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 SLTs, SLTA's, Teachers, TA's and other education professionals

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WHO BENEFITS
A) Expression

- Struggling to combine words
- tendency to 'word string'
- lack of sentence variety
- Limited verbs / leaving out verbs
- Omitting essential parts of sentence meaning

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WHO BENEFITS
A) Expression

- word order problems   e.g. ' news me like '
- Marked WFD
- Sentences just not getting any longer
- Problems reflected in written language

AND children where motor planning problems limiting sentence structure

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B) Comprehension

- Applicable to severe comprehension difficulties
- Just need to be able to 'colour match'
- Focus on signs and colours/shapes as major support
- Intervention can support understanding and well as speaking

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Now –Don't Panic!

▸ If it's completely new……relax and take in as much as you can.

▸ If you need help at any time – Please raise your hand!

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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'
  '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
▸ Omitted
  '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 !

- 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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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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Kiera DVD – watch out for.....

- TA at the side ☺

- What does she ask for?

- Support for attention & memory

- Support for word retrieval

- Use of jargon

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WHO DOING WHAT
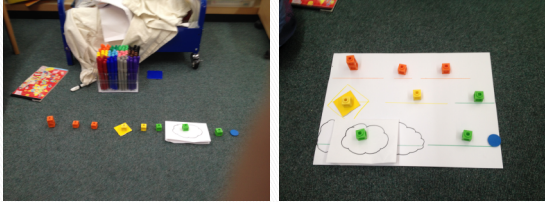## Complete coding

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4ICW Colours +/– symbols
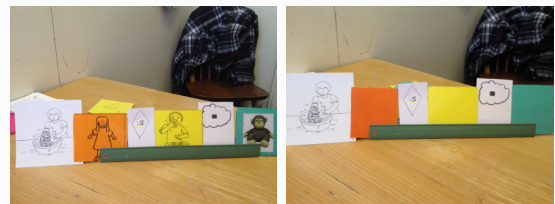
| Colours PLUS symbols | Colours MINUS key symbols |

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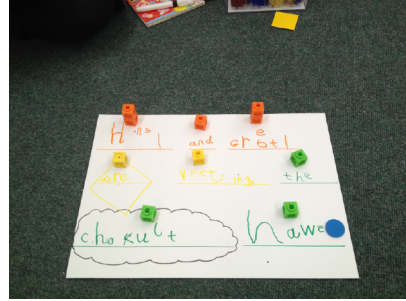## Coding and Literacy : shared writing task

Planning the sentence | Creating the sentence
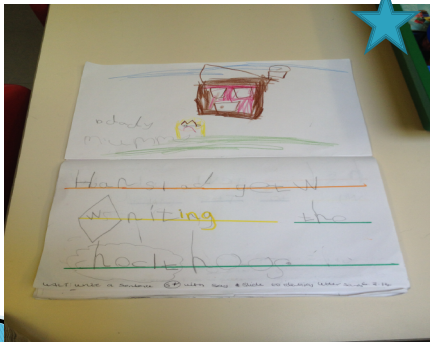
25

Coding and Literacy : shared writing task
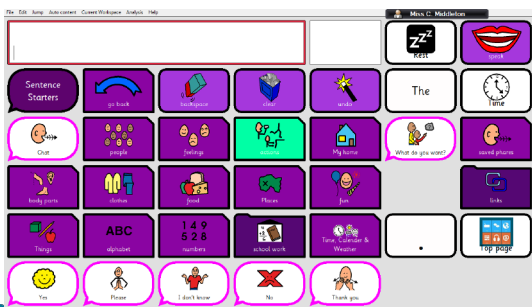

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Coding and Literacy : final result !

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Why colour coding for AAC ?

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

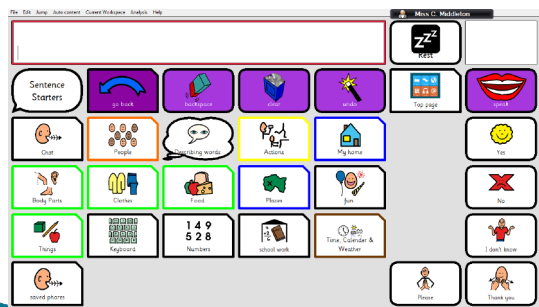‣ Immediately gives clues to the sort of meaning the words have and how they can be joined together

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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 Herts 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 !

▸ Verb Semantics

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

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Theory references

- Functional argument structure/verb semantics
  Garrett 1980, Black & Chiat (2003)

- Non-argument structure
  Pinker (1989), Black & Chiat (2003)

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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
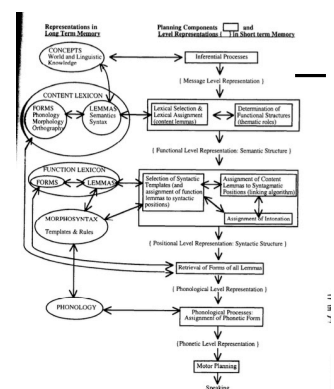3. Positional level
4. Phonetic level
5. Motor level

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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'   [verb semantics]

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 fork"

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

▸ **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
e.g. Slows speakers speed and increases stress patterns   [phonological bootstrapping]

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Colour coding

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

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

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Why are the questions important?

▸ Questions are about the 'verb' and show the 'verb semantics'

▸ 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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QUESTION WORDS
ARE THE KEY TO CODING

We continually link each participant/other info with both

▸ spoken & signed **question** word

▸ **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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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*
   action + object   action + place

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1 participant + verb
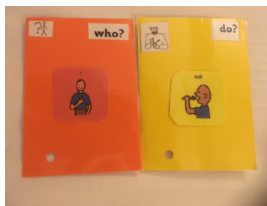
1 participant + verb

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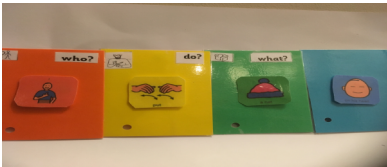
give/show   WHO DOING WHAT Who TO
              (DLS = transfer of object to person 4 ICW)

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

70
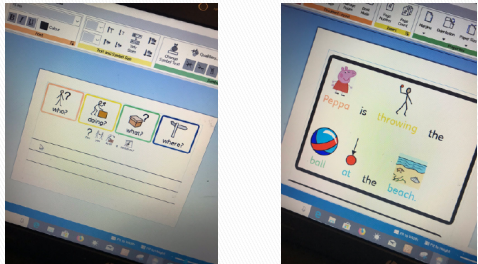
3 participants + verb

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

- **Sign** the question word + **Ask** 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

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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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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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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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So, what is the Basic coding?

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

▸ *WHO*

▸ *DOING*

▸ *WHAT*

▸ *WHERE*

▸ *Who TO*

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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 that verb
　　　　[i.e. verb semantics/ argument structure]

▸ Your questions should give an answer that makes sense　e.g. *The girl ate a biscuit*

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

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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　　　　　　[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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Verb Activity → breakout rooms

- ▸ Try to decide what are the ESSENTIAL questions for each verb i.e. What MUST be included to use this verb in a sentence

- ▸ Try creating a simple sentence and use the colours to code each part of the sentence

sat	pour	catch
put	filter	showing
invented	travelled	throw

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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   √

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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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Basic colour coding – essential question words

Question Word	Colours	Example
(What) Doing ?	yellow	Ben is giving a biscuit to the dog
Who ?	orange	Ben is giving a biscuit to the dog
What ?	green	Ben is giving a biscuit to the dog
Where ?	blue	Ben is putting a biscuit in the bowl
To Who(m) ?	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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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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C.S.– non argument structure
[surface level information]

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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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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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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WHO + diamond + DOING

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Working on auxiliary verbs

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Working on auxiliary verbs
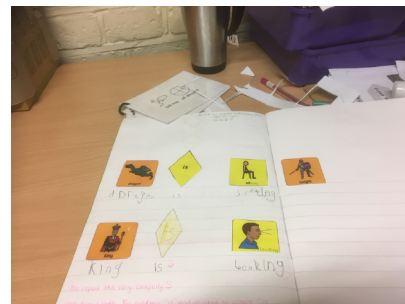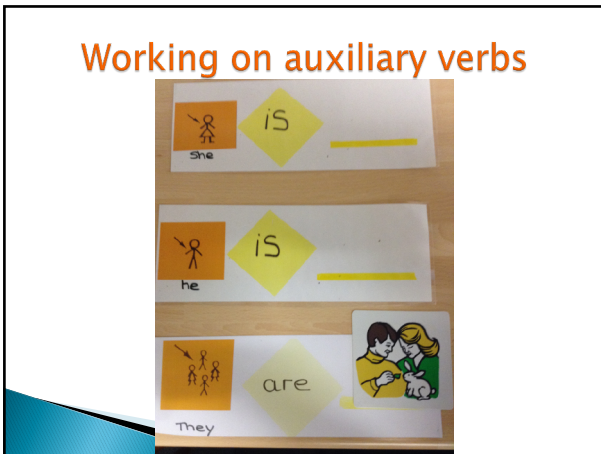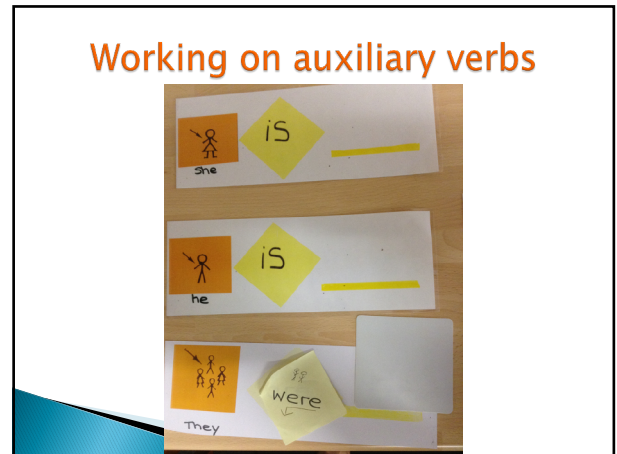
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COLOUR CODING – Making Questions

Dad was putting his coat on the chair

Was Dad putting his coat on the chair ?

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WHOSE

Asking Questions **Whose ?**
- '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

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Slide 115

Tower Hamlets Children's Therapies
WHO DOING WHAT WHERE + pronouns

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Slide 116

Purple joining up words

‣ Co-ordination

‣ Subordination

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Slide 117

Purple Joining Up words

| Roll a connective | Velcro sentences |

117

Slide 118

Additional [not related to verb semantics]

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*

118

Slide 119

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**

119

Slide 120

BREAKOUT – PRACTICAL ACTIVITY

‣ Look at the sheet of sentences

‣ Work in pairs

‣ Use the Question Words to work out the colours and if relevant –shapes too

120

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**

121

The Equipment

- **Choose a way to represent roles**

- Key word as a symbols   :– InPrint [widgit]
  Makaton, Rebus

- Symbol + written word underneath

- Written word only

122

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/symbols** or shape round words/symbols

- **Laminated coloured/shape boards** + draw/write/stick on the words/symbols

- Symbols programmes – **coloured outline**

123

Communication in print   [InPrint] – writing sentences
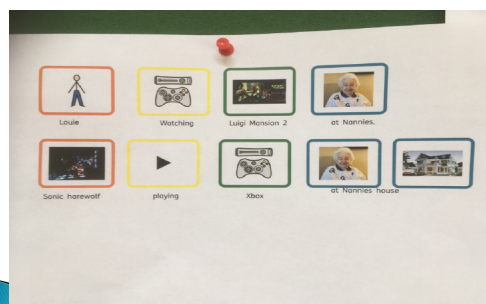
124

Levels of coding

BROAD LEVEL – Narrative/Fact learning

CORE LEVEL – Sentence
Understanding and expression

NARROW LEVEL – Vocabulary

125

CORE LEVEL SUPPORTING SENTENCE DEVELOPMENT
Spoken and written sentences

126

21

Breakout groups – silly sentences

- Assign a question word and a colour to each person WHO, DOING WHAT, WHERE, To WHO
- DOING person chooses verb
- Others decide what their vocabulary is for their colour
- Make 3 different silly sentences e.g.
  ◦ WHO DOING WHAT ……+ WHERE
  ◦ WHO DOING WHERE
  ◦ WHO DOING WHAT To WHO

→ NOW choose 1 sentence:– add Cloud words, WHEN, HOW, WHY

127

Targeting specific sentence types

- We may choose a specific sentence type to work on

- We can describe this in terms of the Question words e.g.

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

128

Roll a sentence CASTLES

129

WHO DOING bags

130

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*

131

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*"

132

22

'Put coat on peg'

133

'Put work in tray' + / – symbols

134

By the Sand Pit DOING WHAT
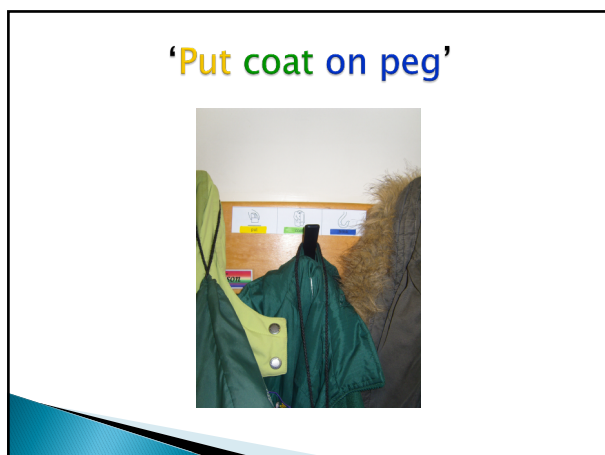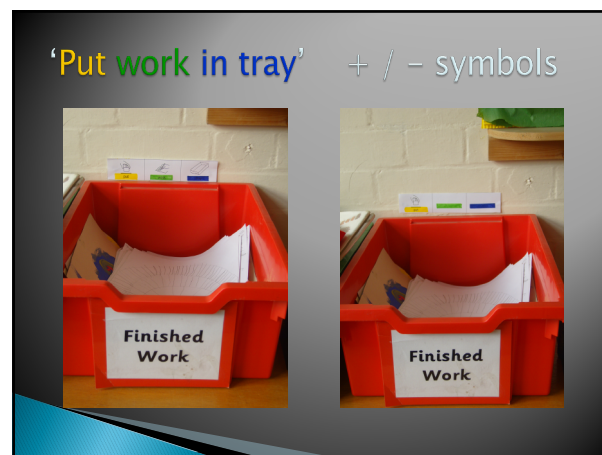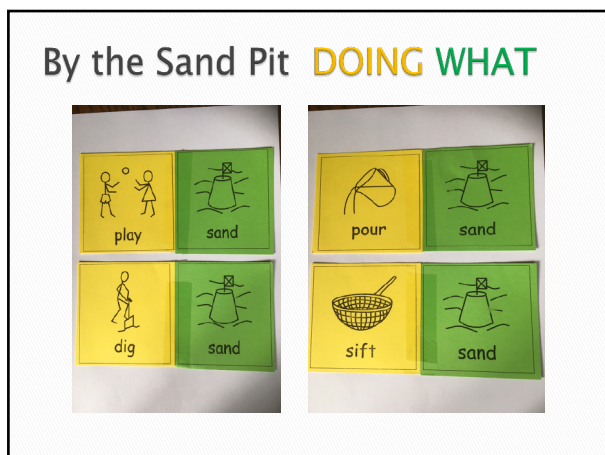
135

Use to support work on 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]

136

3 ICW comprehension – coloured symbols + coloured line

colour /draw   big/little   cat/house/tree
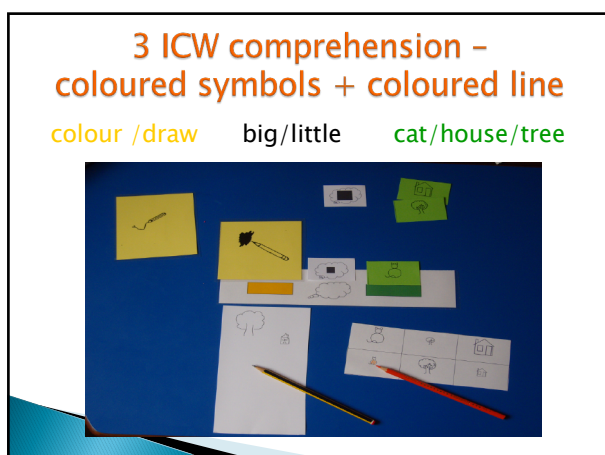
137

In Topic Work

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

138

Reception – Spin a Sentence
WHO DOING WHERE

| Spin a sentence board | Spin a Sentence area |

139

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

140

In Music

2 key word level: action + object

141

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

142

4ICW Colours +/– symbols
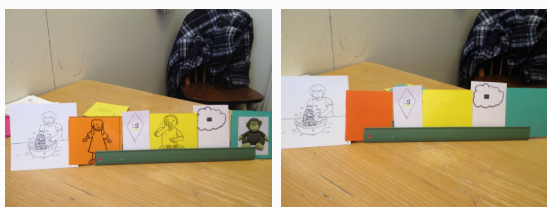
| Colours PLUS symbols | Colours MINUS key symbols |

143

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

144

Coded lines for 'because'
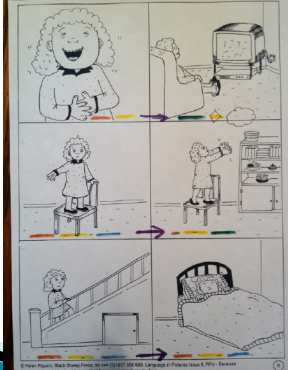
145

Coding Nuffield SVO sheets
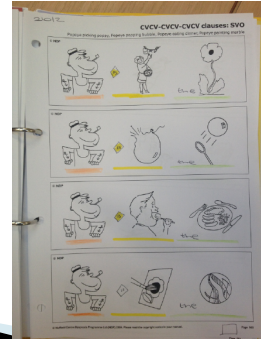
146

Idea planning in literacy year 3
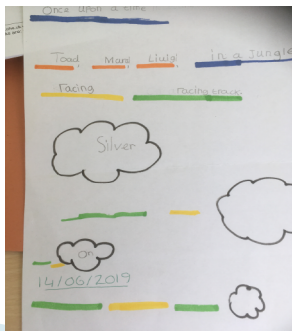
147

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

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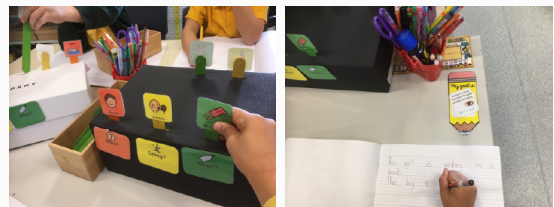
| Make a lollipop stick sentence | Write your sentence coding strip support |

150

Wade Past tense sentences Mar 19
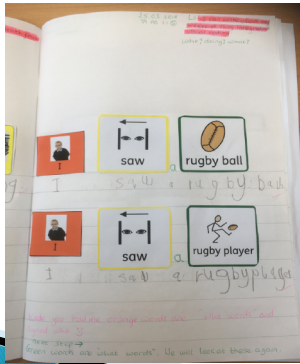
151

Wade Past tense sentences April19
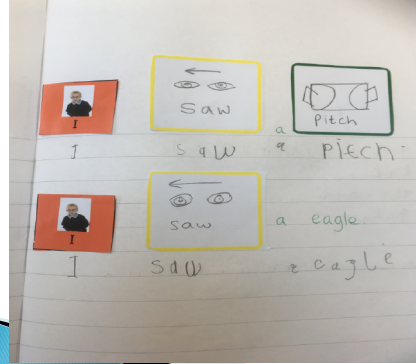
152

Wade – Mind map for sentence
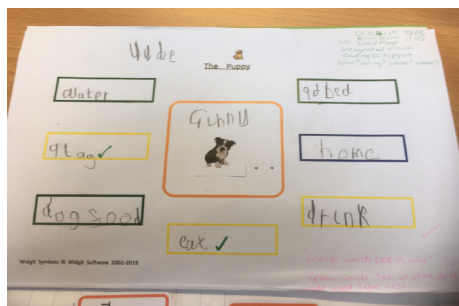
153

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

154

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*

155

'Seeds' – cut and stick

| water | | in the pot |
| seed | | in the pot |

in the pot

1. put   soil
2. put
3. put

156

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

157

E.g. 'The Gruffullo'

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

Write words or lay the pictures onto coloured cards

| Gruffullo, mouse fox, owl, snake | walk look hide | wood hole logs tree |
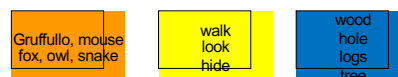
158

Recording the sentence(s)

| Gruffullo, mouse fox, owl, snake | walk look hide | wood hole logs tree |
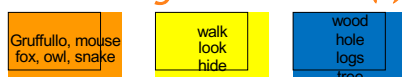
a) Child then chooses the words to write on a colour line

or

b) Child chooses the pictures to stick on colour line

The Gruffullo   is walking   in the wood

159

Mainstream Reception

Whole class | Small group with support

160

Mainstream Year 1 writing task

161

TA uses cards to support

162

Extension activity – harder cloud words

163

MLD School – class resource

164

Vocab books – early years

WHEN + WHO

DOING + WHERE

165

MLD KS1 – basic descriptive writing task using symbols

166

Sentence strips for 'news'

167

MLD – Writing 'news' KS1

168

Vocab from class text → own sentence creation   MLD school

169

Feelings – WHO + DOING + CLOUD

| Sentence Strip | Feelings 'clouds' |

170

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

171

'Things we can do – brainstorm

172

Rubbed out words they can spell for themselves

173

'Things we can do' booklet

174

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

175

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

176

Build a Snowman   ITS
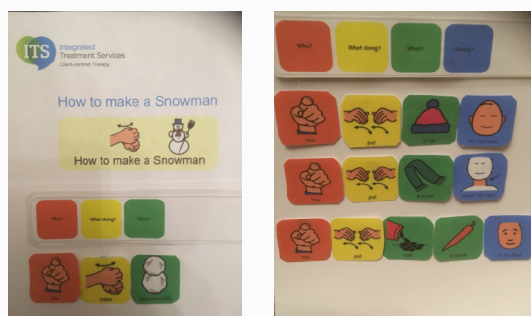
177

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

178

Autumn 'Cloud words' display

179

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'

180

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

181

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

182

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.

183

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 ⟩

184

Year 1 task

Using describing words for
'What does Shrek look like?

Shrek   is ⟨green⟩

Shrek   is ⟨big⟩

Shrek   is ⟨scary⟩

185

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.

186

Framework for answers

Why did the brick sink?

Because it was heavy

Why did the feather float?

Because

187

Coming out February 2020

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

188

Order Details

‣ Publisher:– www.routledge.com

‣ Pb code : 976-0-367-21050-2

‣ Price – £55.99

‣ B & W copy – Printed or e-book

‣ Online access of current colours

189

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

190

Supporting Sentence Understanding

Don't forget coding can support understanding too

1. Following instructions for certain sentence types   [key word understanding]

2. Understanding different parts of sentences e.g. prepositions [in/under] 'little blue words'

3. Understanding question words

191

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.

192

32

Following instructions
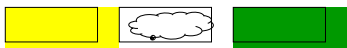
1] P.E. –
"*Kick the big ball*"   "*Roll the red hoop*"

2] Tidying Up –
"*Wash the green paint pots*"   "*Collect the new pencils*"

3] Creative activities
"*Draw a big monster*"   "*Paint blue hair on him*"

193

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

194

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

195

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

196

Understanding Question Words

197

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

198

Using coding to teach understanding of question words
Understanding ' where' v ' when'
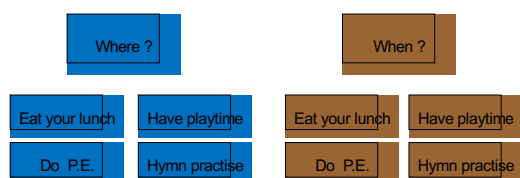
199

MLD KS1 – Coded symbols for all reading books !

200

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.

201

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

202

Coded Text Comprehension
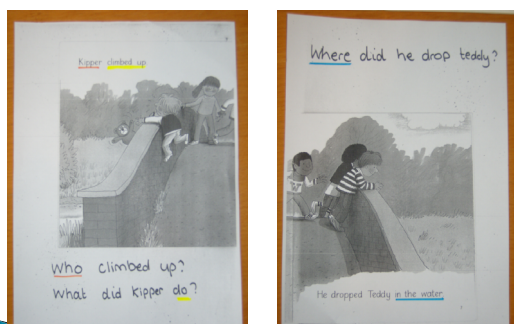
203

Coded Text Comprehension – LTR
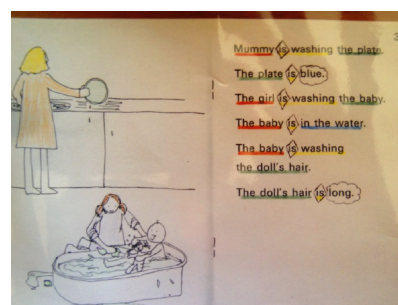
204

Aunt Anne Goes To Hospital

205

Levels of coding

BROAD LEVEL – Narrative/Fact learning

CORE LEVEL – Sentence
Understanding and expression

NARROW LEVEL – Vocabulary

206

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
- Drop coded structure when child is ready

207

Structuring a narrative

- Some children with very limited language benefit from a set visual structure they always use for narrative work
- Personally use the Black Sheep story planner.
- Coding can be used to support ANY narrative framework

208

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]

209

Reception Narrative – colour coded cue cards
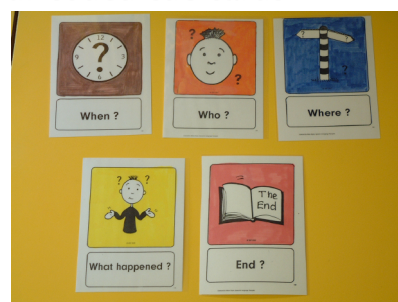
210

Story options –
Creating the Story Starter

211

Selecting cue cards
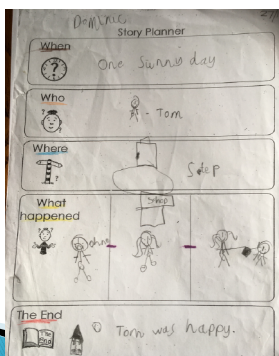

212

Written story
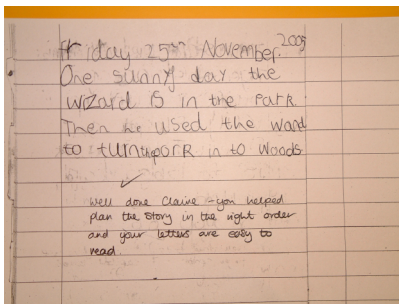
213

Black Sheep Press Story Planner
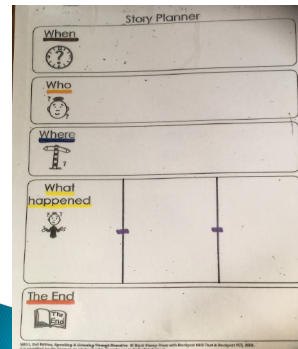
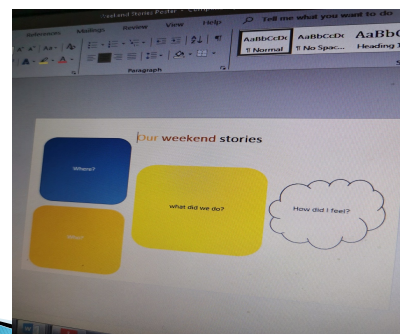▸ WHAT HAPPENED divided into 3 sections

▸ Purple joining up words

214

BSP Story Planner –Quick Draw

215

Simple Weekend Narrative

216

Tower Hamlets Children's Therapies
Weekend Narrative

217

Story Structure Sticks

218

WHOLE CLASS NARRATIVE [Y1]

219

'Giraffes Can't Dance' –
Brainstorm story content

220

Giraffes Can't Dance –
Creating own narrative

221

Key Text Vocabulary – *The Dark*
by Lemony Snicket

222

Narrative Vocab Flip Books
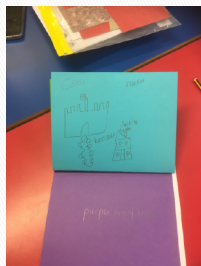

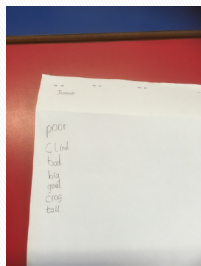Wall Display
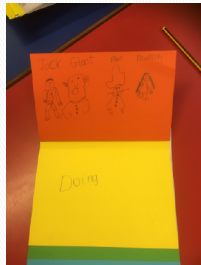
WHO

223

Narrative Vocab Flip Books

DOING
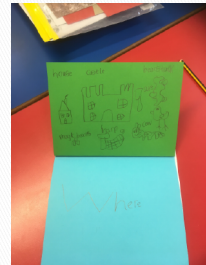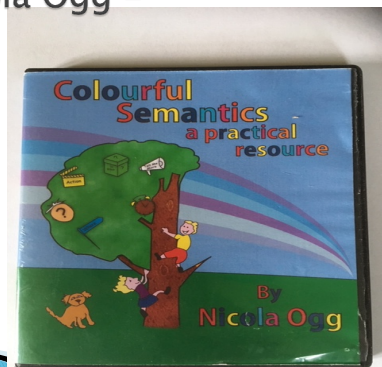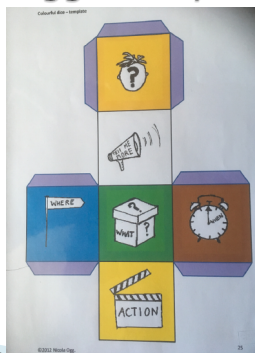
WHAT

224

Narrative Vocab Flip Books
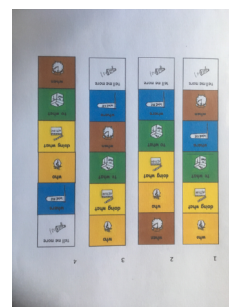

WHERE

What LIKE

225

Nicola Ogg –

226

Nichola Ogg – Story Dice

227

Nicola Ogg– Bookmark Prompts

228

Table Top reminders

229

Levels of coding

BROAD LEVEL – Narrative/Fact learning

CORE LEVEL – Sentence
Understanding and expression

NARROW LEVEL – Vocabulary
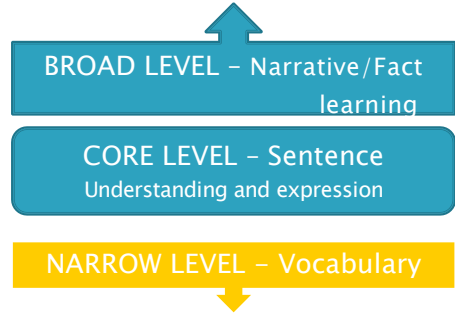
230

Coding Vocabulary
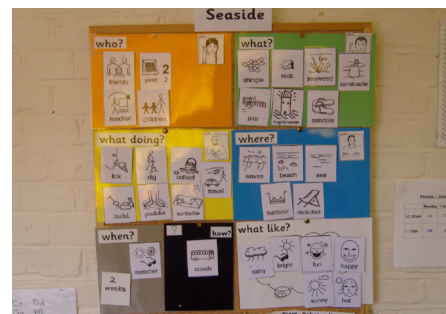
So HOW do you decide which colour/shape to code your vocabulary with?

➢ 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.

231
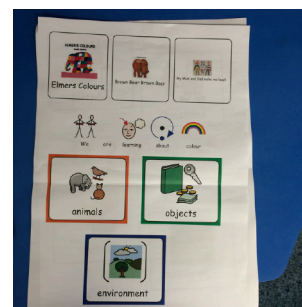
Colour Coding – seaside vocab
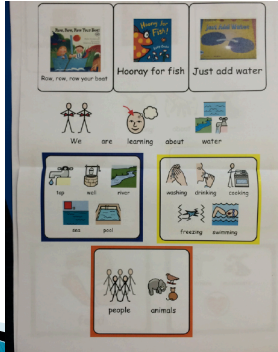

232

Leona –'seaside' Topic Mind Map

233

Big Books & Topic fact learning

234

Topic Vocab summary sheet

235

Similar vocabulary

Coding can be used to clarify the meaning of similar words

prison
where?

prisoner
who?

A burglar
Who did it?

Burgled
What did he do?

A burglary
What is the crime?

236

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 ?
➢ What did he do ?
➢ What was his job?
➢ Where was his office?
➢ What was he like? etc

1874 -1965

Led country. Smoked cigars

Prime Minister

10 Downing Street

Short, balding, clever, good communicator

237

Year 2 – Mainstream Wall Display
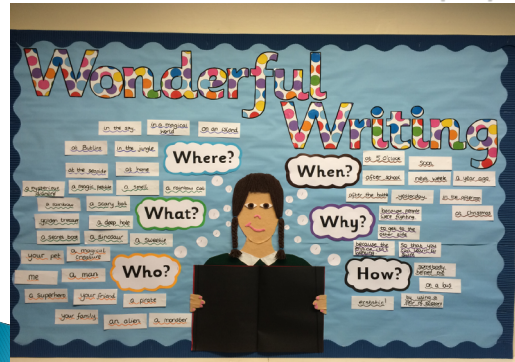
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KS2 – 'GRAMMAR' – Wall Display

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MLD – Coding up in every class

Year 3/4

Year 5/6

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