

# Varied Fluency

## 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:

**Developing** Questions to support recognition of direct speech with punctuation and indirect speech with a reporting verb.

**Expected** Questions to support recognition of direct speech with reporting clauses used. Indirect speech is used alongside a reporting clause with a reporting verb.

**Greater Depth** Questions to support recognition of a mixture of 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.

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## Recognising Speech

1a. Circle the spoken words below.

“Leave me alone!” screamed Julia.



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## Recognising Speech

1b. Circle the spoken words below.

Ben whispered, “Who are you?”



VF

2a. Underline the words which are not being spoken below.

“Can I help you?” asked the sales assistant kindly.



VF

2b. Underline the words which are not being spoken below.

The teacher kindly said, “You are all superstars!”



VF

3a. Highlight the words and punctuation that indicate any type of speech in the passage below.

“Hooray!” cheered the children happily when Mrs Iqbal told them they had earned an extra break time.

“Calm down,” said Mrs Iqbal.

Everyone put their coats on quickly and dashed outside.

Once outside, the children explained to Mrs Iqbal that they had all worked hard together so they could earn their extra break time.



VF

3b. Highlight the words and punctuation that indicate any type of speech in the passage below.

The young girl sat in the corner and sobbed. “Why doesn’t anyone want to play with me?” she spluttered.

Another child came and sat next to her quietly.

“What’s wrong?” he asked.

He could see how upset she was and wanted to help. He told her it would be ok and that he would like to be her friend.



VF

## Recognising Speech

## Recognising Speech

4a. Circle the spoken words below.

Smoke was coming out of the window, "Help, fire!"



VF

4b. Circle the spoken words below.

"Oh no!" I was shocked at what I saw.



VF

5a. Underline the words which are not being spoken below.

Adil sighed heavily, "I can't believe my favourite football team have lost again!"



VF

5b. Underline the words which are not being spoken below.

"What did you do that for?" demanded the child angrily.



VF

6a. Highlight the words and punctuation that indicate any type of speech in the passage below.

Stefan and Lily could see the outline of the abandoned house in the moonlight as they crept carefully towards it. Even though old Mr Smith had told them that they should never go near it, they were determined to find out what was making the terrible screeching sound.

"Do you really think we should be doing this?" whispered Stefan as they reached the broken front door.

"Probably not," replied Lily, "but something sounds like it's in pain and I'm going to help it!"



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6b. Highlight the words and punctuation that indicate any type of speech in the passage below.

"Where have you been?" asked the man as I walked into the room. "Pick up that box and deliver it to the address written on the top."

He obviously thought I was somebody else, but I wasn't going to correct him. I grabbed the box and hurried outside. Perhaps this address would be the one where Eric was being held prisoner. The police had told me not to interfere in their investigation, but I had to find my best friend. I sprinted to the new address. I heard a familiar voice coming from inside.

"Eric!" I croaked.



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## Recognising Speech

7a. Circle the spoken words below.

Ben sped off without waiting for his sister.  
“Hey, Ben,” she yelled, “wait for me.” She peddled as fast as she could to catch up.



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## Recognising Speech

7b. Circle the spoken words below.

Everyone looked at the broken window and then looked at Sam.  
“I don’t know who did it,” he spluttered, “it wasn’t me.” Nobody seemed to believe him.



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8a. Underline the words which are not being spoken below.

As they approached the school gates, Lucy hesitated and muttered, “I don’t want to go in.” Rose gently put her arm around Lucy’s shoulder to comfort her.



VF

8b. Underline the words which are not being spoken below.

Olivia was thrilled to receive a certificate at school for all her hard work.  
“Thank you very much!” she exclaimed. Everyone clapped and cheered for her.



VF

9a. Highlight the words and punctuation that indicate any type of speech in the passage below.

Although Olivia had made it known that she didn’t want to join their football team, the others were desperate to persuade her to change her mind as she was the best striker in school.

“How are we going to win the trophy without you?” pleaded Julia.

“You don’t need me. Ask Evie, she’s a great striker too,” suggested Olivia.

Julia was not keen on the idea as she thought Evie was a bit odd, but she discussed it with the team at lunchtime. They all agreed. They had no choice but to ask Evie to be their striker for the final.



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9b. Highlight the words and punctuation that indicate any type of speech in the passage below.

The storm raged around their tiny raft, tossing it back and forth and side to side. The crew clung desperately to the sides of the boat and prayed that they would soon be rescued. They had made it very clear to the coastguard in their distress call that they were in grave danger.

“Hold on tight, lads,” the captain hollered, but his words were whipped away by the howling wind. One of the men sobbed and muttered a prayer for safety under his breath. Captain Smith knew their situation was perilous, but he had to keep the morale of his men up, so he staggered from one man to the next, telling them not to lose hope and that help would soon arrive.



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## Varied Fluency Recognising Speech

### Developing

- 1a. Leave me alone!
- 2a. asked the sales assistant kindly.
- 3a. cheered, told, said, explained, all inverted commas.

### Expected

- 4a. Help, fire!
- 5a. Adil sighed heavily.
- 6a. told, whispered, replied, all inverted commas.

### Greater Depth

- 7a. Hey Ben; wait for me.
- 8a. As they approached the school gates Lucy hesitated and muttered; Rose gently put her arm around Lucy's shoulder to comfort her.
- 9a. made it known, pleaded, suggested, discussed, agreed, ask, all inverted commas.

## Varied Fluency Recognising Speech

### Developing

- 1b. Who are you?
- 2b. the teacher kindly said.
- 3b. spluttered, asked, told, all inverted commas.

### Expected

- 4b. Oh no!
- 5b. demanded the child angrily.
- 6b. asked, told, croaked, all inverted commas.

### Greater Depth

- 7b. I don't know who did it; it wasn't me.
- 8b. Olivia was thrilled to receive a certificate at school for all her hard work; she exclaimed; Everyone clapped and cheered for her.
- 9b. prayed, made it very clear, hollered, muttered, telling, all inverted commas.