



Progression in Dialogue

EYFS	KS1 – as in EYFS plus:	LKS2 - as in KS1 plus:	UKS2 - as in LKS2 plus:
<ul style="list-style-type: none"> • Use puppets and make up voices during play • Role play different characters • Use different voices for characters when reading • Draw simple speech inside speech bubbles • Use wordless picture books and discuss what a character might say 	<ul style="list-style-type: none"> • Choose and decide how a character feels, thinks or behaves and show this through what they say. eg. <i>“I’m terrified,” said the boy.</i> • Use powerful speech verbs eg. <i>Shouted, whispered, squealed</i> • Use ‘said’ plus an adverb eg. <i>He said hopefully.</i> 	<ul style="list-style-type: none"> • Use inverted commas to punctuate speech • After the inverted comma, start the speech with a capital letter. • When closing speech, use appropriate punctuation before the closing inverted commas. • Start a new line for each new speaker. • Use only a few exchanges between description/action • Break up speech by showing what character is doing while speaking eg. <i>“Yes,” she cried, waving her arms in the air.</i> • Use broken speech eg. <i>“Hello,” said James waving to his friend. “I’m glad you came.”</i> • Choose verbs and adverbs for effect to show how a character is feeling eg. <i>shouted/muttered, angrily/quietly</i> 	<ul style="list-style-type: none"> • Separate the reporting clause from the speech by a comma. • Have the character discuss other characters and reflect on events. • Add to the broken speech by adding in the listener’s reaction eg. <i>“Look out Paul!” yelled James waving his arms. <u>Paul gasped in surprise</u>, “Oh no!”</i> • Add in information needed to keep the action moving forwards eg. <i>“Hello,” Tim gasped. <u>Coming down the road was an elephant.</u> “Run for it!” squealed Tim.</i> • Vary the position of the reporting clause (before, after or in between) eg. <i>Sam said, “so let’s go.” “So let’s go,” said Sam. “So,” said Sam, “Let’s go.”</i>