

## Colourful Semantics in Schools



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

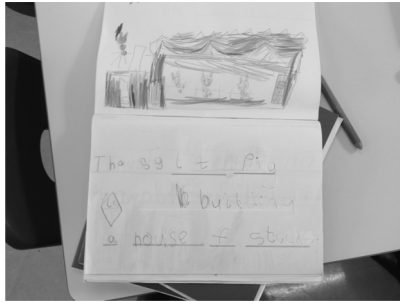
- ▶ Year 1
  - written sentence support for selected literacy targets
  - introducing adjectives
  - linking verbs to yellow words
  - diamond words linked to reading and spelling [ is, was, can]
  - Supporting higher level question comprehension

[e.g. How can you find out? How do you know?]

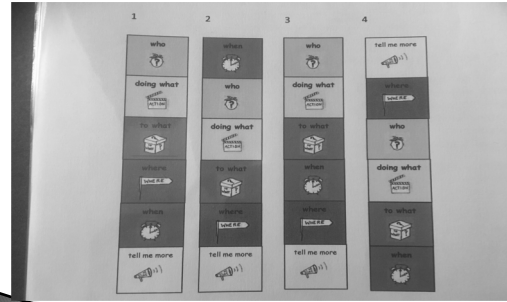
### Year one sentence – literacy



### Sentence writing Support



### N. Ogg - Bookmark Prompts



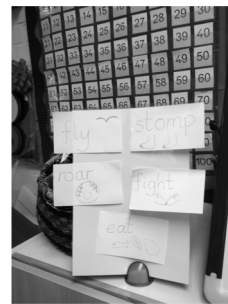
### Key Stage 1 – potential

► Year 2 *As per year 1+*

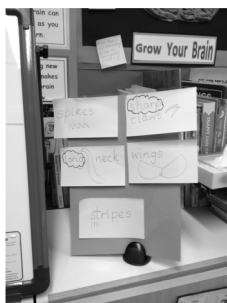
CORE LEVEL – sentences

- 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

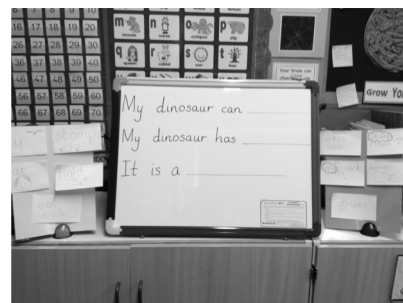
### Creating a riddle with 'dinosaur' DOING words



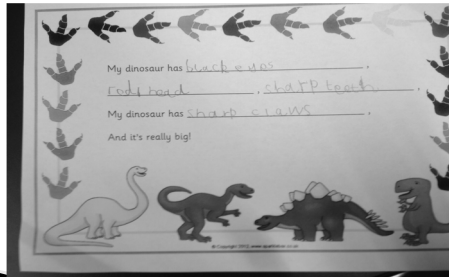
### Creating a riddle with 'dinosaur' WHAT words



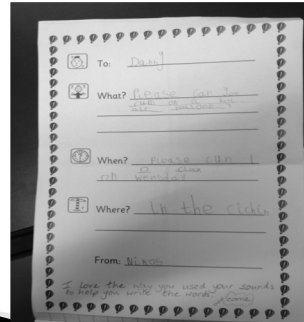
### Riddle framework



### Completed riddle



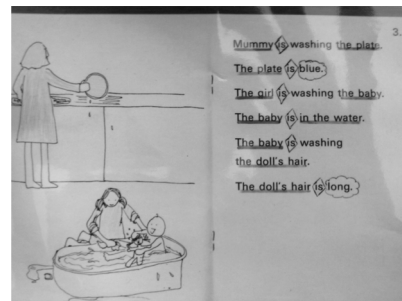
### Party invitation



### Key Stage 1 – potential

- ▶ Year 2 – CORE LEVEL cont'd
  - Adverbs [ How, When, Where]
  - Turning Adjectives into adverbs ['ly' words]
  - Supporting sentence recall for sentence dictation
  - Reading comprehension

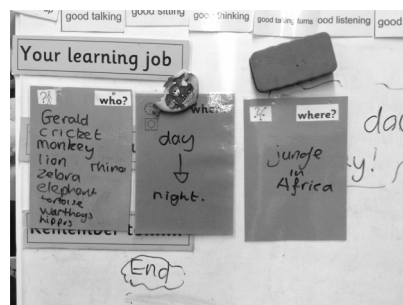
### Coded Text Comprehension – LTR



### Key Stage 1 – potential

- ▶ Year 2
  - BROAD LEVEL – ideas
    - ▶ Brainstorming @ 'ideas level' for narrative
    - ▶ Fact learning /recall
  - NARROW LEVEL – words
    - ▶ Topic vocab support
    - ▶ Coding the 'Word of the Week' – ensures variety i.e. not just nouns

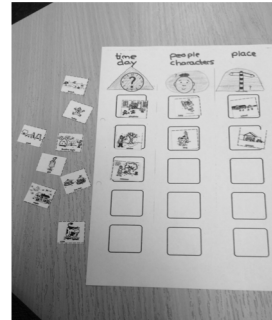
### Narrative ideas Brainstorm – known text



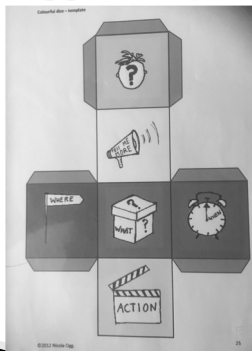
### Own ideas – narrative



### Black Sheep Press – STORY STARTER



### Nichola Ogg – Story Dice



### Year 2 – Mainstream Wall Display

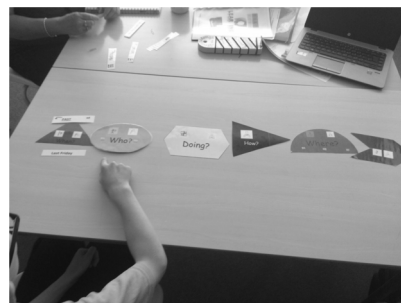


### Key Stage 2/3 – potential

**First Step – easy way in for staff [who have receive basic training package]**

- ▶ Making up silly sentences with the children as a way to teach the basic coding combinations
- ▶ Expanding those silly sentences the extended coding

### KS3 Extending a sentence

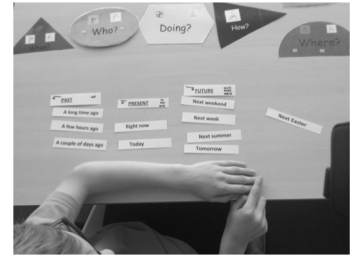


### Adding ADJECTIVE /cloud word



### WHEN WORDS SORTING

Using the arm as a time line



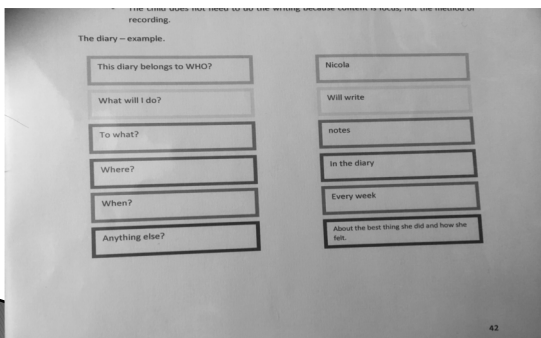
### Key Stage 2/3 – potential

- ▶ CORE LEVEL – sentences
  - Developing complex sentences by 'adding' a colour/shape
  - Developing complex sentences by 'expanding' within a colour [higher level subordinators/relative clauses]
  - Linking with Adverbials
  - Reading comprehension /fact searching/ text cohesion

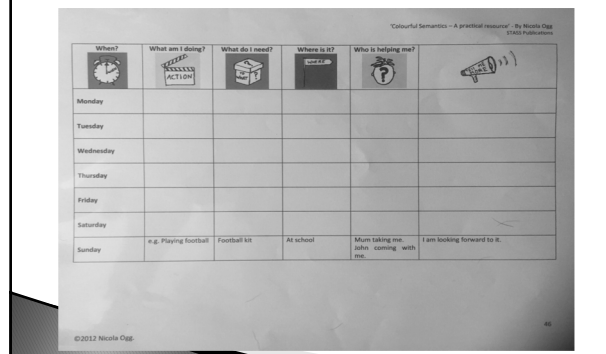
### Key Stage 2/3 – potential

- ▶ BROAD LEVEL –ideas
  - Brainstorming for written narrative – fiction and non fiction
  - Fact Learning /recall
  - Diaries and Planners
- ▶ NARROW LEVEL – words
  - Similar vocabulary – topic words
  - Individual word learning targets

### N. Ogg – Diary



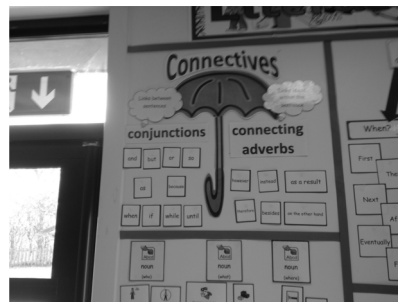
### N. Ogg – Planner



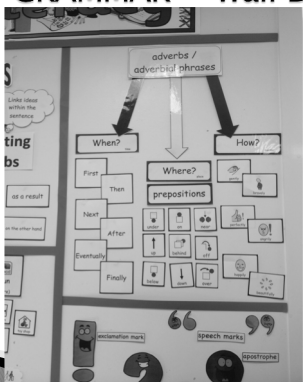
KS2 - 'GRAMMAR' - Wall Display



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What level of classroom application is appropriate to aim for?  
NEWLY TRAINED SCHOOL

### Village Primary School

- ▶ Received training in Sept 16
- ▶ Link SLT is a S/L base SLT
- ▶ Yr 1 pupil had high levels of coding for S/L programme
- ▶ Teacher in first class [ mixed R/Yr1] has coding resources on her interactive whiteboard

## Village School

- ▶ Uses it for fiction brainstorming [ Who is in the story, Where is the story happening etc]
- ▶ Extended use for sentence creation and writing with non SLT children
- ▶ Planning to support teacher to use in yr2/3 class next year

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

## Advantages of Specialist setting

- ▶ More uniform population....ish
- ▶ Higher percentage of pupils viewed by staff as benefiting from the approach
- ▶ Staff more skilled at multiple support strategies
- ▶ Specialist Visual Support strategies already in place across the setting :-  
*signing, symbol use, PECS, picture support*
- ▶ Symbol writing software

## Advantages of Specialist setting

- ▶ Highly differentiated curriculum
- ▶ Restricted language input is more acceptable [as opposed focus on expansion as priority]
- ▶ Overlearning/frameworks - reusable resources
- ▶ More inter-professional joint planning
- ▶ Probably higher SLT profile and presence
- ▶ Easier to integrate SLT programme into the curriculum ?

## MLD Primary School - *slide show* 😊

WHOLE SCHOOL APPROACH for literacy

## MLD - Coding up in every class



Year 3/4

Year 5/6

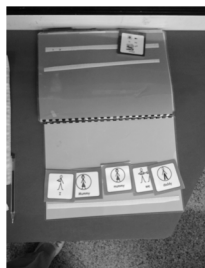
### CORE LEVEL -

Sentence support - spoken and written

### MLD School - class resource



### Vocab books - early years



WHEN + WHO



DOING + WHERE

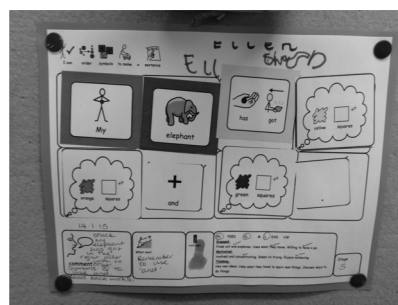
### Sentence strips - selected vocab



### Another class resource - Year 2/3



### Elmer sentence 'writing'





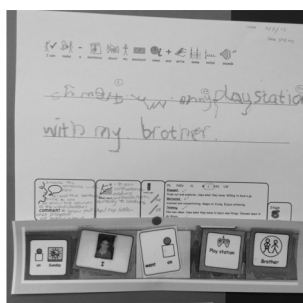
### Class News Strips resource – MLD



### Sentence strips for 'news'



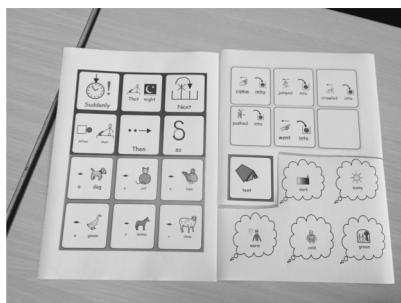
### Writing from coded symbols



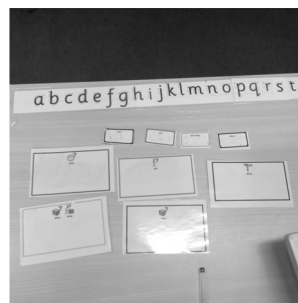
### Feelings – WHO + DOING + CLOUD



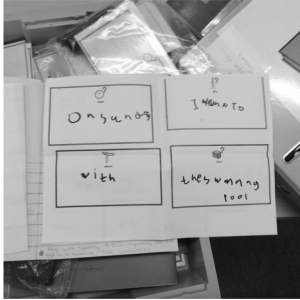
### Own choice – topic sentence creation



### Sentence writing – individual cards for each coded element

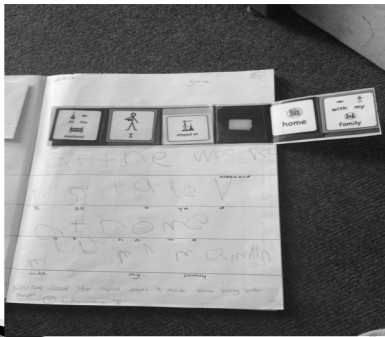


Sentence writing - individual cards for each coded element

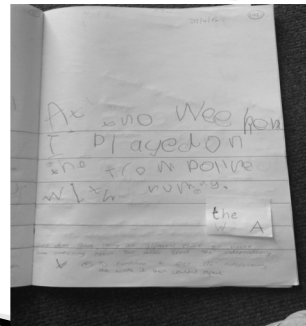


Pupil progression

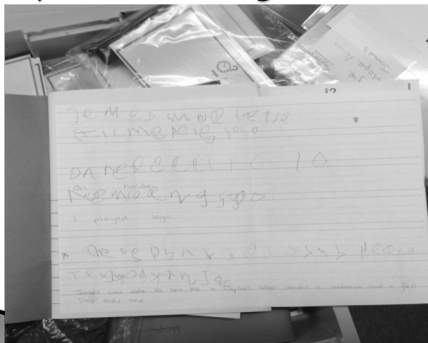
Grace - Sept 14  
*Ordering symbols & letter copying*



Grace - April 15  
*Independent writing*



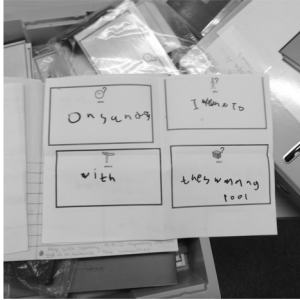
James Sept 14  
*Independent writing*



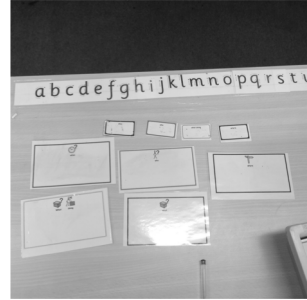
James Sept 14  
*Sentence symbol strip*



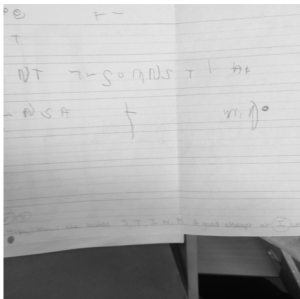
James - April 15  
Using Large Blanks



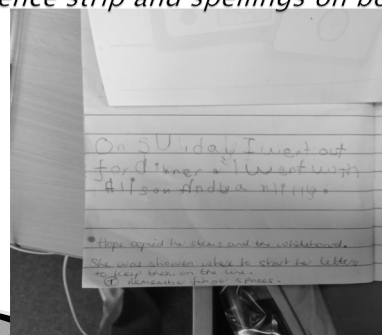
James - May 15  
using small blanks



Hope - Year 5 Sept 14  
Independent writing



Hope - year 5 May 15  
Independent writing - from own Symbol  
Sentence strip and spellings on board

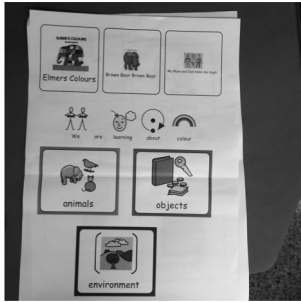


**BROAD LEVEL**  
Ideas generation & narrative

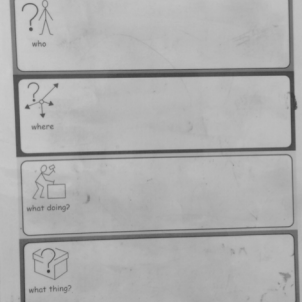
MLD KS1 - Coded symbols for all  
reading books !



### Big Books & Topic fact learning

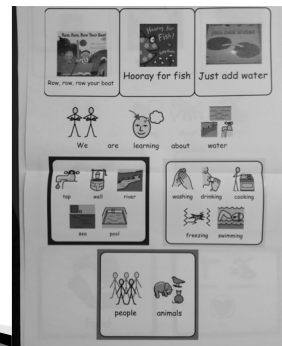


### Big Books & Topic fact learning



### NARROW LEVEL Vocabulary

### Topic Vocab summary sheet



### Weather vocab and DOW



### Name labels - ORANGE



## The world's your coloured oyster!

- ▶ You are experienced in supporting children in their learning
- ▶ Once you start to support sentences with colour coding in these ways, feel free to extend it
- ▶ Lets us know your good ideas – we can pass them on!

ANY QUESTIONS?

## Sentence Coding –References

1. **Bishop D.V.M.** (1997). *Uncommon Understanding: Development & Disorders of Comprehension in Children*. London: Psychology Press
2. **Black M & Chiat S** (2003). *Linguistics for Clinicians* London:Arnold
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4. **Bryan A.** (1998) Colourful Semantics 2. In *Proceedings of 1998 NAPLIC conference: "Language Impairment: theory and practise"*.
5. **Bryan A.** (1997) Colourful Semantics. In Chiat S., Law J & Marshall J. (Eds) *Language disorders in children & adults: psycholinguistic approaches to therapy*. London: Whurr
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9. **Garrett M** (1988) Processes in language production. In F J Newmeyer (ed) *Linguistics: The Cambridge Survey*, Vol 3. Cambridge University Press.
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