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 !   [Principle One]

➤ Code **ALL** those words in the linked
colour/shape   [Principle Two]

All the words should be coded

➤ **For the basic sentence there should be no
words in the middle left uncoded**
…if there are you may need to try again ☺

My Mum sat on the sofa   X

My Mum sat on the sofa   √

Use the VERB to help you

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

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

Basic <u>colour</u> coding – essential question words

Question Word	Current Colours	Original Colours	Example
(What) Doing ?	yellow	yellow	Ben <u>is giving</u> a biscuit to the dog
Who ?	orange	orange	<u>Ben</u> is giving a biscuit to the dog
What ?	green	green	Ben is giving a <u>biscuit</u> to the dog
Where ?	blue	red	Ben is putting a biscuit <u>in the bowl</u> in the bowl
To Who(m) ?	pink	pink	Ben is giving a biscuit <u>to the dog</u>

Practising the current 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**

Practising the other meaning mantra !!!

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

Non Argument Structure

》》》 Let's look at additional coding

- Remember there is other information in sentences [non arguments]

- These are **not** essentially linked to the verb

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

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Additional [non argument coding]

Other information	Question	Colour/shape
Adjective / concept *i.e description related to noun*	What like? *Cloud words*	
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? *Star words*	

Colourful Semantics – non argument structure

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] **[Alison's]**

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** ?

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*
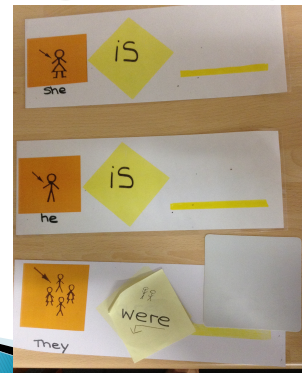
Diamond words

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

COLOUR CODING – Making Questions

Dad *was* putting his coat on the chair

Was Dad putting his coat on the chair ?

Newest shape !

Asking Questions   **Who<u>se</u> ?**

- 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

Practising the full meaning mantra [current]

- 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

Practising the full meaning mantra [other]

- Orange words tell us WHO
- Yellow words tell us what they are DOING
- Green words tell us WHAT
- Red 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]
- Blue words tell us WHAT is it LIKE
- Star words tell us WHOSE

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

- **colour cards** – select and arrange in right order to **match** colour line

- **white card** – arrange on colour lines

- **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

Communication in print
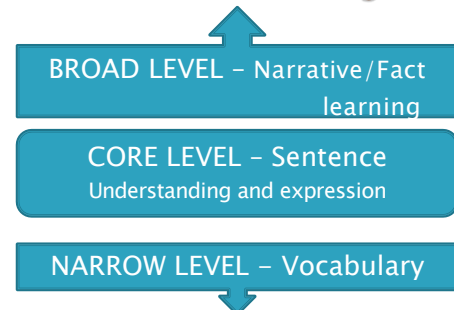### – writing sentences
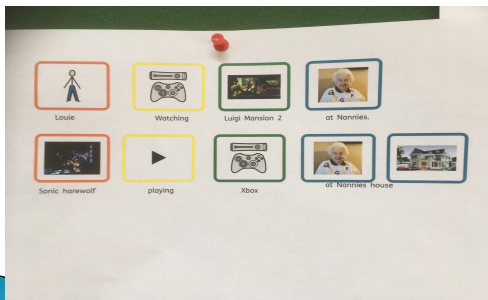
The Children
A) Expression

- 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
- Just need to be able to 'colour match'
- Focus on signs and colours/shapes as major support
- Therapy for difficulties with e.g.
  - 'question word' comprehension
  - Key Word based comprehension work
  - Written text comprehension

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]