ (single). Either is acceptable but schools tend to teach children to use double inverted commas (often calling them a ‘66’ and a ‘99’). When using this booklet, please check whether you child is being taught to use double or single inverted commas to ensure that you are being consistent with what they are being taught in school.
Reporting Clause:	The reporting clause is the part of the sentence that tells the reader who or what is speaking. When writing speech, the reporting clause can be placed before or after direct speech. The reporting clauses are bold in the following examples: “What’s for dinner?” asked the boy. “I’m hungry!” Cheryl screamed, “Give me my toy back!” *When the reporting clause is placed in the middle of speech it can be followed by either a full stop or a comma. A comma is used when the reporting clause is placed in the middle of a sentence. For example: “ Mum, can I have a chocolate? ” becomes, “ Mum, ” shouted the boy, “ can I have a chocolate? ” When the reporting clause is placed between two separate speech sentences, it is followed by a full stop. For example: “ My name’s Jake. What’s yours? ” becomes, “ My name’s Jake, ” said the boy. “ What’s yours? ”

Year 4 Punctuation: Using Inverted Commas for Direct Speech Answers

Who Said What?

1. "What time will they arrive?" asked Sarah.
2. Jack said, "My favourite colour is blue."
3. The dragon sighed, "I'm tired of everyone running away from me."
4. "Off with her head!" shouted the Queen of Hearts.
5. The frog declared, "Kiss me and I'll turn into a prince."
6. "Little pig, let me come in," pleaded the big, bad wolf.

Challenge: Rewrite the following sentence with the correct punctuation and capital letters.

the little boy said can I have hot chocolate before bed please

The little boy said, "Can I have hot chocolate before bed please?"

Split Speech 1

- | | |
|--|-------------------------------------|
| 1. "What time is it?" said John. "I want to go home!" | <input checked="" type="checkbox"/> |
| "What time is it?" said John. "I want to go home!" | <input type="checkbox"/> |
| 2. "When I grow up, declared Susan, I want to be a policewoman." | <input type="checkbox"/> |
| "When I grow up," declared Susan, "I want to be a policewoman." | <input checked="" type="checkbox"/> |
| 3. "I don't want a bath, sighed Ben. I'm not dirty." | <input type="checkbox"/> |
| "I don't want a bath," sighed Ben. "I'm not dirty." | <input checked="" type="checkbox"/> |
| 4. "I like cake," said Mia. "It's my favourite food." | <input checked="" type="checkbox"/> |
| "I like cake, said Mia. It's my favourite food." | <input type="checkbox"/> |
| 5. "I got a certificate, said Ivy. I swam a full length." | <input type="checkbox"/> |
| "I got a certificate," said Ivy. "I swam a full length." | <input checked="" type="checkbox"/> |
| 6. "My name's Jake," said the boy. What's yours?" | <input type="checkbox"/> |
| "My name's Jake," said the boy. "What's yours?" | <input checked="" type="checkbox"/> |
| 7. We're here," declared the alien. "We've landed on Earth." | <input type="checkbox"/> |
| "We're here," declared the alien. "We've landed on Earth." | <input checked="" type="checkbox"/> |

Year 4 Punctuation: Using Inverted Commas for Direct Speech **Answers**

Split Speech 2

1. a slipper cried the prince I need to find who it belongs to
"A slipper!" cried the prince. "I need to find who it belongs to."
 2. i need thought the wizard eye of newt to finish the spell
"I need," thought the wizard, "eye of newt to finish the spell."
 3. robert said the teacher please read the next part of the text
"Robert," said the teacher, "please read the next part of the text."
 4. eat the apple whispered the witch to Snow White it'll make you feel better
"Eat the apple," whispered the witch to Snow White. "It'll make you feel better."
 5. i'll get the ladder said the firefighter then we can get the cat out of the tree
"I'll get the ladder," said the firefighter. "Then we can get the cat out of the tree."
 6. that looks sore said the nurse I'll put a plaster on it to make it better
"That looks sore," said the nurse. "I'll put a plaster on it to make it better."
-

Said is Dead!

Challenge: Rewrite each of the sentences below twice but each time change the word said with one of your said synonyms. Discuss with a grown-up how the said synonym changes the way we might say the speech inside the inverted commas.

1. Jane said, "Be careful!"
2. "Where are we going?" said Mary.
3. "Mum," said the boy, "Can I have a biscuit?"
4. "Shh," said the librarian. "You have to be quiet."
5. Sarah said, "I fell and cut my knee."

Accept sentences that are grammatically correct where the word said has been replaced with a synonym. Discuss with your child the different effects the said synonyms have on the reader. For example, "Be quiet," shouted the teacher has a different effect to "Be quiet," whispered the teacher.

Year 4 Punctuation: Using Inverted Commas for Direct Speech **Answers**

New Speaker

1. Where is the café?
It's here, by the train station.
"Where is the café?" asked the girl.
"It's here, by the train station," replied the lady with the blonde hair.
 2. Please can I have an ice cream?
Ok. Let's join the queue.
The boy begged, "Please can I have an ice cream?"
"Ok," replied Emma. "Let's join the queue."
 3. Are you ready to order?
Yes. I'll have burger and chips please
The waitress asked, "Are you ready to order?"
"Yes," the man replied. "I'll have burger and chips please."
 4. Shall I help you tidy up?
Yes, please.
"Shall I help you tidy up?" asked the boy.
"Yes, please," answered the girl whilst smiling.
 5. I like your costume.
Thanks. My dad made it for me.
"I like your costume," declared Charlotte to her friend.
"Thanks," Jake beamed proudly. "My dad made it for me."
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Super Speech

Accept sentences that are grammatically correct and have correctly used speech punctuation.