

Words & Phrases Progression

Year 3

Nouns & Pronouns	Adjectives & Determiners	Adverbs & Prepositions	Verbs
<p>precise nouns oak tulip chimpanzee</p> <p>understand pronoun as a word that replaces a noun or noun phrase</p> <p>subjective and objective pronouns I > me we > us you > you he > him she > her it > it they > them</p>	<p>adjectives of sound and touch silent faint deafening soft sticky icy lumpy</p> <p>correct use of the determiners a and an a lorry, a unicorn an apple, an hour</p> <p>ordinal determiners: first, second, third</p> <p>plural possession The <u>aliens'</u> screams filled the air.</p>	<p>prepositions and adverbials of direction (where) <u>through</u> the park <u>over</u> the wall <u>into</u> the shops</p>	<p>auxiliary verb <i>will</i> to indicate future tense The alien <u>will</u> chase James James <u>will</u> not escape.</p> <p>auxiliary verb <i>to have</i> to form the present perfect tense The aliens <u>have chased</u> James for hours. James <u>has hidden</u> in a cave.</p> <p>reporting verbs bellowed whispered sang chortled thought</p>

Year Three

Precise nouns

Recap & build upon:

- Year 1 **W&P**: understand noun as *a naming word for a person, place or thing*
- Year 1 **P**: capital letters for proper nouns
- Year 1 **W&P**: proper nouns (people)
- Year 2 **W&P**: proper nouns (places)

Key Idea: precise nouns paint a more accurate picture in the reader's mind.

Key Vocabulary: noun

Build on: capital letter

Precise nouns paint a clear image for the reader by describing objects more specifically. This may be achieved by using more specific common nouns, proper nouns or technical vocabulary. Imprecise nouns are often caused by a lack of vocabulary.

Insects buzzed among the flowers. Overhead, birds sang from the trees.

In the writing above, the highlighted nouns are vague and non-specific, resulting in an unclear image.

1. Precise common nouns

More precise common nouns help to create a clearer image.

Imprecise noun	Precise alternatives
insects	butterflies, wasps, bees, moths, ladybirds, midges, beetles
flowers	daffodils, bluebells, poppies, daisies, irises, lilies
birds	swallows, sparrows, vultures, eagles, swans, geese
trees	oaks, maples, firs, pines, sycamores, baobabs

Should a writer want to paint a clearer picture of a typical English spring, she might use the following precise nouns:

Butterflies and bees buzzed among the bluebells, daffodils and foxgloves. Overhead, finches sang from oaks and maples.

And should the writer wish to transport us to the heart of the Serengeti, he might write:

Termites and dung beetles crawled among the dropseeds and elephant grasses. Overhead, ibis called from whistling thorns and strangle figs.

2. Technical vocabulary

Technical vocabulary lends authenticity to both fiction and non-fiction writing. In a fictional description of castle attack, unfocused nouns lead to a lack of authenticity in the writing.

The enemy was over the water and was attacking the gate. Men stood on the top of the walls and men with bows fired arrows from the towers.

Precise nouns give the reader confidence that the writer understands their subject and makes the writing feel grounded in reality.

The enemy was over the moat and was attacking the portcullis. Knights waited on the battlements and archers fired arrows from the turrets.

Where children do not have the vocabulary for more precise nouns, they may try to compensate by adding adjectives to weaker nouns. Children should be encouraged to replace weak nouns supported by adjectives with a more precise noun where appropriate.

Weak noun phrase: *The tiny brown bird flew through the sky.*

Precise noun: *The sparrow flew through the sky.*

Weak noun phrases: *The rock from space made a large, round hole in Jim's garden.*

Precise nouns: *The meteorite made a crater in Jim's garden.*

Deepening Understanding

Proper nouns may also be used to create precision in writing and give the reader a sense of the writing existing in an authentic setting.

The following sentence uses imprecise nouns with the effect of creating a generic setting.

The man walked along the road and over the stream towards the park.

The imprecise nouns might be replaced with proper nouns to create a clearer image and the sense of a real location.

Jim walked along Byron Lane and over Trickledown Stream towards Bramble Park.

Similarly in a fantasy setting, the sentence below uses simple nouns in a non-specific way creating a generic fantasy scene.

The wizard waved his wand and the princess disappeared from the castle.

Again, these imprecise nouns might be replaced with proper nouns to create the sense of a 'real' place.

Radagast waved his wand and Princess Adrea vanished from Ashmore Castle.

Year Three

Understand pronoun as a word that replaces a noun or noun phrase

Recap & build upon:

- Year 1 **W&P**: understand noun as a naming word for a person, place or thing

Key Idea: a pronoun replaces a noun or noun phrase.

Key Vocabulary: *pronoun*

Build on: capital letter, noun, noun phrase, phrase

A pronoun is a word that replaces a noun or a noun phrase.

Jim ate nine banana cupcakes for breakfast. He scoffed them in less than two minutes.

The pronoun *he* replaces the noun *Jim*.

The pronoun *them* replaces the noun phrase *nine banana cupcakes*.

Mary rode her unicycle to the supermarket. She parked it outside and went inside.

The pronoun *she* replaces the noun *Mary*.

The pronoun *it* replaces the noun phrase *her unicycle*.



Year Three

Subjective and objective pronouns

Recap & build upon:

- Year 1 **W&P**: understand noun as *a naming word for a person, place or thing*
- Year 3 **W&P**: understand pronoun as *a word that replaces a noun or noun phrase*

Key Idea: pronouns describing the same noun or noun phrase may be different depending on whether they precede or follow a verb.

Key Vocabulary: *pronoun*

Build on: capital letter, noun, noun phrase, phrase

Subjective and objective pronouns replace nouns or noun phrases that function as subjects and objects in sentences.

	Subjective Pronouns		Objective Pronouns	
	Singular	Plural	Singular	Plural
1st Person	I	we	me	us
2nd Person	you	you	you	you
3rd Person	he, she, it	they	him, her, it	them

In the simplest of terms, a subjective pronoun is used before the verb in a clause, and an objective pronoun is used after the verb in a clause.

Barnaby burst through the door. He dashed across the hall but the zombie lurched after him.

Both the pronouns *he* and *him* replace the noun Barnaby.

The subjective pronoun *he* precedes the verb *dashed*.

The objective pronoun *him* follows the verb *lurched*.

The chef took the apple pies from the oven and placed them on the table. They smelled delicious.

Both the pronouns *them* and *they* replace the noun phrase *the apple pies*.

The objective pronoun *them* follows the verb *placed*.

The subjective pronoun *they* precedes the verb *smelled*.

Year Three

Adjectives of sound and touch

Recap & build upon:

- Year 1 **W&P**: understand adjective as a *word that describes a noun*
- Year 1 **W&P**: adjectives of size and colour
- Year 2 **W&P**: adjectives of shape and character

Key Idea: an adjective can describe the sound of a noun, or describe how a noun feels.

Key Vocabulary: adjective

Build on: noun, noun phrase, phrase

Adjectives of sound describe the volume or tone of sounds. Adjectives that describe sound include:

booming, cacophonous, deafening, ear-piercing, ear-splitting, faint, gentle, harsh, hushed, loud, melodious, muffled, musical, mute, noisy, quiet, raucous, shrill, silent, soft, still, thunderous, tuneful, tuneless

*Mary's Peruvian nose flute practice was both **shrill** and **deafening**.*

The adjective *shrill* describes the tone of the *Peruvian nose flute practice*.

The adjective *deafening* describes the volume of the *Peruvian nose flute practice*.

Adjectives of touch describe how nouns feel to the touch. These include:

cool, cold, damp, dry, dusty, feathery, fluffy, furry, gnarled, greasy, hairy, hard, hot, icy, itchy, jagged, lumpy, moist, mushy, oily, prickly, rough, scaly, slimy, slippery, smooth, soft, soggy, spiky, stiff, sticky, sweaty, warm, wet, woolly, wrinkled

*Mary baked a **soggy** cake and a **lumpy** pie.*

The adjective *soggy* describes the texture of the *cake*.

The adjective *lumpy* describes the texture of the *pie*.

Deepening Understanding

Adjectives might be further grouped into synonyms (words with similar meanings) and/or antonyms (words with opposing meanings) by placing them on a semantic gradient.

A semantic gradient for *wet* might look like this:

soaking	wet	soggy	damp	moist	clammy
very wet			not very wet		

A semantic gradient for *cold / hot* look like this:

scorching	boiling	hot	toasty	warm	chilly	cool	nippy	cold	frosty	freezing	icy
very hot				not very hot		not very cold		very cold			

Correct use of the determiners *a* and *an*

Recap & build upon:

- Year 1 W&P: the determiners *the* and *a*

Key Idea: *a* is used before a consonant sound, and *an* is used before a vowel sound.

Key Vocabulary: consonant, vowel

Build on: noun, noun phrase, phrase

1. correct use of *a*

The indefinite article *a* is used before a word beginning with a consonant sound.

A yellow submarine drifted through a sapphire ocean, scattering a shoal of fish.

The indefinite article *a* precedes the consonant sounds /y/ (yellow), /s/ (sapphire) and /sh/ (shoal)

Some vowels start with a consonant sound, most commonly *u* which often starts with the /y/ consonant sound so are also preceded by the *a*.

A unicorn is a unique beast.

The indefinite article *a* precedes the consonant sound /y/ (unicorn, unique)

The words *one* and *once* begin with the /w/ consonant sound so are also preceded by *a*, but they are very infrequently used.

Dead Man's Gulch was a one-horse town on the edge of nowhere.

The indefinite article *a* precedes the consonant sound /w/ (one)

2. correct use of *an*

The indefinite article *an* is used before a word beginning with a vowel sound.

An elephant in an itchy sweater is an unusual sight.

The indefinite article *an* precedes the vowel sounds /e/ (elephant), /i/ (itchy) and /u/ (unusual)

A small number of words begin with a 'silent' *h*. The first sounds pronounced in these words are vowels, so they are also preceded by *an*. These include:

heir, honest, honour, hour

In an hour, the king would announce an heir to the kingdom.

The indefinite article *an* precedes the vowel sounds /ou/ (hour) and /air/ (heir)

Ordinal determiners

Recap & build upon:

- Year 1 W&P: the determiners *the* and *a*
- Year 2 W&P: numerical determiners

Key Idea: words can describe the numerical position of a noun.

Key Vocabulary: noun

Ordinal determiners describe the numerical position of a noun, as compared to numerical determiners, which describe the number of the noun.

Three billy goats crossed the bridge.

The numerical determiner *three* describes the number of *billy goats*.

The first billy goat tricked the troll.

The ordinal determiner *first* describes the position of *the billy goat*.

In the national curriculum mathematics programme of study, in year 1 children should read and write numbers to 1 to 20 in numerals and words, and practise ordering (for example, first, second, third...). Building on this, in year 3, children ought to learn to write ordinal determiners to at least twenty.

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth

The word *last* may also be used as an ordinal determiner.

The last billy goat butted the troll into the water.

The ordinal determiner *third* describes the position of the billy goat.

Ordinal determiners follow the determiners *the* and *a*.

Three giant squid attacked the boat. The third squid attacked Henry. A tentacle grabbed his legs. A second tentacle grabbed his arms.

The ordinal determiner *third* follows *the*.

The ordinal determiner *second* follows *a*.

Teaching Tip

Fairy tales, myths and legends often make use of threes, so are a useful way of introducing ordinal determiners.

These narratives often contain three characters. For example The Three Little Pigs might be referred to as *the first little pig, the second little pig, the third little pig*) or three repeated events

Others of these narratives contain three repeated events. For example, in the fairy tale Rumpelstiltskin, the miller's daughter has to spin straw into gold on three consecutive days: *the first day, the second day, the third day*.

Deepening Understanding

In the national curriculum mathematics programme of study, in year 2, children should be able to 'read and write numbers to at least 100 in numerals and in words). To develop children's use of ordinal determiners, they might then write ordinal determiners from 21 to 100.

The ordinal numbers for the tens are:

thirtieth, fortieth, fiftieth, sixtieth, seventieth, eightieth, ninetieth, hundredth

The other ordinal numbers from 21-99 are based on those from 0-9. For example, *third* becomes twenty third, *thirty third*, *forty third*, etc. (It is common practice to hyphenate numbers from 21 to 99, but children are not expected to use hyphens until upper key stage 2.)

Plural possession
Recap & build upon:

- Year 2 **W&P**: singular possession

Key Idea: plural nouns show possession by placing the apostrophe after the s.

Key Vocabulary: noun, plural

Build on: noun, noun phrase, phrase, singular

Regular plural nouns that end with the suffixes **-s** or **-es** show possession by placing the apostrophe after the s.

Singular Possession	Irregular Plural Possession
girl's coat	girls' coats
star's brightness	stars' brightness
boy's homework	boys' homework
leopard's spots	leopards' spots

Deepening Understanding

Irregular plural nouns that do not end with the suffixes **-s** or **-es**, show possession by placing the apostrophe before the **s** in the same manner as singular possession.

Singular Possession	Irregular Plural Possession
child's toys	children's toys
mouse's cheese	mice's cheese
person's beliefs	people's beliefs
tooth's cavity	teeth's cavities

Teaching Tip

A simple way of helping children to place the apostrophe in the correct position is to rewrite the noun phrase as [noun] of the [possessive noun]. For example:

the boys coats

Singular possession: *the coats of the boy*

Plural possession: *the coats of the boys*

Now, add the apostrophe after the possessive noun.

Singular possession: *the coats of the boy's*

Plural possession: *the coats of the boys'*

Add the s for singular possession

Singular possession: *the coats of the boy's*

Plural possession: *the coats of the boys'*

Finally, turn the phrase back into its original form.

Singular possession: *the boy's coats*

Plural possession: *the boys' coats*

Year Three

Prepositions and adverbials of direction (where)

Recap & build upon:

- Year 1-3 **O**: prepositions
- Year 1 **W&P**: prepositions and adverbials of place (where)

Key Idea: words and phrases can describe directions

Key Vocabulary: adverbial, adverbial phrase, preposition

Build on: noun, noun phrase, phrase, verb, where phrase, where word

Whereas prepositions and adverbials of place describe static positions, prepositions and adverbials of direction describe movement from one position to another.

An adverbial of direction is constructed from the pattern: [preposition of direction] + [noun / noun phrase].

The adverbial of direction modifies and follows the verb. Prepositions that describe directions and introduce adverbials of direction include those listed in the table below:

Example	Preposition	Adverbial Phrase	Modifies the Verb...
<i>Jim walked across the park.</i>	across	across the park	walked
<i>Jim danced along the street.</i>	along	along the street	danced
<i>Jim skipped around the pond.</i>	around	around the pond	skipped
<i>Jim rolled down the hill.</i>	down	down the hill	rolled
<i>Jim travelled from Hull.</i>	from	from Hull	travelled
<i>Jim stepped into the bathroom.</i>	into	into the bathroom	stepped
<i>Jim jumped onto the wall.</i>	onto	onto the wall	jumped
<i>Jim leapt over the fence.</i>	over	over the fence	leapt
<i>Jim jogged past the station.</i>	past	past the station	jogged
<i>Jim crawled through a bush.</i>	through	through a bush	crawled
<i>Jim drove to the supermarket.</i>	to	to the supermarket	drove
<i>Jim clambered up the stairs.</i>	up	up the stairs	clambered

Many young children confuse the directional prepositions *into* and *onto* with the positional prepositions *in* and *on* respectively.

*Jim danced **in the bedroom**.*

Jim was already in the bedroom before he started to dance.

*Jim danced **into the bedroom**.*

Jim danced from another room.

*Jim jumped **on the bed**.*

Jim was already on the bed before he started to jump.

*Jim jumped **onto the bed**.*

Jim jumped from another object, most likely the floor.

Making these kinds of errors can result in a comic effect.

*The thief slipped **into the hallway**.*

The stealthy thief moves from one room to the hallway.

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*The thief slipped **in the hallway**.*

The clumsy thief falls over in the hallway.

*Superchimp burst **into the museum**.*

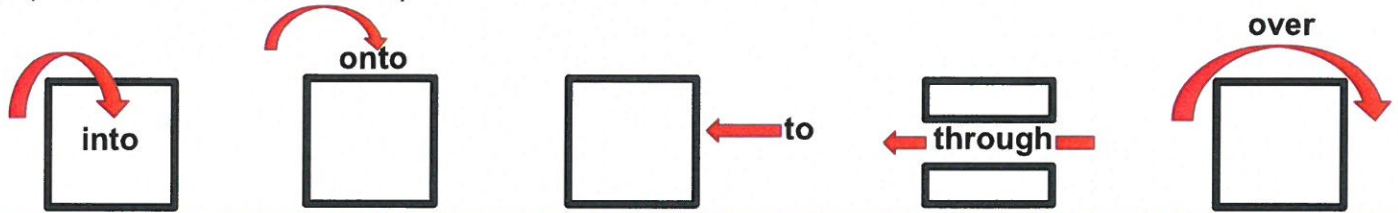
Superchimp makes a dramatic entrance.

*Superchimp burst **in the museum**.*

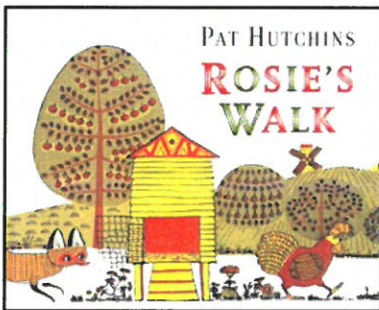
Superchimp comes to a dramatic end.

Teaching Tip 1

Arrows may be added to preposition boxes (see Year 1 W&P: prepositions and adverbials of place) to visually represent prepositions of direction. For example:



Teaching Tip 2

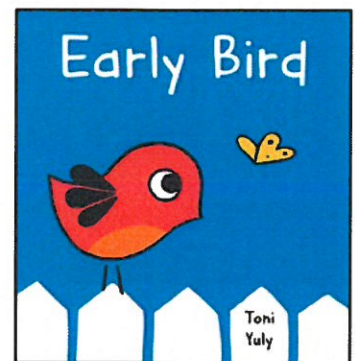


Rosie's Walk by Pat Hutchins (Random House) simple framework for teaching directional prepositions. Around the farmyard, Rosie walks:

*across the yard around the pond past the mill
over the haystack through the fence*

Similarly, *Early Bird* by Toni Yuly (Feiwel and Friends) uses direction prepositions to describe Early Bird's journey through the garden as she goes:

across the grass through the flowerbed up the path around the corner over the cat



Deepening Understanding

Adverbials of direction may be paired (or even used in threes).

1. from / to

the prepositions *from* and *to* are often paired to express both the start and end of a journey.

*The aliens travelled **from Mars to Earth**.*

*The pirates moved the treasure **from the ship to the secret hideout**.*

2. the conjunction *and*

The conjunction *and* joins two adverbials other than the *from / to* construction above.

*The pirates carried the treasure **across the beach and through the jungle**.*

If more than two adverbials are used, then commas are used to separate all but the last pair.

*The giant stomped **across oceans, through forests and over mountains**.*

Year Three

Auxiliary verb *will* to indicate future tense

Recap & build upon:

- Year 1 **W&P**: Simple present tense verbs, including 3rd person suffixes *-s* and *-es*
- Year 1 **W&P**: Simple past tense verbs using *-ed* suffix
- Year 2 **W&P**: understand auxiliary verb as a helper verb
- Year 2 **W&P**: progressive tense to form actions using auxiliary verb *to be*

Key Idea: the helper verb *will* expresses the future.

Key Vocabulary: future tense, helper verb, verb chain

Build on: past tense, present tense, verb

The future tense expresses an action or state that occurs in the future. It is often indicated by the use of the auxiliary verb *will* before the main verb to form a *verb chain*.

Humans will evolve into winged space robots.

will = auxiliary verb

evolve = main verb

will evolve = verb chain

Jim will enter the Lower Whiskerthorpe knobbly knees contest.

will = auxiliary verb

enter = main verb

will enter = verb chain

In both cases, the time in the future is unspecified. By using an adverbial phrase of time (when), a writer can specify the time in the future.

Humans will evolve into winged space robots in the near future.

When in the future will humans evolve into winged space robots? In the near future.

Jim will enter the Lower Whiskerthorpe knobbly knees contest next Saturday.

When in the future will Jim enter the Lower Whiskerthorpe knobbly knees contest? Next Saturday.

Often in spoken language, and sometimes in less formal writing, a pronoun followed by the auxiliary verb *will* is contracted.

I will > I'll he will > he'll it will > it'll she will > she'll they will > they'll you will > you'll

Deepening Understanding 1

As well as by using an adverbial phrase of time, the future may also be made more specific by using an adverbial clause.

Humans will evolve into winged space robots before they travel universe.

When in the future will humans evolve into winged space robots? Before they travel the universe.

When Mary enters the hairy toes competition, Jim will enter the Lower Whiskerthorpe knobbly knees contest.

When in the future will Jim enter the Lower Whiskerthorpe knobbly knees contest? When Mary enters the hairy toes competition.

Deepening Understanding 2

In spoken language, placing emphasis on *will* often indicates a promise.

I will tidy away my bottle top collection later.

Without emphasis, *will* expresses a future action.

*I **will** tidy away my bottle top collection later.*

With emphasis, *will* expresses a promise.

A promise can be expressed in writing language by writing will in bold (**will**), italics (*will*) or in upper case (WILL).

Deepening Understanding 3

The auxiliary verb *shall* also expresses the future. The full range of differences between the use of *will* and *shall* are subtle and beyond year 3 children. Two instances in which a writer might use *shall* is to express a sense of determination, grandeur or importance. Children might encounter it in myths, legends and fairy tales.

"You shall go to the ball!" the Fairy Godmother announced.

shall expresses determination

"The princess shall be wed," King William said to the court.

shall expresses a sense of importance suitable for a king.

Auxiliary verb *to have* to form the present perfect tense

Recap & build upon:

- Year 1 **W&P**: Simple past tense verbs using *-ed* suffix
- Year 2 **W&P**: understand auxiliary verb as a helper verb
- Year 2 **W&P**: progressive tense to form actions using auxiliary verb *to be*

Key Idea: the helper verbs *have* and *has* are used before a main verb to express an action that continues into the present and might continue into the future.

Key Vocabulary: helper verb, future tense, **past tense**, **present tense**, verb chain

Build on: suffix, verb

The present perfect tense is formed by the auxiliary verb *to have* before the past participle form of the verb (typically with an *-ed* suffix) to form a *verb chain*.

Present Perfect		
	Singular	Plural
1 st person	I have walked	we have walked
2 nd person	you have walked	you have walked
3 rd person	he has walked she has walked it has walked	they have walked

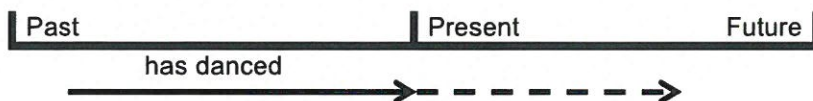
The present perfect tense expresses an action in the past that continues into the present and may continue into the future. This is contrasted with the simple past tense, which describes an action that starts and ends in the past.

Past tense: Jim **danced** all night.



Jim started dancing in the past and finished dancing in the past.

Present perfect tense: Jim **has danced** all night.



Jim started dancing in the past, continues to dance now and may continue to do so in the future.

Past tense: Captain Pegleg **raided** fifteen Spanish galleons.



Captain Pegleg started raiding Spanish galleons in the past and finished raiding them in the past. The final number of galleons he raided is fifteen.

Present perfect tense: *Captain Pegleg **has raided** fifteen Spanish galleons.*



Captain Pegleg started raiding Spanish galleons in the past, continues to raid them now and may continue to do so in the future. The current number of galleons he has raided is fifteen but this may not be the final number.

Teaching Tip



This Is Sadie by Sara O'Leary and Julie Morstad (Tundra Books), about a girl with a big imagination, includes several examples of the perfect present tense, for example:

*Sadie **has played** the hero in the world of fairy tales.*

The use of the present perfect tense suggests that Sadie has played the hero in fairy tales in the past and will likely continue to do so in the future. Had the sentence been written in the simple past tense it would suggest that Sadie no longer did so.

*Sadie **played** the hero in the world of fairy tales.*

Children might then create their own narratives about their own imaginations.

*I **have lived** as a pirate on the vast oceans.*

*I **have soared** through the clouds on silver wings.*

Deepening Understanding

Many simple past tense verbs and past participles are irregular in English and do not take the -ed suffix (see Y4 W&P: common irregular verb forms for more detail).

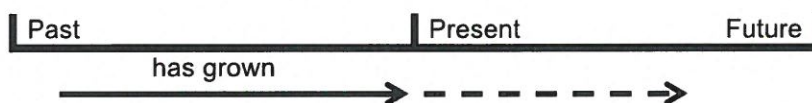
Past tense: *Florence **grew** giant onions in her greenhouse for many years.*



Jim started growing giant onions in the past and finished growing giant onions in the past.

Irregular past tense verb = *grew*

Past tense: *Florence **has grown** giant onions in her greenhouse for many years.*



Florence started growing giant onions in the past, continues to grow them now and may do so in the future.

Irregular past participle = *grown*

Reporting verbs

Recap & build upon:

- Year 1 **W&P**: Simple past tense verbs using *-ed* suffix

Key Idea: a variety of verbs, alongside *said*, can describe the way in which direct speech is spoken.

Key Vocabulary: direct speech, verb

Build on: inverted commas, speech marks

Reporting verbs describe the action of speaking, the most common of which is *said*. While *said* is the most useful of these verbs for its neutrality, other well-chosen reporting verbs may more precisely describe the way in which the direct speech is spoken.

Common reporting verbs include:

agreed, announced, answered, argued, asked, barked, begged, bellowed, boasted, called, chanted, chuckled, complained, cried, declared, demanded, denied, disagreed, exclaimed, explained, gasped, gloated, growled, grumbled, grunted, howled, interrupted, joked, laughed, lied, moaned, mumbled, murmured, muttered, ordered, pleased, replied, roared, sang, screamed, shouted, shrieked, sighed, snarled, sobbed, stammered, stuttered, suggested, teased, whimpered, whispered, yelled

It is important to note that writers use *said* far more frequently than any of the other reporting verbs and children should not be discouraged from using *said* in their own writing. Rather, they should vary their reporting verbs on occasion, using others sparingly when they enhance the meaning of the direct speech. After all, it would be tiresome if people shouted, whimpered, begged, sobbed, joked and growled all the time; mostly we speak in a neutral tone and *said* captures that perfectly.

"Who's that trip trapping over my bridge?" the troll roared.

"It is I, the tiniest Billy Goat Gruff," the little billy goat said.

"I'm coming to gobble you up," the troll said.

"Oh no! Please don't eat me. I'm too little to eat," the little billy goat pleaded.

The subject and predicate is often inverted when following direct speech. Both are grammatically correct and which way around the subject and predicate are written is as much a matter of taste and style as it is of grammar

"Who's that trip trapping over my bridge?" roared the troll.

"It is I, the tiniest Billy Goat Gruff," said the little billy goat.

"I'm coming to gobble you up," said the troll.

"Oh no! Please don't eat me. I'm too little to eat," pleaded the little billy goat.

When the subject following the direct speech is a pronoun, the subject and predicate may not be inverted.

Correct: *Oh no! Please don't eat me. I'm too little to eat," he pleaded.*

Incorrect: *Oh no! Please don't eat me. I'm too little to eat," pleaded he.*