

# LESSON 5

## **U: TO USE SPEECH MARKS CORRECTLY TO REPORT DIRECT SPEECH.**

### National Curriculum Links

#### Writing

Pupils should be taught to draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using further organisational and presentational devices to structure text and to guide the reader

#### SPAG

- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

## **STARTER:**

Show children the following sentences and ask them to put in the missing commas. Make sure the children know that commas are used to add extra detail to a sentence (parenthesis):

**Juliet Lord Capulet's daughter wore a silky white dress.**

**Paris who is one of Prince Escalus' kinsmen also attended the ball.**

**Romeo the son of Lord Montague was seen leaving the ball with his cousin Benvolio.**

## **MAIN TEACHING:**

Ask children to look back at the notes they made at the end of the drama lesson earlier in the week. Explain that they should pick two quotations that they are going to include in their next paragraph (one positive one and one quotation which suggests that not everything was as it should have been at the party):

Ask a few children to record their two quotations on their individual whiteboard and then ask some children to share the examples they have chosen.

**e.g. It was one of the best nights of my life! The Capulets definitely know how to throw a party!**

**I saw Tybalt looking very angry at one point. He seems to be annoyed at a mysterious masked man. I even saw him arguing with Lord Capulet!**

Then ask the children to think of an appropriate name for each of their guests and their relationship to the hosts. They should also record this on their whiteboard.

e.g. Marcus John – Lord Capulet's best friend

Maria Harris – Lady Capulet's cousin

The children are now ready to write their paragraph with eye-witness accounts, using the information on their whiteboards to help them.

Model using commas to give extra detail about each guest (parenthesis) and using speech marks around what was said by each guest.

For example:

**Marcus John, a close friend of Lord Capulet, said that he had an amazing time at the ball. "It was one of the best nights of my life! The Capulets definitely know how to throw a party!" However, although many guests seemed to enjoy themselves, some sources suggest that not everyone was having such a good time. Maria Harris, Lady Capulet's cousin, explained that Tybalt did not seem to be enjoying the party. "I saw Tybalt looking very angry at one point. He seems to be annoyed at a mysterious masked man. I even saw him arguing with Lord Capulet!"**

Having modelled a few sentences of this paragraph, draw out the success criteria (commas for parenthesis, speech marks, conjunction to suggest not all was perfect at the party e.g. however, although, despite) and then ask children to write their own eyewitness paragraph.

Once the children have written and checked this paragraph, ask some to share their newspaper articles so far.

Finally, ask the class how they think the article needs to end. For example, they could ask readers if anyone has any information about the masked men who seemed to annoy Tybalt:

**E.g. Did you attend the Capulet's ball? Do you know who the mysterious masked men were? If so, please get in contact with The Verona Times by writing to us.**

Children use modelled example to finish their own newspaper.

## **PUBLISHING**

Once they have edited and checked their whole article, they should publish their reports in an afternoon session, adding appropriate pictures and captions.