An introduction to Colourful Semantics

DEVISED BY
ALISON BRYAN
[with shapes by Susan Ebbels]

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Contact details

Email: alison.colourfulsemantics@gmail.com

Twitter: @alisoncolourfu1

Websites:
www.integratedtreatmentservices.co.uk

www.londonspeechtherapy.co.uk

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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, signs, symbols
- 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

- Words in the wrong order e.g. ' news me like '
- Word finding problems
- 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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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 sounded like a stroke patient BB

(in paper by Eiran Jones 1986)

- Focused on little grammar words [is, the, ing]
- Problems with 'content' words and word order
- Problems with using the right verbs

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Gordon and Stroke patient

- Similar profiles
- So…try similar therapy !
- Focus on 'sentence semantics' not grammar

→ **COLOURFUL SEMANTICS**

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

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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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Hettiarachchi, S. (2015) The effectiveness of Colourful Semantics on narrative skills with children with intellectual disabilities.

- 30 Tamil speaking children in Sri Lankan Special schools
- All had mild- moderate learning difficulties
- All had language difficulties
- ADHD, Cerebral palsy, ASD, Downs Syndrome
- Younger group:3:02- 6:06
- Older group: 8:03 – 15:00

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Hettiarachchi, S. (2015)

- Whole class approach
- Delivered by trained class teachers
- 2x weekly for 6 weeks
- Working on oral sentence construction
  - WHO, DOING, WHAT, WHERE, WHY
- Contrasted with control school not doing CS programme
- Pre and post test on
  - Information in Oral Narrative Assessments
  - Average sentence length
  - Level of sentence complexity

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Hettiarachchi, S. (2015)

RESULTS ☺

- GAINS in oral narrative measures for all children
- Comparable language gains in both younger and older groups
- Evidence of generalisation →higher literacy gains for research schools

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Colourful Semantics –What is it?

- A **highly effective visual way of coding** the information in words and sentences.
- Focuses on '**meaning links'** in sentences and not 'grammar'
- Develops a '**shared 'vocabulary**' to talk about language

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What is it?

Question words are used to tap into the meaning links.

Question words are assigned a colour.

e.g. Who questions are orange

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

the boy

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The key to it all is the VERB

- The **key** to these meaning links 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
  e.g. 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
- Introduced some Shape Coding shapes so can add in 'grammar support'
  - Cloud → adjectives
  - Diamond → auxiliary verbs
  - + new Star shape → possessives

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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

- Verb semantics / Functional argument structure
  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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Which verbs fit ?

- The child _____ the flowers
  squashes, puts, falls
- The cat _____
  knocks, sleeps, kills
- Our friends will _____
  congratulate, find, win
- You should _____ me a ticket
  send , put, pay

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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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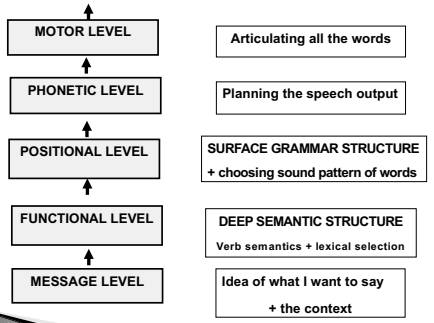
Schematic overview of Garrett Language Processing Model



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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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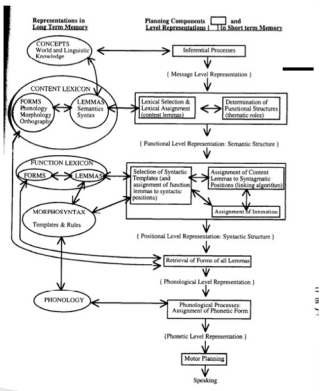
Representation & Processing Components Model [RPC]



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Garrett Model :- Functional Level of Representation

- Main Level addressed by Colourful Semantics
- Planning of
  - **verb semantics**
  - **semantic content**

via 3 processes →

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Processes [& potential problems]

1. Lexical [key vocab] 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

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

- **Phonology** [sound pattern] for lexical items and **grammatical forms** found and inserted

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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 the underlying '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*]
  v **verb semantics** [*deep structure*]

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

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Why are the questions important?

- Questions are asked about the 'verb' and show the '**verb semantics**'
- Questions reveal what the '**participants**' are.
- Link to the related vocabulary [**lexical items**]

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 the……

- spoken & signed **question** word
- **colour/shape**

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So, what is the Basic C.S. coding?

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

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

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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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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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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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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 '3 Little Pigs' would be WHO → orange

WHAT –for things/objects, but also for animals not personified/a character
So "Camels live in Egypt" – you'd probably ask WHAT lives in Egypt → green?

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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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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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Basic C.S. coding – asking essential questions

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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Variables

- Represent key words 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 participant, 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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"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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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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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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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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Colourful Semantics does surface grammar!

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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'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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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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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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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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Purple joining up words

- Co-ordination

- Subordination

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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] *Diamond words*	Yellow +
Possessives	Whose? *Star words*	

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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**

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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**

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The Equipment

- **Choose a way to represent roles**

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

➢ Symbol + written word underneath

➢ Written word only

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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**

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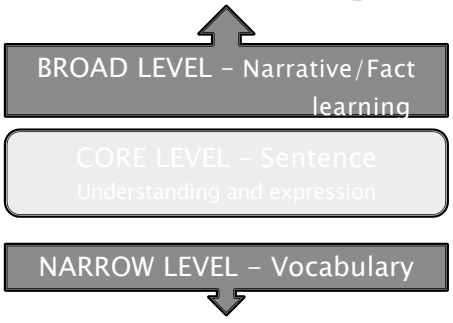
Levels of coding



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Breakout groups – silly sentences

1. Assign a question word /colour to each person WHO, **DOING,** WHAT, WHERE,who TO
2. **DOING** person chooses a simple verb
3. Others decide what their vocabulary is for their colour
4. Make 3 different silly sentences e.g.
   - WHO DOING WHAT ……+ WHERE
   - WHO DOING WHERE
   - WHO DOING WHAT who TO

➔NOW choose 1 of these sentences:– add Cloud words, WHEN, HOW, WHY

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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"

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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*

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Use to support work on Key word level/ICW's

Can use colour coding to support
- Comprehension [understanding]
- Expression:- Description
- Expression:- Command/instruction

in all Key word level /ICW type activities

e.g. Derbyshire Language Scheme [DLS]

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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

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Conprehension : 3 key word level instructions DOING + WHAT + cloud

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 some blue hair*"

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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

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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

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Principle THREE

"Gradually reduce the amount of coding support!

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Reducing coding support

Lowest levels of support

- Coloured pens
- Colour cards
- Tapping the table !

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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

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'Seeds' – cut and stick

water

seed

in the pot

in the pot

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

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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

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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

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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

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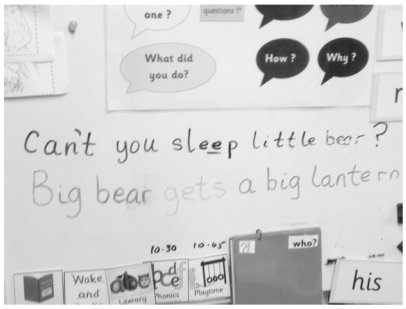
Mainstream Year 1 writing task



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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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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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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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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

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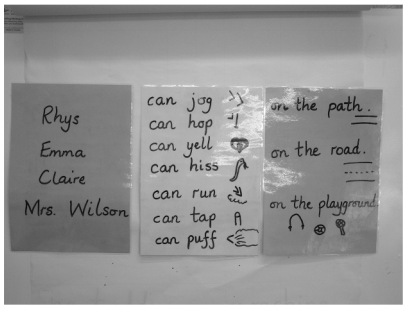
'*Things we can do* – brainstorm



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Rubbed out words they can spell for themselves

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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

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Make a feely picture instruction sequence – Yr 2 [6–7 yr olds]

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

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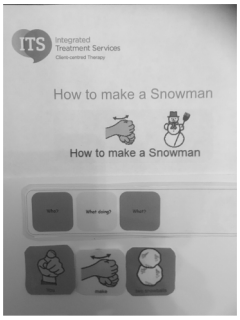
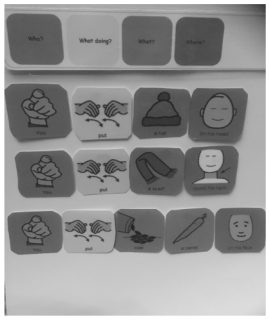
Build a Snowman ITS





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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'

112

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

113

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

114

Three Little Pigs – repetitive structure + cloud words

[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

115

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'

He saw a big bad wolf.

116

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

117

Year 1 task

Using describing words for
'What does Shrek look like?

Shrek is green

Shrek is big

Shrek is scary

118

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.

119

Framework for answers

Why did the brick sink?

Because it was heavy

Why did the feather float?

Because

120

Comprehensive new resource

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

121

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

122

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

123

Supporting Sentence Understanding

Don't forget coding can support understanding targets 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

124

Understanding Question words

You can support general *question comprehension* in class with colour cards

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

125

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

126

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

127

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.

128

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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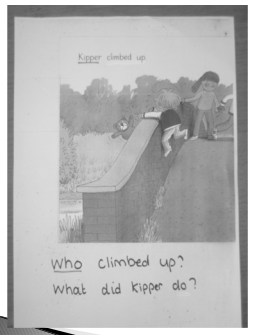
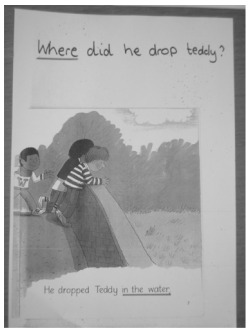
Coded Text Comprehension





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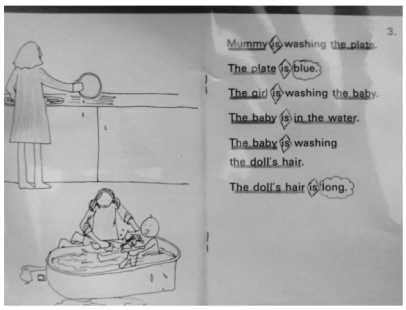
Coded Text Comprehension – LTR



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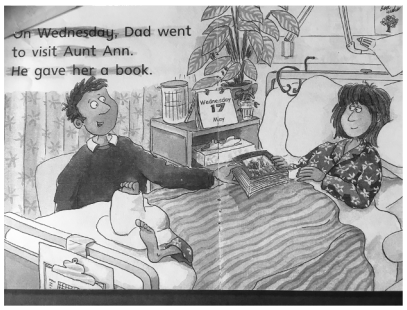
Aunt Anne Goes To Hospital



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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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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

134

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

135

Black Sheep Press narrative packs

1) Nursery Narrative [Early Years topics]
who, where, when, what happened

2) Reception Narrative Skills for age 3–5
[EYF scales, P scales]
who, where, when, what happened

3) Speaking & Listening through Narrative, age 5–7
who, where, when, what happened next, the end

136

Black Sheep Press narrative packs

4) **From Oral to Written Narrative**, KS2

What Happened → 'problem' and 'solution'

5) **Secondary Talk Narrative** , KS3–4

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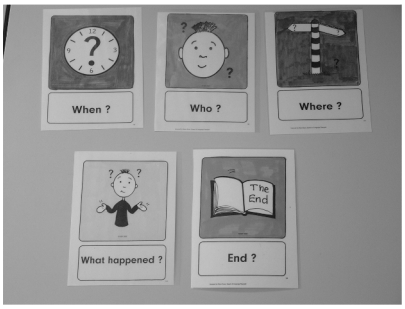
Speaking & Listening through Narrative: CS colour cue cards



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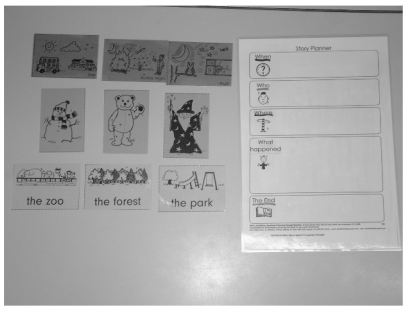
Story options – Creating the Story Starter



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Selecting cue cards

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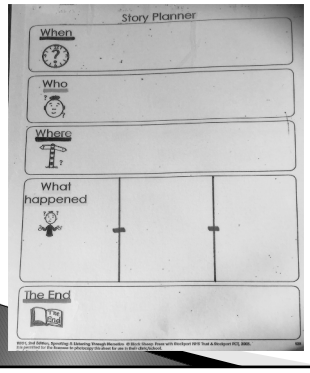
Black Sheep Press Story Planner



- WHAT HAPPENED divided into 3 sections
- Purple joining up words

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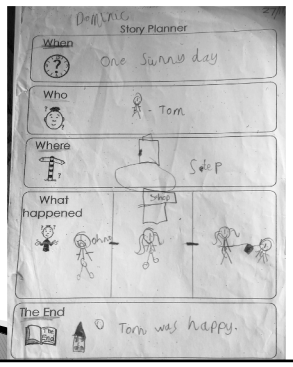
BSP Story Planner –Quick Draw



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Written Narrative resource

- Carrie Hughes SLT
https://carriehughes-slt.co.uk/product/story-writing-using-colourful-semantics/
- Sentence writing to story sequence pictures
- Colour coded word banks
- Picture resources
- Story planner

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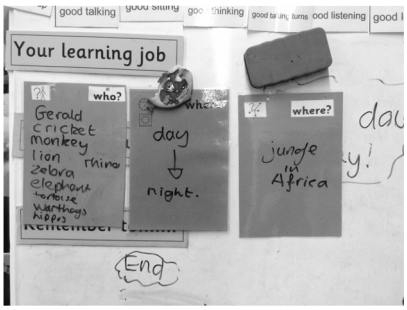
'Giraffes Can't Dance' – Brainstorm story content



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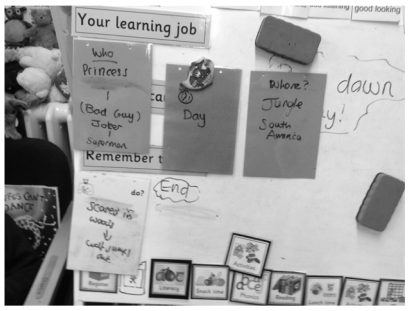
Giraffes Can't Dance – Creating own narrative



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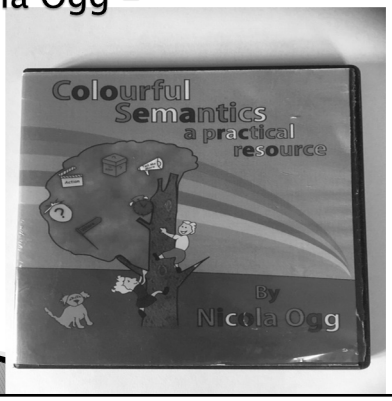
Nicola Ogg –



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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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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.

148

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?

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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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