

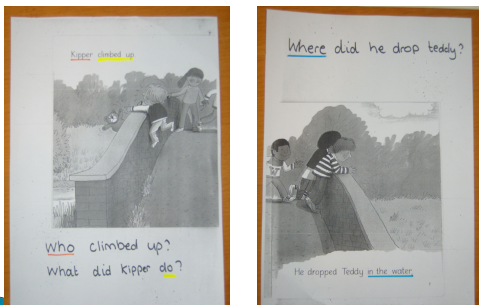
Understanding Written language

- By using the key questions + coding you can focus on understanding texts.
- Photocopying the text enables you/child to write on it!
- You can code work sheet questions to go with current class topic or texts.

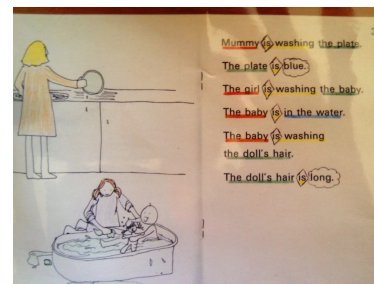
Supporting reading comprehension

- Adult asks the question and indicates what colour question it is e.g. 'What did Floppy do?' + point to 'yellow' card .
- If questions are written down - underline the '..do'? in yellow
- Child looks for words in the text that answer that question & child underlines those words in the right colour
- Child then answers questions verbally &/or writes answer down

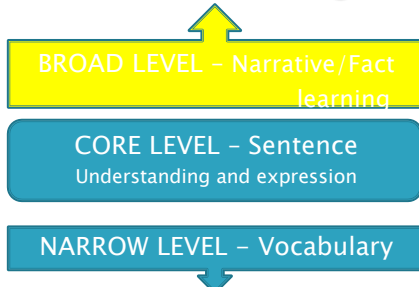
Coded Text Comprehension



Coded Text Comprehension – LTR



Levels of coding



Narrative Coding

- Question words form a structured framework to create a narrative
- Coding supports the understanding of question prompts
- Coding supports finding the elements the narrative e.g. **who**, **when**, **where**
- Drop coded structure when child is ready

Types of Narrative Support

- News
- Familiar texts/stories as a basis for narrative
e.g. big book, fairy stories,
- Original narrative
- Non fiction narrative

Structuring a narrative

- Some children with very limited language benefit from a set visual structure they always use for narrative work
- In my KS1 Base we use the Black Sheep story planner.
- Coding can be used to support ANY narrative framework

Narrative Frameworks

Example from SLI Base

Simple Narrative Structure

when	who	(One day there was a boy)
		and
who	where	(The boy was in the park)
		and
who	doing	(The boy was playing)

Harder narrative – familiar text

when	who	where	<i>One day Cinderella was at home</i>
who	doing	where	<i>Cinderella was crying in the kitchen</i>
then	who	doing	<i>Then the Fairy Godmother appeared</i>
then	who	doing	<i>Then Cinderella went to the ball</i>
			<i>ETC</i>

Black Sheep Press– ‘Narrative Packs’

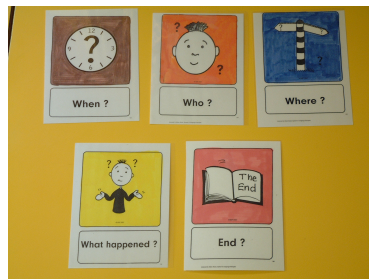
Resource : Black Sheep narrative packs

- ▶ Nursery Narrative Pack
- ▶ story components:- *who, when, what next*

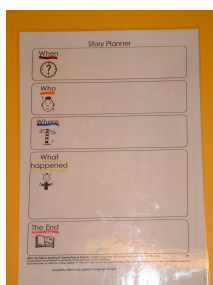
- ▶ Reception Narrative Pack
- ▶ story components:- *who, where, when, what happened next*

- ▶ Fun with Narrative [big books]

Reception Narrative – colour coded cue cards



Story Planner



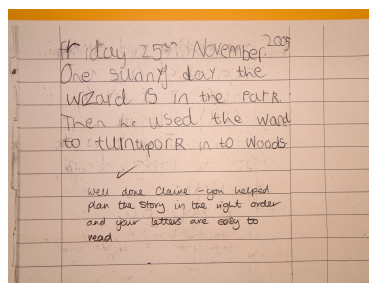
Story options – Creating the Story Starter

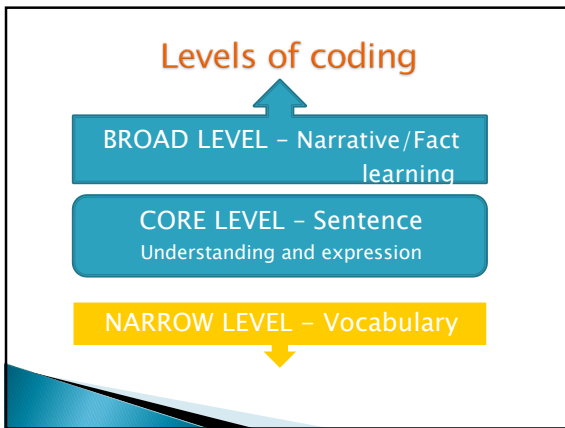
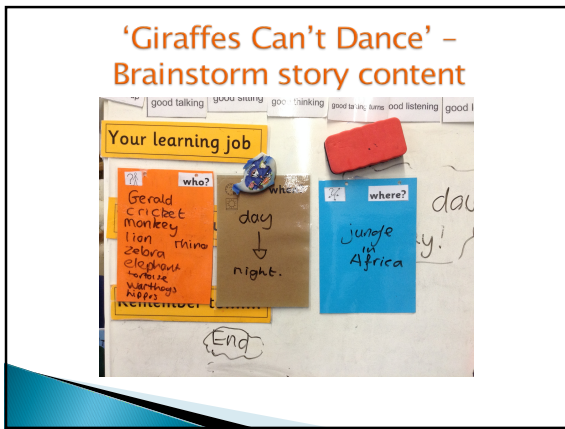


Selecting cue cards



Written story





- Vocabulary Coding**
- ▶ Coding can be used to teach and practice key topic vocabulary through colour coding the vocabulary in
 - vocabulary books
 - Wall displays
 - Generating semantic webs/ mind maps

- Coding Vocabulary**
- So HOW do you decide which colour/shape to code your vocabulary with?
- ▶ Use the QUESTION WORDS
 - ▶ Ask the questions in relation to the vocab and see which one it answers best
- [Sometimes 2 questions may fit. Use the one that is closest to the meaning you want.]



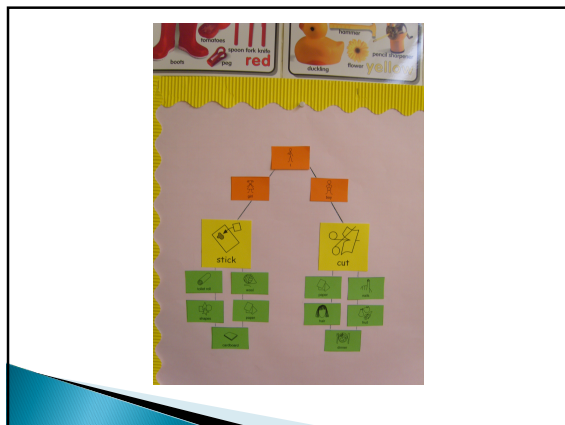
Leona -Topic Mind Map

Leona year 2 -
Created a semantic web/mind map to recall & link vocabulary for topic on seaside

[Colour coding with some shape coding elements]



Leona - 'seaside'



Learning Facts - KS2 history topic

Amy (Y6 mainstream) used **coded fact sheets** as basis for written work as well as learning the facts.

e.g. **CHURCHILL** [colour coded]

- > What kind of word [i.e. orange 'who']
- > **When** did he live? 1874 - 1965
- > What did he **do**? Led country. Smoked cigars
- > **What** was his job? Prime Minister
- > **Where** was his office? 10 Downing Street
- > What was he **like**? etc Short, balding, clever, good communicator

Similar vocabulary

Coding can be used to clarify the meaning of similar words

prison where?	prisoner who?	
A burglar Who did it?	Burgled What did he do?	A burglary What is the crime?



What questions do you have?

Let's see if you have any answers by the end !

Things to consider before attempting a whole school approach

What do we need to consider ?

- ▶ Curriculum led or individual needs led
- ▶ Universal support v specialist intervention
- ▶ Nature of setting [mainstream v specialist provision]
- ▶ Level of SLT support on site

What do we need to consider ?

- ▶ Key Stage
- ▶ Communication Friendly Classrooms status?
- ▶ Senior team engagement – top down v bottom up roll out
- ▶ School development plan
- ▶ Teachers needs

Whole school training package

- ▶ Herts have a 1½ hour basic training package for schools – delivered by SLT
- ▶ Looking into developing a parent support package

Whole school training package

All SLT's have attended training BUT

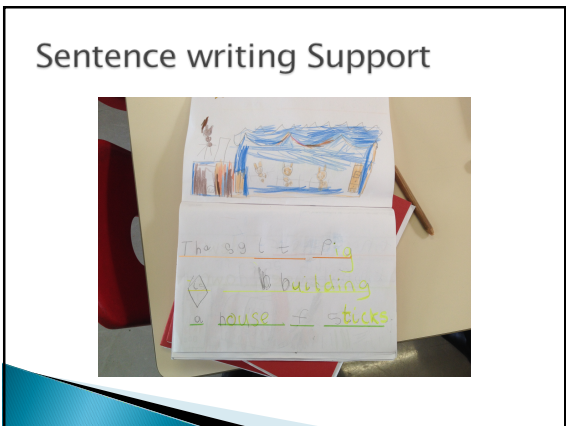
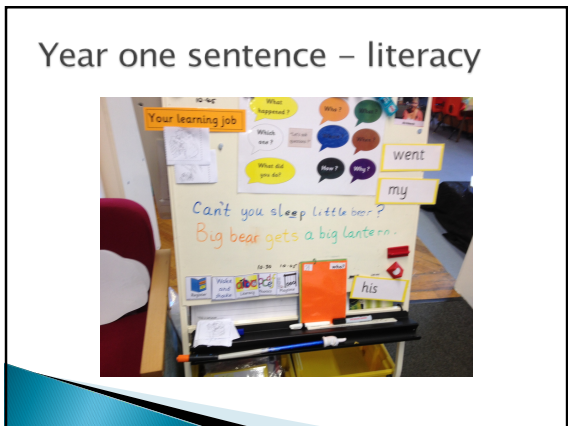
- Only those who have some experience in using it can support a whole school approach
- Less experienced SLT's can include specific target in individual programmes and offer the training package [or part of it] to key staff implementing the programme
- May just be task training for Agent of Change for the child's programme and home

What level of classroom application is appropriate to aim for?
MAINSTREAM SETTING

- Minimum universal application
- ▶ Teachers and TA's know the question colour links
 - ▶ Colour cards are available and accessible in every class
 - ▶ One activity where used regularly e.g. supporting idea generation for narrative/topic fact recall

- Key Stage 1 – potential focus
- ▶ Early years
 - question word/colour links
 - Single question focus for the session/day/week
 - Using questions to elicit information
 - up to 3 element sentence creation [oral & written by end of reception]

- Key Stage 1 – potential
- ▶ Year 1
 - written sentence support for selected literacy targets
 - introducing adjectives
 - linking verbs to yellow words
 - diamond words linked to reading and spelling [is, was, can]
 - Supporting higher level question comprehension [e.g. How can you find out? How do you know?]



N. Ogg - Bookmark Prompts



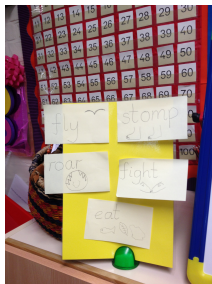
Key Stage 1 – potential

▶ Year 2 *As per year 1+*

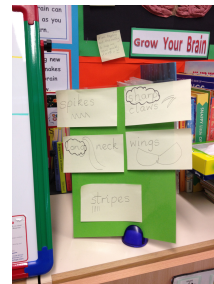
CORE LEVEL – sentences

- Connectives [coordination and early subordination]
- Making more interesting sentences by adding a colour/shape element
- Sentence types and uses [e.g. commands, questions, riddles, poems] → allows for repetitive framework

Creating a riddle with ‘dinosaur’ DOING words



Creating a riddle with ‘dinosaur’ WHAT words



Riddle framework



Completed riddle

