

## 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.

## 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

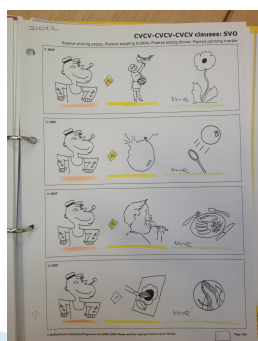
### Colour line only

- ▶ Sometime we just have a colour line for the sentence as a prompt
- ▶ the child uses the colours to help them say the sentence

## 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

## Target = 'put' + object + place

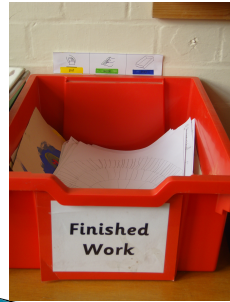
( put          what          where )

- ▶ 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"

**'Put coat on peg'**



**'Put work in tray' + / - symbols**



**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

**'Forces' topic - push/pull**



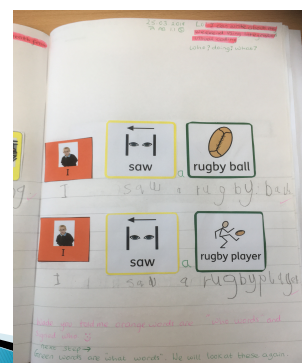
- ▶ SLT Target - to use adjectives with 'action + object'  
 'Pull **big** lorry'

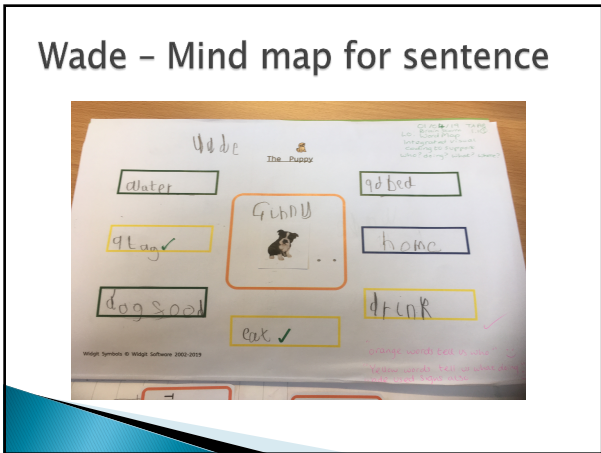
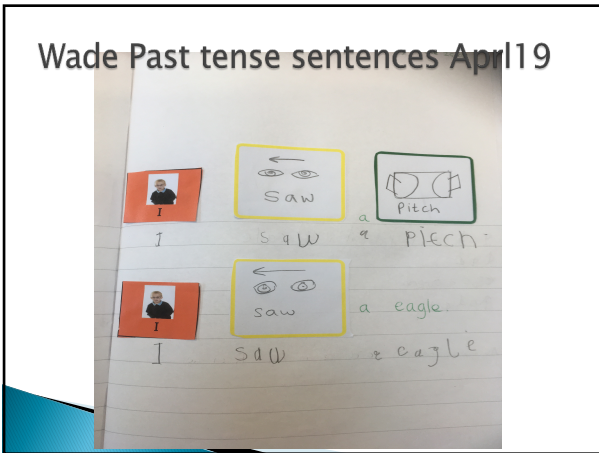
**In Music**



2 key word level: **action + object**

**Wade Past tense sentences Mar 19**





### 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

### '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 Gruffallo'*

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

Write words or lay the pictures onto coloured cards



*Recording the sentence(s)*



- a) Child then chooses the words to write on a colour line
- or
- b) Child chooses the pictures to stick on colour line

The Gruffullo is walking in the wood

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

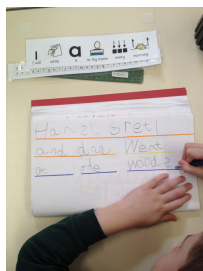
TA uses cards to support



Extension activity – harder cloud words

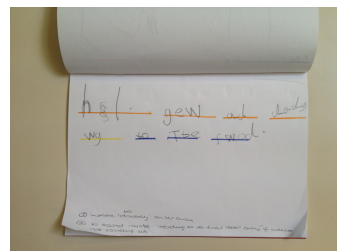


Planning and writing a sentence



No adult support, just lines

Planning and writing a sentence



Adult supported writing