

Recording target sentences: Topic Worksheets

Topic Worksheets

- ▶ Often it is hard for the children to record their work
- ▶ They may need a very simple, **repeated** structure
- ▶ YOU choose the sentence structure.... DON'T try to code what the child gives you
- ▶ Coded work sheets can be made for cloze tasks or copying tasks

Topic Worksheets

When recording an experiment you can have a worksheet with

- ▶ a coded line for the target sentence
- ▶ key vocabulary to copy from OR
- ▶ key vocabulary to cut out and stick on

Topic worksheet – ‘Seeds’



‘Seeds’ – cut and stick

	water		in the pot
	seed		in the pot
1.	put	soil	in the pot
2.	put		
3.	put		

Key Texts [Big Book]

- ▶ Can use Key Texts to find vocabulary relating to *current sentence structures being targeted* by therapist or to create simple narratives
- ▶ Photocopy characters, locations from the book if the child cannot read key words.
- ▶ Use these to create a ‘sentence’ which can be ‘read’ out or written

E.g. 'The Gruffulo'

Targeting sentences using
who + *what doing* + *where*

Write words or lay the pictures onto coloured cards

Gruffulo, mouse fox, owl, snake	walk look hide	wood hole logs tree
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Recording the sentence(s)

Gruffulo, mouse fox, owl, snake	walk look hide	wood hole logs tree
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a) Child then chooses the words to write on a colour line
or
b) Child chooses the pictures to stick on colour line

The Gruffulo is walking in the wood

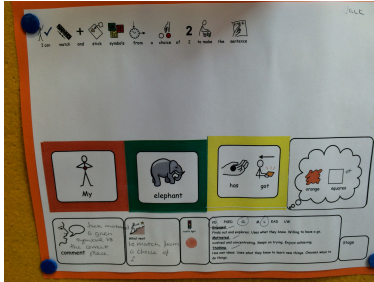
N.B Some children can only use key words when talking
not the full grammar i.e. 'Gruffulo walk wood'

**Supporting target sentences
in whole class writing**


**MLD KS1 -
basic descriptive writing task**



**MLD KS1 -
basic descriptive writing task**



MLD - Writing 'news' KS1



Mainstream Year 1 writing task



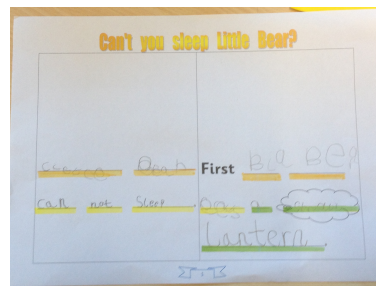
TA uses cards to support



Extension activity - harder cloud words



Written sentence work sheet

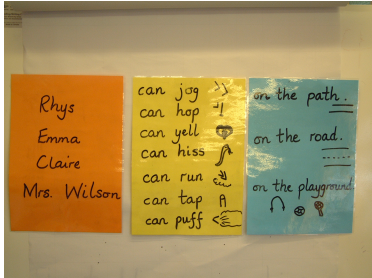


Writing more than one sentence !

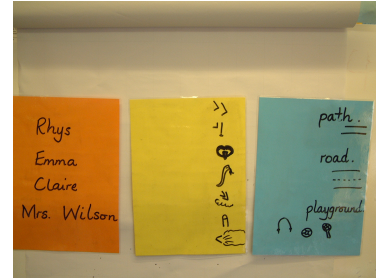
Using the same simple sentence for descriptive writing

- ▶ Brainstorm vocabulary for each colour
- ▶ Children practices creating several sentences out loud with same structure, changing the vocabulary
- ▶ Rub out the words the children can spell themselves
- ▶ Children write sentences and draw pictures

'Things we can do - brainstorm



Rubbed out words they can spell for themselves



'Things we can do' booklet



Supporting descriptive writing

Remember

- ▶ Coding works best with a **simple, repeated** structure
- ▶ **YOU** choose the sentence structure.... DON'T try to code what the child gives you

Writing Instructions to make 'feely picture'

Non fiction literacy lesson
Year 2

Instruction sequence

1. Draw large, big picture on the card
2. Cut up scraps of material
3. Glue scraps on the picture
4. Feel the scraps on the picture


Three Little Pigs

[from – Integrated therapy services]

- ▶ Pig 1 built a house of straw
- ▶ Pig 2 built a house of wood
- ▶ Pig 3 built a house of bricks
- ▶ The bad wolf blew the house of straw down
- ▶ The bad wolf blew the house of wood down
- ▶ The bad wolf climbed the house of bricks
- ▶ The bad wolf fell down the chimney
- ▶ The bad wolf fell in the pot of boiling water

Use of 'What like' clouds in spoken & written sentences


- ▶ You can develop use of adjectives & concepts by showing how to add 'cloud' words to tell you more about one of the colours


'The  dragon breathed fire'


'Here the cloud word tells us more about 'what''

Use of 'What like' clouds

- ▶ Cloud words are very useful since they can **float about** like real clouds!
- ▶ You can show that the *same* cloud words can float around in sentences

The  ghost heard a noise in the forest.


The ghost heard a  noise in the forest



The ghost heard a noise in the  forest

Multiple adjectives

- ▶ You can show that you need more than one in a sentence by using a number of clouds

'Use these words to tell me more about the character in the story'




He saw a   bear.


Year 1 task

Using describing words for
'What does Shrek look like?'

Who is it ?



What does he look like?



Year 1 task

Using describing words for
'What does Shrek look like?'

Shrek is green

Shrek is big

Shrek is scary

Three Little Pigs

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Science – sequences and verbal reasoning

SCIENCE – using purple joining words to express events v reasons

FLOATING & SINKING

We put a brick in the water

and

We put a feather in the water.

Framework for answers

Why did the brick sink?

Because it was heavy

Why did the feather float?

Because

Linking with SPAG

»» Brief overview

CHART LINKING WITH SPAG

Question Word	Coding	GRAMMAR
(What) Doing ?		VERBS
Who ? [people/characters]		Single word = NOUNS
What ? [things]		
When ?		ADVERBS of Time Manner Place
How ?		
Where?		

CHART LINKING WITH SPAG

Question Word	Coding	GRAMMAR
What LIKE?	☁ Cloud Words	ADJECTIVES
PLUS		
'little yellow words' e.g. is, were, can [linking verbs - be , get]	◇ Diamond Words	AUXILIARY VERBS [& 'linking verbs']
Sentence joining e.g. 'and, then, so'	—	CONNECTIVES/ CONJUNCTIONS
'because, although, until'	➡ Joining up words	

SPAG WORD level- Year 2 - VERB TENSE /SUFFIXES

- ▶ Verb tense can be easily marked on text using a **TIME LINE**
- ▶ Could demonstrate the time line on your arm
 - NOW /PRESENT = point down onto wrist
 - PAST = draw line from NOW back to elbow , then point there
 - FUTURE = start at wrist and go forward to finger tips

→ FROM SHAPE CODING
This can then be drawn on a time line under the word

WORD level- VERB TENSE

▶ **PRESENT TENSE** ↓ "He is walking" " He walks"

▶ **PAST TENSE** ↙ "He walked"

▶ **FUTURE TENSE** → "He will walk"

Doesn't need colour...just draw the lines under the verb [which will be yellow, if it is coded]

2) SUPPORTING UNDERSTANDING

a) SPOKEN SENTENCES

Supporting Sentence Understanding


It's not just about the child saying sentences, some children need support to **understand** sentences.

E.G.

1. Following instructions for certain sentence types
2. Understanding different parts of sentences
e.g different prepositions [in/under above/below]
3. Understanding question words

1. Following instructions

You can focus on one type of sentence to use in instructions you give the child
e.g.

action +  + object

- ▶ Think of times school could use these
- ▶ Have a card available with the colour line on to support the child's understanding.

Following instructions



1] P.E. -

"Kick the big ball" "Roll the red hoop"

2] Tidying Up -

"Wash the green paint pots" "Collect the new pencils"

3] Creative activities

"Draw a big monster" "Paint blue hair on him"

2. Understanding parts of sentences

- ▶ You can focus on developing the understanding of just one part of a sentence
- ▶ Use a coloured line and just have symbol/written support for that part

e.g. prepositions , time words

Understanding prepositions

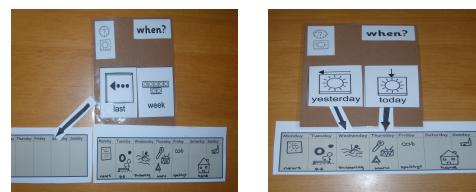


Following a 3 key word instruction
Put the glue stick in the mug
Only preposition supported [in /behind / in front]

Understanding time words

- ▶ Time words are often hard to understand
e.g. 'today, yesterday, last week, next week'
- ▶ Time words answer the question 'when'
- ▶ 'When' words are **brown**
- ▶ Explain that **brown** words change the **yellow** doing word
- ▶ You MUST have a familiar context and consistent language to teach 'time' words

Understanding time words



Using a time line to teach
last week yesterday / today

3. Understanding Question words

You can support *question comprehension* in class with colour coded cards which the adults can point to [& sign if appropriate]

- by teachers white board
- small laminated cards for use at tables

Understanding Question Words



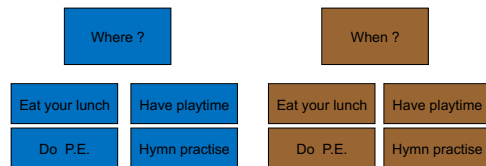
Teaching Question words

You can teach understanding of *question words*

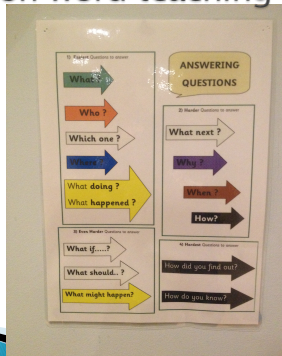
- by linking the word with the colour and sign + a symbol cue about the question meaning [e.g. *who* = person symbol *where* = place symbol]
- thinking of simple questions that contrast 2 of the questions
- getting the child to decide what colour question it is BEFORE answering it

Using coding to teach understanding of question words

Understanding 'where' v 'when'



Question word teaching order



2) SUPPORTING UNDERSTANDING

b) WRITTEN SENTENCES