An introduction to Colourful Semantics

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[with shapes by Susan Ebbels]

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Colourful Semantics

A system to support spoken and written language learning across the curriculum, which can be used for –
➢ sentence development
➢ understanding questions
➢ developing narrative
➢ understanding written text
➢ developing vocabulary & learning facts

For Speech Pathologists, Teachers and other education professionals

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It all started with Gordon

‣ Gordon started at Speech and Language base attached to mainstream school in Autumn 1991 [age 5]

‣ Started as SLT at base in Jan 1992

‣ Gordon and Eirian Jones' stroke patient BB (1986)!

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BB – Eirian Jones 1986

‣ Stroke patient
‣ Preoccupied with grammar structure [the, ing etc]
‣ ? Related to previous traditional SLT programme
‣ Hypothesis → difficulty at 'Functional Level' of the Garrett model
‣ New therapy developed with semantic focus

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Gordon 1992

‣ OK at social phrases

‣ Best sentences in simple picture description

‣ **Action Picture Test overly focused on using 'the' 'is' 'ing' and struggled to find the other words**

‣ Previous programme SVO picture description + the /is/ ing

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Verb problems

‣ Over reliance on 'have'

'sausages have breakfast'
Silly picture of someone pouring sausages out of a cereal box

'The dog is have….dog…..have dog's biscuits…and then have eat them'
A boy pouring biscuits into the dog's bowl & the dog eats them

'Man have carrot on hand'
Man holding a carrot

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Verb problems

‣ Omitted
'Lady upside–down pencil'
Lady writing with pencil wrong way round

'Kettle …um…tee–shirt'
Lady ironing with a kettle
‣ Non words
'kow baby up the post office'
Woman lifting a child up so he can post a letter in the letter box

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Word finding and word order

WORD ORDER
‣ Open window Mummy

WORD FINDING [verbs and nouns]
‣ '**Riding** up the ladder' for 'climbing'
‣ 'Girl **jumper** over the gate'
‣ ' Hanger in the ……..'

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Without pictures !

‣ ++ word order and word finding problems
'News me like'

‣ Single words rather than sentences
'tissue'
Where did you put your book? →
'Um…um…um.. book bag'

‣ Sometimes unable to even start a sentence →
anxious silence at 'News time'
'…………..Burger King'

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Bus Story [Renfrew]

Age = 5:08

‣ **Information content** = 7
→ below mean for 3 years

‣ **Average of 5 longest sentences** = 3.5 words
→ below mean for 3 years

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Gordon and BB

‣ Similar profiles

‣ So…try similar therapy !

‣ Focus on sentence semantics not grammar

→ COLOURFUL SEMANTICS

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Bus Story – pre & post testing

	Pre programme Age 5:08	6 months later Age 6:03
Information content	Score= 7 Age Equivalent = Below mean for 3 years	Score = 22 Age Equivalent = 4:00 years
Average of 5 longest sentences	Score = 3.5 Age Equivalent = Below mean for 3 years	Score = 6 Age Equivalent = Below mean for 3 years

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Action Picture Test – Information Score pre & post testing

	Pre programme Age 5:10	5 months later Age 6:03
Information Score	Score= 20 Age Equivalent = 4:06	Score = 31 Age Equivalent = 5:06–5:11 years

Pre	Post
'Kow' baby up the post office	She..um…lifting the baby up….put the letter in…in the post office

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'News' after 4–5 weeks

"I played with my friend at his house"

"I watched TV"

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'News' after 8 weeks

" I have my Easter Egg home" [Written]

"I see Hook…Hook is a baddie…I see pirate ship…my tooth hurts"

"I stayed at home…watched tele all day long"

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'News' after 3 months

"My sister go to my carnival on Sunday…My Nanny coming over on Sunday have dinner in the dining room…Claire holding the bucket…money in it…my Nanny go home on Sunday..at night"

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Conference and Publication

▸ Conference:–Making New Connections 1996

▸ Language Disorders in Children and Adults: Psycholinguistic Approaches to Therapy 1997

▸ **Warning** → Colour Changes …WHY?

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Colours updated and coding extended

Question Word	Original Coding	Updated Coding
(What) **Doing** ?	yellow	yellow
Who ?	orange	orange
What ?	green	green
Where ?	red	blue
Who **to** ?	pink	pink
What **like**?	blue	☁

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WHO DOING WHAT
Complete coding

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4ICW Colours +/– symbols

Colours PLUS symbols	Colours MINUS key symbols

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Coding and Literacy : shared writing task
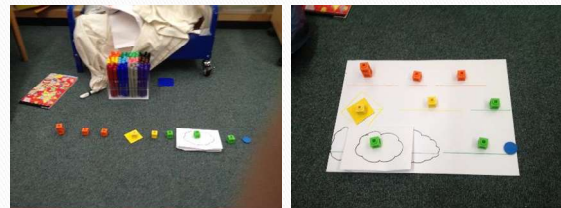
Planning the sentence	Creating the sentence

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Coding and Literacy : shared writing task
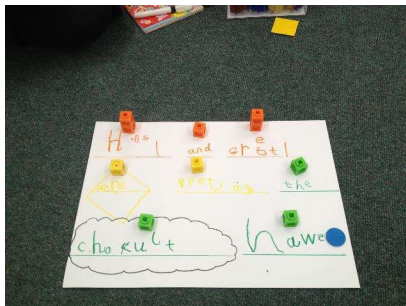
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Coding and Literacy : final result !

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PNI School:–AAC overlays

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Why colour coding for AAC ?

▸ Much more obvious visual system for AAC users [screen shots of old v new]

▸ Immediately gives clues to the sort of meaning the words have and how they can be joined together

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SCREEN SHOT – Previous system

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SCREEN SHOT– New coding

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Colourful Semantics –What is it?

▸ A highly effective visual way of coding the information in words and sentences.

▸ It helps children understand how the meanings of words are linked in sentences.

▸ Develops a shared 'vocabulary' to talk about language

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What is it?

Question words are used to link to this meaning.

Each question word is designated a colour [or sometimes a shape].

e.g. All words that answer a Who question are orange

The boy is jumping. "Who is jumping?" –>

the boy

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Where does coding come from?

- Originally used to help children understand how the meaning of words are linked in sentences.
- This then helped them make correct sentences when talking.
- This meaning relationship between words dictates how the ideas are arranged in the sentence.

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Where does coding come from?

- The **key** to this meaning relationship is the **verb/action** word.
- The 'grammar' of the sentence can then change [e.g. verb tense, pronouns] →

 BUT the overall core meaning content of the sentence does not change

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Consider these two sentences

The children *gave* sweets to the teacher
The children *have given* the teacher *some sweets*

The grammar has changed but the meaning is the same. WHY?

➢ The *WHO*, *WHAT* and *WHO TO* of the sentence has not changed

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Now consider these two sentences

The children gave sweets to the teacher
The teacher gave sweets   to the children

 The words and grammar are the same but the meaning is different. WHY?

➢ *The people doing the action has changed* i.e. the words that mean 'WHO' is doing the action

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We do NOT code everything !

- Tool not a straightjacket – 80% correct is OK!
- Be selective
- You are in control of what is coded
- Do not have to try and code what child says!
- Use it to scaffold what you need

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We do NOT fully code everyone !

- Not all children need full coding support for all their sentences
- If the system is throughout the school, all children will pick up the basics, then you can choose who you use it with in more detail
- Can just do additional coding for the area that's relevant for that child / lesson eg. Using more cloud words [adjectives]

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What happened in my NHS service?

We had 2 visual systems running

1. Colourful Semantics – Alison Bryan 1997

2. Shape Coding – Susan Ebbels [Moor House School] 2001

BUT both systems from same theoretical base

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Integrating the 2 systems

‣ Started to integrate many years ago

‣ Initially using the non- argument structure shapes [clouds/diamonds] & verb tense arrows with the colour coding system

‣ Now have a fully integrated visual coding system in our service

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Incorporating grammar shapes

‣ We have incorporated some shapes into Colourful Semantics to enable grammar to be coded when targeting these specifically

The boy's dog is hiding in the dark forest

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Theory !

‣ One theory of how children normally acquire language
[Bootstrapping Theory]

‣ Verb Semantics

‣ A model of how we move from having an idea to saying a sentence
[Garrett model]

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Theory references

‣ Bootstrapping
Chiat (2000)

‣ Functional argument structure/verb semantics
Garrett 1980, *Black & Chiat (2003)*
I
‣ Non-argument structure
Pinker (1989), *Black & Chiat (2003)*

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Bootstrapping – *CHIAT [2000]*

‣ Children use familiar sentence structures to work out the meaning and function of a new VERB   *[syntactic bootstrapping]*

‣ Children watch the event and hear the new VERB → work out how to use it in a sentence   *[semantic bootstrapping]*

➢ Children use intonation/stress patterns to locate verbs/nouns
                [phonological bootstrapping]

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'Verb semantics'

▸ Verbs are not stored in our memories in isolation

▸ All verbs are linked to 'participants' that need to be there for the sentence to make sense

➔ *'who'* does *'what'* to *'whom'*

[Linguists call these participants *'arguments'*]

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'Verb semantics'

▸ Some 'participants' [arguments] are essential, others are optional

▸ Also other information in the sentence, not linked to the verb , but still add meaning [linguists call these '*non-arguments*']

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Garrett Model – updated 1990

▸ Created from normal 'slips of the tongue' i.e. on line processing errors

▸ Described 5 levels of representation

1. Message level
2. Functional level
3. Positional level
4. Phonetic level
5. Motor level

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Kids Slips   Jeri J Jaeger 2005

▸ Looked at children with normally developing language

▸ Noted errors which were 'slips of the tongue' and not part of developing language skills ➔ '*Kids SOT's are similar to adults in most ways*'

▸ An interactive version of the Garrett Model is appropriate to use when looking at children's normal expressive language development

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Representation & Processing Components Model [RPC]
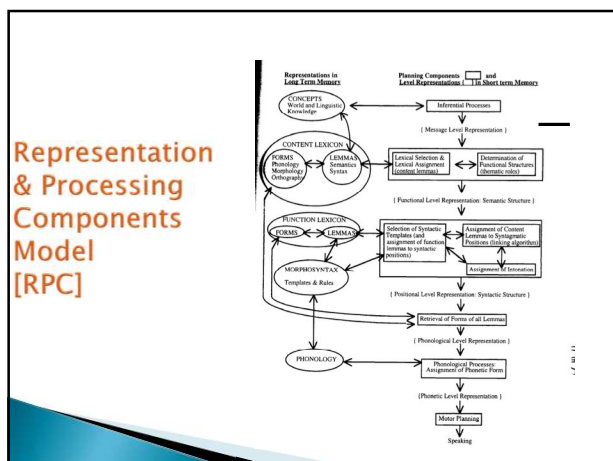
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Functional Level of Representation

➢ Main Level addressed by Colourful Semantics

➢ Planning of
  ➢ **verb semantics**
    [functional argument structure]

  ➢ **semantic content**

      via 3 processes ➔

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Processes [& potential problems]

1. Lexical selection

2. Creation of verb 'argument structure'

3. Assignment of the lexical items

    "Who-does-what-to whom"

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E.G. "*Ben put the apple in the bowl*"

‣ **Lexical items**
   verb = *put*   nouns = *Ben, apple, bowl*

‣ **Argument structure/verb semantics for 'put'**
   Verb: WHO , WHAT, WHERE

‣ **Assignment**
   verb: WHO,   WHAT,   WHERE
   [put]: [Ben]   [apple] [bowl]

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Errors

Lexical selection error
   "I cut dinner my <u>fork</u>"

Verb Semantics error
[Argument Structure error]
   "Mum put table"

Assignment error
   "Mouse chase cat"

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The problem with verbs ! [Chiat 200]

‣ Rarely occur in isolation

‣ Less stressed than nouns in word stream

‣ Poor auditory processing affects **identification & storage of verb phonology**

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The problem with verbs ! [Chiat 200]

‣ Events focusing on verb are brief/transient

‣ Poor event perception or joint attention affects **identification & storage of verb semantics**

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Positional level

‣ Planning frame created + intonation

‣ **Final word order** and **grammatical form** is planned & selected

‣ **Phonology** for lexical items and grammatical forms found and inserted

   "Ben put the apple in the bowl"
   "The apple was put there by Ben"
   "He is going to put it in the bowl"

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Positional level → other sentence information

‣ 'Other information' [Non argument] in sentences that are not directly related to the verb/verb semantics

‣ Still adds to semantic content of the sentence
e.g. adjectives , adverbs of time & manner

"*The boy is tall*"
"*Last week I went on holiday*"

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Scope of Colourful Semantics

‣ Supports understanding and creating verb semantics structure

‣ Supports assigning the right words the right 'slots'

‣ Supports normal language learning skills
  ◦ Using familiar structures to learn new verbs
  ◦ Information from events
  ◦ Slows speakers speed and increases stress patterns

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Scope of Colourful Semantics

Colourful Semantics supports normal language acquisition skills

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Scope of Colourful Semantics

‣ Also includes some support for 'other sentence information [non-argument]

‣ Can add in other visual support systems for 'morphology' support :- verb tenses, plurals
  e.g. Shape Coding lines and arrows

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Colour coding

‣ Is it new?
‣ Language through reading
‣ **Grammatical structure** [*surface structure*]
  v **verb semantics**
  [*deep structure*]

Gordon is drawing a picture in his book
v
Gordon is drawing a picture in his book
Gordon is drawing a picture in his book

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QUESTION WORDS
ARE THE KEY TO CODING

HOW DO WE CODE?

By linking each participant/other info with

➢ A spoken & signed **question** word

➢ A **colour/shape**

For simple sentences →
  Associating a target sentence structure with the resulting colour sequence.

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Colourful Semantics – basic coding

Question Word	Original Coding	Updated Coding
(What) **Doing** ?	yellow	yellow
Who ?	orange	orange
What ?	green	green
Where ?	red	blue
Who **to** ?	pink	pink
What **like?**	blue	☁

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Coding 'other information'

- NOT related to the semantics of the verb

- Still use QUESTION WORDS
→ WHEN, HOW, WHY, What LIKE, WHOSE

  [Non- Arguments]

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Question words linked to 'other information'

- *'What look like'* – gives descriptive information [e.g. conceptual language of size & colour]

- *'What feel like'* – gives descriptive information using conceptual language related to texture, solidity etc

- *'How feel'* – gives information about emotions

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Question words linked to 'other information'

- *'When'* – gives information about time

- *'How'* – gives information about the manner of an action

- *'Why'* – gives causal information

- *'Whose'* – gives information on possessives

PLUS
Way to code surface grammar words
        e.g. *verbs like 'is' 'were'*

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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*	✺

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2-4 ICW – order of teaching for developing spoken sentences

1. Start with verb + 1 participant

    e.g. *WHO DOING*   *(DLS = person + action)*

2. Increase variety of verbs/nouns

3. Add different participant

    DOING WHAT   *DOING WHERE*
                                          WHERE
    action+ object   *action+ place*

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1 participant + verb

1 participant + verb

WHO + DOING
I + eat

→ Then increase variety of nouns & verbs

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Mr Men – WHO DOING

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Different –1 participant + verb

1 participant + verb

DOING + WHAT
Eating + carrot

DOING + WHERE
WHERE
go + school
→ Then increase variety of nouns & verbs

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2-4 ICW order of teaching for developing spoken sentences

4. Increase variety of verbs/nouns

5. Introduce verb +2 participants. Same vocab

e.g. WHO DOING WHAT
person + action + object

WHO DOING WHERE
WHO DOING WHERE
person + action + place

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2 participants + verb

WHO+DOING+WHAT
I + eat + a carrot

WHO+DOING+WHERE
I + go + to school

→ Then increase variety of nouns & verbs

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2-4 ICW – order of teaching (cont'd)

6. Increase verb and noun variety

7. Contrast with 'What like?'   [not verb related]

e.g. " He is eating" v "He is tall"

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Contrast with 'WHAT LIKE'
[not verb related]

WHO+Diamond+ CLOUD
e.g. He + is + cold

WHO + DO + CLOUD
e.g. He + feels + happy

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2-4 ICW – order of teaching (cont'd)

8. Introduce verb + 3 participants
[e.g. give/show/put]

give/show   WHO DOING WHAT Who TO
(DLS = transfer of object to person 4 ICW)

put   WHO DOING WHAT WHERE
WHO DOING WHAT WHERE
(DLS = movement of object to stated place 4 ICW)

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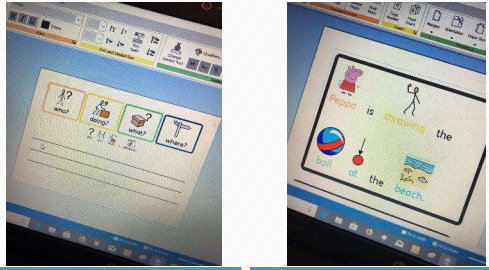
3 participants + verb

WHO+DOING+WHAT+WHERE
I + put + a hat + on my head

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Peppa Pig – iPad

Sentence Strip   Created Sentence

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Order of teaching (cont'd)

‣ **But** need to be child led &/or curriculum led

‣ Please don't teach participants in isolation from verb !

‣ Higher level sentence coding will include more non-argument structures

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WHO DOING WHAT WHERE train ☺

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"The Mantra" – not just at the start

- **<u>Sign</u> the question word + <u>Ask</u> the question**?
  - → "What is she **doing?**"

- **Establish the colour/shape link**
  "Yes, that's what she's *doing* [+sign].
  - →*"Yellow words tell us what she is doing"*

- Continue to emphasise repeatedly throughout activities.

- Encourage child to 'complete the 'mantra' [word and sign]
  - →*"Yellow words tell us what she is …………"*

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Variables

- Represent with **symbols &/or words**

- Can progress onto coding just using **coloured lines** once familiar with system

- If you want to focus on two key words in one argument then use 2 symbols/lines but keep colour the same

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The same words may be used in different roles in sentences

E.G

Bob *mended* *the chair*

v

Bob the Builder *sat* *in* *the chair*
Bob the Builder *sat* *in* *the chair*

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Principle ONE

Question words
ARE THE KEY TO CODING

Principle One :–
   "Find the verb and ask the questions"

→ Then choose the colour/shape that goes with that question

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Principle TWO

Question words
ARE THE KEY TO CODING

Principle two :–

"ALL the words that answer the question are the same colour"

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Why are the questions important?

- Link to the "**WHO DOES WHAT TO WHOM**" of sentences

- Link to the related lexical items [key words]

- See how the parts of the sentence are linked to give the sentence it's meaning
i.e.
WHO is it?   What are they DOING?
WHERE are they?   WHAT did they do it to?
Who did they do it TO?

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EXAMPLE – Ashleigh

- 9 year old – PNI school
- Non verbal
- Cerebral palsy
- Right hemiplegia
- Single word level comprehension
- Expression – vocalisations + pointing

AIM
- Increase comprehension
- Enable symbol use to express herself

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Plan – WHO, DOING, WHAT & WHERE

- Resources = symbols, toys, action pics

- COMPREHENSION → moving toys/selecting pictures to symbol line

- EXPRESSION → select symbols for line for adult actions with toys or to describe action pictures

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Plan – WHO, DOING, WHAT & WHERE

1. WHO + DOING

2. DOING +WHAT

3. Mixed 2 word level

4. 3 word level   WHO + DOING + WHAT

5. Introduced WHERE   → WHO + DOING + WHERE

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Verb picture ->
Who + Doing + What

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At end of the year

- Increased confidence
- Decreased anxiety
- Increased signing
- Less need to copy others
- Increased vocalisations
- Literacy skills now developing [50 sight words]
- Improvement in all areas of curriculum
- Increased attempts to communicate with staff and parents

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Quote

" Having seen little, if any, improvement in Ashleigh's language over the past few years, we have noted significant progress since starting this programme in October"

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OUTCOME – Oct → July

- Understands 23 verbs [sign, symbol and spoke word]

- Produces 3 symbol sentences to describe picture or action

- Understands a 3 symbol sentence

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What is the Basic coding?

Each colour is linked with a **question word**

- *WHO*
- *WHAT*
- *WHERE*
- *DOING*
- *Who TO*

N.B
You don't have to be an expert at analysing sentences to find these essential word meanings!

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Verbs are the core of the sentence

Principle One :– Find the verb, ask the questions

- 'Questions' can help us get to the 'deep structure' of <u>that verb</u>
  [i.e. verb semantics/ argument structure]

- Your questions should give an answer that makes sense   e.g. *The girl ate <u>a biscuit</u>*

  WHAT did she eat →   *a biscuit*
  WHERE did she eat? →   *a biscuit????*

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Which verbs fit ?

- The child _____ the flowers
  squashes, puts, falls, throws

- The cat _____
  knocks, grows, sleeps, kills,

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Which verbs fit ?

- Our friends will _____
  congratulate, find, amuse, help

- You should   _____ me a ticket
  send , put, keep, pay, accept

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Verb Activity

- So lets look at some verbs
- Which of these questions **have** to be put with the verb for a sentence to make sense?

WHO   [is doing the action]
WHAT   [is the action done to]
WHERE/WHERE   [is the action happening]
WHO to   [who is the action done to]

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Verb Activity

'EAT' – what are the essential questions

- ✓ WHO ate ?
- ✓ WHAT did they eat?
- x WHERE did they eat?
- x Who did they eat TO ?

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Verb Activity

'SIT' – what are the essential questions

- ✓ WHO sat?
- x WHAT did they sit?
- ✓ WHERE did they sit?
- x Who did they sit TO ?

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Verb Activity

'GIVE' – what are the essential questions

- ✓ WHO gave?
- ✓ WHAT did they give?
- x WHERE did they give?
- ✓ Who did they give TO ?

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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]

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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   √
My Mum sat on the sofa

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Use the VERB to help you

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

WHO –for people and characters
so in '3 Little Pigs' the pigs would be WHO → orange

WHAT –for things/objects, but also for animals not personified [not a Character]

So "Camels live in Egypt" – you'd probably ask WHAT lives in Egypt → green?

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Key to Basic Coding→
Can you remember the principles?

Principle ONE :–

"Find the verb and ask the questions"

Principle TWO :–

"ALL the words that answer the question are the same colour"

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

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

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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**

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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**

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Other information in sentences
>> Not related to verb semantics

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Additional 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*	

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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]

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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]

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'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** ?

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Describing Candy Floss

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Corridor Display

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NEM Lang Dev Centre
Description words = purple

Modelling 1 x desc word   Written sentence

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Slide 115

NEM Lang Dev Centre
Description words = purple

| Modelling 2 x desc word | Written sentence |

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Slide 116

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

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Slide 117

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

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Slide 118

WHO + diamond + DOING

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Slide 119

Working on auxiliary verbs

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Slide 120

Working on auxiliary verbs

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COLOUR CODING – Making Questions

Dad was putting his coat on the chair

Was Dad putting his coat on the chair ?

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WHOSE

Asking Questions **Who<u>se</u> ?**
- 'Surface level' 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

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DOING Star WHAT
Washing her hair

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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

124

Purple joining up words

- Co-ordination

- Subordination

125

Purple Joining Up words

| Roll a connective | Velcro sentences |

126

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

127

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) Cloud words tell us WHAT is it LIKE
- Star words tell us WHOSE

128

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**

129

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

130

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

- Symbols programmes – **coloured outline**

131

Communication in print – writing sentences

132

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

133

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

134

Levels of coding

BROAD LEVEL – Narrative/Fact learning

CORE LEVEL – Sentence
Understanding and expression

NARROW LEVEL – Vocabulary
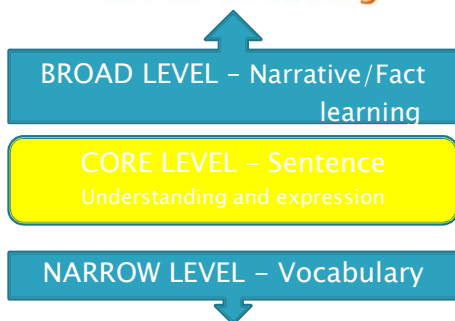
135

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]

136

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

137

Targeting specific sentence types

- We may choose a specific sentence type to work on

- We can describe this in terms of the Question words

"*We are working on* WHO + DOING + WHAT"

138

Roll a sentence CASTLES
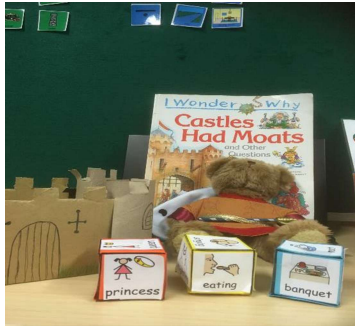
139

Independent sentence writing WHO DOING WHAT
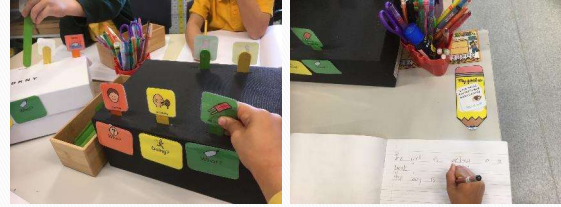
| Make a lollipop stick sentence | Write your sentence coding strip support |

140

WHO DOING bags

141

Supporting Key word Level/ICW's

Can use colour coding to support
‣ Comprehension
‣ Description
‣ Command

in all Key word level /ICW type activities

e.g. Derbyshire Language Scheme [DLS]

142

3 ICW comprehension – coloured symbols + coloured line

colour /draw   big/little   cat/house/tree
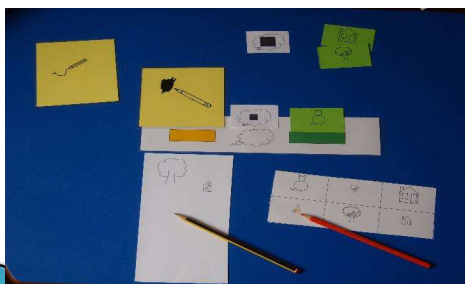
143

2 key word level – JENSON

‣ Bossy Verbs – Throw/Catch

‣ Must use 2 content words i.e. not 'catch it'
[learned phrase]

‣ Gradually reduced visual support

144

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

145

4ICW Colours +/− symbols

| Colours PLUS symbols | Colours MINUS key symbols |

146

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

147

Principle THREE

"Gradually reduce the amount of coding support!

148

Reducing coding support

Lowest levels of support

‣ Coloured pens

‣ Colour cards

‣ Tapping the table !

149

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

150

Coded lines for 'because'
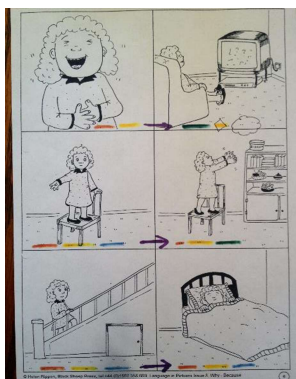
151

Coding Nuffield SVO sheets
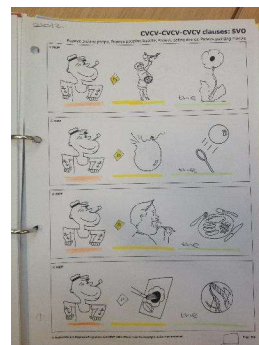
152

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/card as a prompt*

➢ *Other times you may need to do a little preparation*

153

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

154

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*"

155

'Put coat on peg'

156

'Put work in tray'   + / – symbols

157

By the Sand Pit DOING WHAT

play — sand

dig — sand

pour — sand

sift — sand
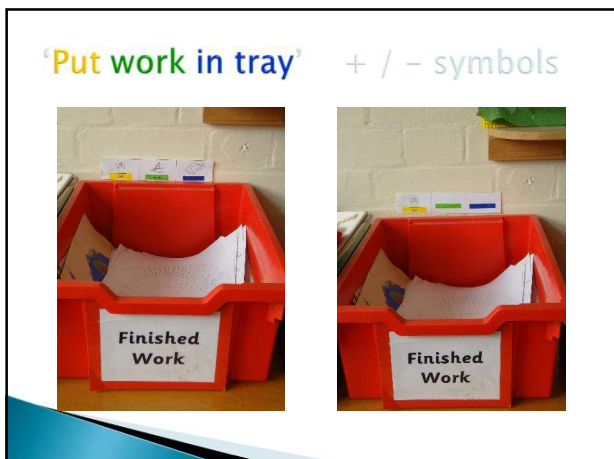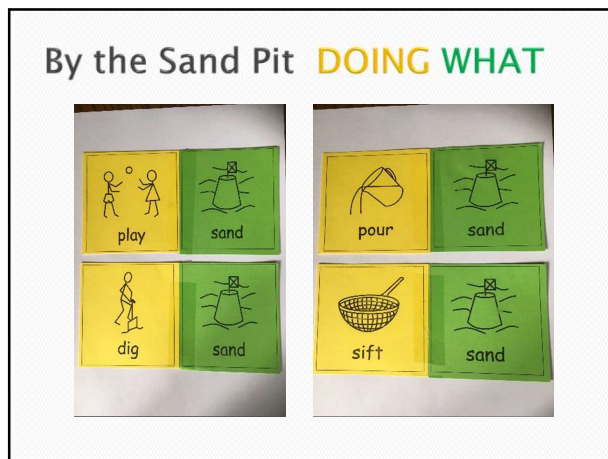
158

In Topic Work

‣ Often a target sentence can be supported in topic work activities …..with a little preparation

159

Reception – Spin a Sentence
WHO DOING WHERE

| Spin a sentence board | Spin a Sentence area |

160

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

161

In Music

2 key word level: action + object

162

Wade Past tense sentences Mar 19
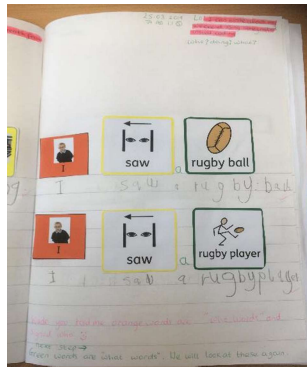
163

Wade Past tense sentences April19
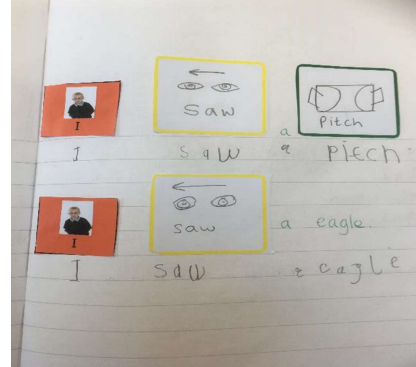
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Wade – Mind map for sentence
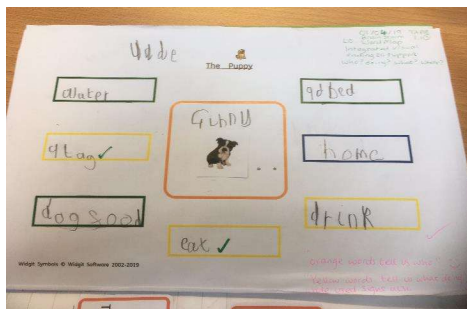
165

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

166

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*

167

Topic worksheet – 'Seeds'
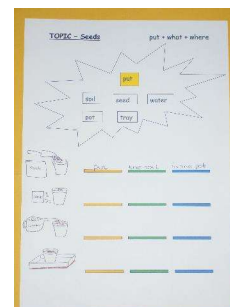
168

'Seeds' – cut and stick

water	in the pot
seed	in the pot

1. put | soil | in the pot
2. put
3. put

169

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

170

E.g. 'The Gruffullo'

Targeting sentences using
who' + 'what doing' + 'where'
where
Write words or lay the pictures onto coloured cards

| Gruffullo, mouse fox, owl, snake | walk look hide | wood hole logs tree |
| | | wood hole logs tree |

171

Recording the sentence(s)

| Gruffullo, mouse fox, owl, snake | walk look hide | wood hole logs tree |
| | | wood hole logs tree |

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

172

Supporting target sentences in whole class writing

173

Mainstream Reception

Whole class | Small group with support

174

29

MLD KS1 –
basic descriptive writing task
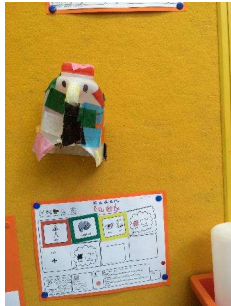
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MLD KS1 –
basic descriptive writing task
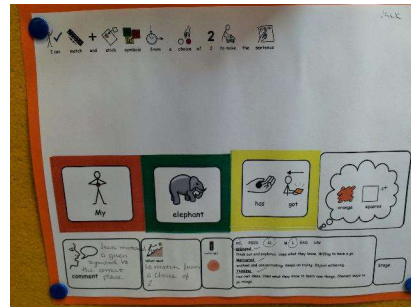
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MLD – Writing 'news' KS1

177

Mainstream Year 1 writing task

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TA uses cards to support
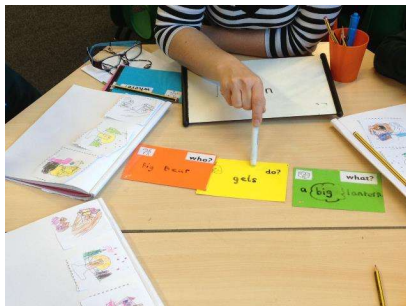
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Extension activity –
harder cloud words
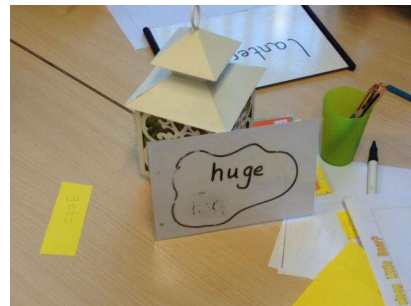
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Written sentence work sheet
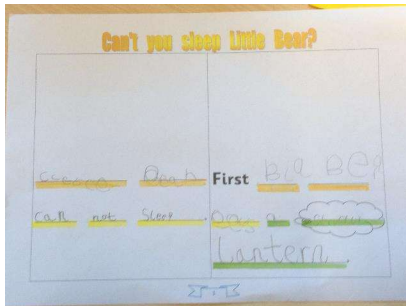
181

Writing more than one sentence !

182

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

183

'Things we can do – brainstorm
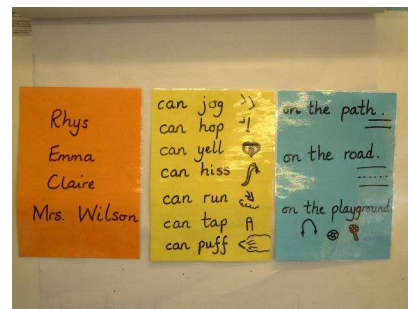
184

Rubbed out words they can spell for themselves

185

'Things we can do' booklet
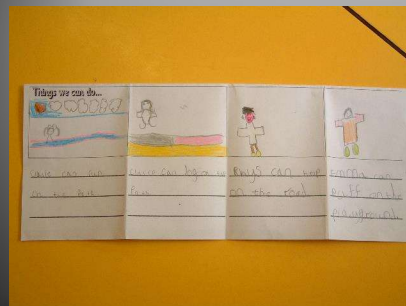
186

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

187

Writing Instructions to make 'feely picture'

Non fiction literacy lesson
Year 2

188

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

189

Build a Snowman   ITS

190

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

191

sad
old
long

MAKING SENTENCES MORE INTERESTING !
Developing the use of cloud words
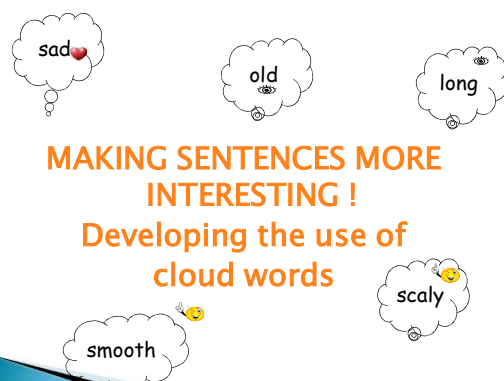
scaly
smooth

192

Autumn 'Cloud words' display

193

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'

194

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

195

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

196

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.

197

Year 1 task

Using describing words for
'What does Shrek look like?

Who is it ?   What does he look like?

Shrek

big, tall, green, scary

198

33

Year 1 task

Using describing words for
'What does Shrek look like?

Shrek — is — green

Shrek — is — big

Shrek — is — scary

199

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

200

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.

201

Framework for answers

Why did the brick sink?

Because it was heavy

Why did the feather float?

Because

202

Coming out February 2020

Colourful Semantics:–
A Resource for Developing Children's Spoken and Written Language Skills

203

204

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205

CHART LINKING WITH GRAMMAR

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

206

Supporting Sentence Understanding
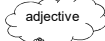
Don't forget coding can support understanding too

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

207

---

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.

208

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"

209

---

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

210

Understanding prepositions
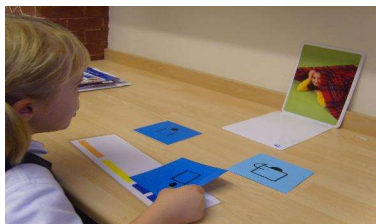
Selecting the correct preposition symbol
to go with the picture

211

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

212

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

213

Understanding Question Words

214

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

215

Using coding to teach understanding of question words
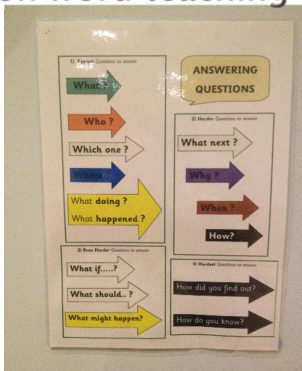
Understanding ' where' v ' when'

Where ?		When ?	
Eat your lunch	Have playtime	Eat your lunch	Have playtime
Do P.E.	Hymn practise	Do P.E.	Hymn practise
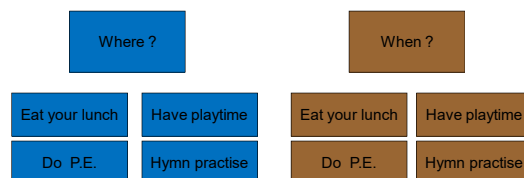
216

Using coding to teach understanding of question words

Understanding ' *where*' v ' *when*'

Where ?		When ?	
Eat your lunch	Have playtime	Eat your lunch	Have playtime
Do P.E.	Hymn practise	Do P.E.	Hymn practise

217

Question word teaching order

218

MLD KS1 – Coded symbols for all reading books !

219

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.
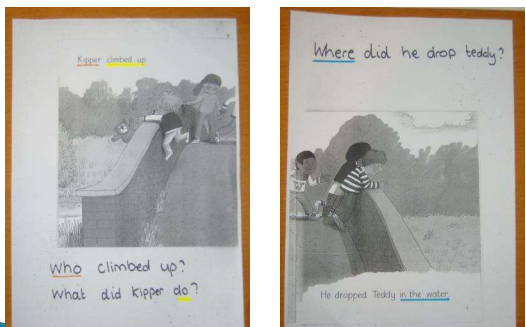
220

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

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Coded Text Comprehension

222

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Coded Text Comprehension – LTR
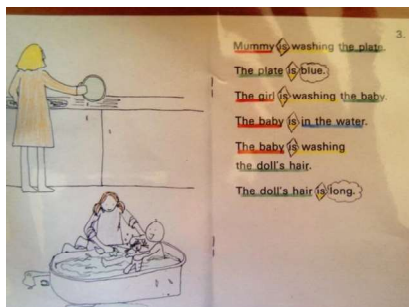
223

Aunt Anne Goes To Hospital

224

Levels of coding

BROAD LEVEL – Narrative/Fact learning

CORE LEVEL – Sentence
Understanding and expression

NARROW LEVEL – Vocabulary
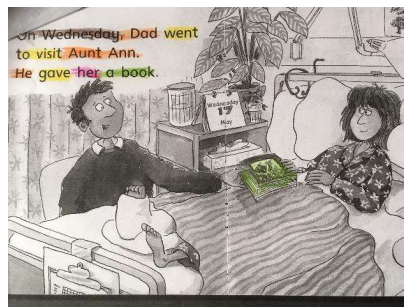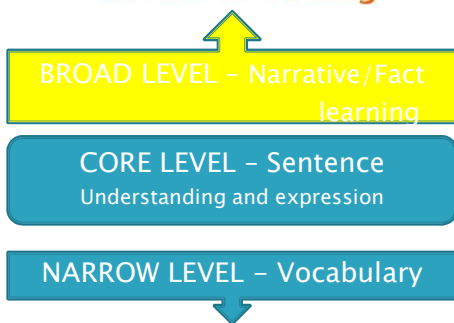
225

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 [where]

▸ Drop coded structure when child is ready

226

Types of Narrative Support

➤ News

➤ Familiar texts/stories as a basis for narrative e.g. big book, fairy stories,

➤ Original narrative

➤ Non fiction narrative

227

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

228

Weekend Narrative
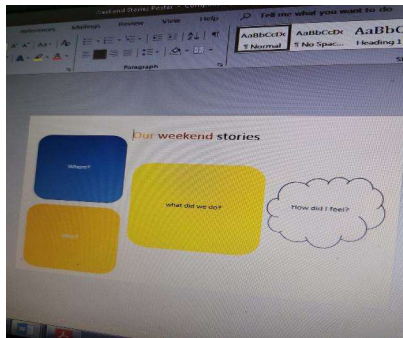
229

Story Structure Sticks

230

Example :– Simple Narrative Structure

when	who
who	where
who	doing

(One day there was a boy)
and
(The boy was in the park)
and

(The boy was playing)

231

Example:–Simple Narrative Structure

when	who
who	where
who	doing

(One day there was a boy)
and
(The boy was in the park)
and

(The boy was playing)

232

Example:-Harder narrative for familiar text

when	who	where
who	doing	where

then

who	doing

then

who	doing

One day Cinderella was at home

Cinderella was crying in the kitchen

Then the Fairy Godmother appeared

Then Cinderella went to the ball
ETC

233

Example:- Harder narrative for familiar text

when	who	where
who	doing	where

then

who	doing

then

who	doing

One day Cinderella was at home

Cinderella was crying in the kitchen

Then the Fairy Godmother appeared

Then Cinderella went to the ball
ETC

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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]

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Reception Narrative – colour coded cue cards
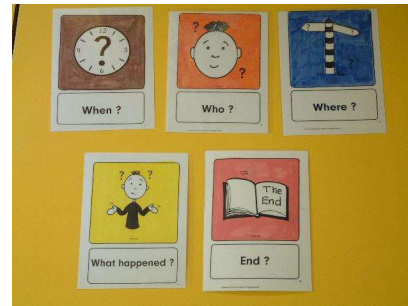
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Black Sheep Press Story Planner
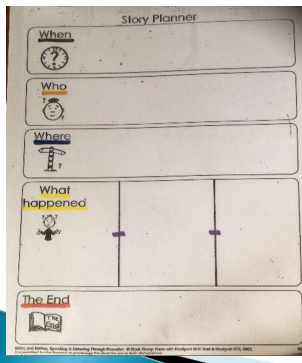
▸ WHAT HAPPENED divided into 3 sections

▸ Purple joining up words

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BSP Story Planner –Quick Draw
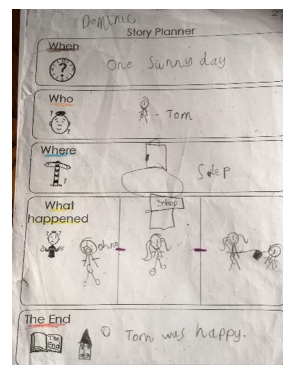
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Story options – Creating the Story Starter

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Selecting cue cards

240

Written story
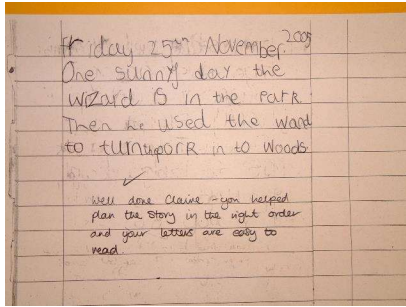
241

'Giraffes Can't Dance' – Brainstorm story content
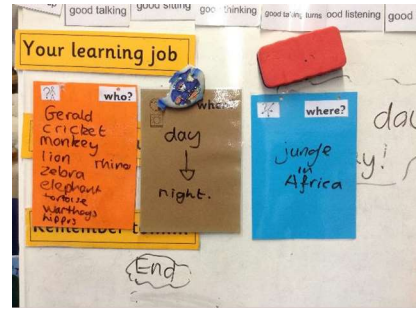
242

Giraffes Can't Dance – Creating own narrative

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Key Text Vocabulary – *The Dark* *by Lemony Snicket*
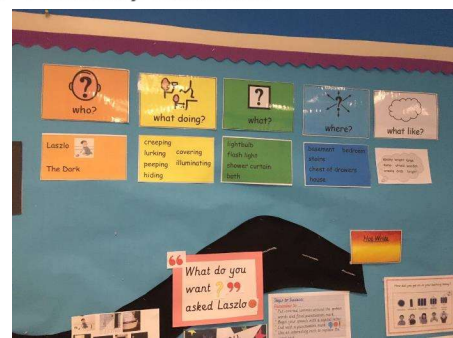
244

Narrative Vocab Flip Books

Wall Display

WHO

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Narrative Vocab Flip Books

DOING
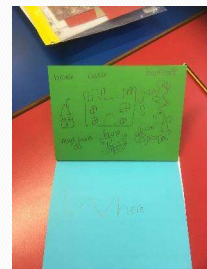
WHAT

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Narrative Vocab Flip Books
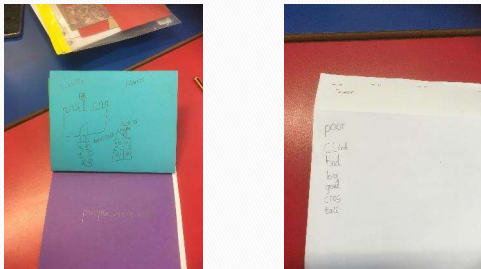
WHERE

What LIKE

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Nicola Ogg –

Colourful Semantics a practical resource

By Nicola Ogg

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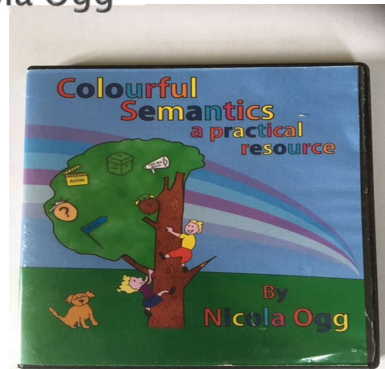
Nichola Ogg – Story Dice
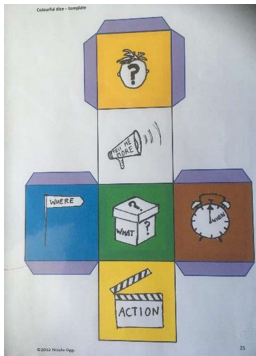
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Nicola Ogg– Bookmark Prompts
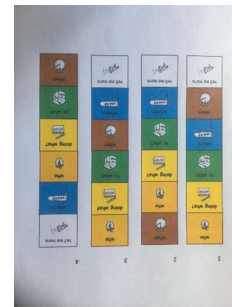
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SNOW WHITE –
Full sentence support
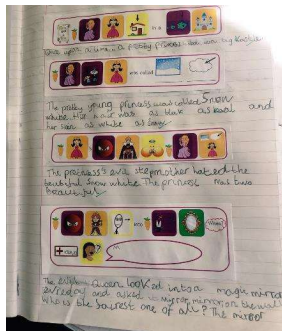
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Table Top reminders

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Levels of coding

BROAD LEVEL – Narrative/Fact learning

CORE LEVEL – Sentence
Understanding and expression

NARROW LEVEL – Vocabulary
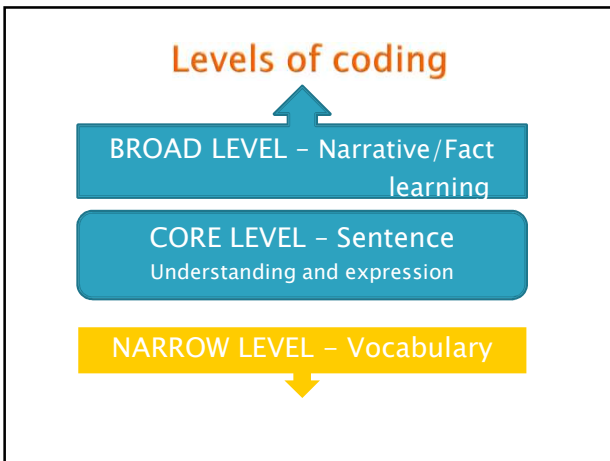
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Vocabulary Coding

▸ 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

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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.

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Colour Coding – seaside vocab

256

Leona –'seaside' Topic Mind Map

257

Big Books & Topic fact learning

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43
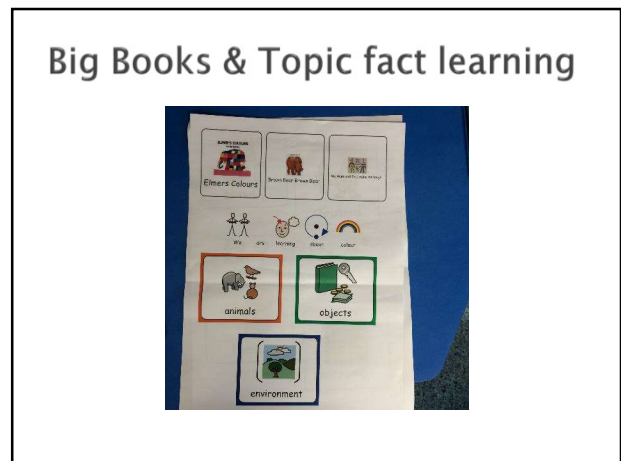
Vocab from class text → own sentence creation   MLD school
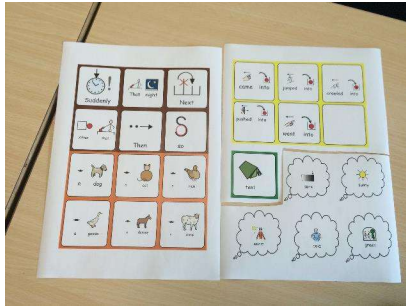
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Topic Vocab summary sheet
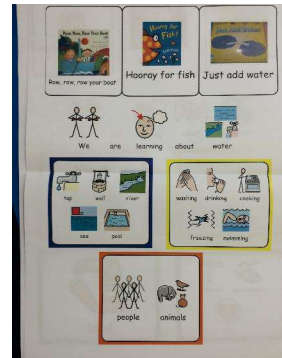
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Learning Facts – KS2 history topic

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

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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
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➢ Where was his office?   10 Downing Street
➢ What was he like?   etc   Short, balding, clever, good communicator

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Similar vocabulary

Coding can be used to clarify the meaning of similar words

prison   **prisoner**
where?   who?
where?

A burglar   **Burgled**   **A burglary**
Who did it?   What did he do?   What is the crime?

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Colourful Semantics in Schools

»

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Supporting phonics – alphabet book
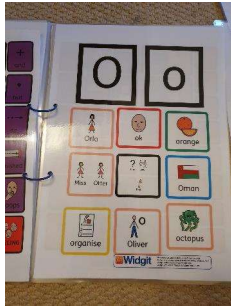
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Supporting phonics – sentence

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Mainstream KS1   YEAR 1

Mainstream and DLD Base

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Sentence Builder

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N. Ogg – Bookmark Prompts
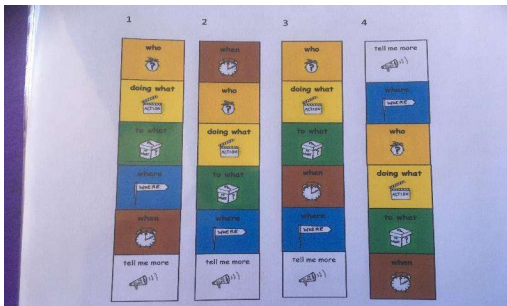
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Creating a riddle with 'dinosaur' DOING words

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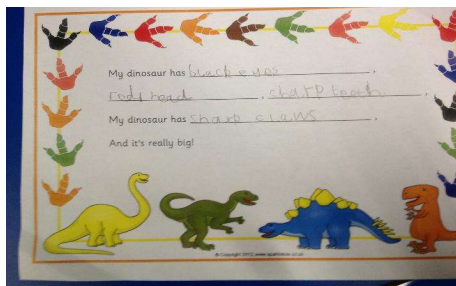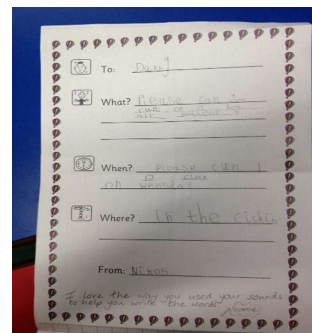## Creating a riddle with 'dinosaur' WHAT words
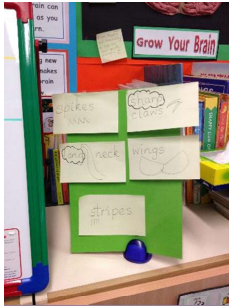
271

Riddle framework
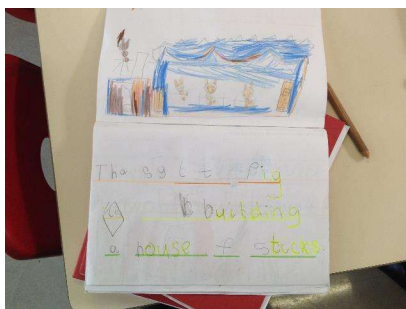

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Completed riddle

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Party invitation

274

Sentence writing Support

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Mainstream KS1 YEAR 2

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Year 2 – Mainstream Wall Display

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English Writing Wall
Brainstorming Adjectives and Adverbs
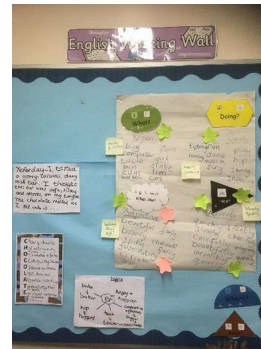
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Mainstream KS2

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KS2 – 'GRAMMAR' – Wall Display

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KS2 – 'GRAMMAR' – Wall Display
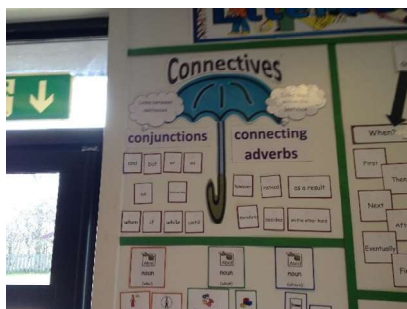
281

KS2 – 'GRAMMAR' – Wall Display
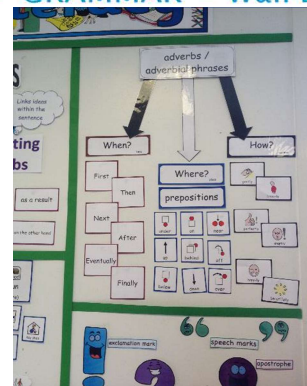
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KS2 – 'GRAMMAR' – Wall Display

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N. Ogg – Diary
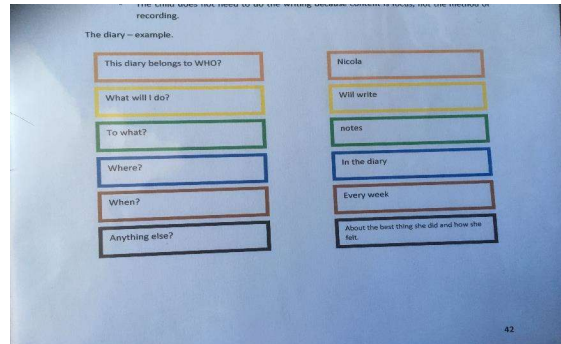
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MLD Primary School –

WHOLE SCHOOL APPROACH for literacy

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MLD – Coding up in every class

| Year 3/4 | Year 5/6 |

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CORE LEVEL –

Sentence support – spoken and written

287

Symbol Wall – *Scottish colours*

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MLD School – class resource

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Vocab books – early years
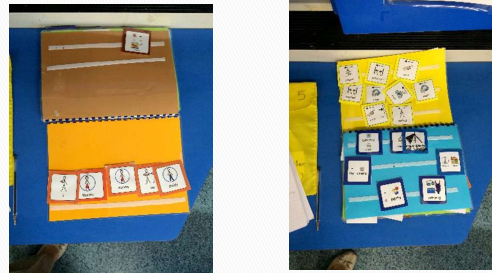
| WHEN + WHO | DOING + WHERE |

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Sentence strips – selected vocab

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Another class resource – Year 2/3

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Elmer sentence 'writing'
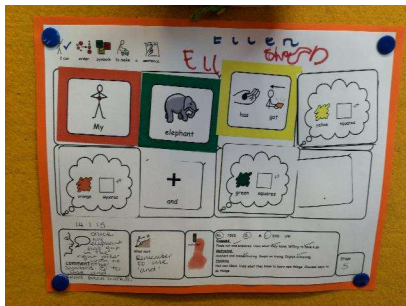
293

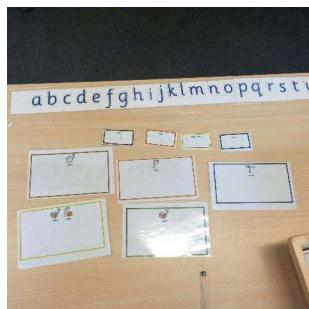## Class News Strips resource – MLD

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Sentence strips for 'news'
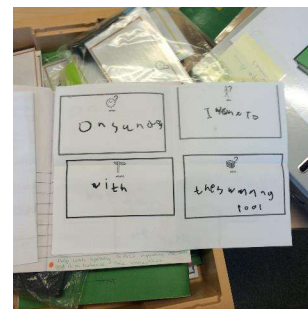

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Feelings – WHO + DOING + CLOUD

| Sentence Strip | Feelings 'clouds' |
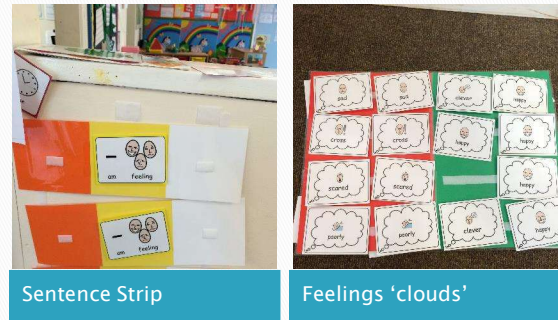
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Sentence writing – individual cards for each coded element

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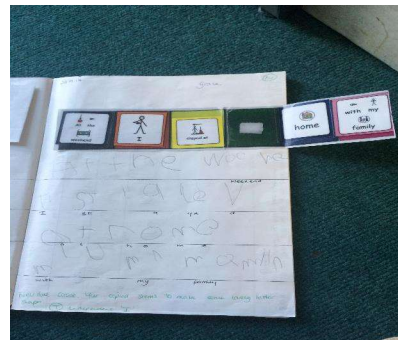## Sentence writing – individual cards for each coded element
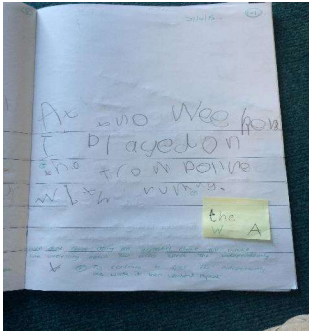

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Pupil progression

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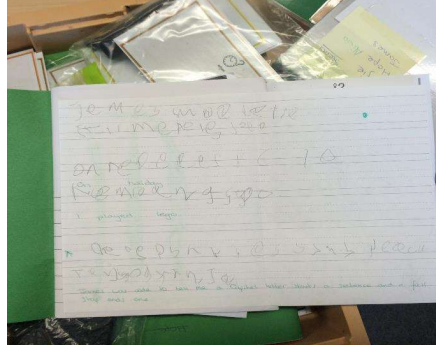
Grace – Sept 14
Ordering symbols & letter copying

300

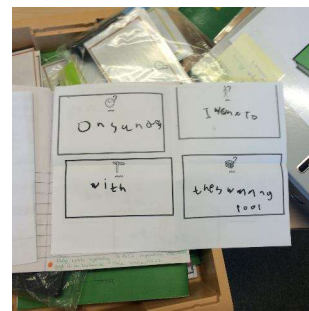**Grace – April 15**
Independent writing

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James Sept 14
Independent writing

302

James Sept 14
Sentence symbol strip

303

James – April 15
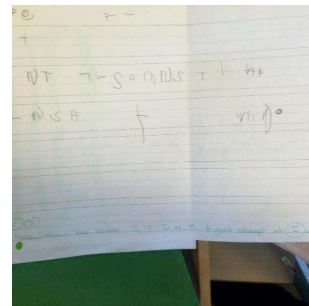**Using Large Blanks**

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James – May 15
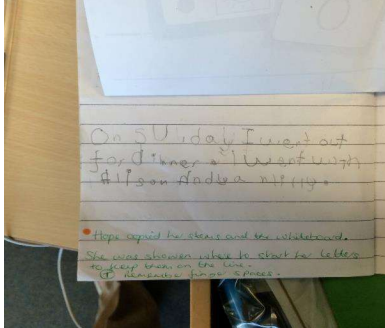**using small blanks**

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Hope – Year 5   Sept 14
Independent writing

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

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Name labels – ORANGE

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ANY QUESTIONS?

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References

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