What is the Basic coding?

- Every verb has **essential word meanings linked** with them.

- These are the basic words which can be coded in **colour** or occasionally a shape

- Each colour is linked with a **question word** [*who, what, where, doing, who to,*]

N.B
You don't have to be an expert at analysing sentences to find these essential word meanings!

Verbs are the core of the sentence

So we can see that when we first plan a sentence the verb we choose and the accuracy of the verb semantics is crucial

So lets look at some verbs and how the 'Questions' can help us focus on this underlying argument structure

When deciding which shape/colour to use the coding, asking the right QUESTION will be an essential the key

Reiterate to staff and parent – *If in doubt, think about WHAT QUESTION you asked to get the answer you needed.*

Verb Activity

- So lets look at some verbs
- Which of these questions **have** to be put with the verb for a sentence to make sense?

WHO   [is doing the action]
WHAT   [is the action done to]
WHERE   [is the action happening]
WHO to   [who is the action done to]

Verb Activity

'EAT' – **what are the essential questions**

- ✓ WHO is eating?
- ✓ WHAT is being eaten
- x WHERE is the eating happening?
- x Who is the eating done TO ?

Verb Activity

'SIT' – **what are the essential questions**

- ✓ WHO is sitting?
- x WHAT is being sat?
- ✓ WHERE are they sitting?
- x Who is the sitting done TO ?

Verb Activity

'GIVE' – **what are the essential questions**

- ✓ WHO is giving?
- ✓ WHAT is being given?
- x WHERE is the giving happening?
- ✓ Who is the giving done TO ?

Verb Activity

Get into 2's & 3's and try to decide what are the
ESSENTIAL questions for each verb

i.e. What MUST be included to use this verb in a sentence

sat	pour	catch
put	filter	showing
invented	travelled	

Question word coding

For each question there is a colour or shape.

To decide on which one .....

➢ ASK the question which gives the words you want in the answer !

➢ Code **ALL** those words in the linked colour/shape

All the words should be coded

➢ **In the core sentence, there should be no words left uncoded**
…if there are you may need to try again ☺

My Mum sat on the sofa   X

My Mum sat on the sofa   √

Key to Basic Coding

So the key to basic coding skill that everyone starts of with is ……
  ‣ think of the VERB
  ‣ decide what QUESTION WORDS go with that verb to make a sensible sentence
  ‣ this is how you work out which colour/ shape you need

Use the VERB to help you

Quick Hint!!
*Think about the verb and the questions you ask **before** deciding what colour it is….*

NB
WHO – you would ask this for people <u>and characters</u>
[so in a story 'The Gruffulo and the Mouse ' would be WHO → orange]

WHAT – you would ask this for things/objects, but also for animals <u>not</u> in a story *[not a Character]*
So "<u>Camels</u> live in Egypt" – you ask WHAT lives in Egypt → green?

Basic coding chart

》 Lets learn the colour/question links !
COLOUR IN YOUR HANDOUTS

Basic colour coding – essential question words

Question Word	Colour Coding	Example
(What) Doing ?	yellow	Ben is giving a biscuit to the dog
Who ?	orange	Ben is giving a biscuit to the dog
What ?	green	Ben is giving a biscuit to the dog
Where ?	blue	Ben is putting a biscuit in the bowl
To Who(m) ?	pink	Ben is giving a biscuit to the dog

Practising the meaning mantra !!!

- Orange words tell us WHO
- Yellow words tell us what they are DOING
- Green words tell us WHAT
- Blue words tell us WHERE
- Pink words tell us who TO

- But we know there is other information in sentences [non arguments]

- Other sorts of word meanings that are **not** essentially linked to the verb

- These can still be coded and are also linked to question words

Additional coding chart

Other information	Question	Colour/shape
Adjective / concept *i.e description related to noun*	What like?	
Adverb [time]	When?	Brown
Adverb [manner]	How?	Black
Cause & effect	Why?	Purple arrow
Sentence joining	[Joining up words]	Purple rectangle
Auxiliary Verbs	[Little doing words]	Yellow +
Possessives	Whose?	

Practising the full meaning mantra

- Orange words tell us WHO
- Yellow words tell us what they are DOING
- Green words tell us WHAT
- Blue words tell us WHERE
- Pink words tell us who TO
- Brown words tell us WHEN
- Black words tell us HOW
- Purple words tell us WHY   [& join things up]
- Cloud words tell us WHAT is it LIKE
- Star words tell us WHOSE

Non Argument Structure

Lets look at additional coding

Colourful Semantics PLUS

We have incorporated a few shapes:–

CLOUD 'what like' words **[S.Ebbels]**

[adjectives/concepts]

DIAMOND – e.g. *is, was*   **[S.Ebbels]**

[copula & auxiliary verbs]

STAR words [possessives] **NEW !**

Additional coding – CLOUD words

'What like? clouds' – 3 different sorts of questions

➢ What does it look like? [e.g. long, blue]

➢ What does it feel like? [e.g. soft, cold]

➢ How do you feel?   [e.g. sad, worried]

'What like' clouds

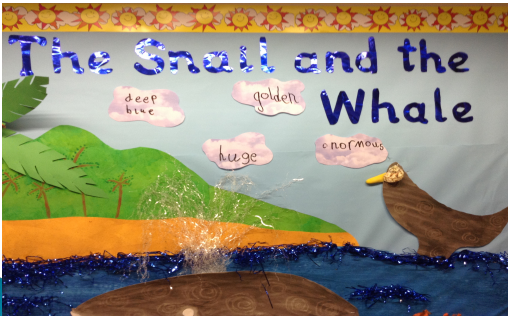The 'what like' cloud can have a small symbol in the corner to show what sort it is

What **looks like**   What does it **feel like**?   How do **you** / the character **feel** ?

Corridor Display

Diamond words

‣ Children often leave out auxiliary verbs like '*is*' '*was*' '*were*' '*has*'
‣ Auxiliary verbs are the 'little' words that are linked to the main verb and help show verb tense
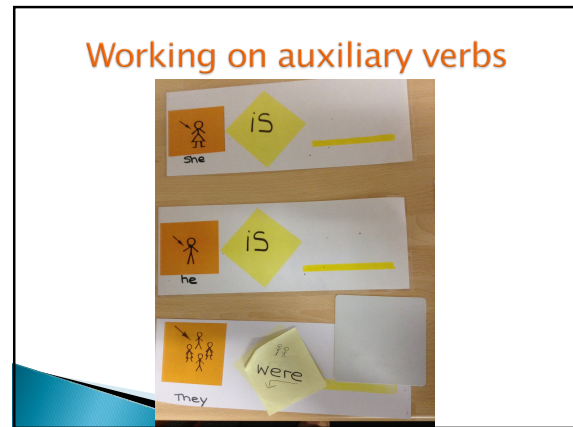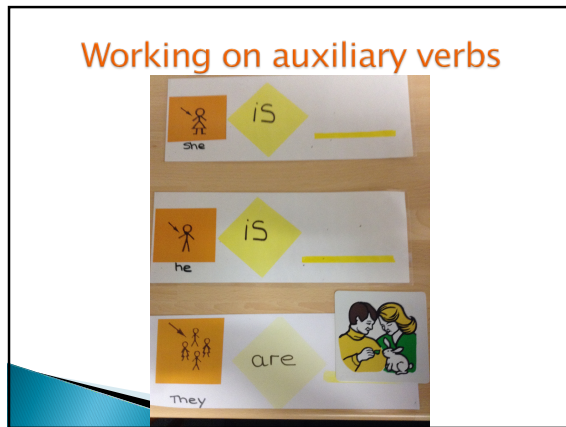e.g.   *The boy is eating*

The cats were sleeping

Diamond words

Sometime children leave out the 'little verbs' that stand on their own in a sentence too.

e.g.   *The boys were in the playground*

Is your cat black?

ALL verbs are still yellow

Working on auxiliary verbs

Working on auxiliary verbs

COLOUR CODING – Making Questions

Dad was putting his coat on the chair

Was Dad putting his coat on the chair ?

HOT OFF THE PRESS !

Asking Questions **Whose** ?

‣ Non argument coding
‣ Emphasise /sign final 'z' [or possession]
‣ Can go with Who or What or Where
So...
‣ Needs to be clear shape which can move about like clouds
  –> STAR WORDS My dog ate Dad's shoe

Possessives

Eat teddy's apple

She put the book in her drawer

Mrs Bryan's hair is straight

Give the sticker to Kiera's friend

PRACTICAL ACTIVITY

‣ Look at the sheet of sentences

‣ Work in pairs

‣ Use the Question Words to work out the colours and if relevant –shapes too

‣ *Later you can find the sentence on the DLS sentence coding sheet...but no cheating!*

CODING and KEY WORD LEVEL

▸ Sorted into Key Word level according to the Derbyshire Language Scheme

▸ **Can be used as a guide for the order of developing comprehension and expression using coding**

The Equipment

▸ **Choose a way to represent roles**

➢ Nursery/ Key stage 1 =symbols [e.g. Rebus, Makaton].

➢ Key stage 2 or literate child =written word

How to represent elements

· Symbols/words on **colour cards** – select and arrange in right order to match colour line

· Symbols/words on **white card** – arrange on colour lines

· Child draws **coloured lines under words** or shape round words

· Written sentences with **colour 'gaps' to be filled in**

· **Laminated coloured/shape boards** + draw/write/stick on words/symbols

The Activities

▸ Describing pictures/real events
▸ Use alongside simple oral sentence work e.g. Derbyshire language scheme
▸ Supporting basic vocabulary development [including verb semantics]
▸ Supporting creative writing
▸ Planning narratives
▸ Supporting Big Book
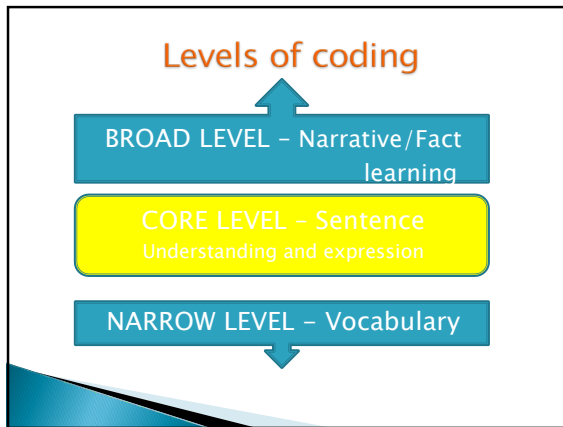▸ Text comprehension
▸ Supporting topic vocabulary

The Children
A) Expression

▸ word order problems   e.g. ' news me like '
▸ omissions of verbs or essential key semantic information from the sentence. Marked WFD
▸ lack of sentence variety
▸ tendency to 'word string'
▸ tendency to start a sentence, then trails off when he gets stuck and tries another one
▸ Problems reflected in written language
ALSO children where motor planning problems limiting sentence structure

B) Comprehension

▸ Applicable to severe comprehension difficulties
▸ Focus on signs and colours/shapes as major support
▸ Therapy for difficulties with e.g.
❑ 'question word' comprehension
❑ DLS based comprehension work
❑ Written text comprehension
❑ Verb tense, plurals [*shape coding only*]

Levels of coding

BROAD LEVEL – Narrative/Fact learning

CORE LEVEL – Sentence
Understanding and expression

NARROW LEVEL – Vocabulary

CORE LEVEL SUPPORTING SENTENCE DEVELOPMENT

Spoken and written sentences

CORE LEVEL SUPPORT

◦ Developing sentence structure
◦ Expressing reasons - science
◦ Development of 'interesting' sentences in creative writing [cloud words]
◦ Supports question comprehension
◦ Developmental order of understanding question words [WALL CHART]

Developing spoken sentences

Coding can be used to develop a child's ability to produce spoken sentences

➢ To increase the range of sentence types

➢ To increase the complexity of sentence structures

Targeting specific sentence types

‣ We may choose a specific sentence type to work on

‣ We can describe this in terms of key words &/or a colour pattern i.e.

"*We are working on person + action + place*"
OR
"*We are working on* WHO + DOING + WHERE"

Examples of simple target sentences

1] person + action
   e.g. *Danny jumping.*   *Me draw*.

2] action + adjective + place
   e.g. *Sit on blue chair.*   *Look in big book*

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Example of harder target sentence

3] Answering Why questions –

'Why is the boy sad?'

> because > person   action   object

'Because   he   dropped   his ice cream'

Practising target sentences

When developing spoken sentences we use lots of visual support , appropriate to child's ability

➢ Pictures/objects
➢ Colour coded symbols
➢ Colour coded lines/cards
➢ Signing

Practising target sentences

For example
When getting a child to describe an action

▶ Create a sequence of coded symbols which make an instruction or describe an action

▶ Child has to then uses the coding and symbols to help them describe what they did
  e.g.   cut big apple
              wash teddy's face

Verb picture ->
Who, doing, what

Supporting DLS/ICW's

Can use colour coding to support
▶ Comprehension
▶ Description
▶ Command

in all DLS/ICW type activities

3 ICW comprehension –
coloured symbols + coloured line

colour /draw   big/little   cat/house/tree

Reducing the coding support

‣ Once the child is secure with the full coding → reduce the support you are using

1. Use the colour cards or line but move from coloured symbols to white symbols
2. Reduce the number of symbols, just leave the tricky ones there
3. Use colour cards /lines but no symbols
4. Gradually take some of the colours away, but encourage the child to touch where they were
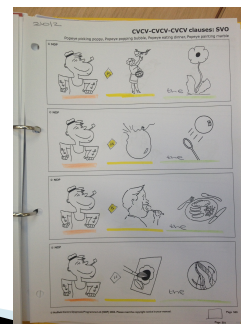
Practising target sentences

Colour line only

‣ Sometime we just have a colour line for the sentence as a prompt

‣ the child uses the colours to help them say the sentence
(as seen in Kiera and Michael's DVD clips)

Coded lines for 'because'
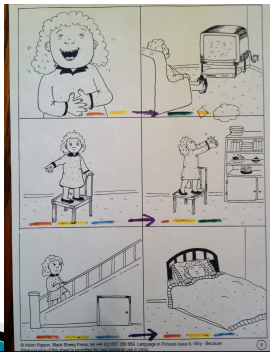
Coding Nuffield SVO sheets

Using target sentence types

During the school day you can get staff to support the child's *target* sentence(s) in other activities too

➢ *Sometimes you just need the colour line as a prompt*

➢ *Other times you may need to do a little preparation*

In regular activities

Sometimes a regular activity provides practice for a target sentence

➢ Have a piece of card with the line of colours/ coloured symbols on it – stick beside that activity or on the child's table

➢ Ask the child a question e.g. *'What did you do?'* *'What must you do now?'* + point to the colour lines/symbols to help them say the sentence

Slide 1

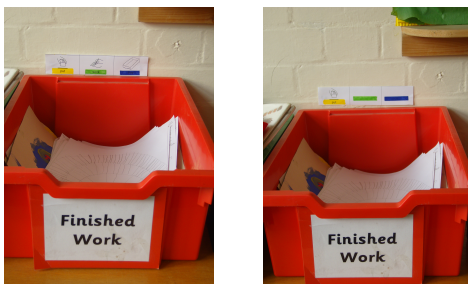Target = 'put' + object + place

(put   what   where)

- Stuck up over their peg – coloured line to elicit " *put coat on peg*"

- Stuck on child's table – coloured line to elicit *"put work in tray"*

Slide 2

'Put coat on peg'

Slide 3

'Put work in tray'   + / – symbols

Slide 4

In Topic Work

- Often a target sentence can be supported in topic work activities …..with a little preparation

- Use the colour line + symbols/line drawings to support the required sentence

Slide 5

'Forces' topic – push/pull

- *SLT Target* – to use adjectives with 'action + object'
'Pull big lorry'

Slide 6

In Music

2 key word level: action + object