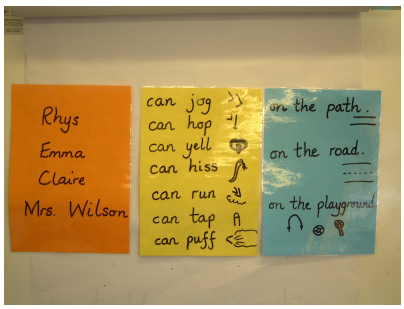
Using the same simple sentence for descriptive writing

- 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



Supporting descriptive writing

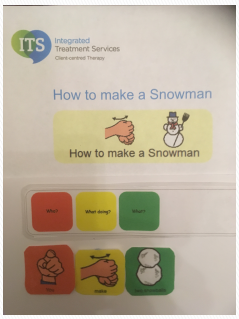
Remember

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

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

Build a Snowman ITS



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 scaly 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 scary ghost heard a noise in the forest

The ghost heard a scary noise in the forest

The ghost heard a noise in the scary 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'

huge, scary, black, brown

He saw a ……. ……. bear.

Year 1 task

Using describing words for

'What does Shrek look like?

Who is it ?

Shrek

What does he look like?

big, tall, green, scary

Year 1 task

Using describing words for

'What does Shrek look like?

Shrek is green

Shrek is big

Shrek is scary

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

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] What ? [things]		Single word = NOUNS
When ? How ? Where?		ADVERBS of Time Manner Place

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	AUXILLARY VERBS [& 'linking verbs']
Sentence joining e.g. 'and, then, so' 'because, although, until'	Joining up words	CONNECTIVES/ CONJUNCTIONS

Supporting Sentence Understanding

Don't forget coding can support understanding too

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

1. Following instructions

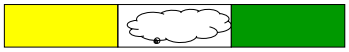
You can focus on one type of sentence to use in instructions you give the child

e.g.

action + adjective + 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

3.Understanding Question words

You can support *question comprehension* in class with colour coded cards + signs

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

Teaching Question words

You can teach understanding of *question words*

- 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'

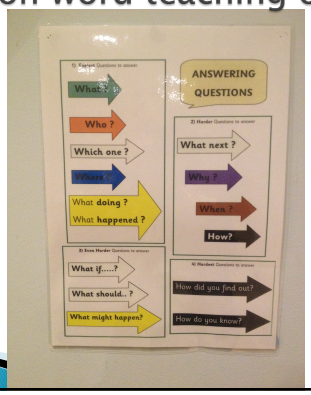
Where ?

Eat your lunch | Have playtime
Do P.E. | Hymn practise

When ?

Eat your lunch | Have playtime
Do P.E. | Hymn practise

Question word teaching order



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