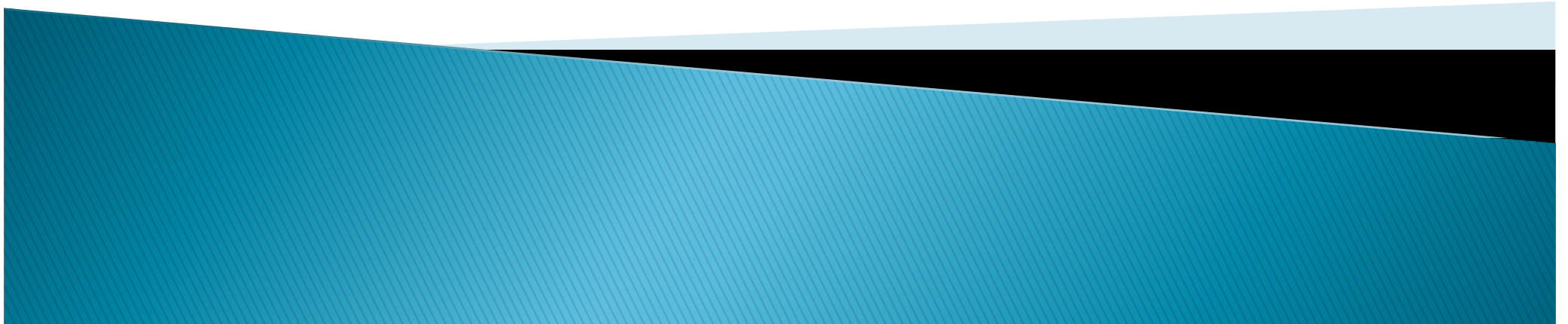


# An introduction to Colourful Semantics

DEvised BY  
ALISON BRYAN  
[with shapes by Susan Ebbels]





# Contact details

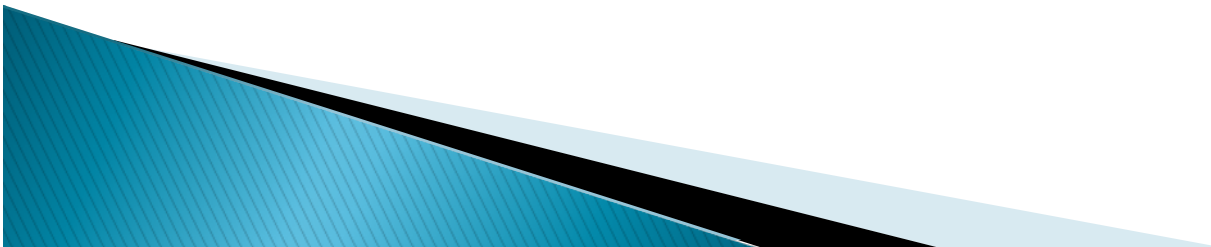
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Websites:

[www.integratedtreatmentservices.co.uk](http://www.integratedtreatmentservices.co.uk)

[www.londonspeechtherapy.co.uk](http://www.londonspeechtherapy.co.uk)





# 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





# 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
- 

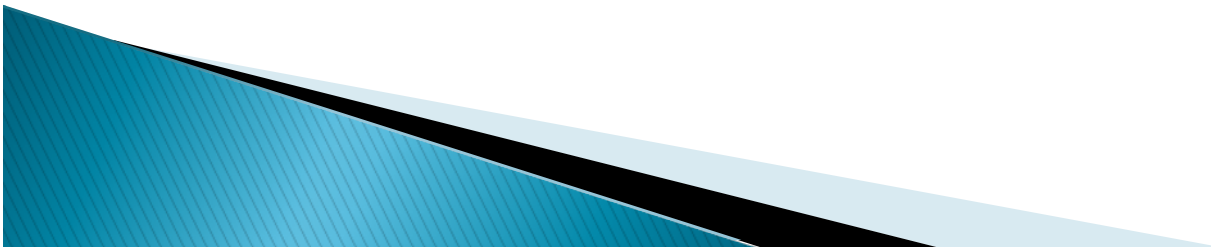


# WHO BENEFITS

## A) Expression

- ▶ Words in the wrong order e.g. ' news me like '
- ▶ Word finding problems
- ▶ Problems reflected in written language

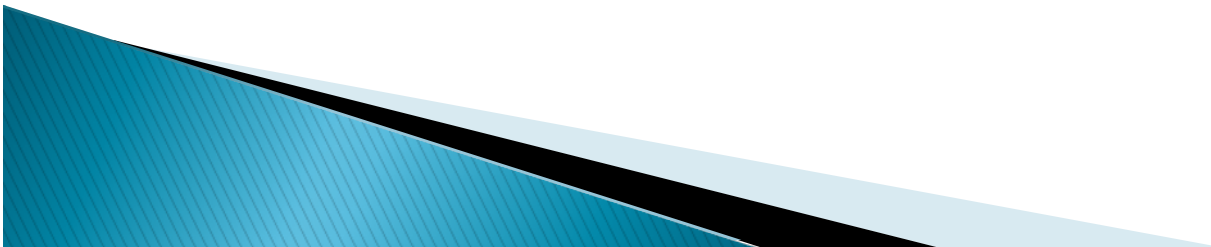
AND children where motor planning problems limiting sentence structure





## 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





# 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

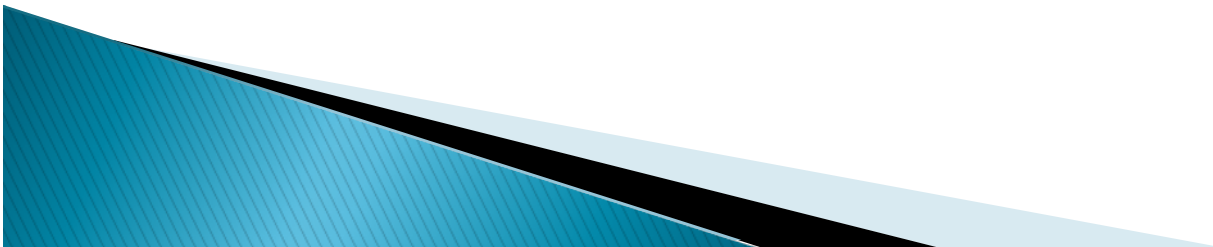




# Gordon and Stroke patient

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

→ **COLOURFUL SEMANTICS**

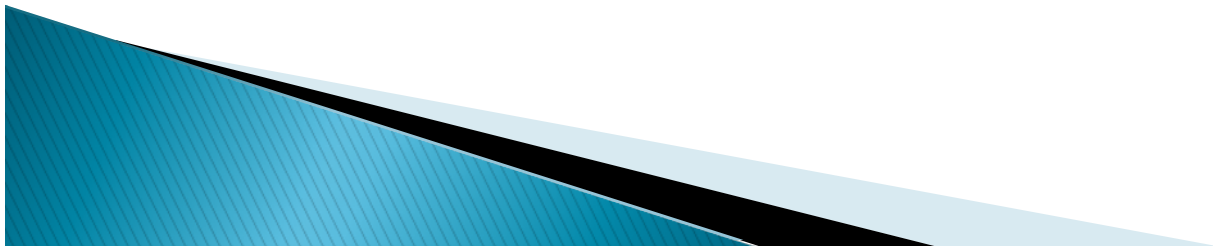




# Action Picture Test – Information Score pre & post testing

	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	

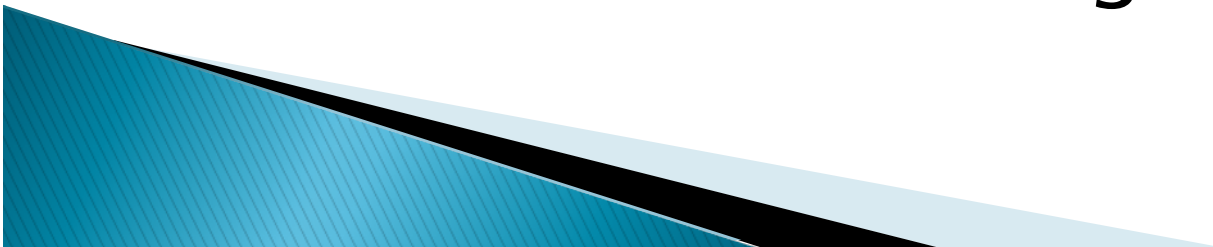




But what about  
spontaneous language ?

→ NEWS TIME

was single word level

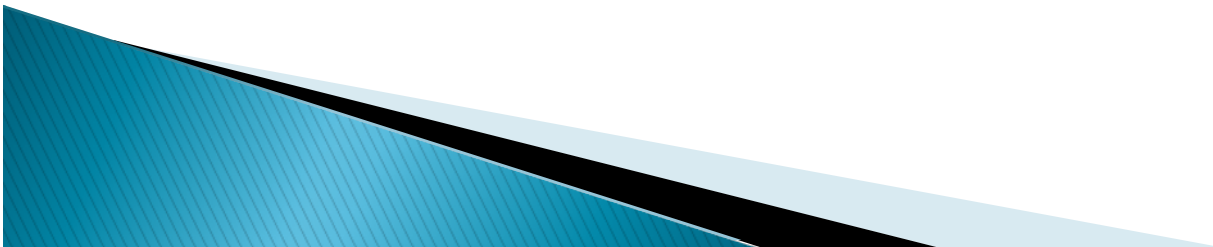




**‘News’ after 4–5 weeks**

**“I played with my friend at his house”**

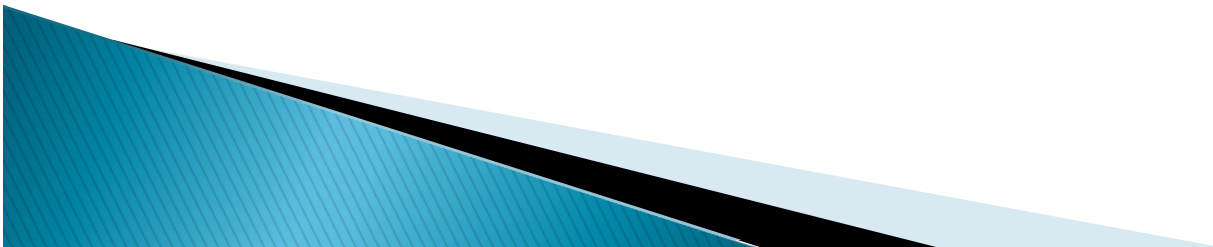
**“I watched TV”**





# **‘News’ after 8 weeks**

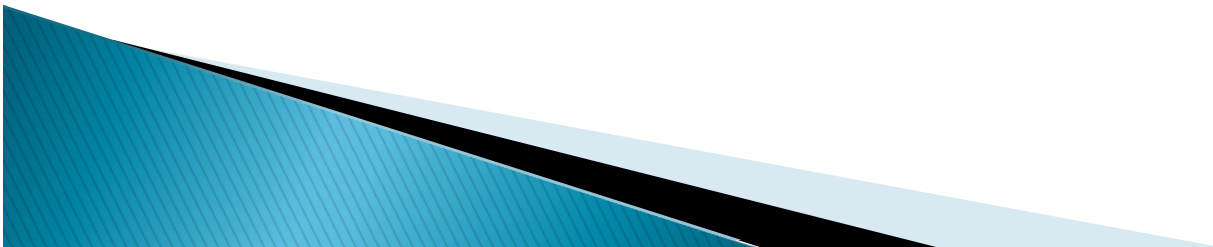
**“I see Hook...Hook is a baddie...I see  
pirate ship...my tooth hurts”**





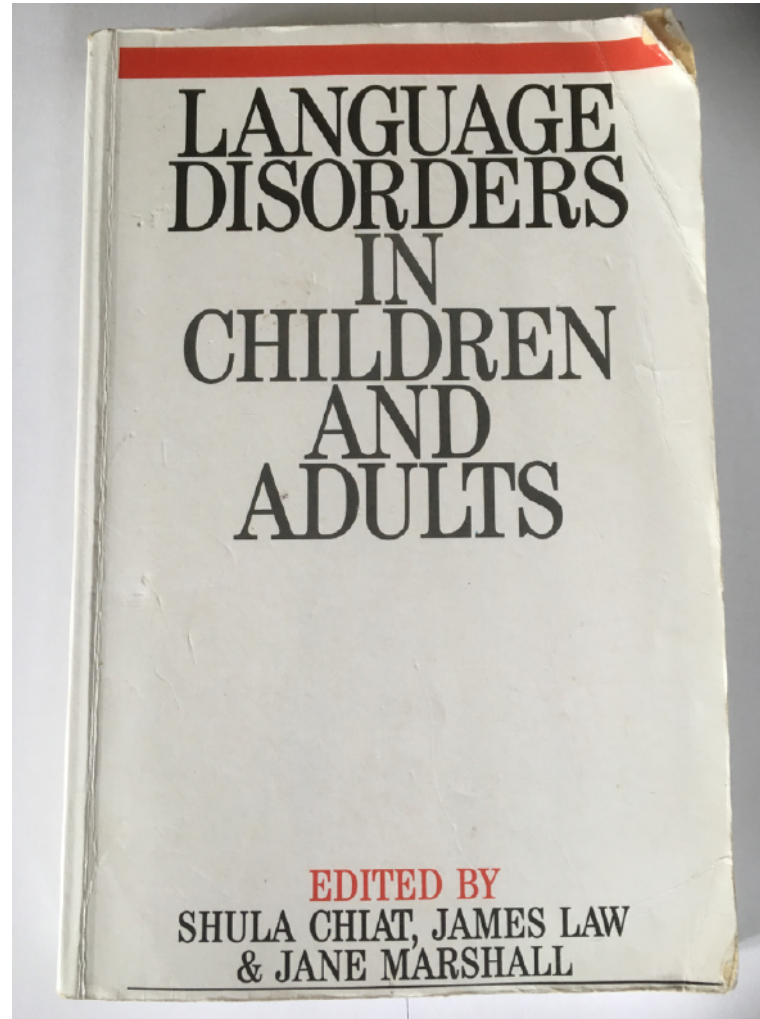
# **‘News’ after 3 months**

**“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”**





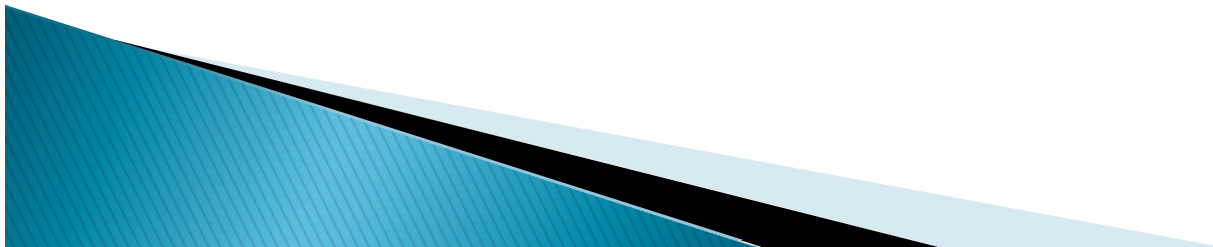
# Language Disorders in Children and Adults






# Conference and Publication

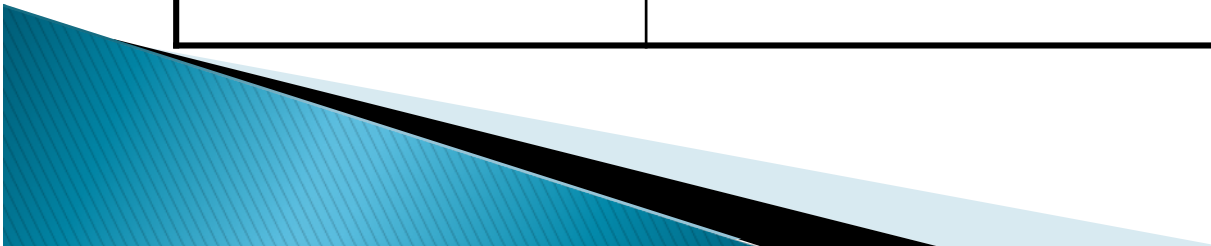
- ▶ Conference:–Making New Connections  
1996
- ▶ Language Disorders in Children and Adults:  
Psycholinguistic Approaches to Therapy  
1997
- ▶ Warning → Colour Changes ...WHY?





# Colours updated and coding extended

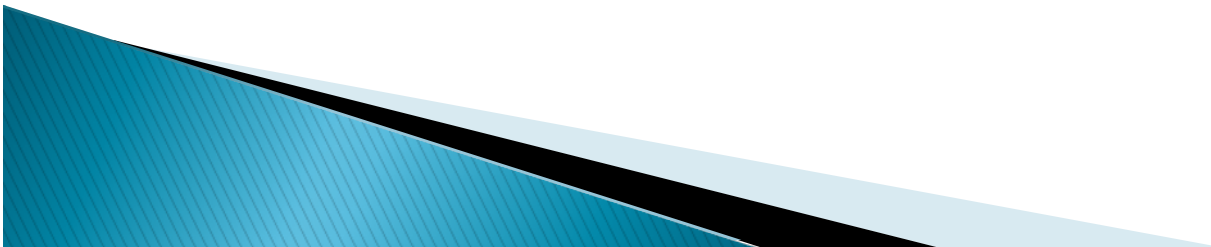
<u>Question Word</u>	<u>Original Coding</u>	<u>Updated Coding</u>
(What) Doing ?	yellow	yellow
Who ?	orange	orange
What ?	green	green
Where ?	red	blue
Who to ?	pink	pink
What like?	blue	





# 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





# WHO DOING WHAT

## Complete coding

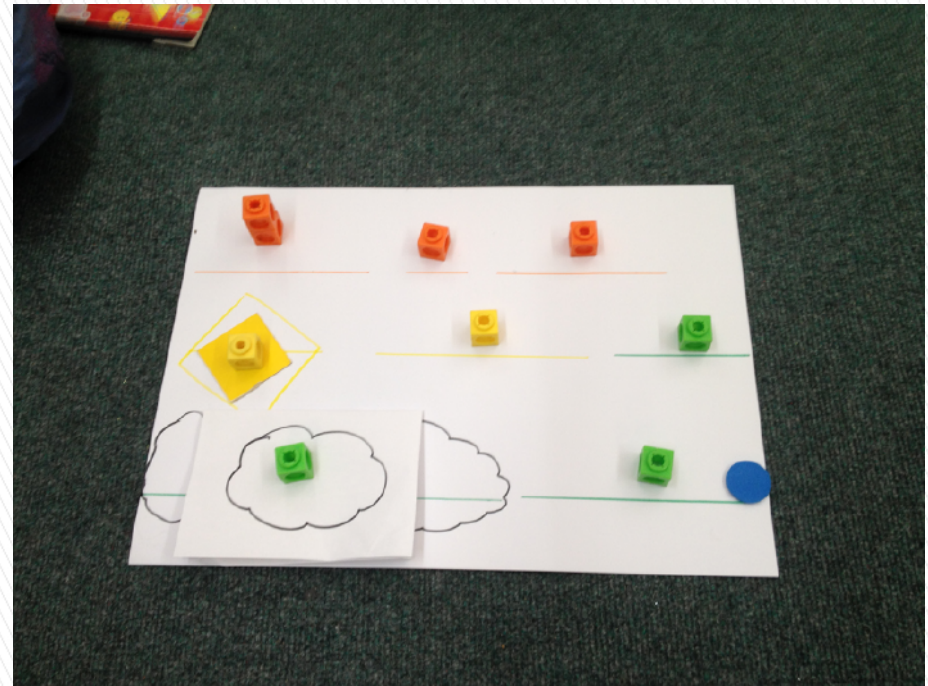




# Coding and Literacy : shared writing task



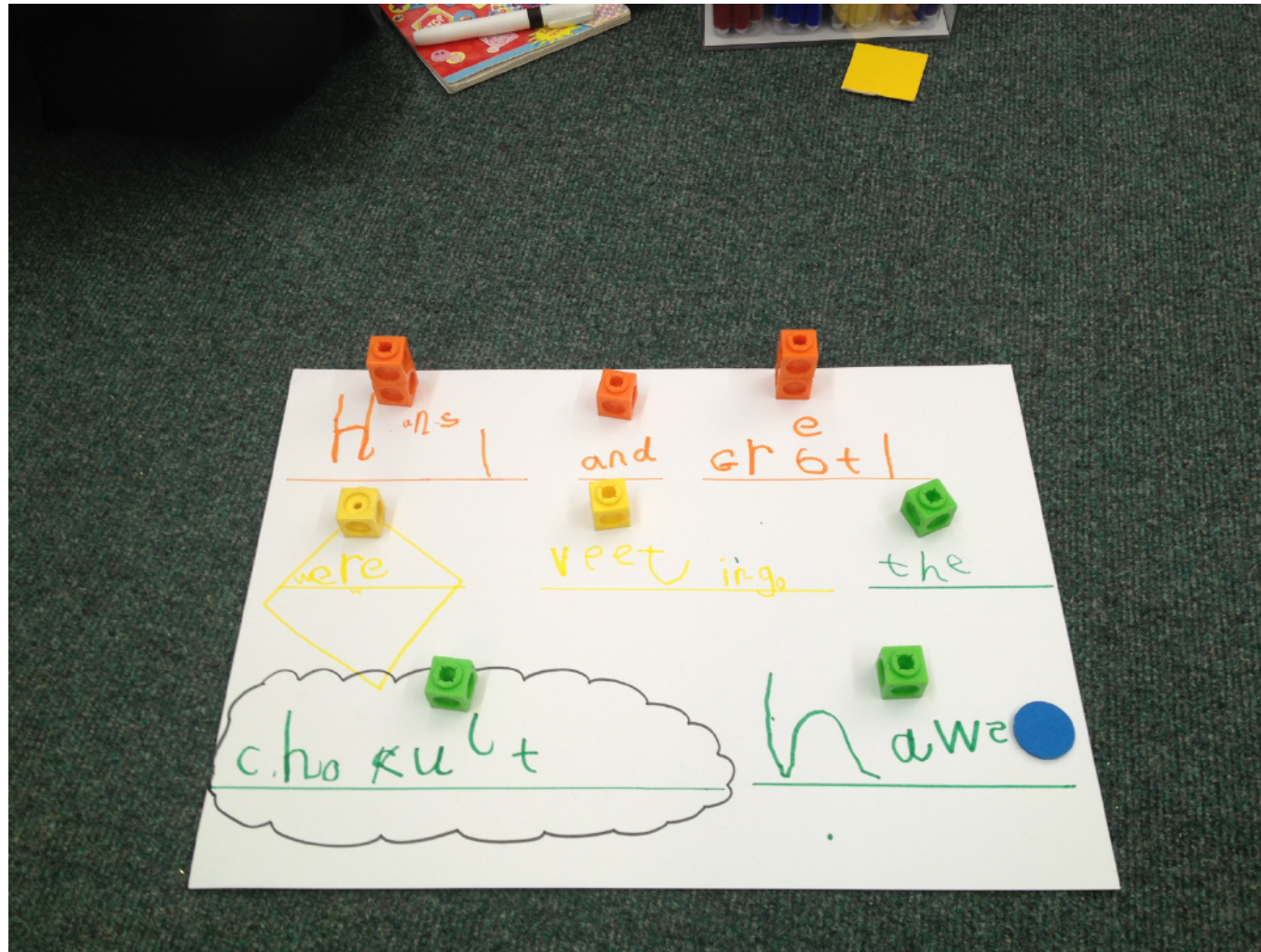
Planning the sentence



Creating the sentence

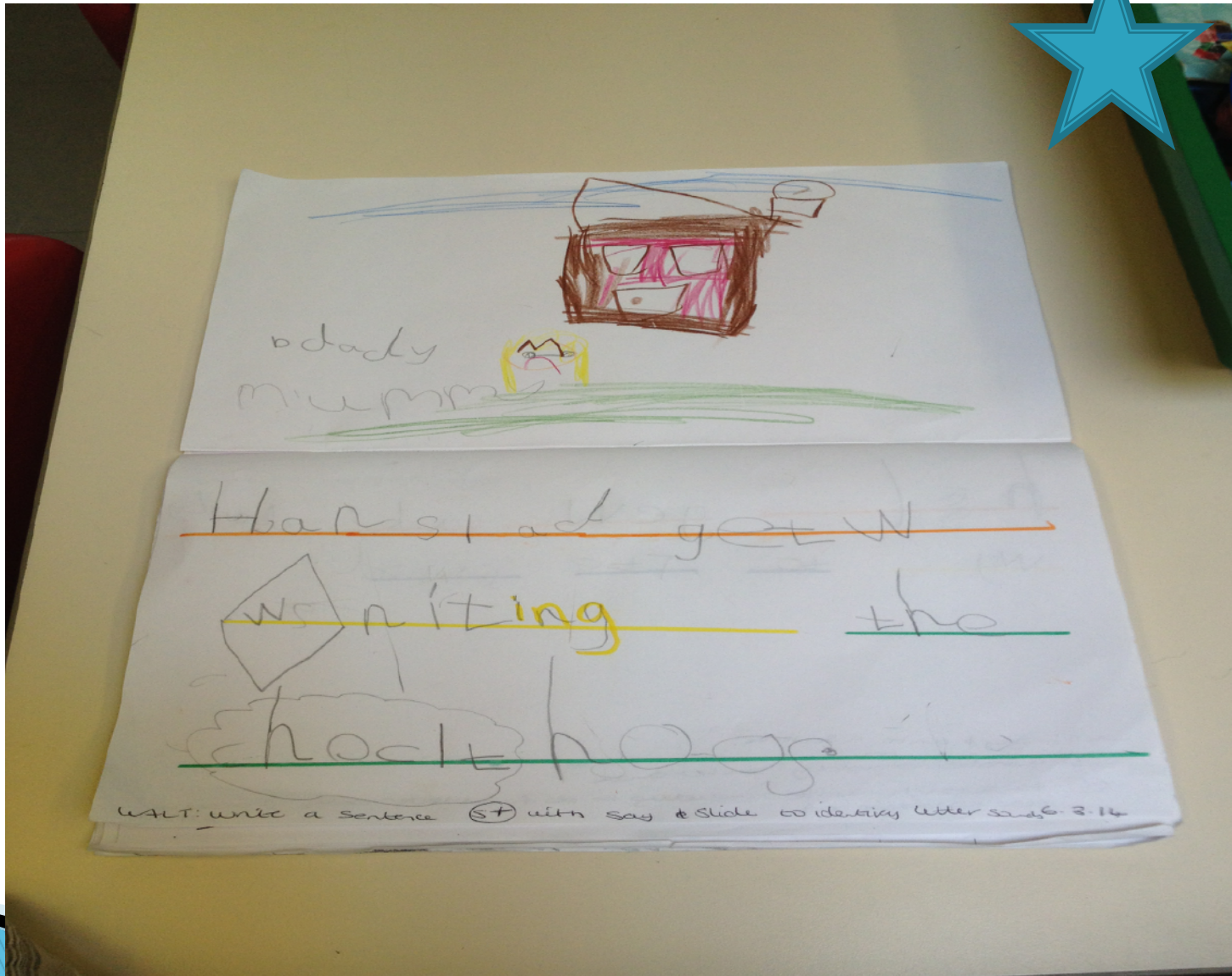


# Coding and Literacy : shared writing task






# Coding and Literacy : final result !






## 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
- 



## Hettiarachchi, S. (2015)

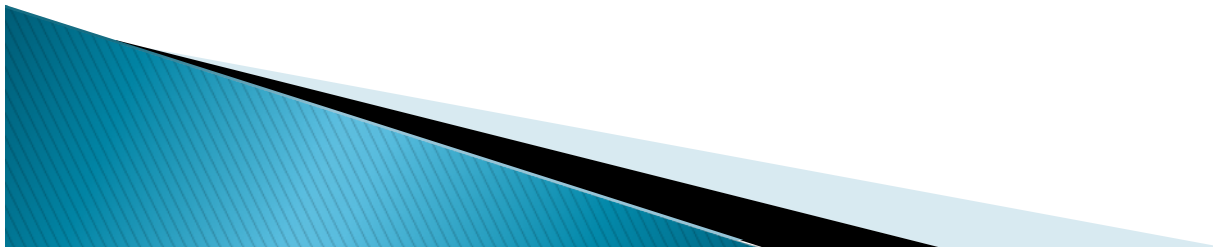
- ▶ Whole class approach
  - ▶ Delivered by trained class teachers
  - ▶ 2x weekly for 6 weeks
  - ▶ Working on oral sentence construction
    - WHO, DOING, WHAT, WHERE, WHY
  - ▶ Contrasted with control school not doing CS programme
  - ▶ Pre and post test on
    - Information in Oral Narrative Assessments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



# Hettiarachchi, S. (2015)

## RESULTS 😊

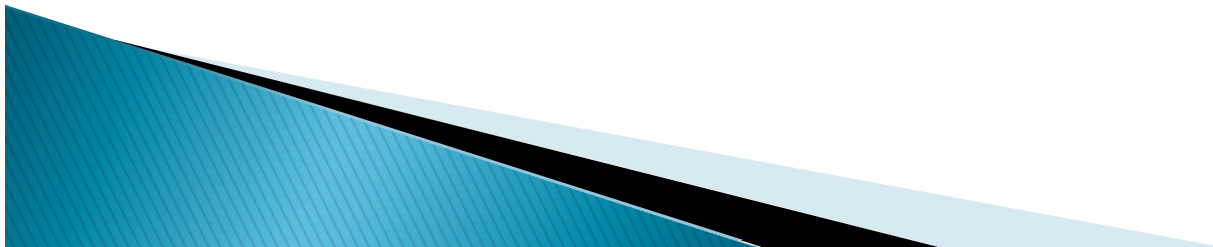
- ▶ GAINS in oral narrative measures for all children
- ▶ Comparable language gains in both younger and older groups
- ▶ Evidence of generalisation → higher literacy gains for research schools





# 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





# What is it?

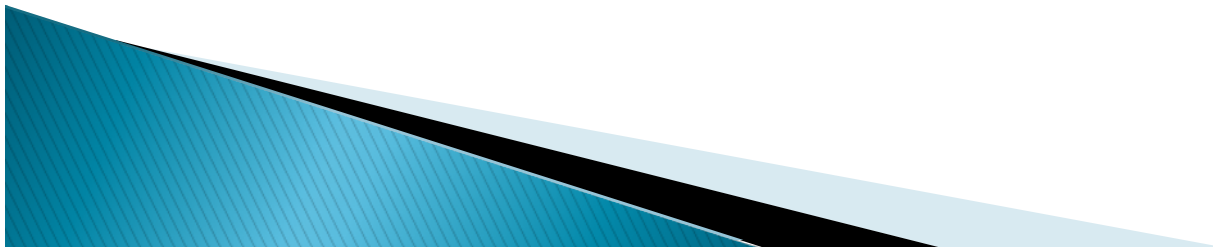
Question words are used to tap into the meaning links.

Question words are assigned a colour.

e.g. Who questions are orange

*The boy is jumping.* “Who is jumping?” ->

the boy

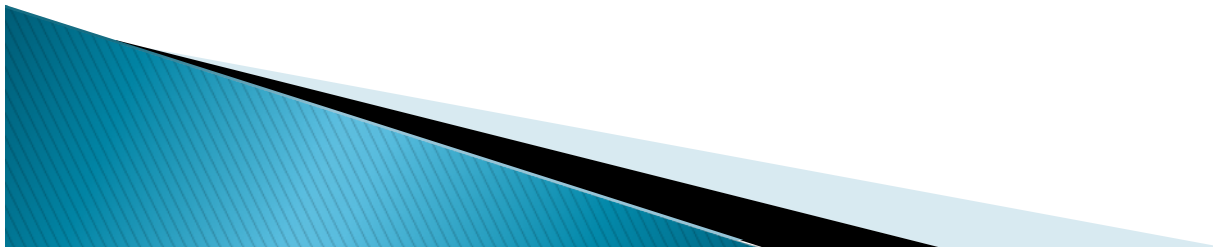




# The key to it all is the VERB

- ▶ 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





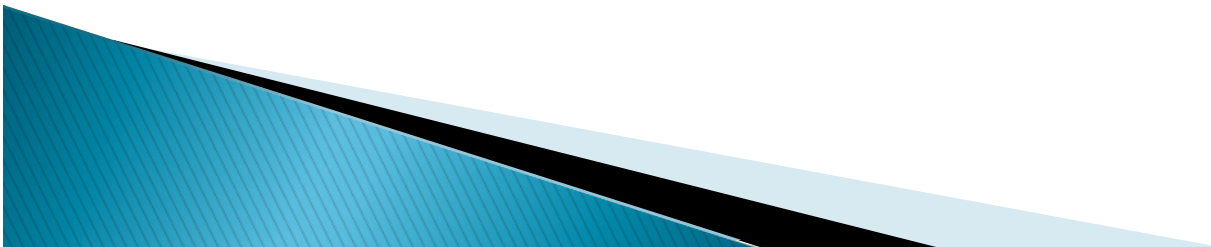
# Consider these two sentences

*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*



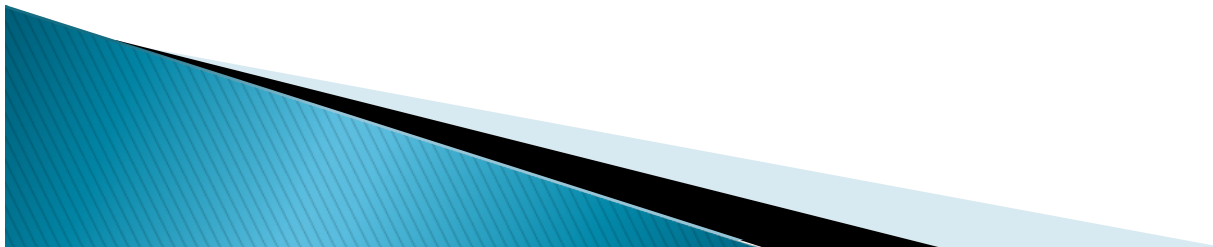


# Now consider these two sentences

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?

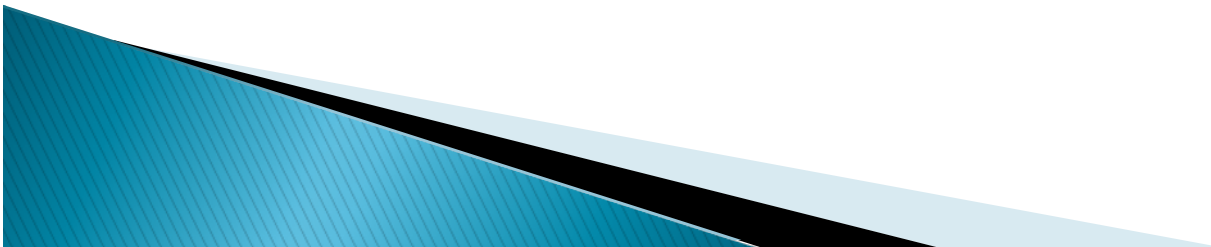
- *The people doing the action has changed*  
i.e. the words that mean 'WHO' is doing the action





# 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





# 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]



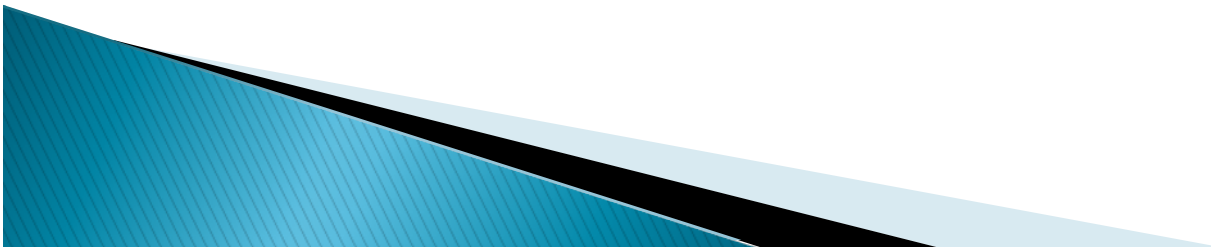


# What happened in Herts NHS service?

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





# Integrating the 2 systems

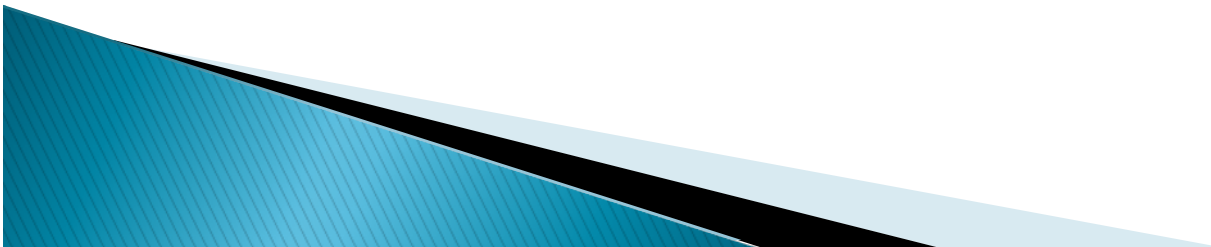
- ▶ Started to integrate many years ago
- ▶ Introduced some Shape Coding shapes so can add in 'grammar support'
  - Cloud → adjectives
  - Diamond → auxiliary verbs
  - + new Star shape → possessives





# Theory !

- ▶ Verb Semantics
- ▶ A model of how we move from having an idea to saying a sentence  
[ Garrett model]





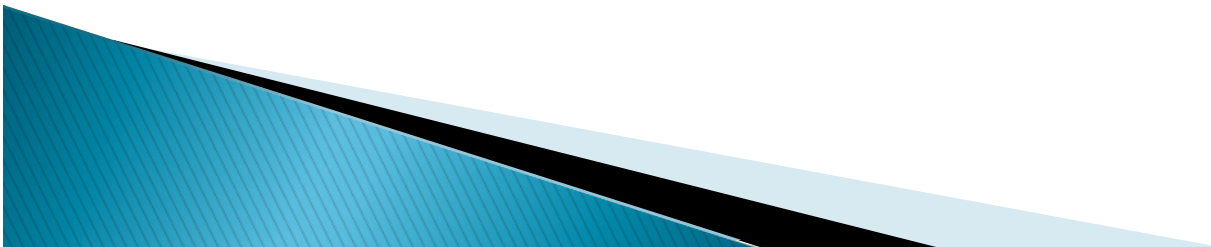
# Theory references

- ▶ Verb semantics / Functional argument structure

*Garrett 1980, Black & Chiat (2003)*

- ▶ Non-argument structure

*Pinker (1989), Black & Chiat (2003)*



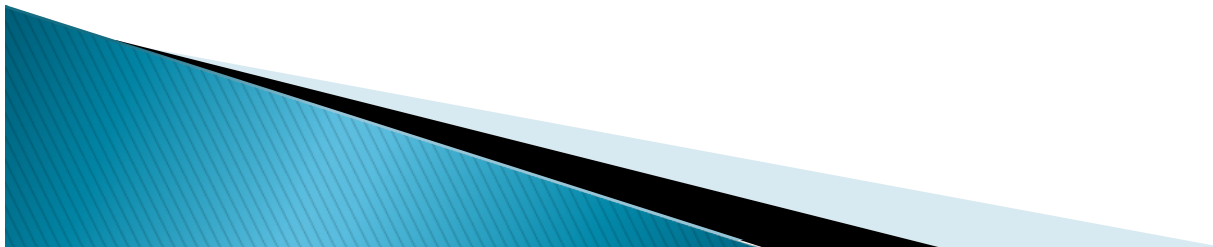


# ‘Verb semantics’

- ▶ 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*’

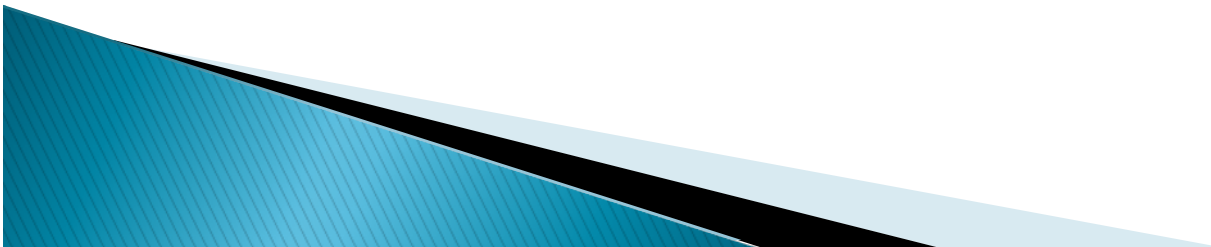
[ Linguists call these participants ‘*arguments*’ ]






# ‘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*’]





# 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
- 



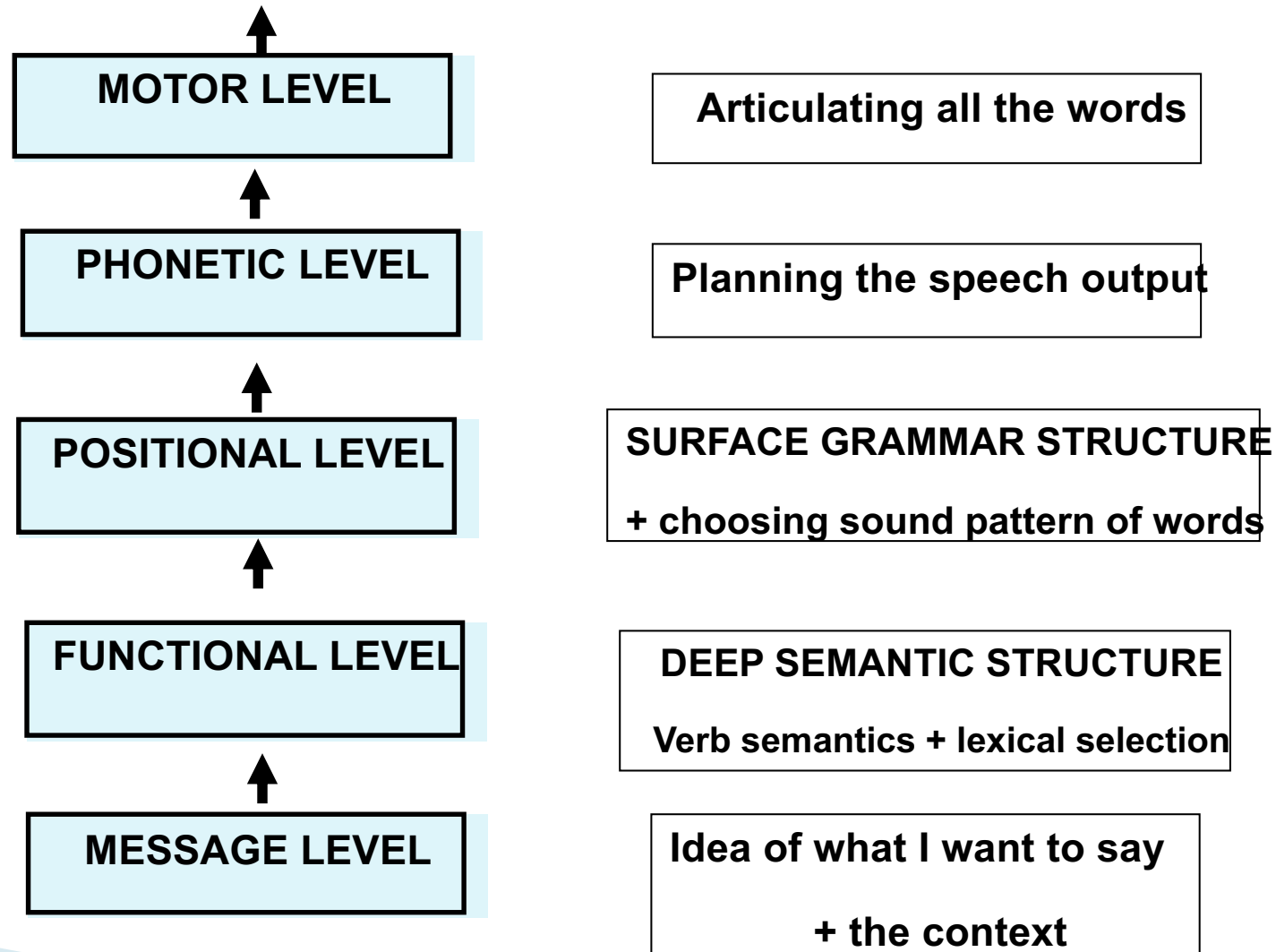
# Garrett Model – updated 1990

- ▶ 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





# Schematic overview of Garrett Language Processing Model





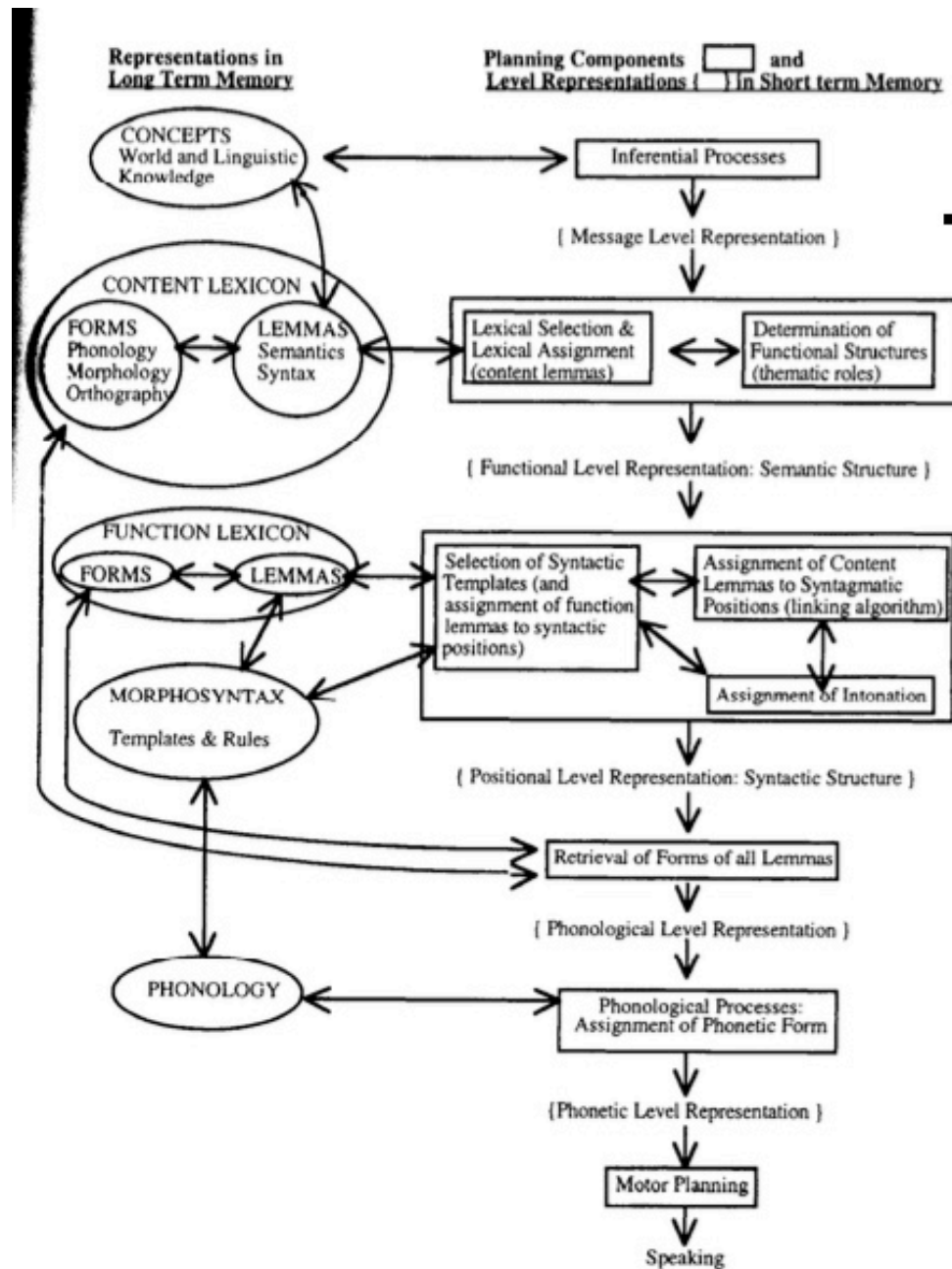
# Kids Slips Jeri J Jaeger 2005

- ▶ 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





# Representation & Processing Components Model [RPC]





# Garrett Model :- Functional Level of Representation

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

via 3 processes →





# 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”*





E.G. “*Ben put the apple in the bowl*”

- ▶ Lexical items

verb = *put*    nouns = *Ben, apple, bowl*

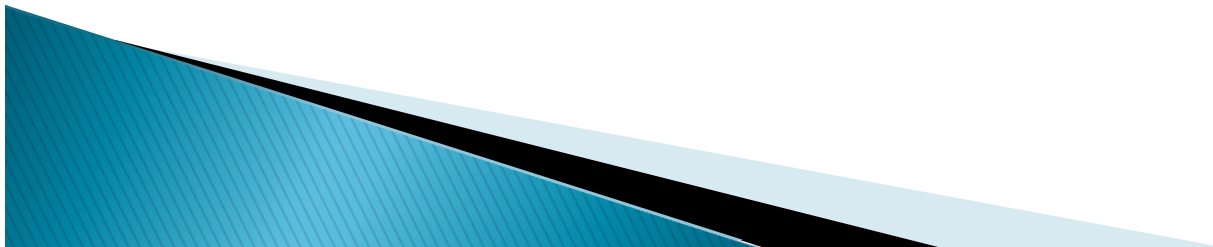
- ▶ Argument structure/verb semantics for ‘put’

Verb: WHO, WHAT, WHERE

- ▶ Assignment

Verb: WHO, WHAT, WHERE

[*put*]: [*Ben*] [*apple*] [*bowl*]





# Errors

## Lexical selection error

*“I cut dinner my fork”*

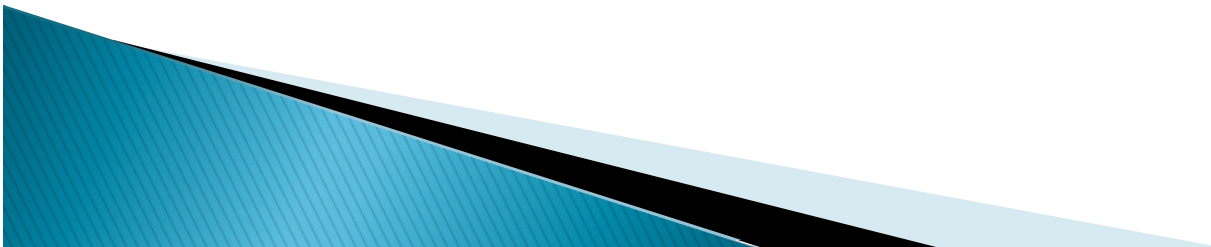
## Verb Semantics error

[Argument Structure error]

*“Mum put table”*

## Assignment error

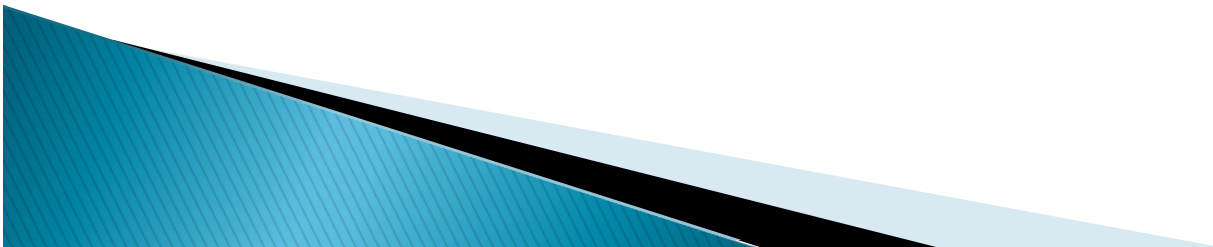
*“Mouse chase cat”*





# The problem with verbs ! [Chiat 200]

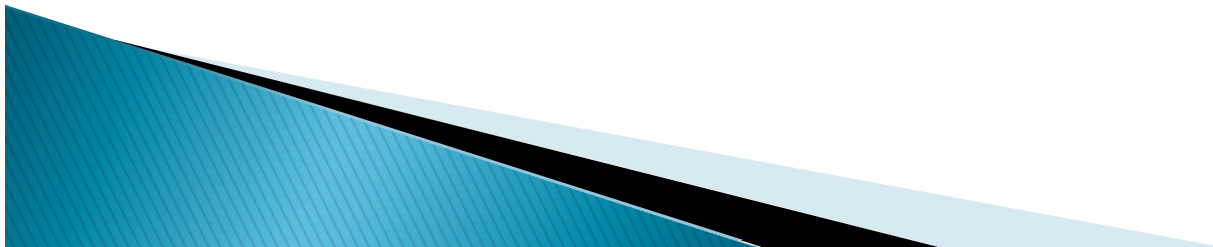
- ▶ Rarely occur in isolation
- ▶ Less stressed than nouns in word stream
- ▶ Poor auditory processing affects identification & storage of verb phonology





# The problem with verbs ! [Chiat 2000]

- ▶ Events focusing on verb are brief/transient
- ▶ Poor event perception or joint attention affects identification & storage of verb semantics





# 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





# 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"*

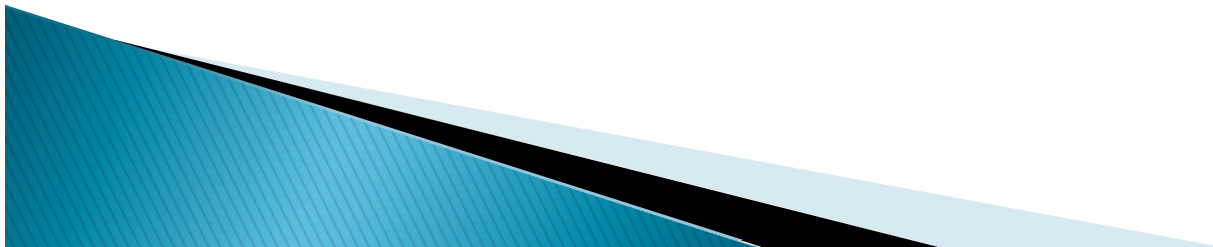
*"Last week I went on holiday"*





# 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]





# 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





# 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?*

*WHERE are they?*

*Who did they do it TO?*

*What are they DOING?*

*WHAT did they do it to?*

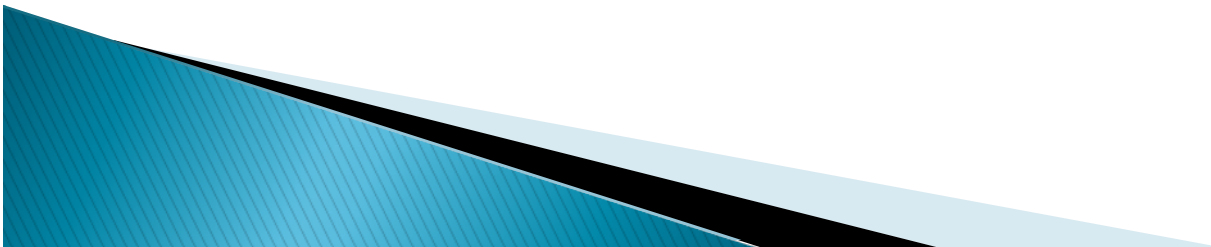




# QUESTION WORDS ARE THE KEY TO CODING

We continually link each participant/other info with both the.....

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

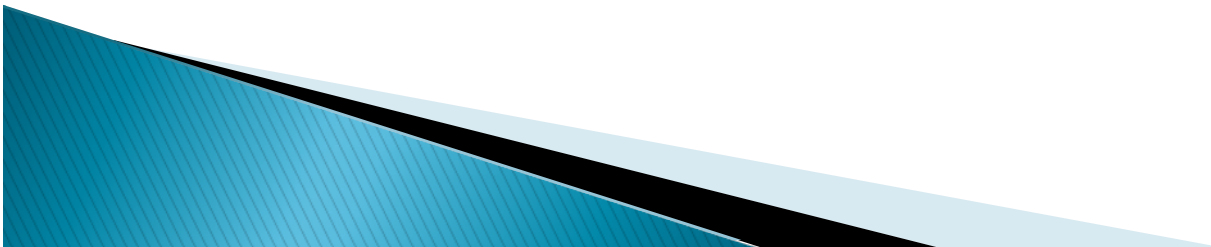




# So, what is the Basic C.S. coding?


Each colour is linked with a question word

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





# Colourful Semantics – basic coding

<u>Question Word</u>	<u>Original Coding</u>	<u>Updated Coding</u>
(What) Doing ?	yellow	yellow
Who ?	orange	orange
What ?	green	green
Where ?	red	blue
Who to ?	pink	pink
What like?	blue	




# 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????*



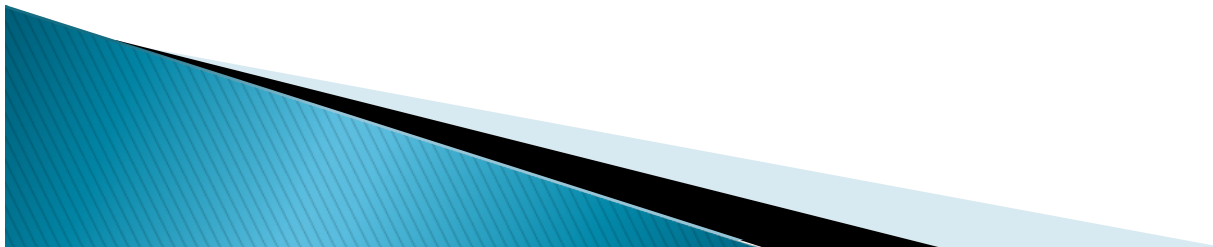


# Question word coding

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]**





# Use the VERB to help you

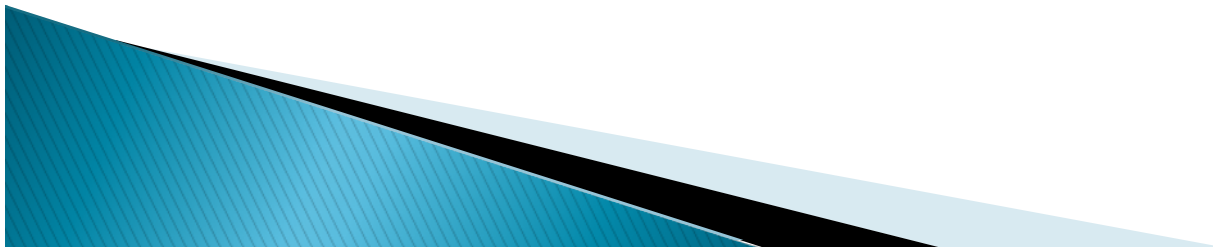
*Think about the verb and the questions you ask before deciding what colour it is....*

**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?*





# 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

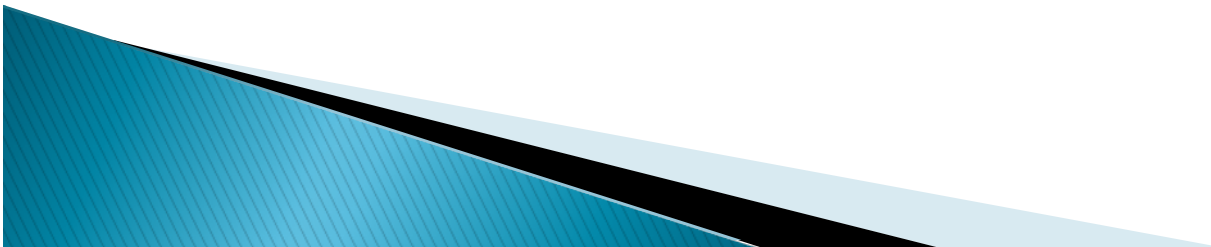
[is the action done to]

WHERE

[is the action happening]

WHO to

[who is the action done to]

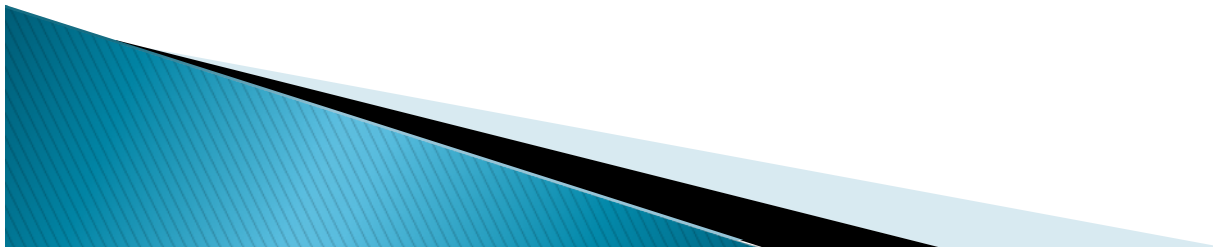




# Verb Activity

**‘EAT’ – what are the essential questions**

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

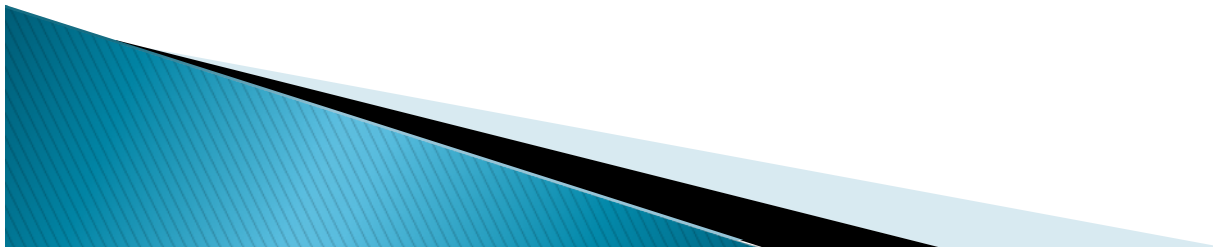




# Verb Activity

‘SIT’ – what are the essential questions

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

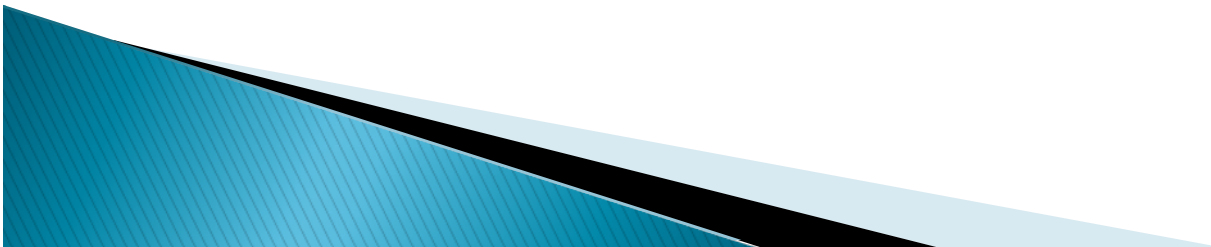




# Verb Activity

**‘GIVE’ – what are the essential questions**

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





# 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

put

invented

pour

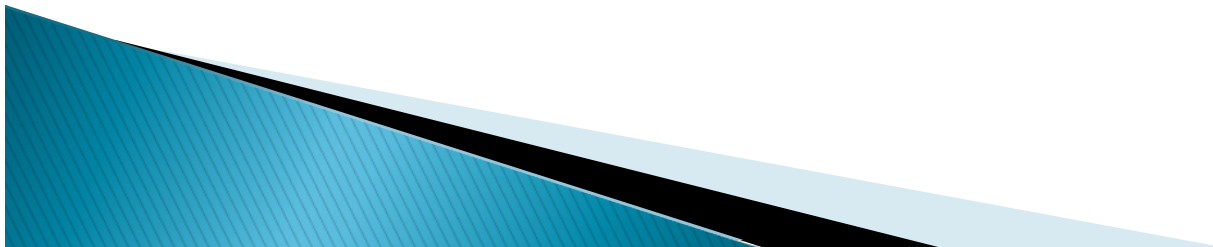
filter

travelled

catch

showing

throw





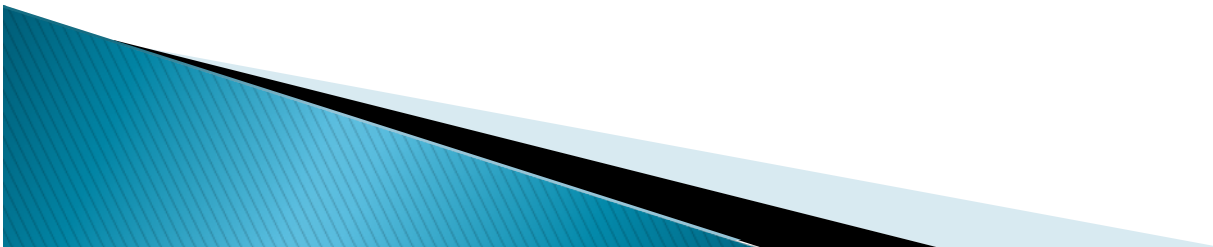
# Principle ONE

## 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



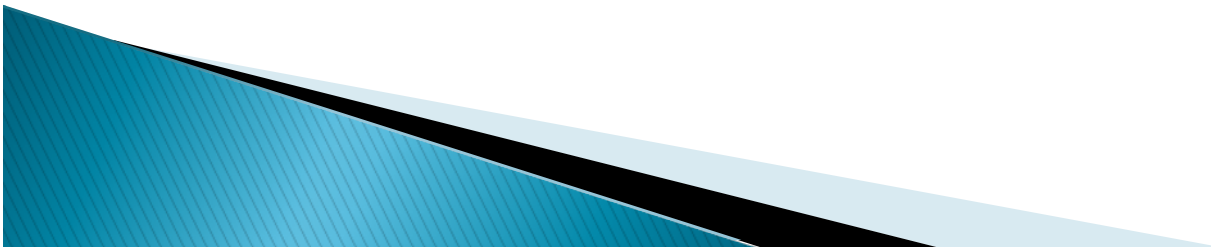


# Principle TWO

Question words  
ARE THE KEY TO CODING

Principle two :-

**“ALL the words that answer the question are the same colour”**





# Basic C.S. coding – asking essential questions

<u>Question Word</u>	<u>Colours</u>	<u>Example</u>
(What) Doing ?	yellow	Ben <u>is giving</u> a biscuit to the dog
Who ?	orange	<u>Ben</u> is giving a biscuit to the dog
What ?	green	Ben is giving <u>a biscuit</u> to the dog
Where ?	blue	Ben is putting a biscuit <u>in the bowl</u>
To Who(m) ?	pink	Ben is giving a biscuit <u>to the dog</u>



# 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*

*action + object*

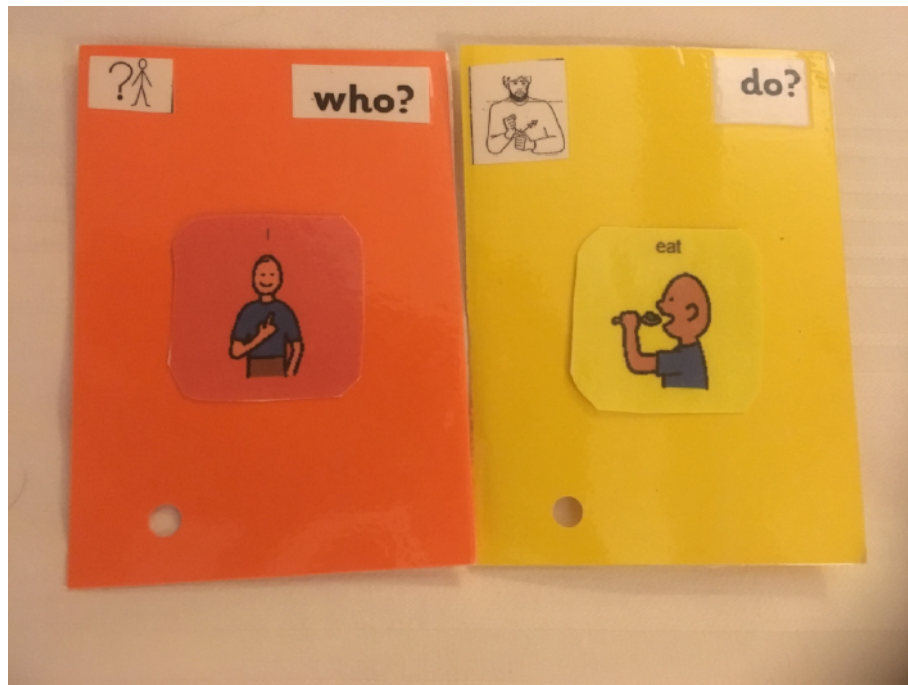
*DOING WHERE*

*action + place*





# 1 participant + verb



1 participant + verb

WHO + DOING

I + eat

→ Then increase  
variety of nouns &  
verbs



# Mr Men – WHO DOING





# Different –1 participant + verb

1 participant + verb

DOING + WHAT

Eating + carrot



DOING + WHERE

go + school



→ Then increase  
variety of nouns &  
verbs

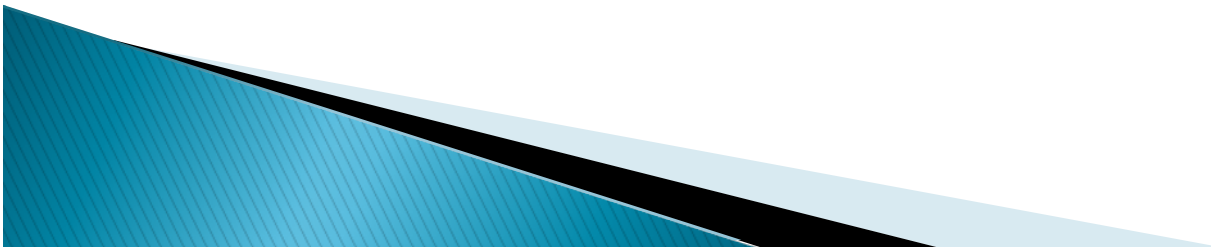


# 2–4 ICW order of teaching for developing spoken sentences

- 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*





# 2 participants + verb

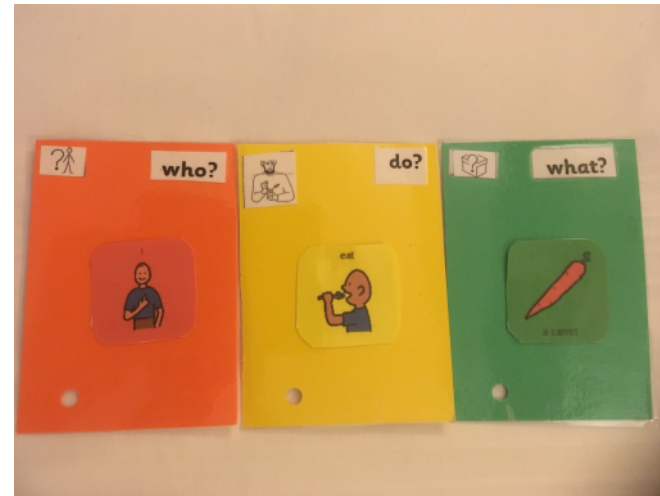
WHO + DOING + WHAT

I + eat + a carrot

WHO + DOING + WHERE

I + go + to school

→ Then increase  
variety of nouns &  
verbs



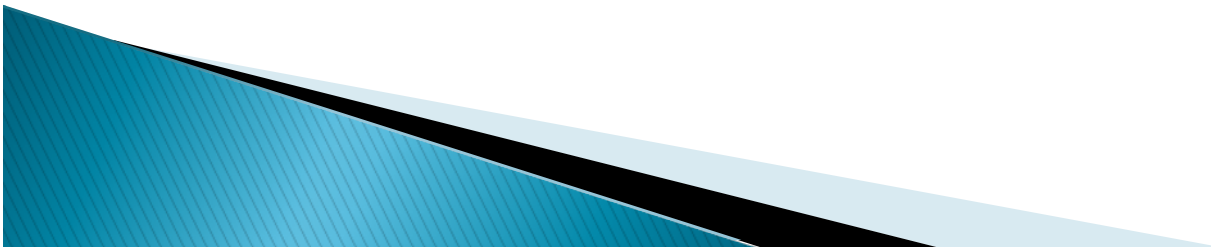


## 2-4 ICW – order of teaching (cont'd)

6. Increase verb and noun variety

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

e.g. “He is eating” v “He is tall”





# Contrast with 'WHAT LIKE'

[ not verb related]

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



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



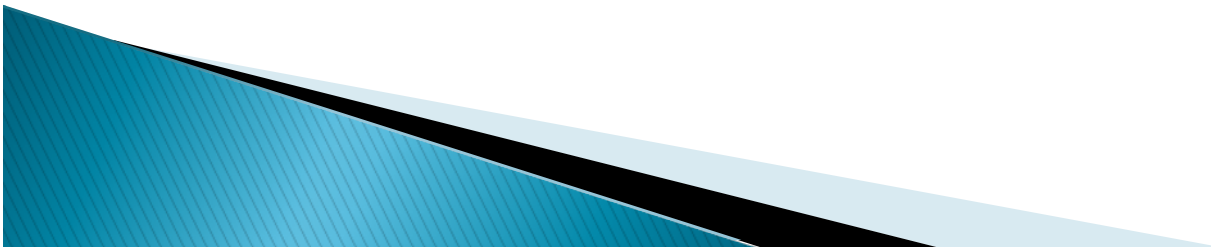


## 2-4 ICW – order of teaching (cont'd)

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

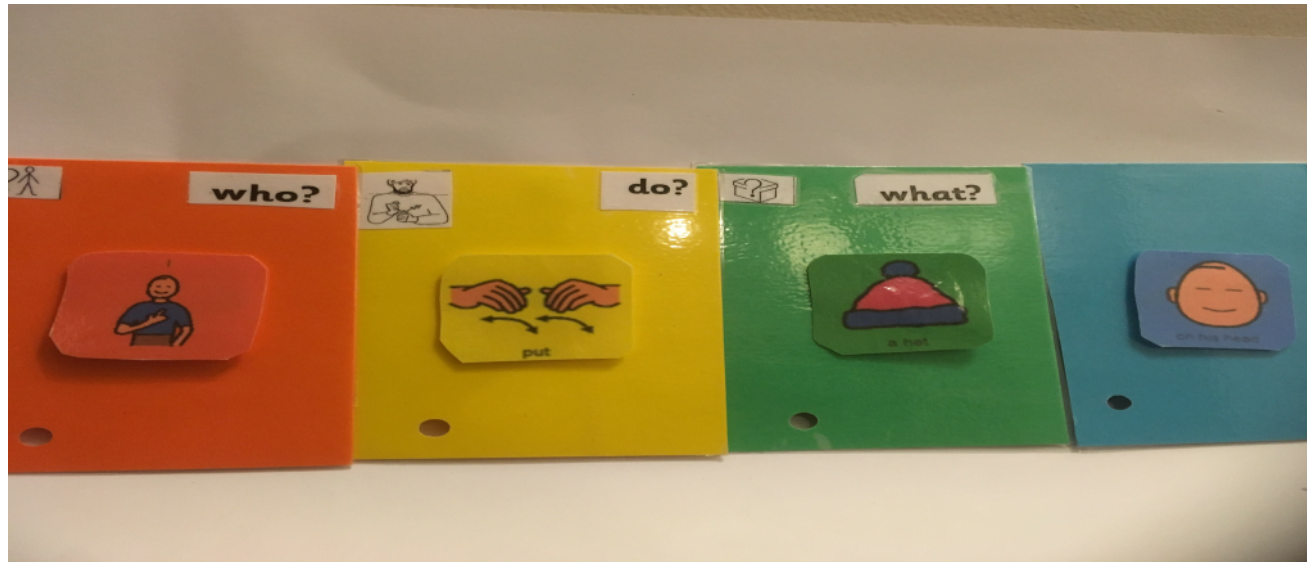
**give/show**     *WHO DOING WHAT Who TO*  
(DLS = transfer of object to person 4 ICW)

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





# 3 participants + verb

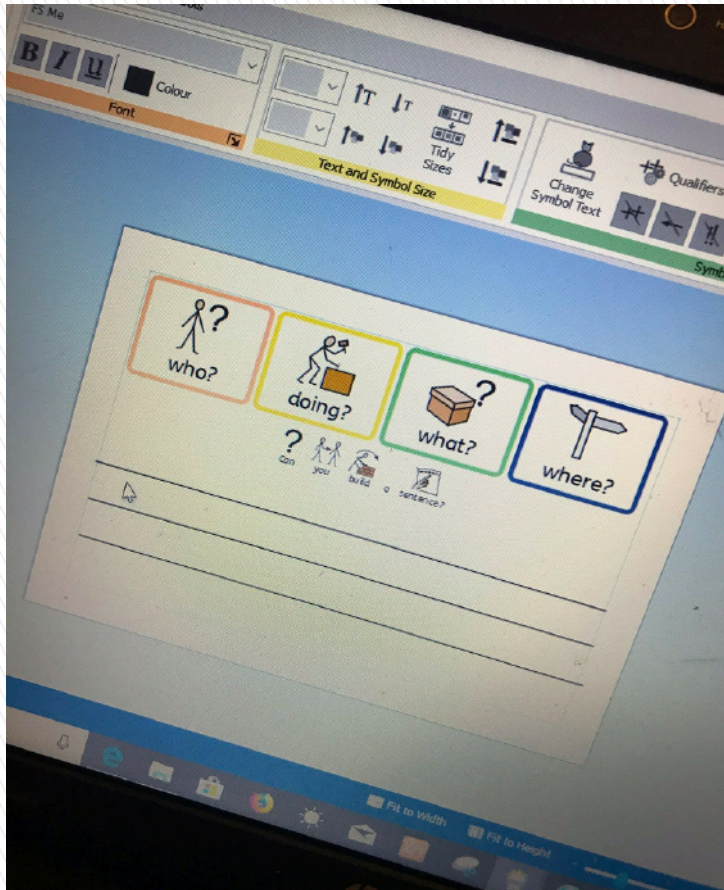


WHO + DOING + WHAT + WHERE

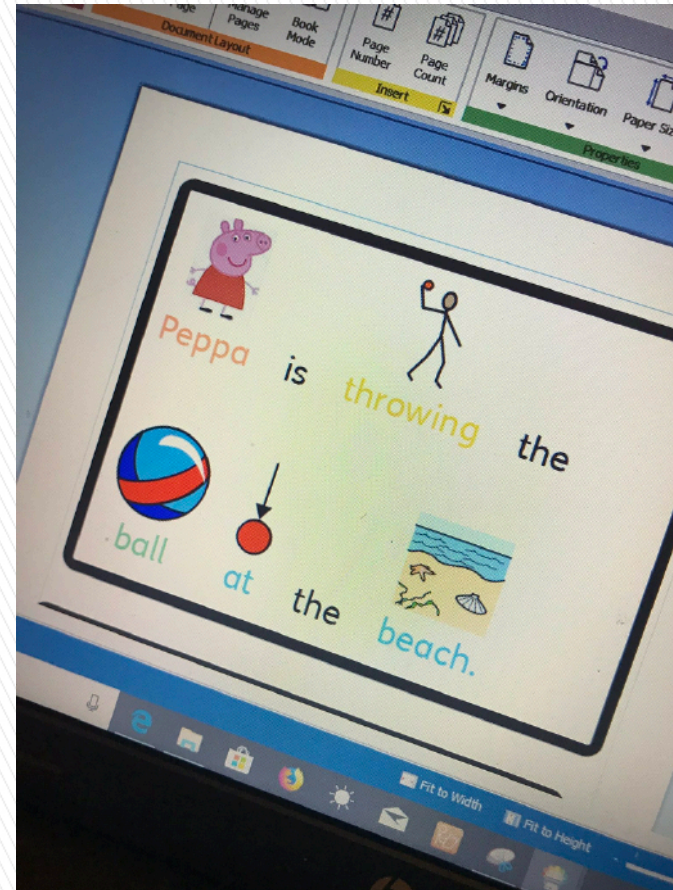
I + put + a hat + on my head



# Peppa Pig – iPad



Sentence Strip

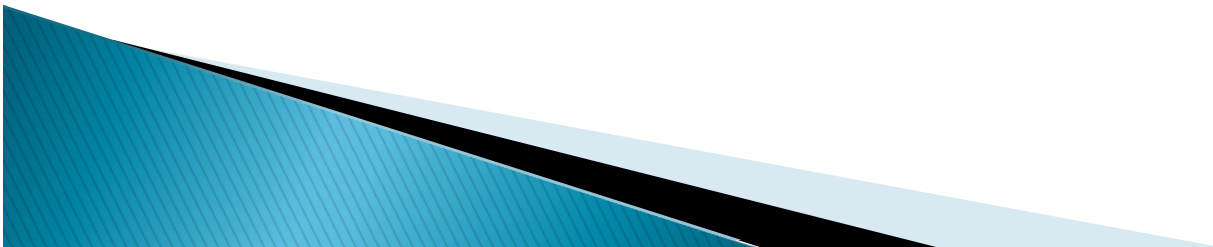


Created Sentence



# 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





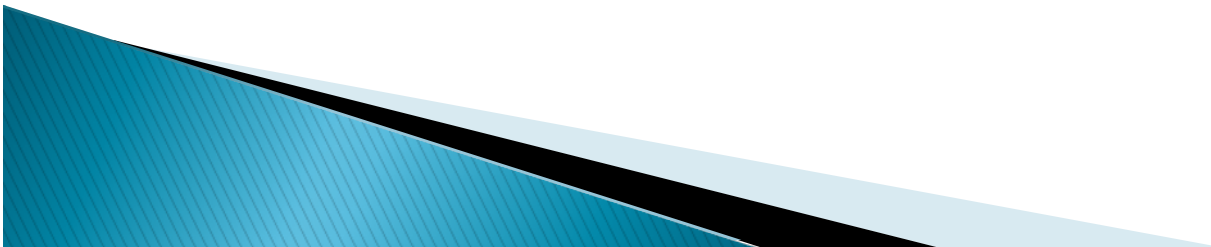
# WHO DOING WHAT WHERE train 😊





# 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

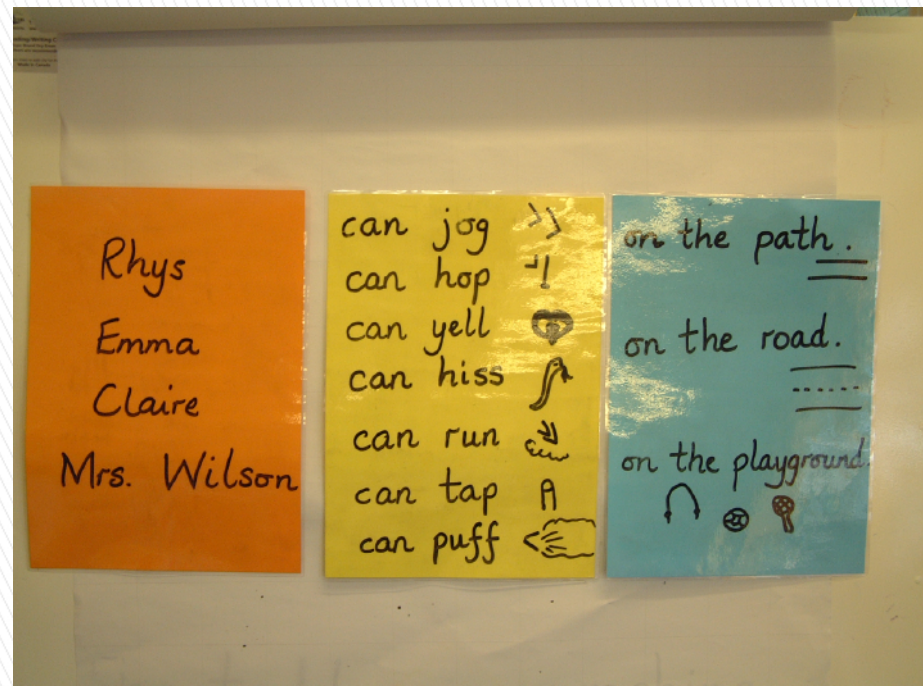




# Key word represented by....



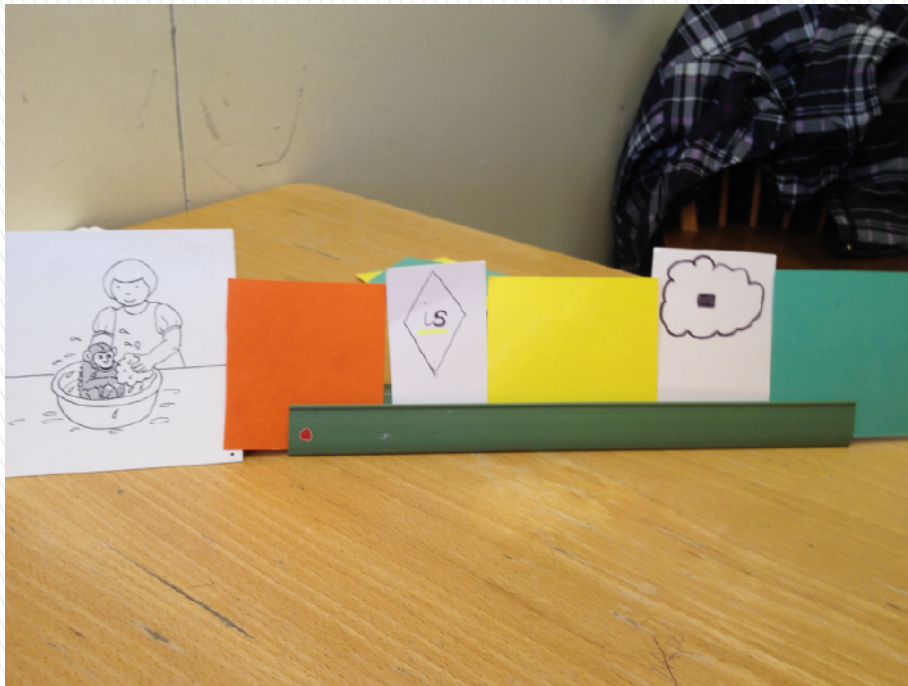
Symbols [ + small words]



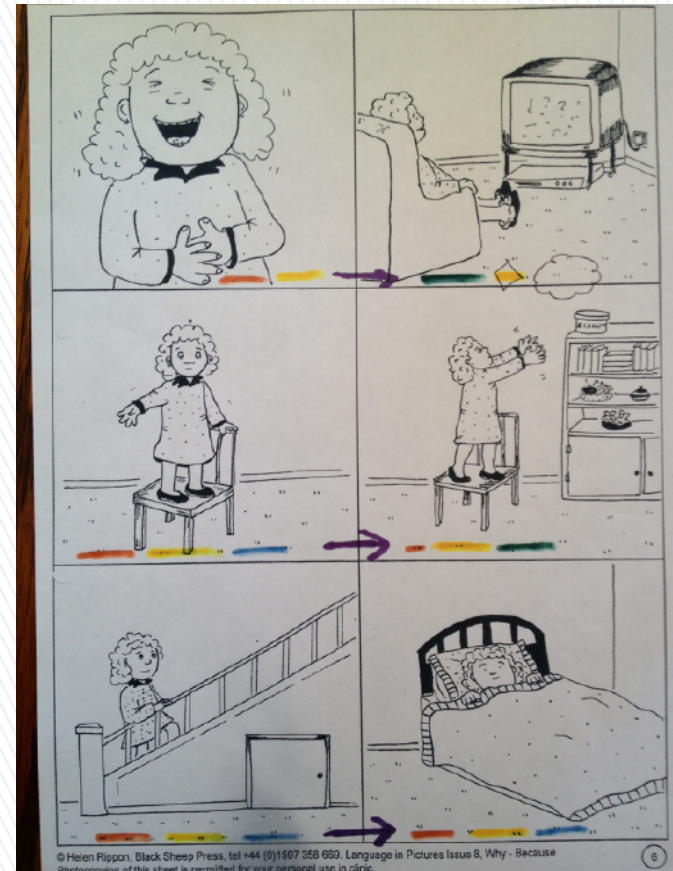
Words [ + some symbols]



# Coloured lines



Colour card line for  
WHO DOING WHAT



Coloured pen line



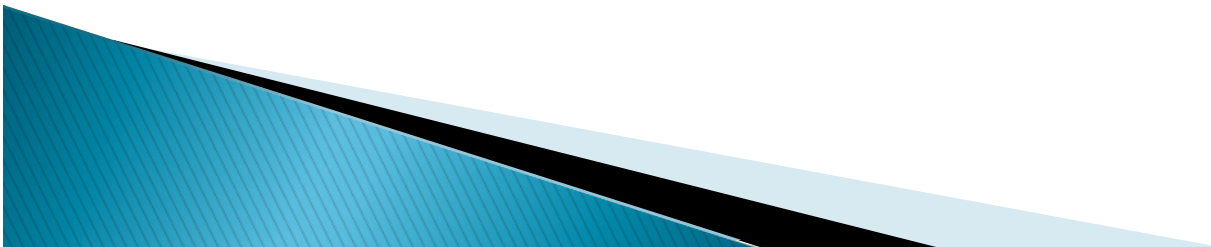
The same words may be used in  
different roles in sentences

E.G

Bob mended the chair


v

Bob the Builder sat in the chair





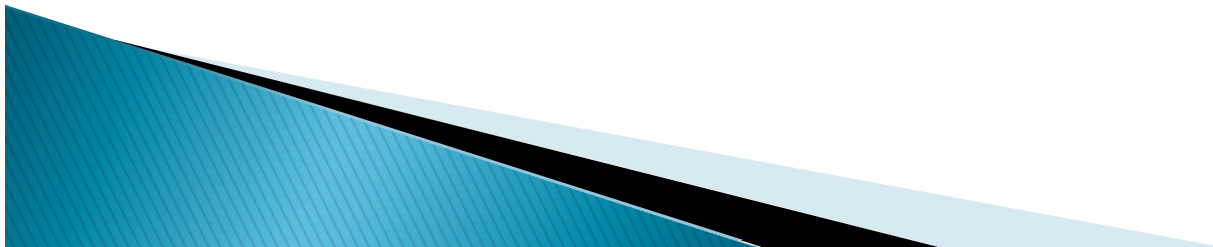
# “The Mantra” – not just at the start

- ▶ 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 .....*”
- 



# 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**





# Key to Basic Coding→

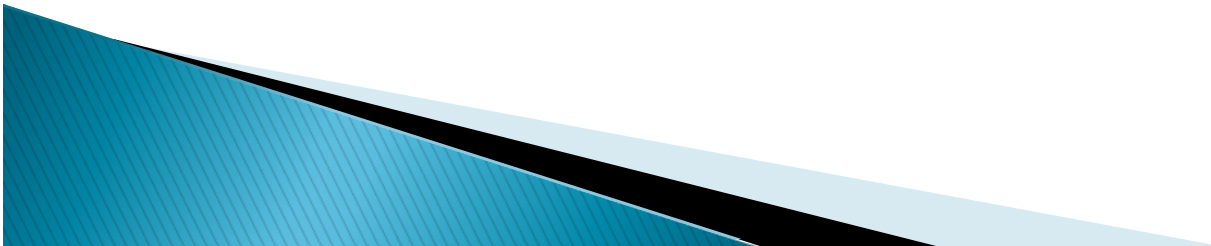
*Can you remember the principles?*

Principle ONE :-

“Find the verb and ask the questions”

Principle TWO :-

“ALL the words that answer the question are the same colour”

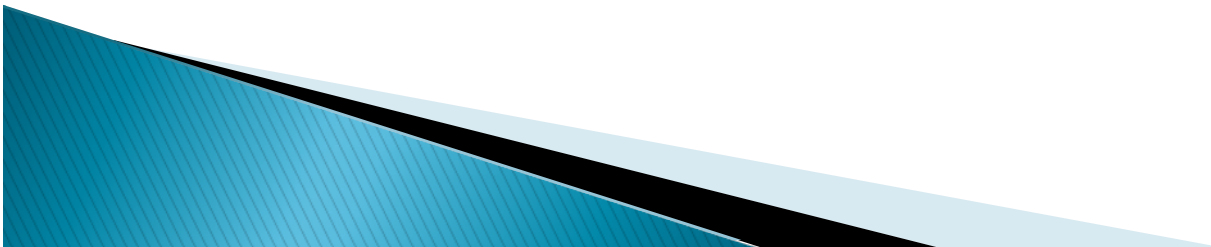




# Coding 'other information'

- ▶ NOT related to the semantics of the verb
- ▶ Still use QUESTION WORDS  
→ WHEN, HOW, WHY, What LIKE, WHOSE

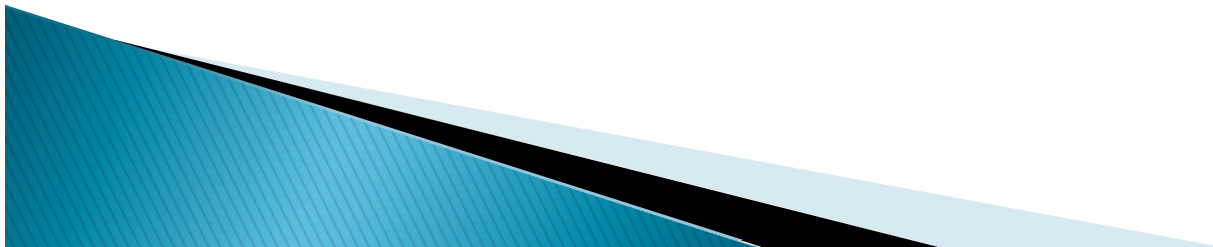
[Non- Arguments]





# 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





# 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

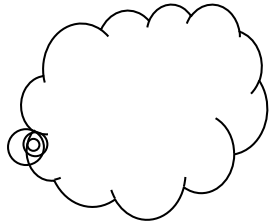
Way to code surface grammar words  
e.g. *verbs like 'is' 'were'*





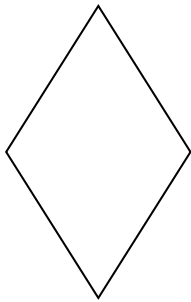
# Colourful Semantics does surface grammar!

We have incorporated a few shapes:–



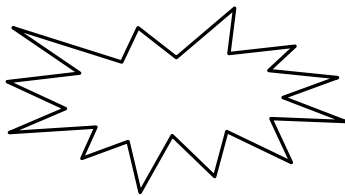
CLOUD ‘what like’ words [S.Ebbels]

[adjectives/concepts]



DIAMOND – e.g. *is, was* [S.Ebbels]

[copula & auxiliary verbs]



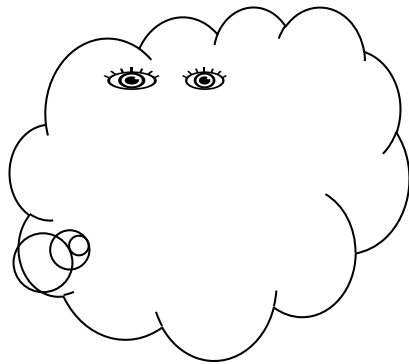
STAR words [possessives] [Alison’s]



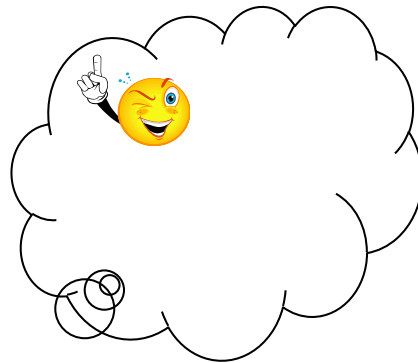
# 'What like' clouds

The 'what like' cloud can have a small symbol in the corner to show what sort it is

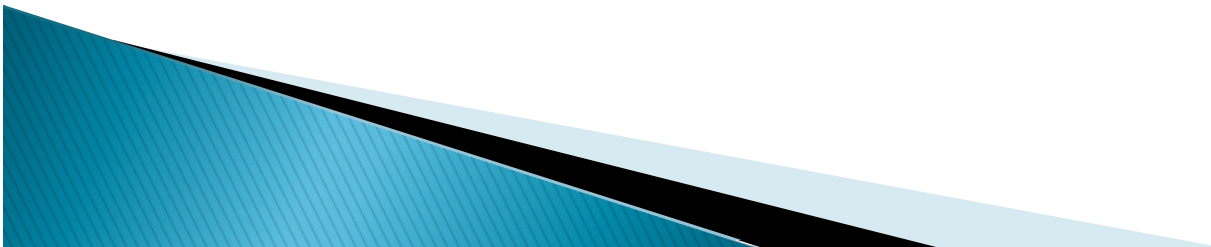
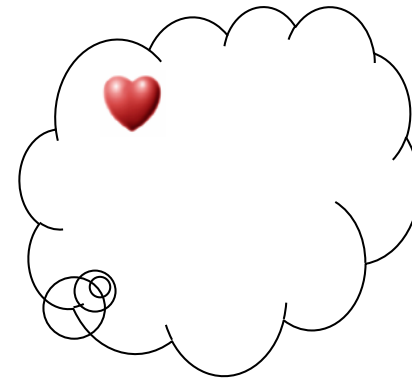
*What looks like*



*What does it feel like?*



*How do you / the character feel?*





# Describing Candy Floss





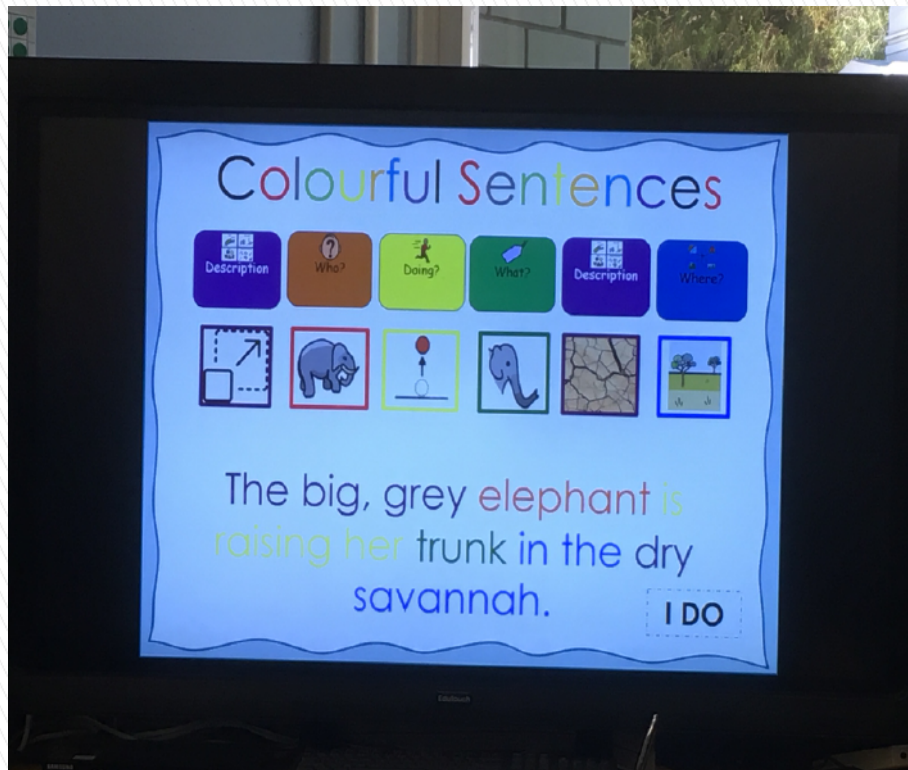
# Corridor Display



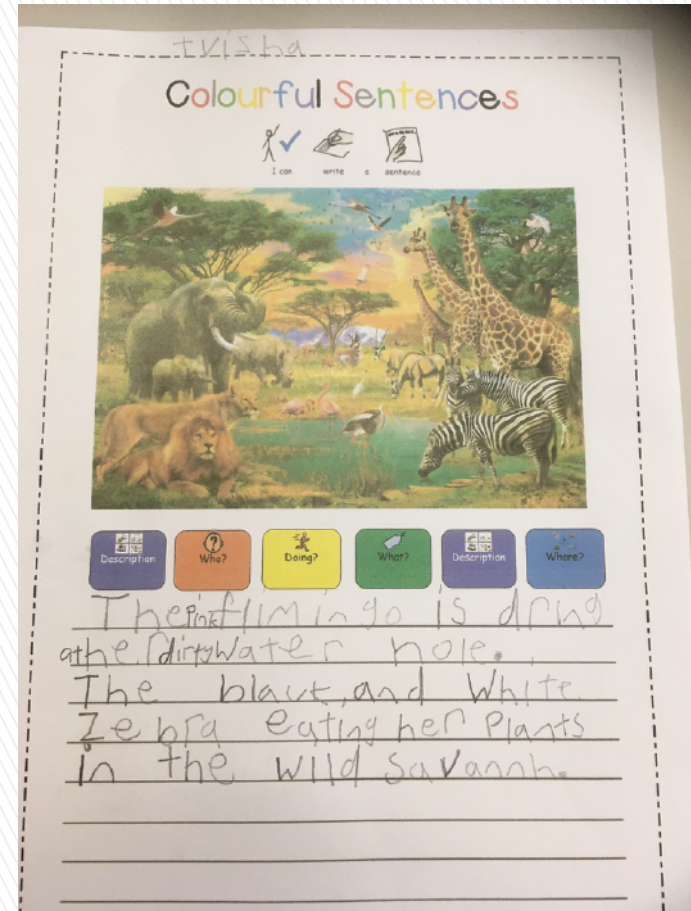


# NEM Lang Dev Centre

## Description words = purple



Modelling 2 x desc word



Written sentence



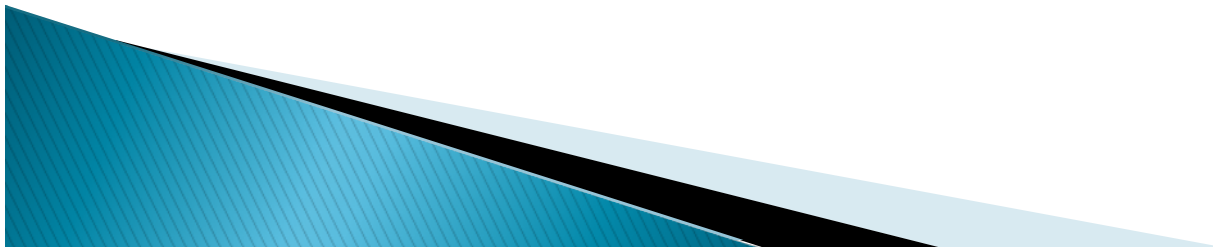
# Diamond words

- ▶ 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*





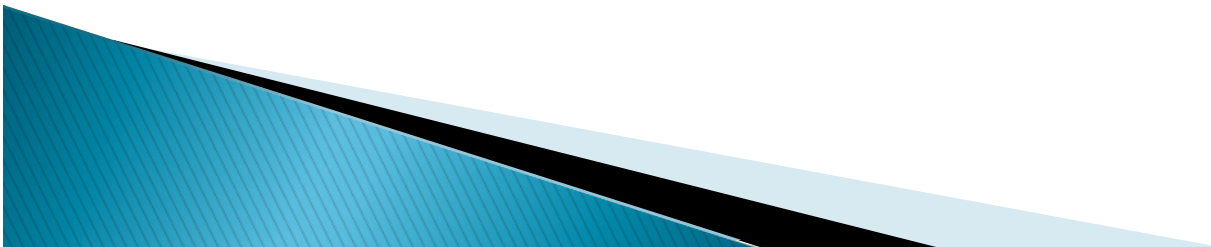
# Diamond words

Sometime children leave out the 'little verbs' that stand on their own in a sentence too.

e.g. *The boys*  *were* *in the playground*

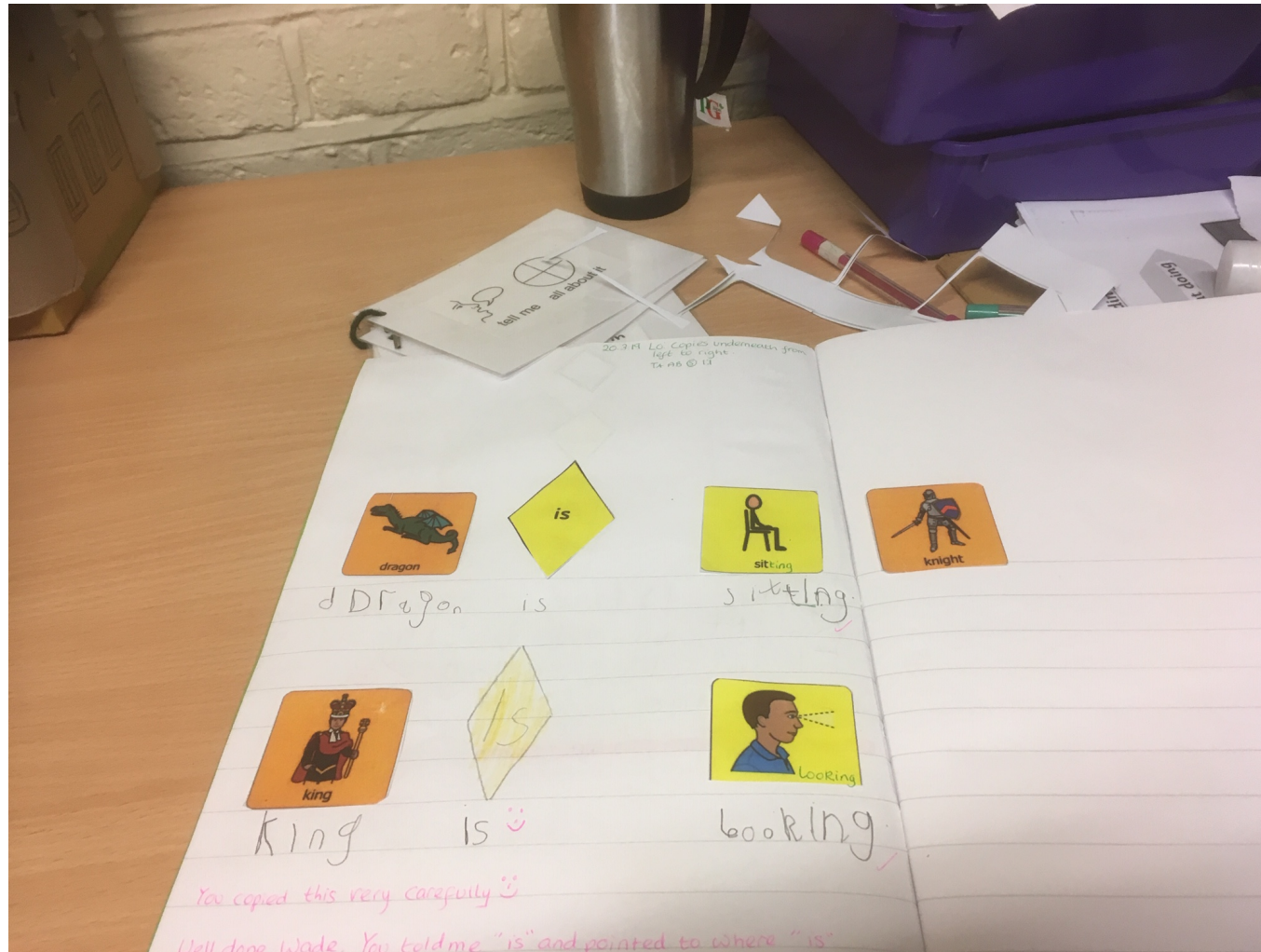
 *Is* *your cat black?*

*ALL verbs are still yellow*



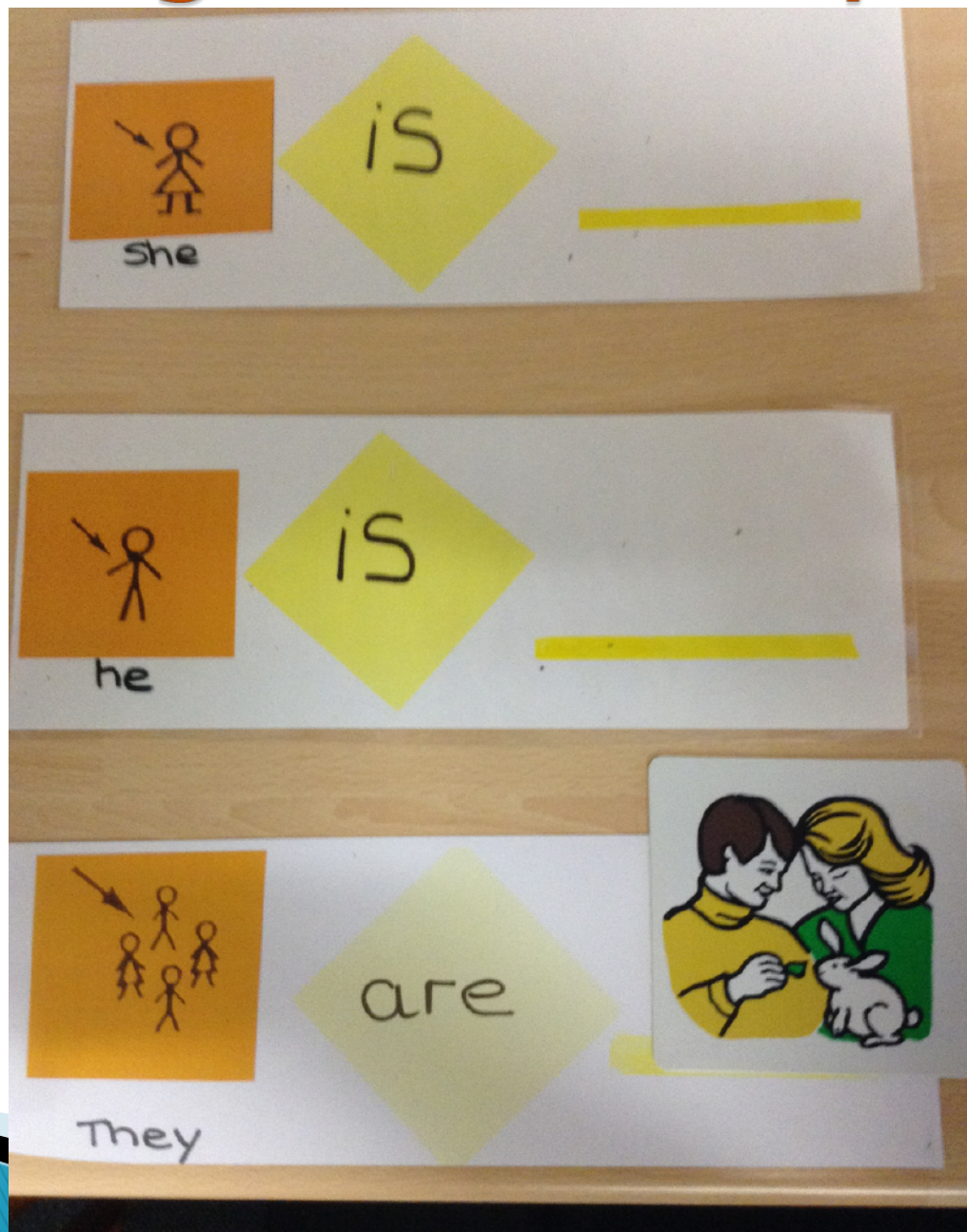


# WHO + diamond + DOING



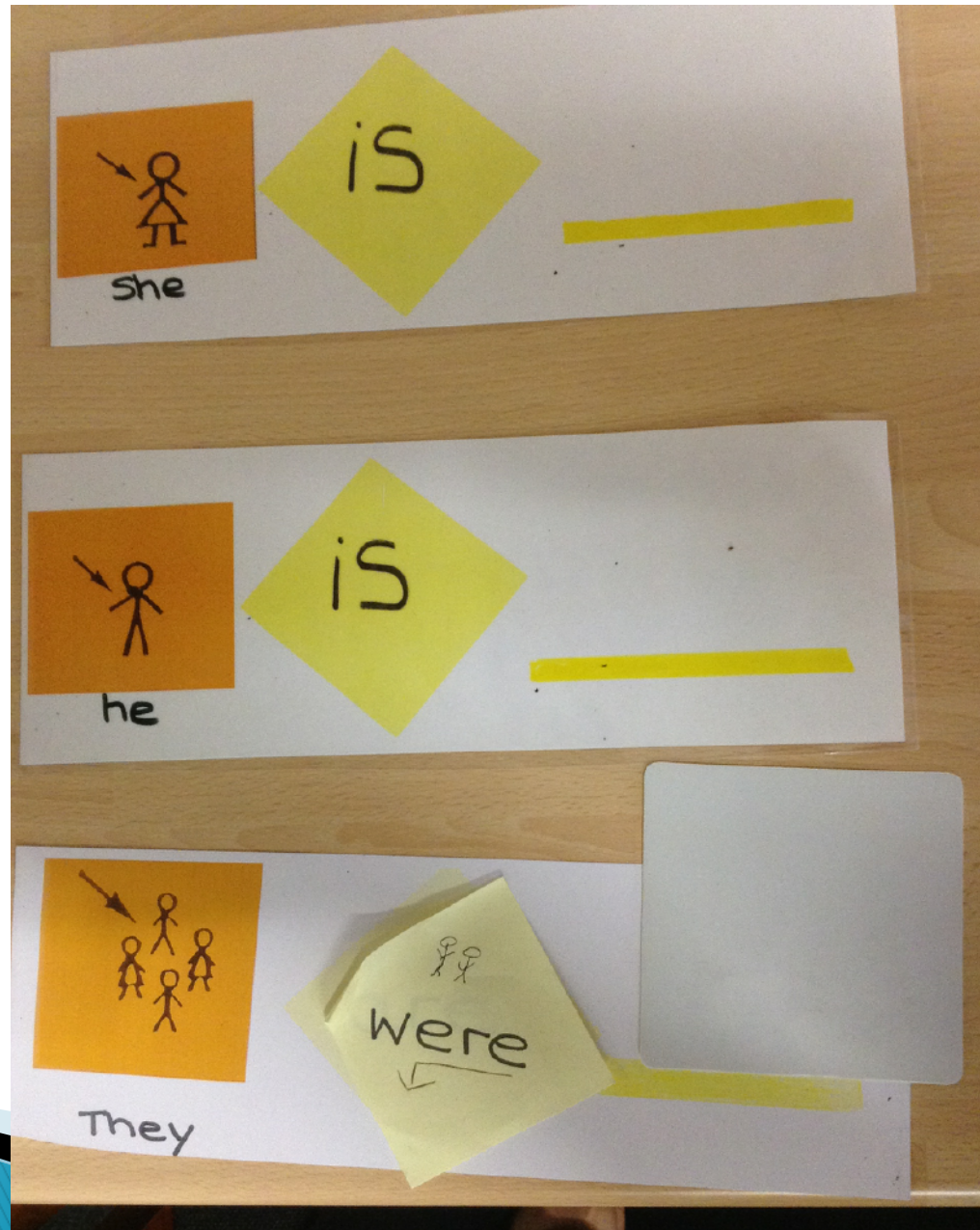


# Working on auxiliary verbs





# Working on auxiliary verbs

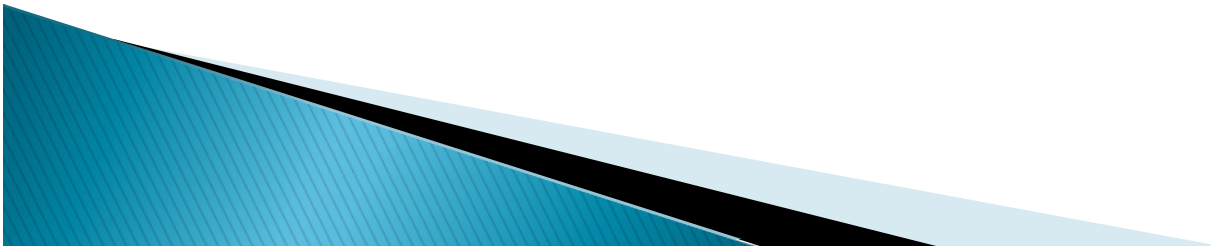




# COLOUR CODING – Making Questions

Dad  was putting his coat on the chair

  Was Dad putting his coat on the chair ?





# WHOSE

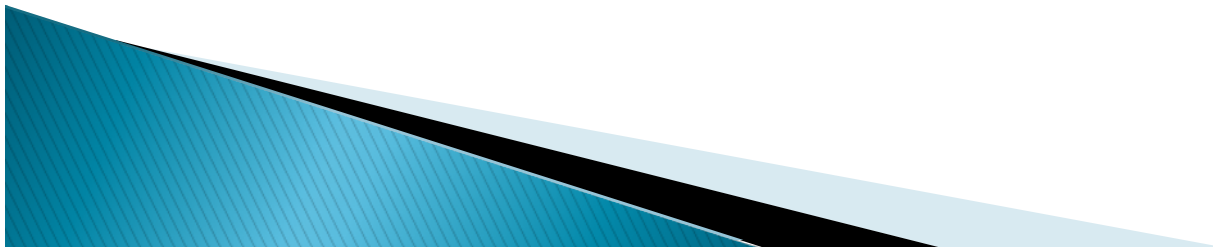
## Asking Questions Whose ?

- ▶ '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

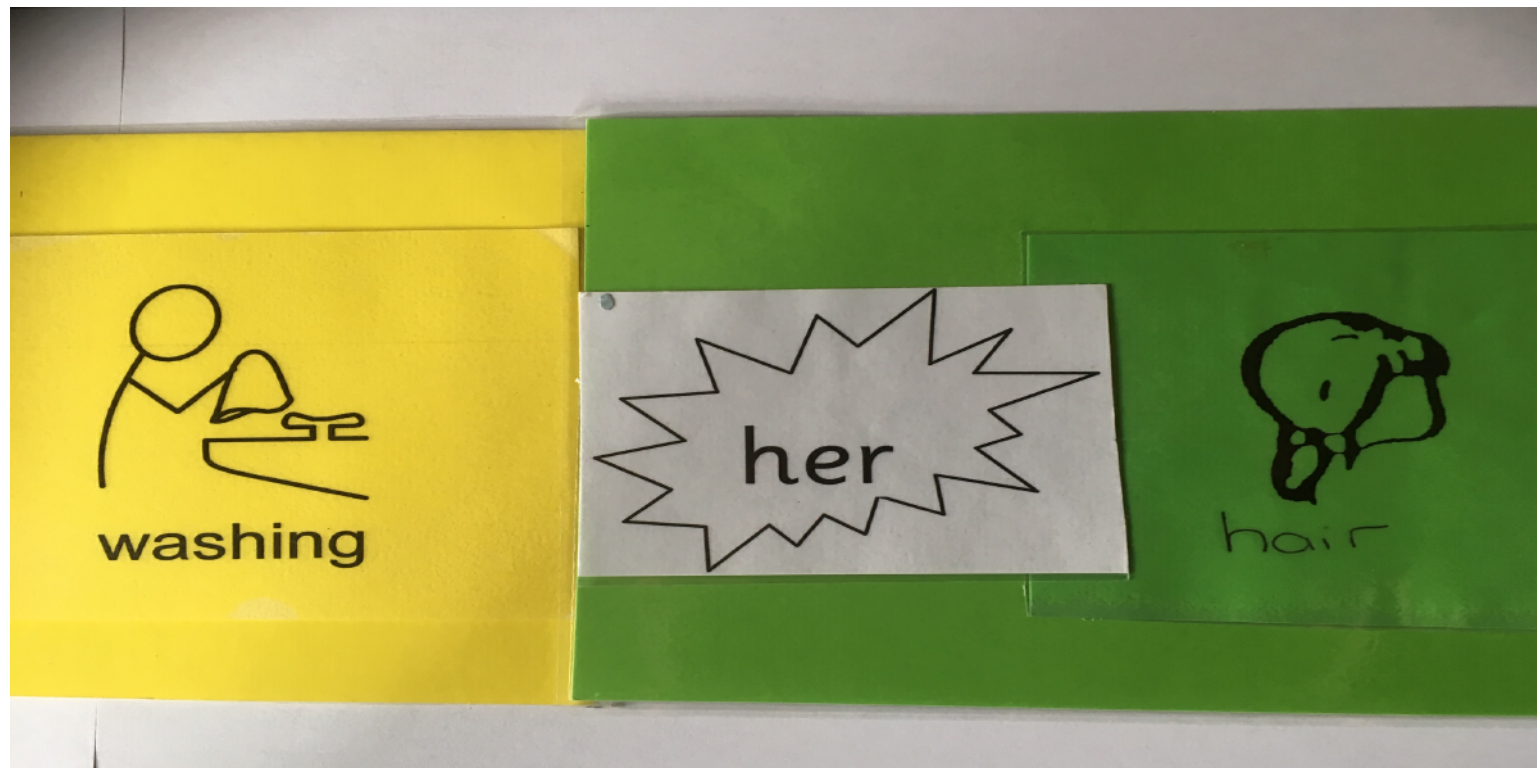
→ STAR WORDS My dog ate Dad's shoe





# DOING Star WHAT

## Washing her hair





# 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



# Tower Hamlets Children's Therapies

## WHO DOING WHAT WHERE + pronouns



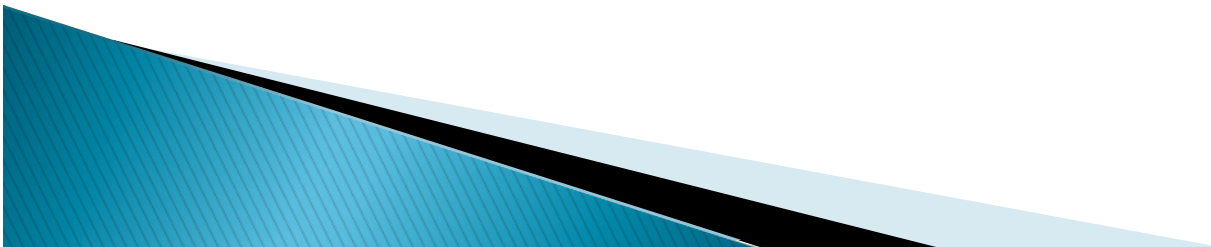


# Purple joining up words

- ▶ Co-ordination

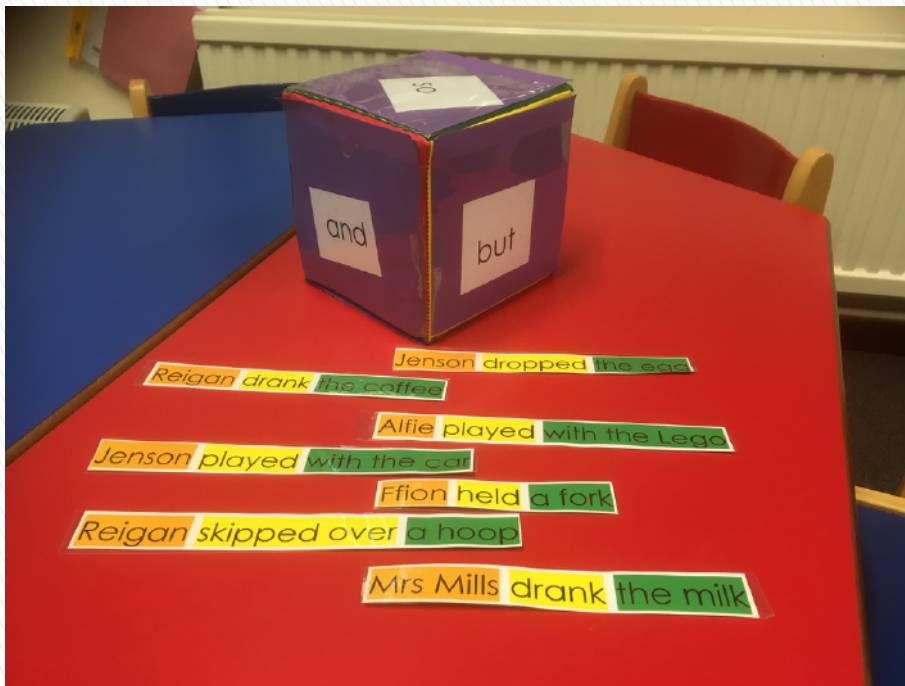


- ▶ Subordination





# Purple Joining Up words



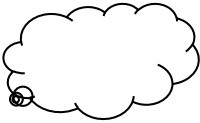



Roll a connective



Velcro sentences




# Additional [ not related to verb semantics]

<u>Other information</u>	<u>Question</u>	<u>Colour/shape</u>
Adjective / concept <i>i.e description related to noun</i>	What like? <i>Cloud words</i>	
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] <i>Diamond words</i>	Yellow + 
Possessives	Whose?	

*Star words*



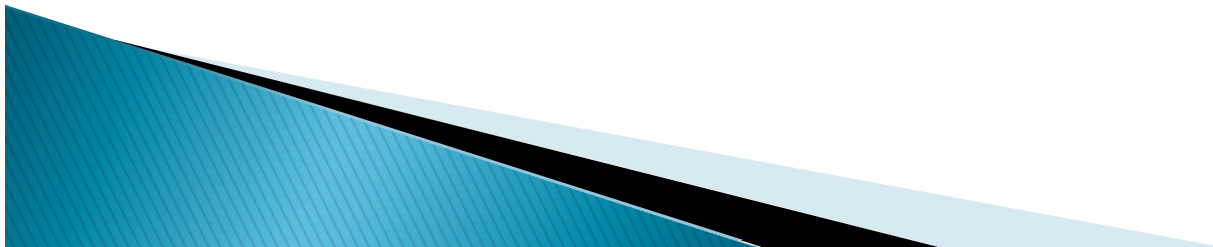
# Practising the full meaning mantra [current]

- ▶ **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**
- 



# CODING and KEY WORD LEVEL

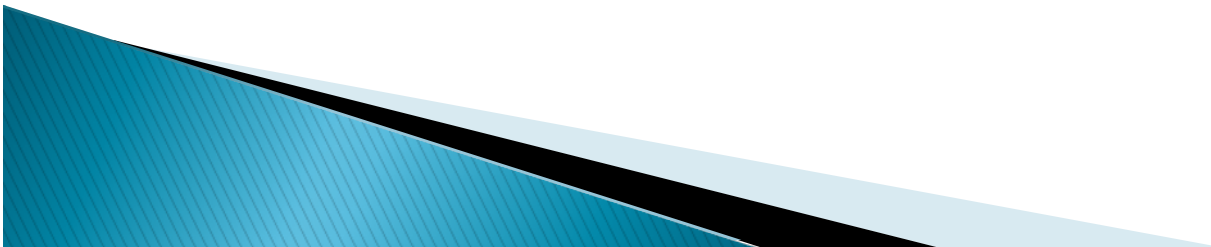
- ▶ Sorted into Key Word level according to the Derbyshire Language Scheme
- ▶ Can be used as a guide for the order of developing comprehension and expression using coding





# The Equipment

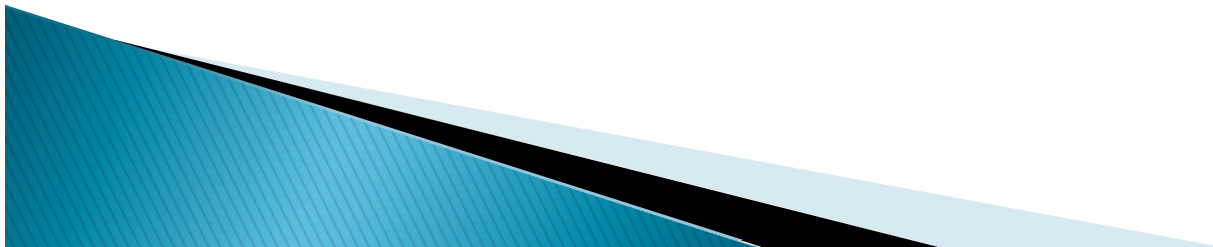
- ▶ Choose a way to represent roles
- ▶ Key word as a symbols    :- InPrint [ widgit]  
Makaton, Rebus
- ▶ Symbol + written word underneath
- ▶ Written word only





# How to represent elements

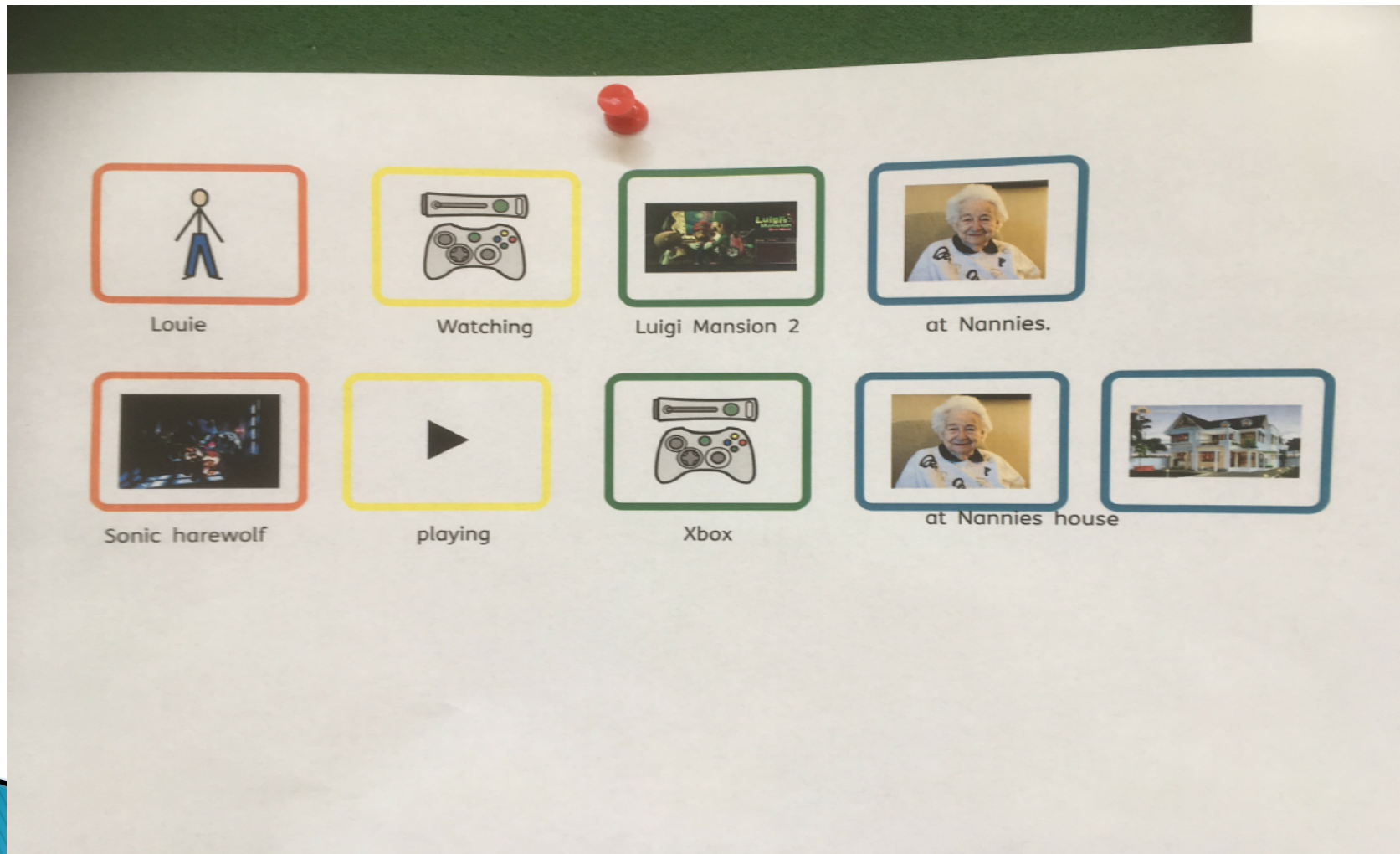
- **colour cards** – select and arrange in right order to match colour line
- **white card** – arrange on colour lines
- **coloured lines under words/symbols** or shape round words/symbols
- **Laminated coloured/shape boards** + draw/write/stick on the words/symbols
- **Symbols programmes** – coloured outline





# Communication in print [ InPrint]

## – writing sentences





# Levels of coding



BROAD LEVEL – Narrative/Fact  
learning

CORE LEVEL – Sentence  
Understanding and expression

NARROW LEVEL – Vocabulary





# 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

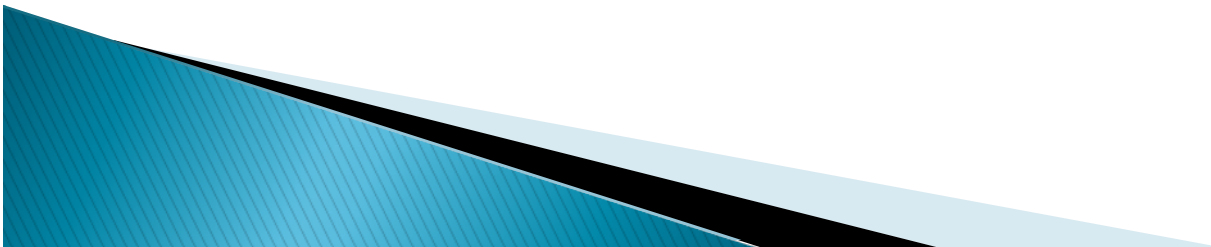
→ NOW choose 1 of these sentences:– add  
Cloud words, WHEN, HOW, WHY



# 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”*





# Roll a sentence CASTLES





# WHO DOING bags

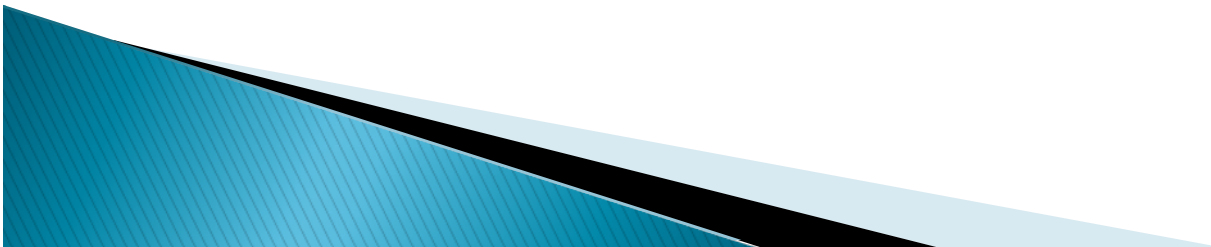




# Using target sentence types

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*



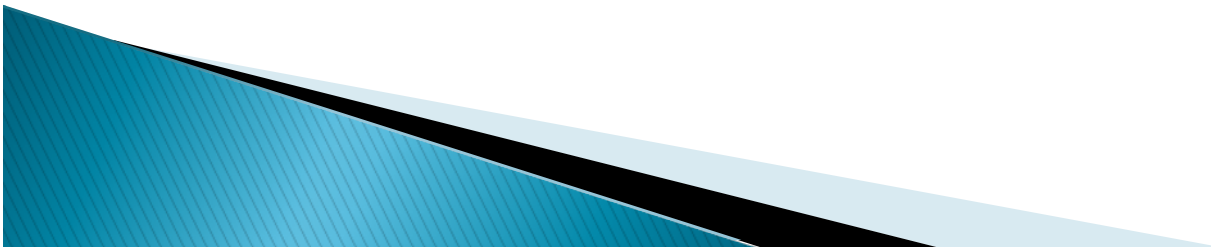


# Target = 'put' + object + place

( *put*                      *what*                      *where* )



- ▶ Stuck up over their peg – coloured line to elicit “put coat on peg”
- ▶ Stuck on child's table – coloured line to elicit “put work in tray”





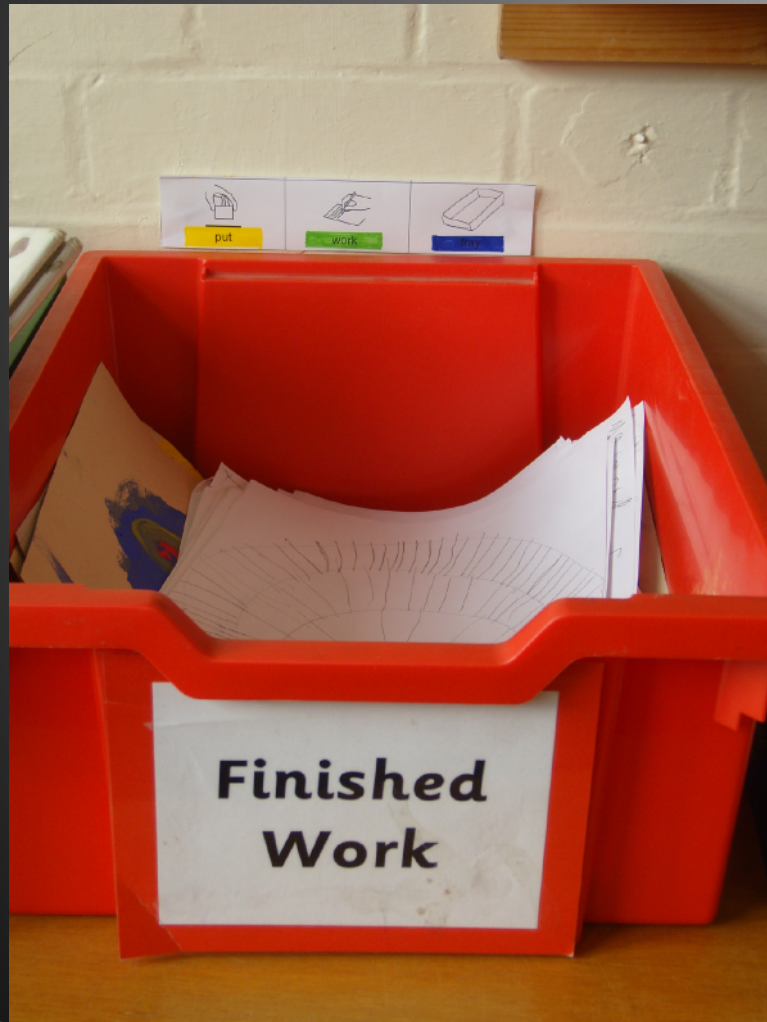
‘Put coat on peg’





‘Put work in tray’

+ / – symbols





# By the Sand Pit DOING WHAT





# 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

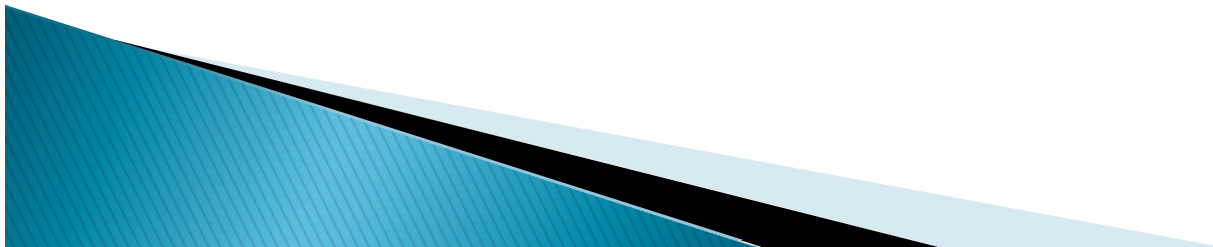
e.g. Derbyshire Language Scheme [DLS]





# 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





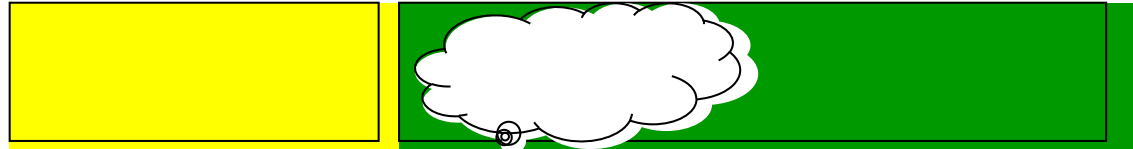
# In Music – comprehension & expression



2 key word level: action + object



# Comprehension : 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*

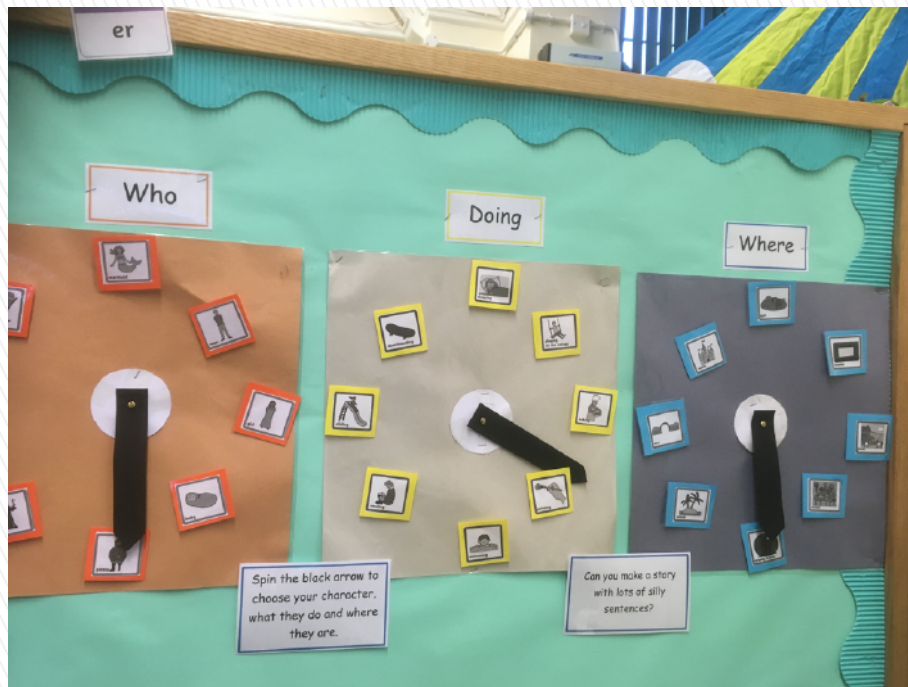
*“Draw a big monster”*

*“Paint some blue hair”*



# Reception – Spin a Sentence

## WHO DOING WHERE



Spin a sentence board

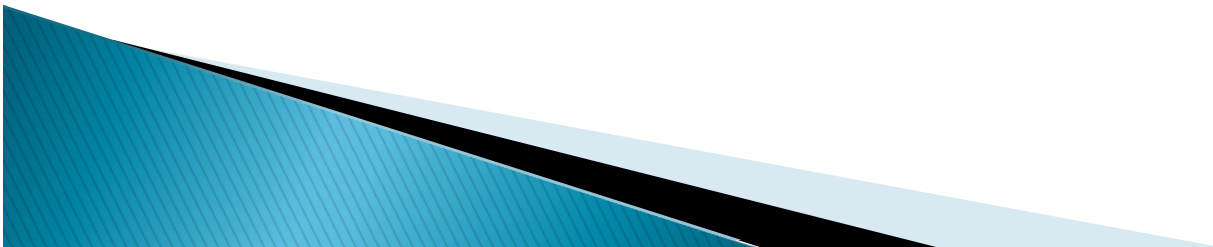


Spin a Sentence area



## 2 key word level – JENSON

- ▶ Bossy Verbs – Throw/Catch
- ▶ Must use 2 content words i.e. not 'catch it'  
[ learned phrase]
- ▶ Gradually reduced visual support

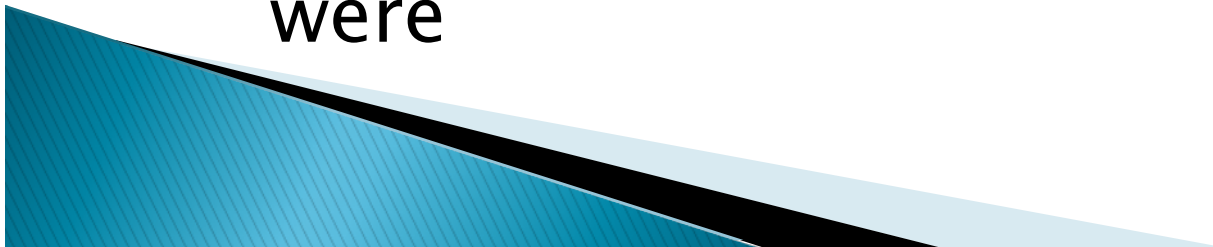




# Reducing the coding support

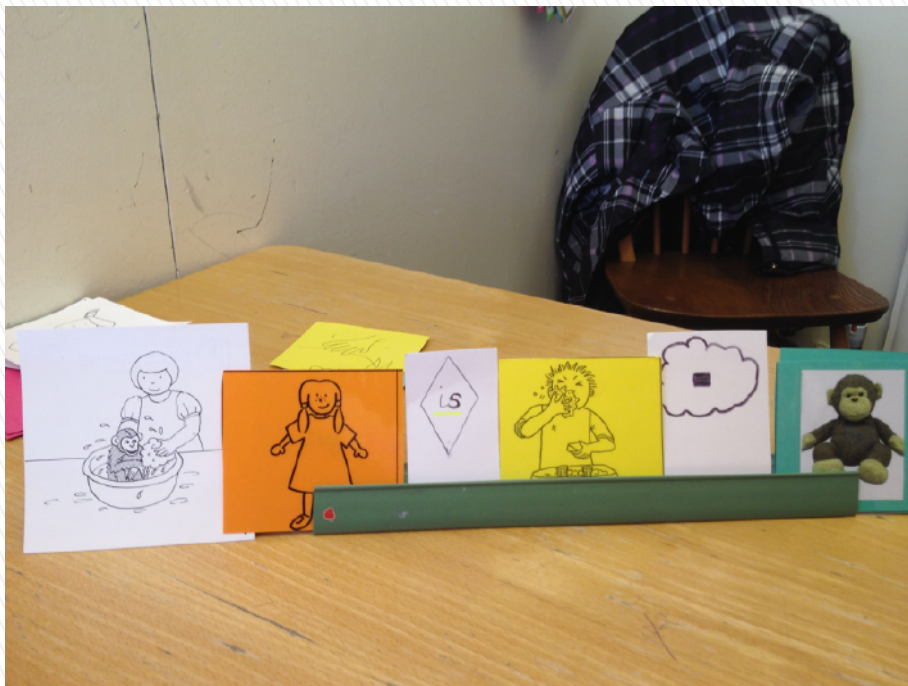
Once the child is secure with the full coding → reduce the support you are using

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

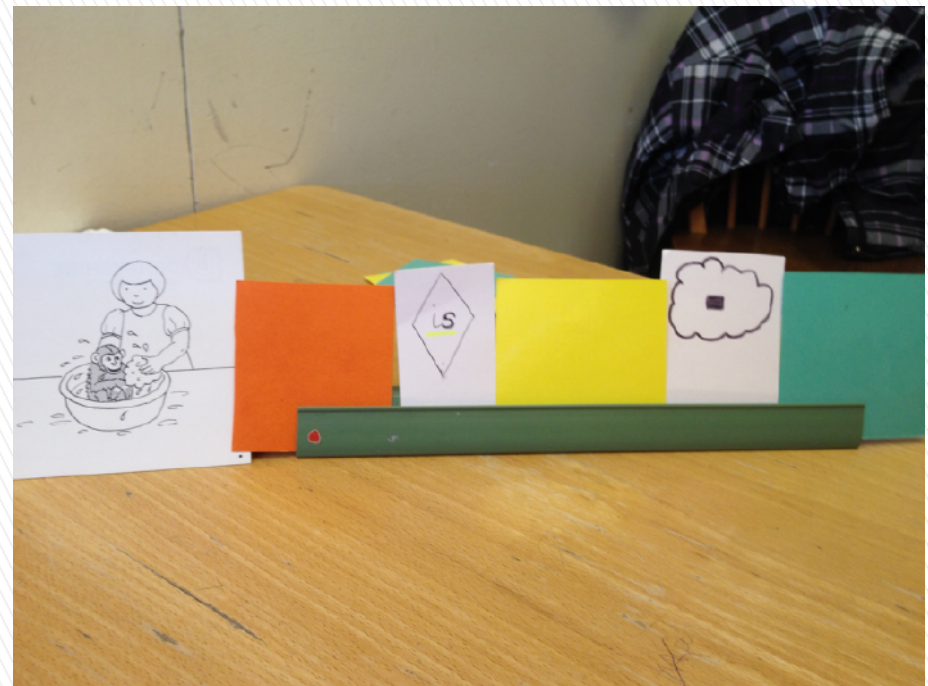




# 4ICW Colours +/– symbols



Colours PLUS symbols



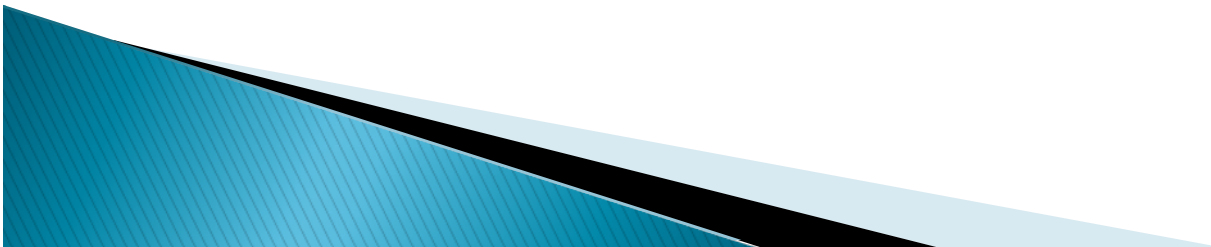
Colours MINUS key symbols



# Practising target sentences

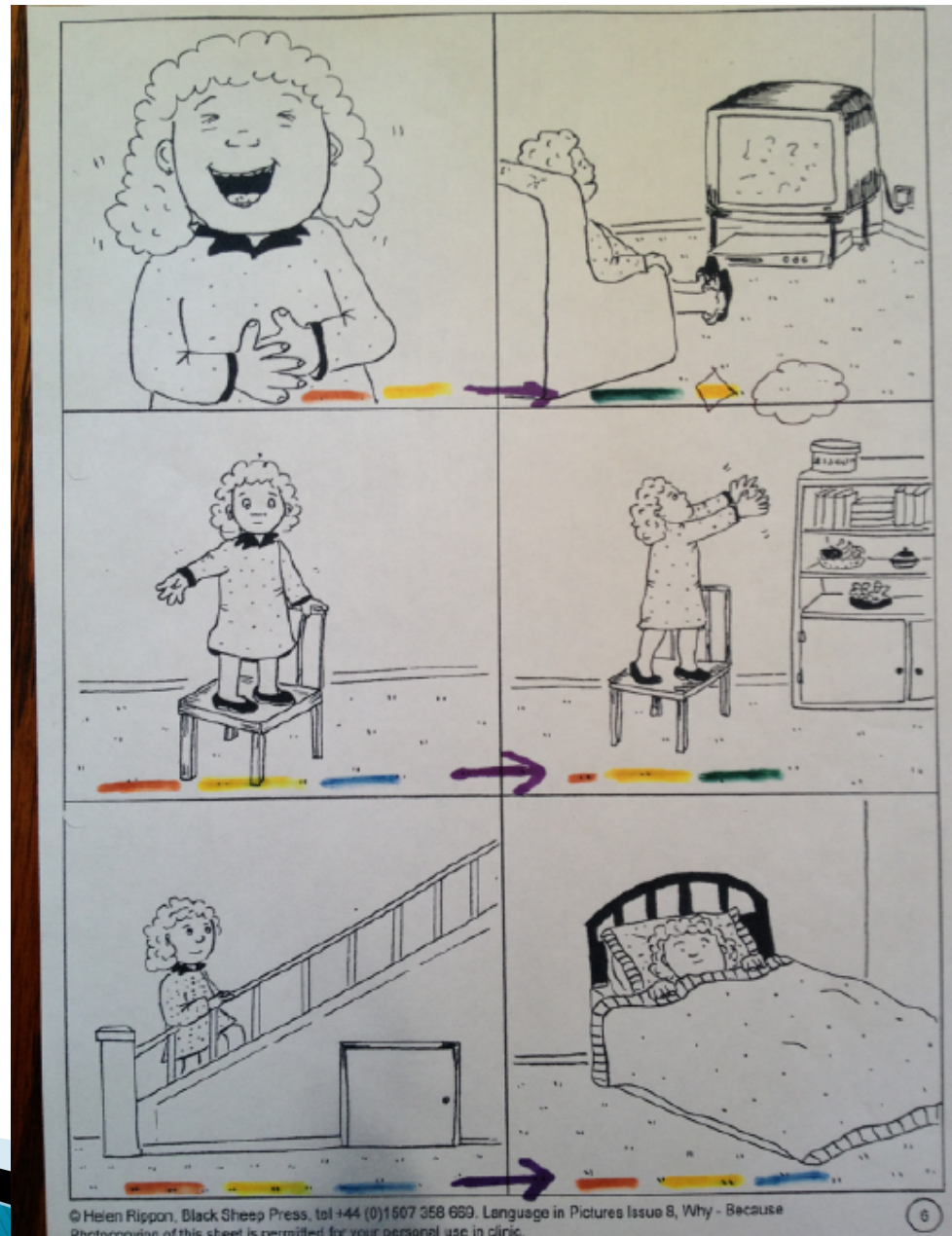
## Colour line only

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



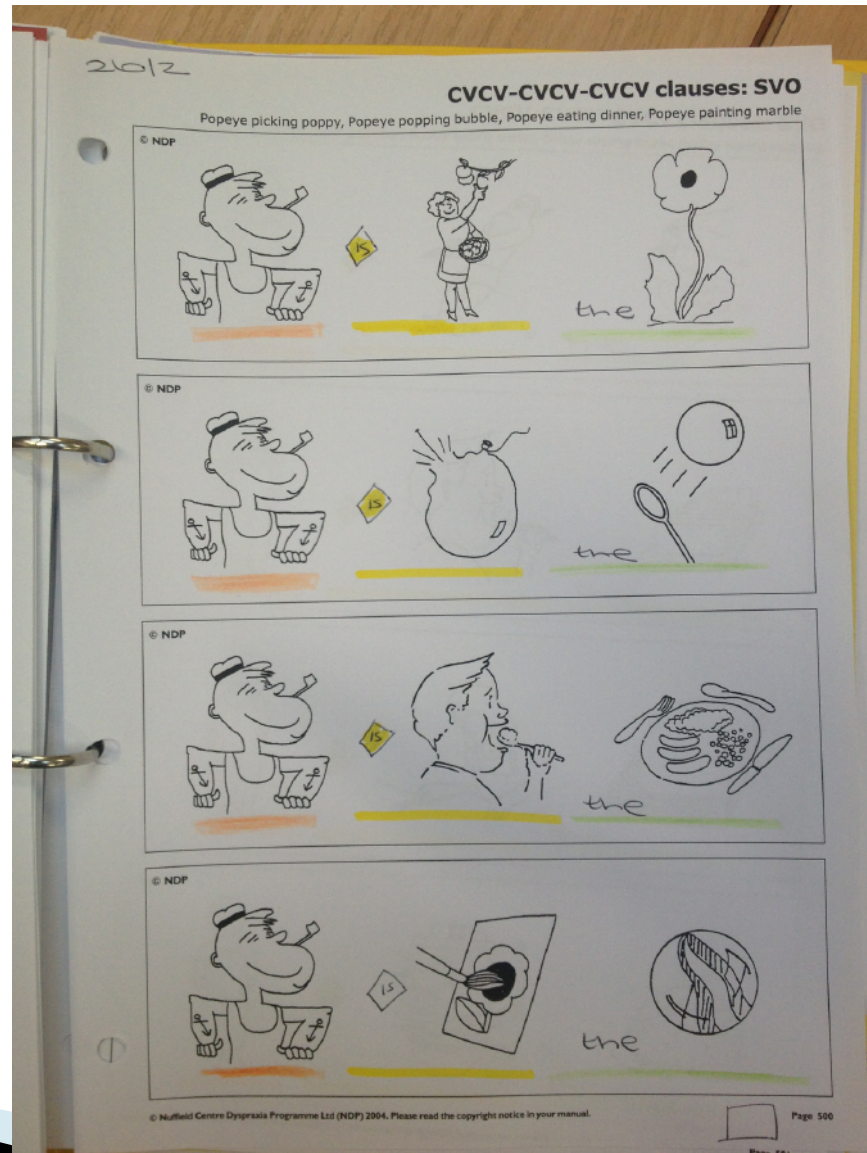


# Coded lines for 'because'



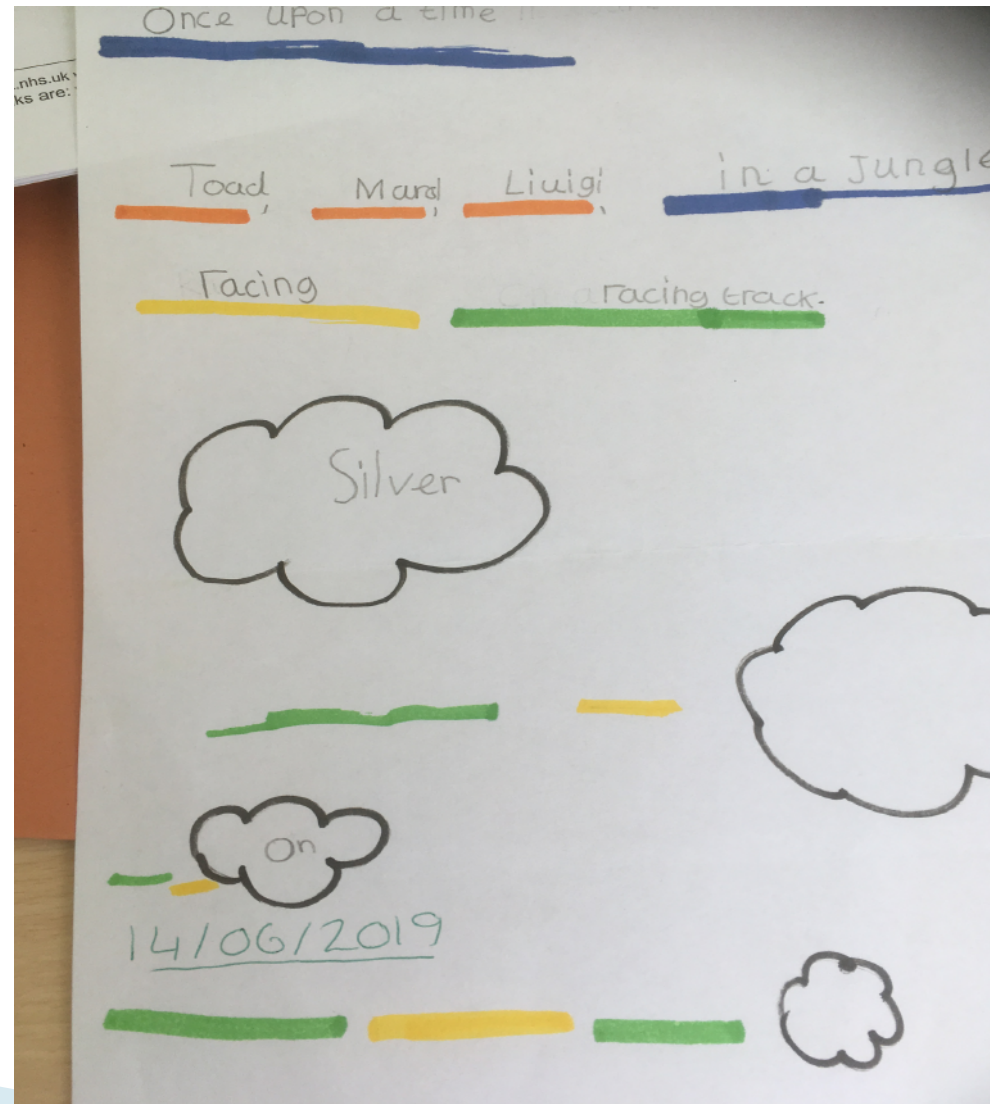


# Coding Nuffield SVO sheets





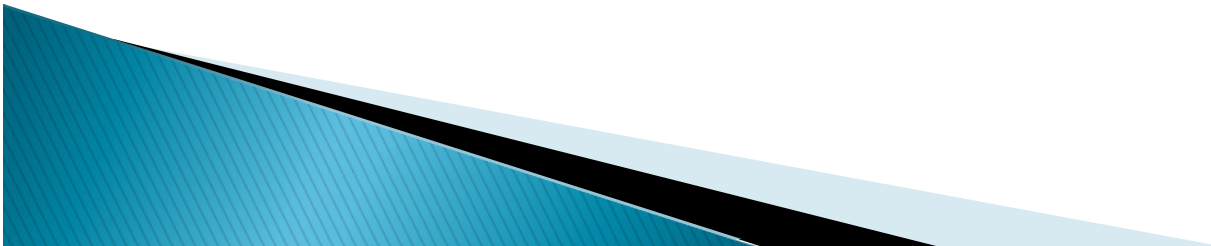
# Idea planning in literacy year 3





# Principle THREE

**“Gradually reduce the amount of coding support!”**





# Reducing coding support

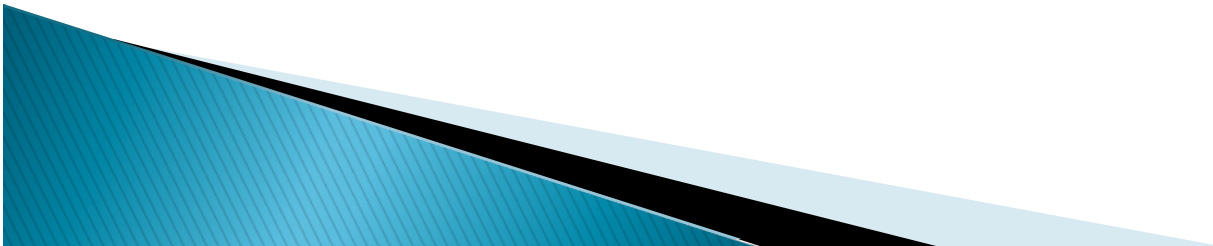
Lowest levels of support

- ▶ Coloured pens
- ▶ Colour cards
- ▶ Tapping the table !





# WRITING USING TARGET SENTENCE STRUCTURES

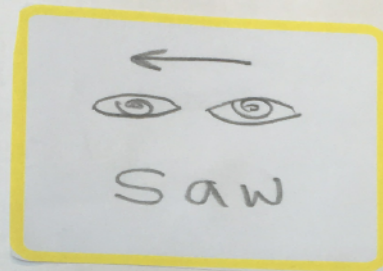




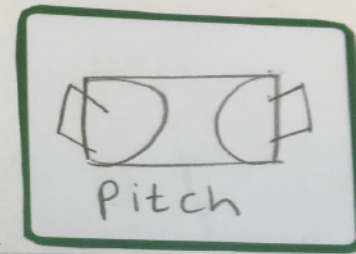
# Wade Past tense sentences April 19



I



Saw

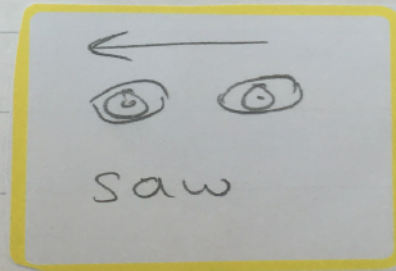


a  
a

pitch



I



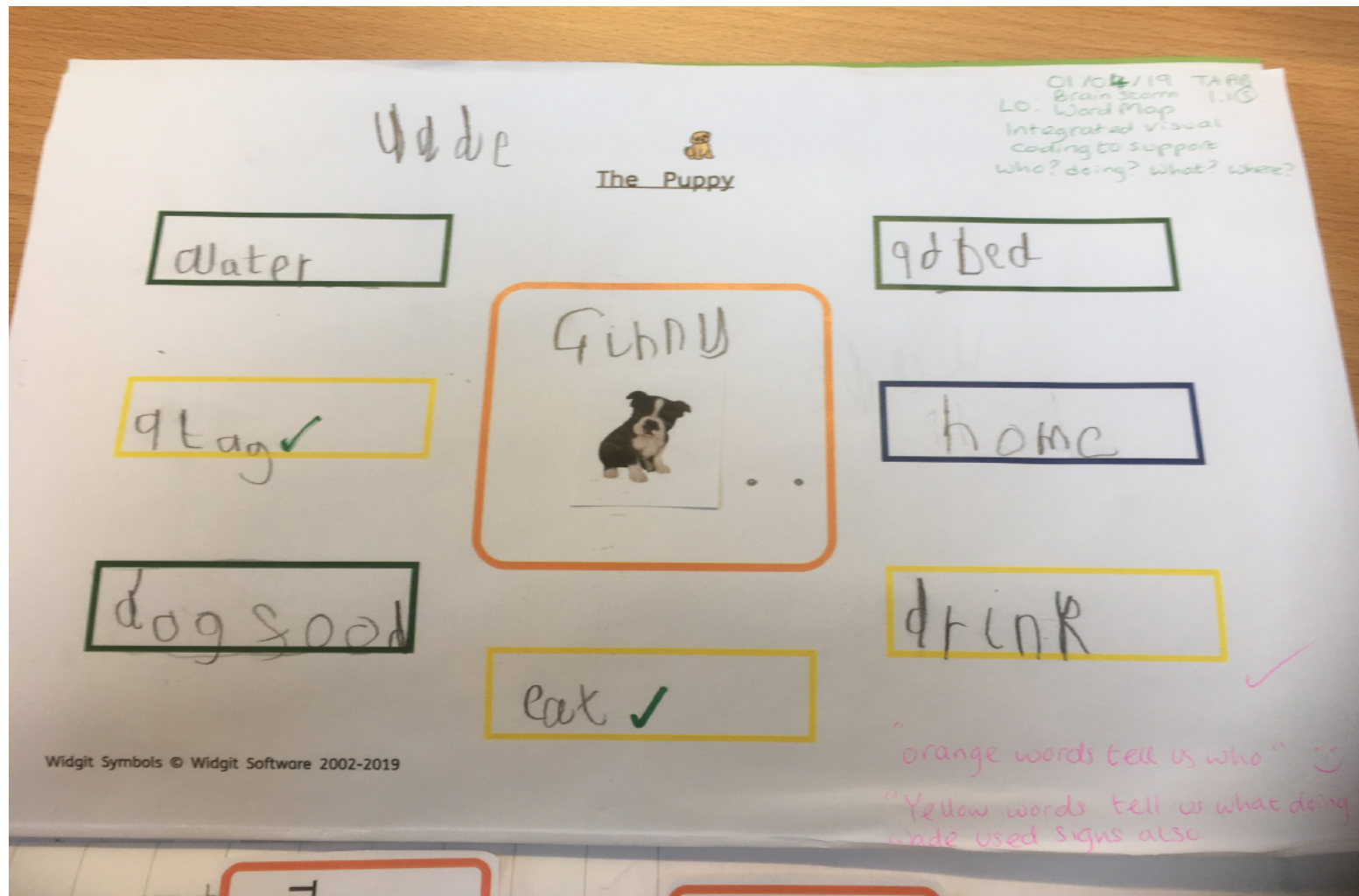
saw

a eagle

eagle



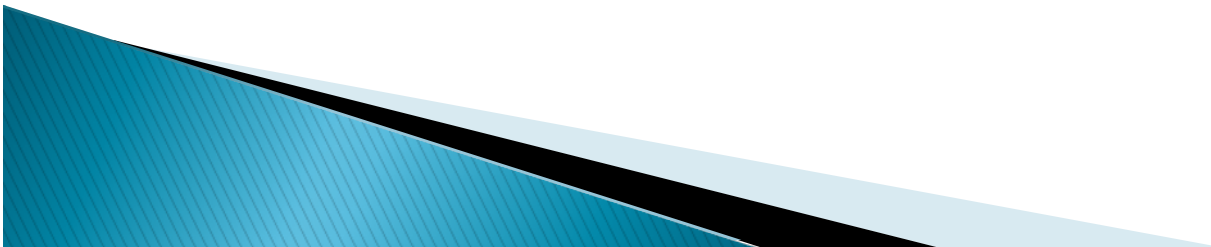
# Wade – Mind map for sentence





# Topic Worksheets

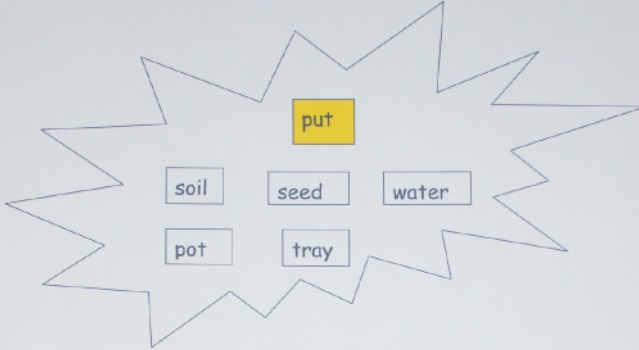
- ▶ Often it is hard for the children to record their work
- ▶ They may need a very simple, repeated structure
- ▶ YOU choose the sentence structure.... DON'T try to code what the child gives you
- ▶ Coded work sheets can be made for cloze tasks or copying tasks






# Topic worksheet – 'Seeds'


TOPIC - Seeds      put + what + where



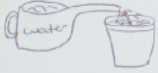
soil   seed   water  
pot   tray




put   the soil   in the pot



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



# 'Seeds' – cut and stick

water

in the pot

seed

in the pot

1.

put

soil

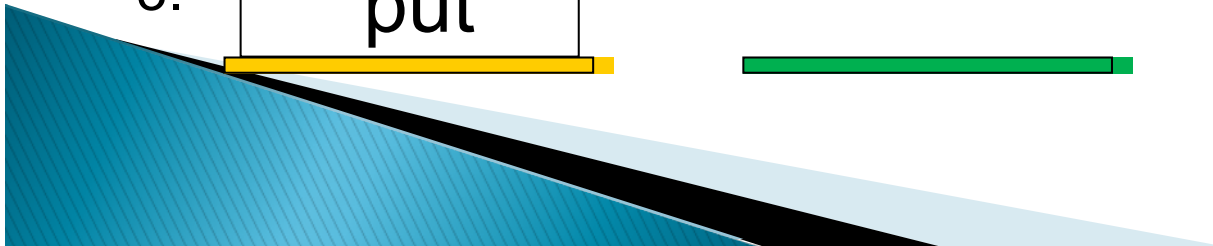
in the pot

2.

put

3.

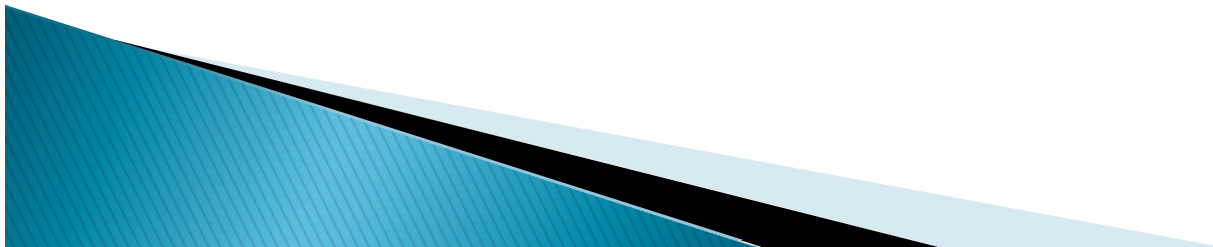
put





# Key Texts [ Big Book ]

- ▶ Can use Key Texts to find vocabulary relating to *current sentence structures being targeted* by therapist or to create simple narratives
- ▶ Photocopy characters, locations from the book if the child cannot read key words.
- ▶ Use these to create a 'sentence' which can be 'read' out or written





*E.g. 'The Gruffullo'*

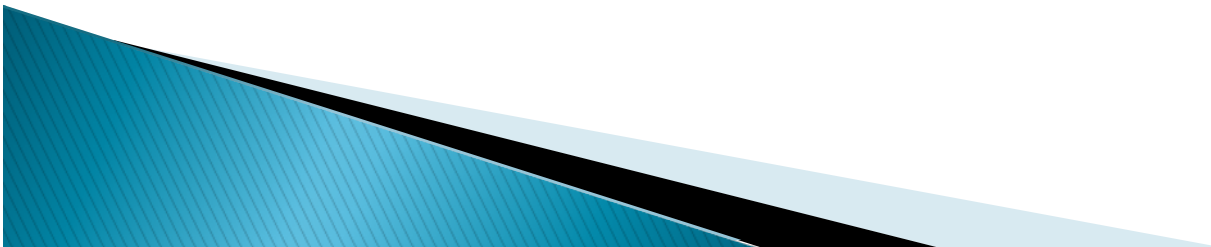
Targeting sentences using  
*who* + *'what doing'* + *'where'*

Write words or lay the pictures onto coloured cards

Gruffullo, mouse  
fox, owl, snake

walk  
look  
hide

wood  
hole  
logs  
tree





## *Recording the sentence(s)*

Gruffullo, mouse  
fox, owl, snake

walk  
look  
hide

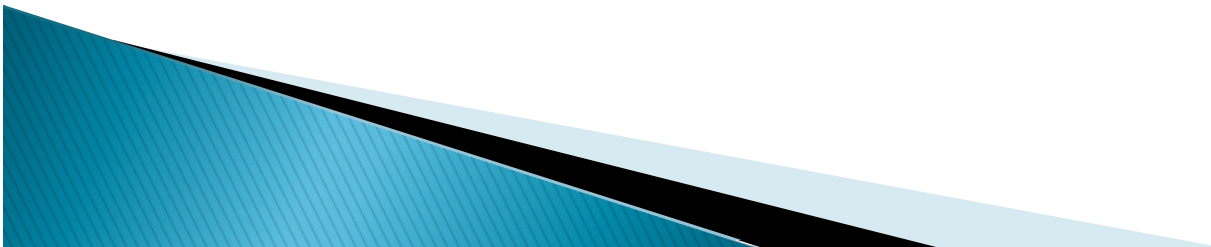
wood  
hole  
logs  
tree

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           





# Mainstream Reception



Whole class



Small group with support



# Mainstream Year 1 writing task





# TA uses cards to support





# Extension activity – harder cloud words





# MLD School – class resource





# Vocab books – early years



WHEN + WHO



DOING + WHERE



# MLD KS1 – basic descriptive writing task using symbols





# Sentence strips for 'news'





# MLD – Writing ‘news’ KS1

Task 2/3/13  
See stems

I can make a sentence about my weekend news and write some initial sounds

I  
I made a news on my play station  
with my brother.

I made the sentence with Max. He read the sentence back to me to hear the sounds of the words/letters comment he knows full when prompted. He started about

To gain confidence adding verbally to sentence. Pop/cap letter

PD PSED CL M L EAD UW  
Engaged ✓  
Finds out and explores. Uses what they know. Willing to have a go.  
Disinterested ✓  
Involved and concentrating. Keeps on trying. Enjoys achieving.  
Thinking ✓  
Has own ideas. Uses what they know to learn new things. Chooses ways to do things

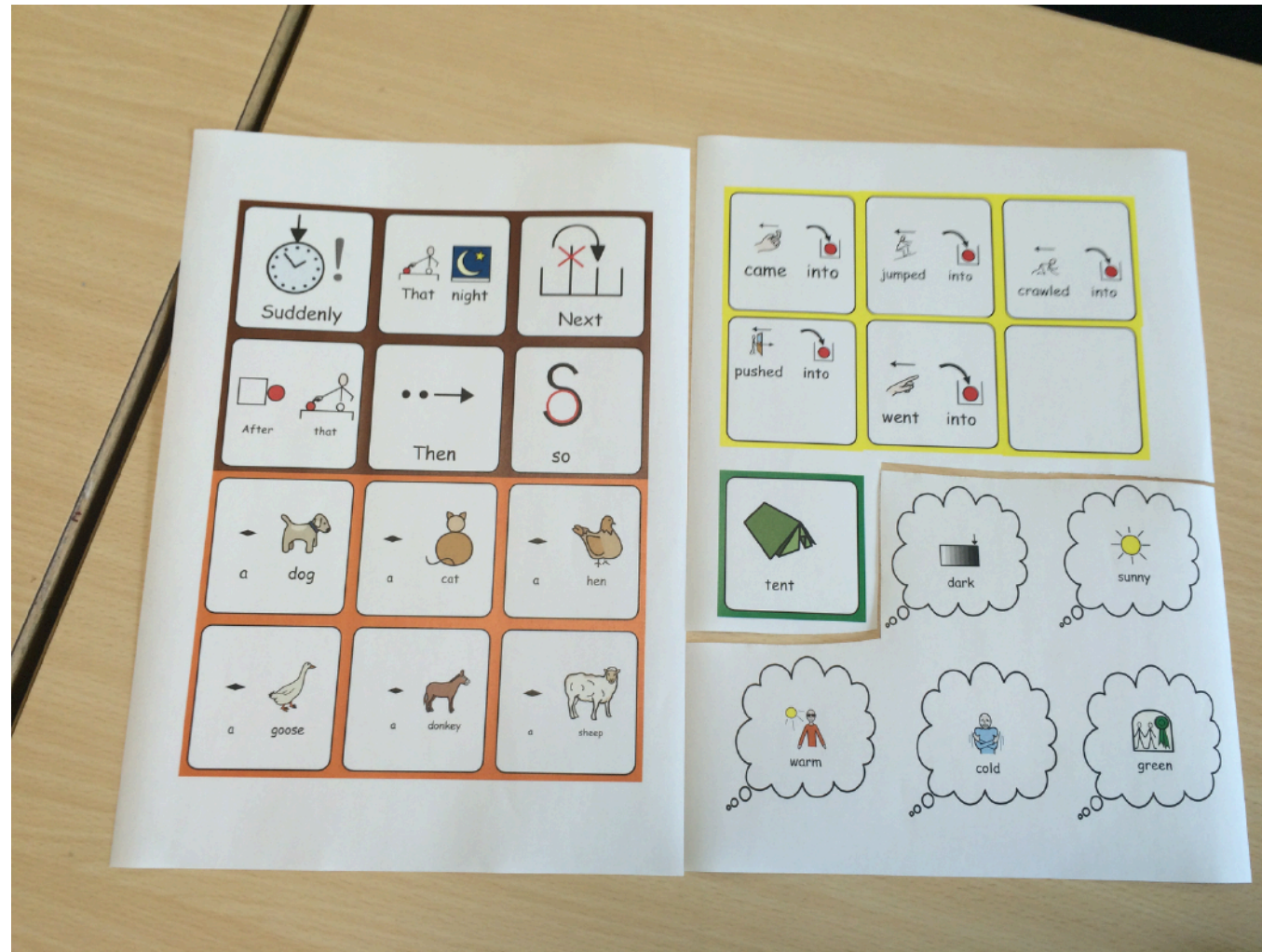
Stage 5

on Sunday  
I  
went on  
Play station  
Brother



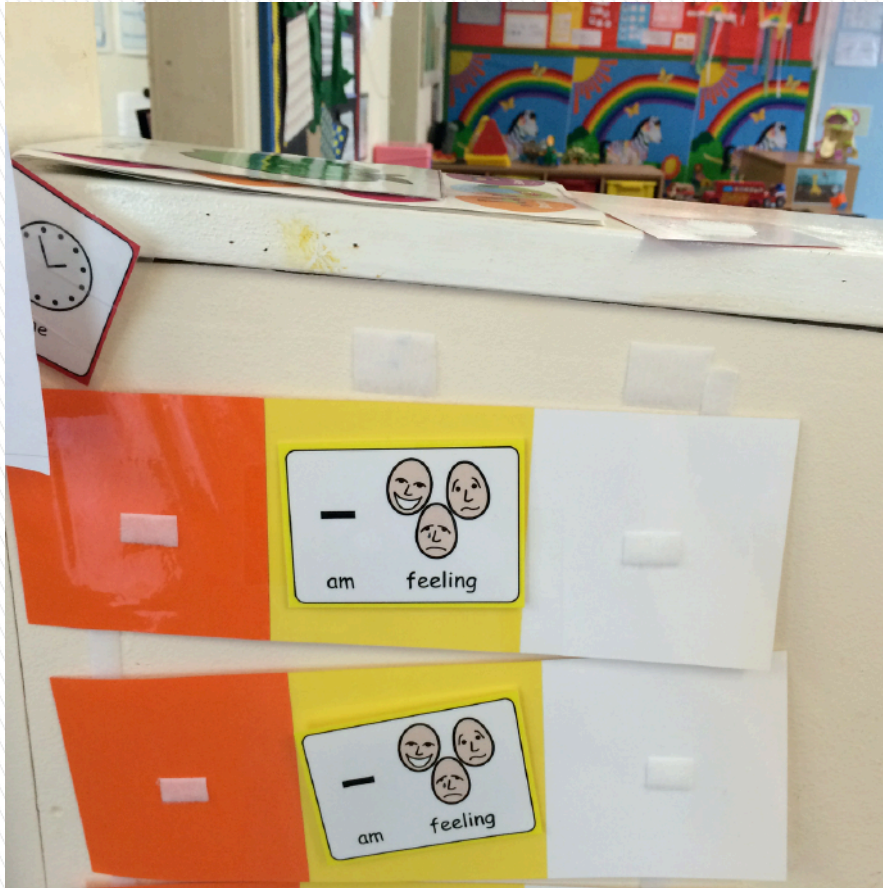
# Vocab from class text → own sentence creation

MLD school





# Feelings – WHO + DOING + CLOUD



Sentence Strip



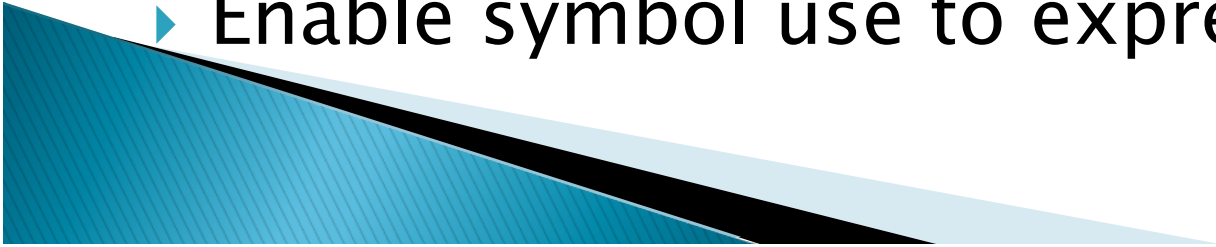
Feelings 'clouds'



# EXAMPLE – Ashleigh

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

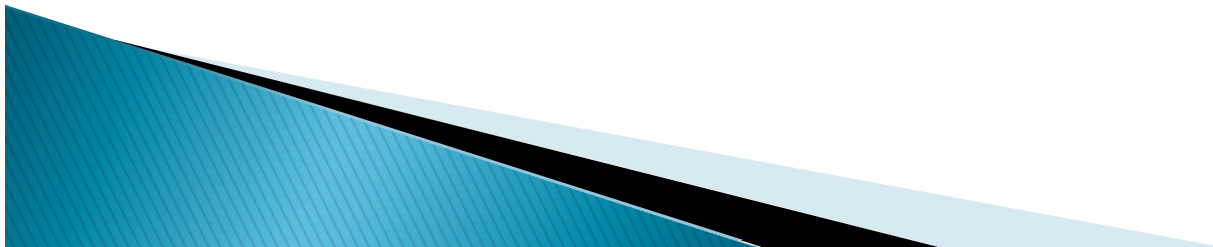
## AIM

- ▶ Increase comprehension
  - ▶ Enable symbol use to express herself
- 




# 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





# 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
- 



# At end of the year

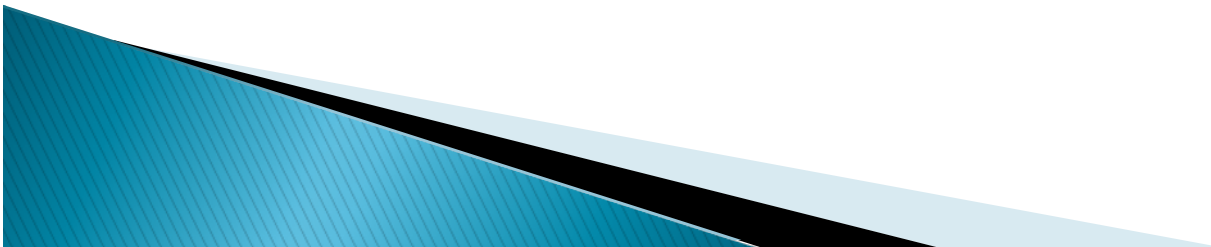
- ▶ Increased confidence
- ▶ Decreased anxiety
- ▶ Increased signing
- ▶ Less need to copy others
- ▶ Increased vocalisations
- ▶ Literacy skills now developing [50 sight words]
- ▶ Improvement in all areas of curriculum
- ▶ Increased attempts to communicate with staff and parents





# OUTCOME – Oct → July

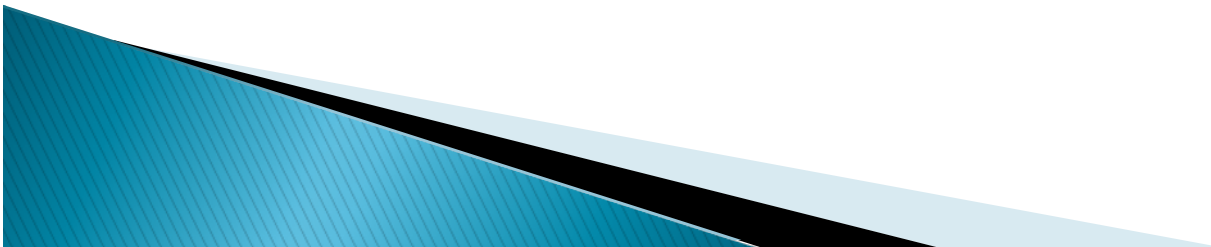
- ▶ Understands 23 verbs [ sign, symbol and spoke word]
- ▶ Produces 3 symbol sentences to describe picture or action
- ▶ Understands a 3 symbol sentence





# Quote

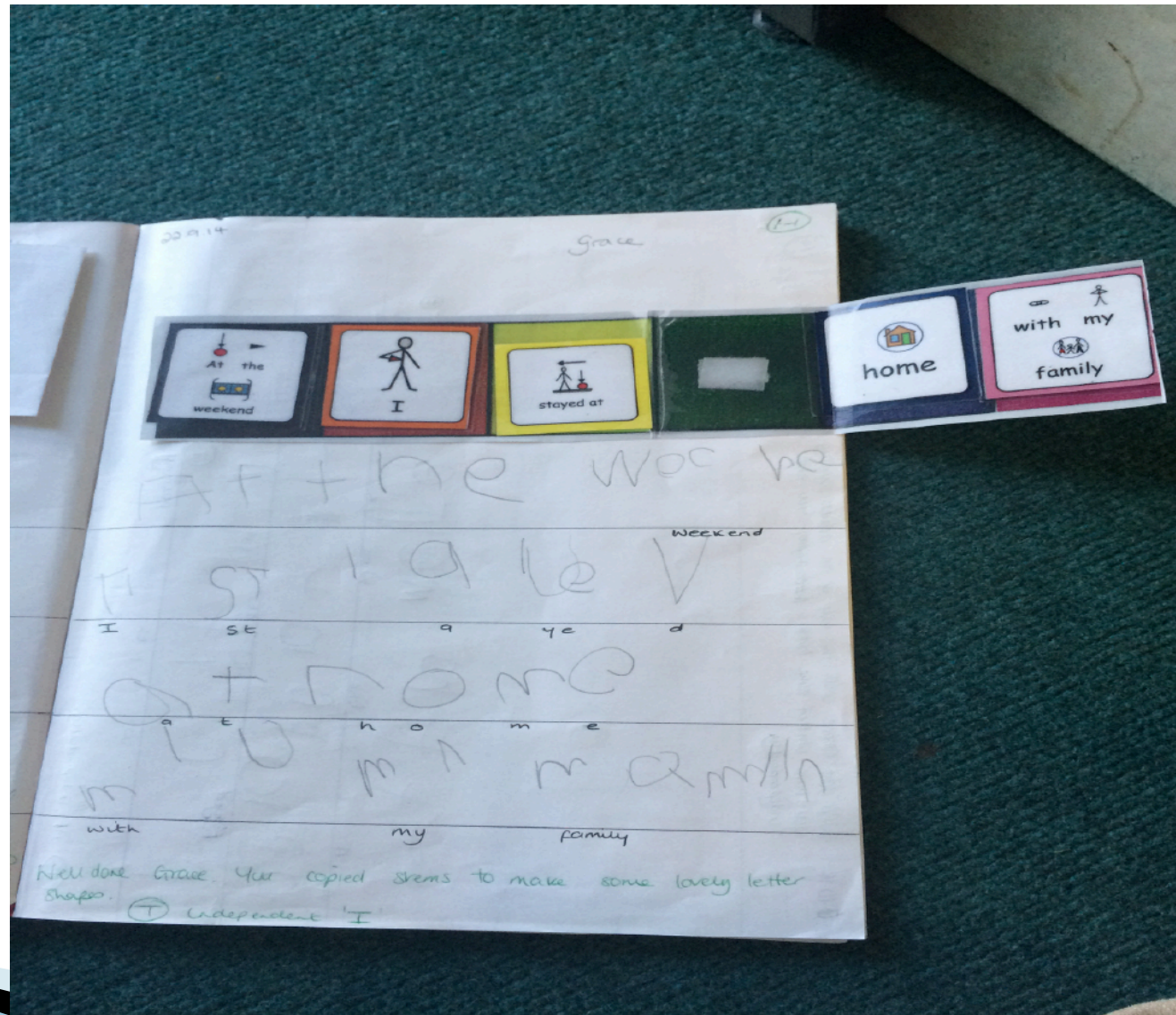
“ Having seen little, if any, improvement in Ashleigh's language over the past few years, we have noted significant progress since starting this programme in October”





# MLD School Yr 5 Grace – Sept 14

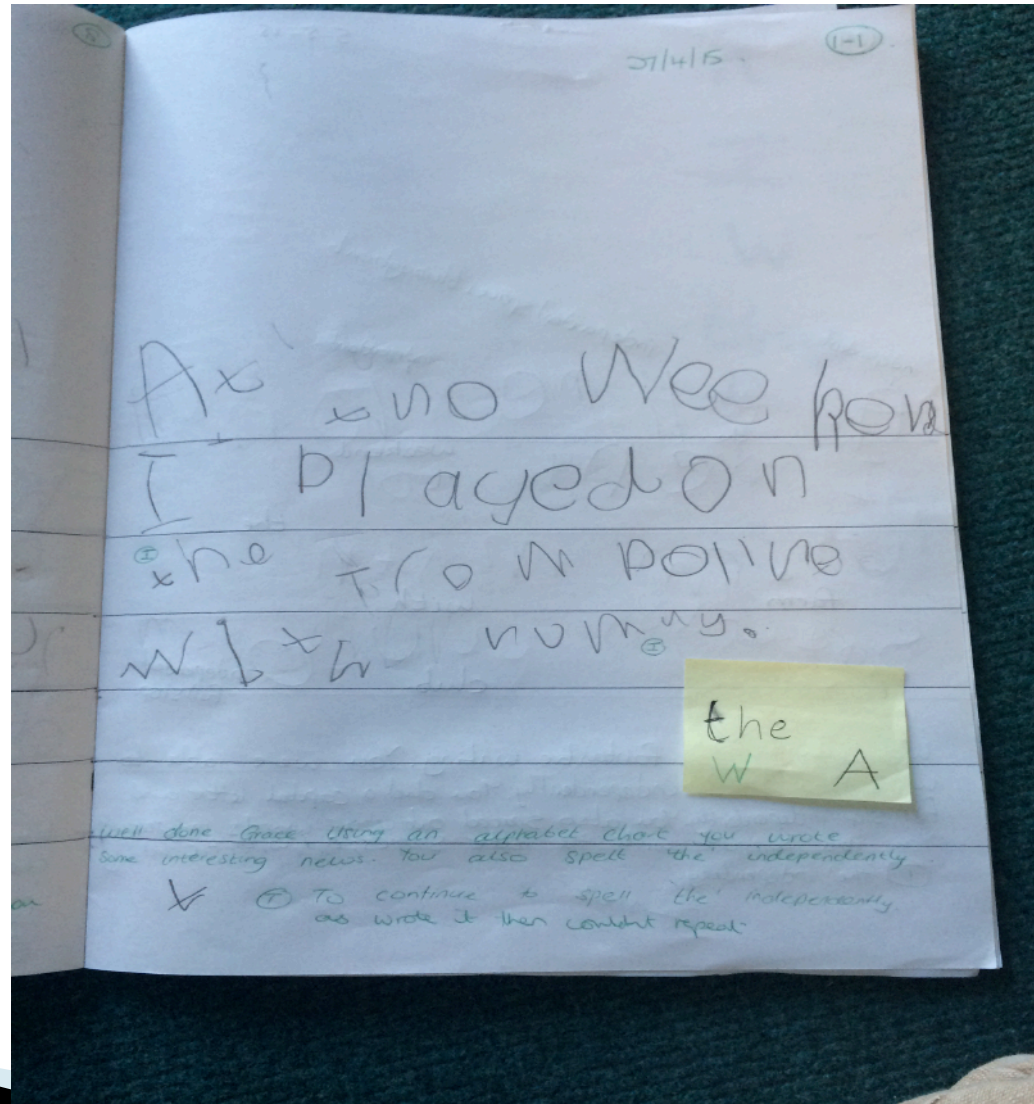
## *Ordering symbols & letter copying*





# Grace - April 15

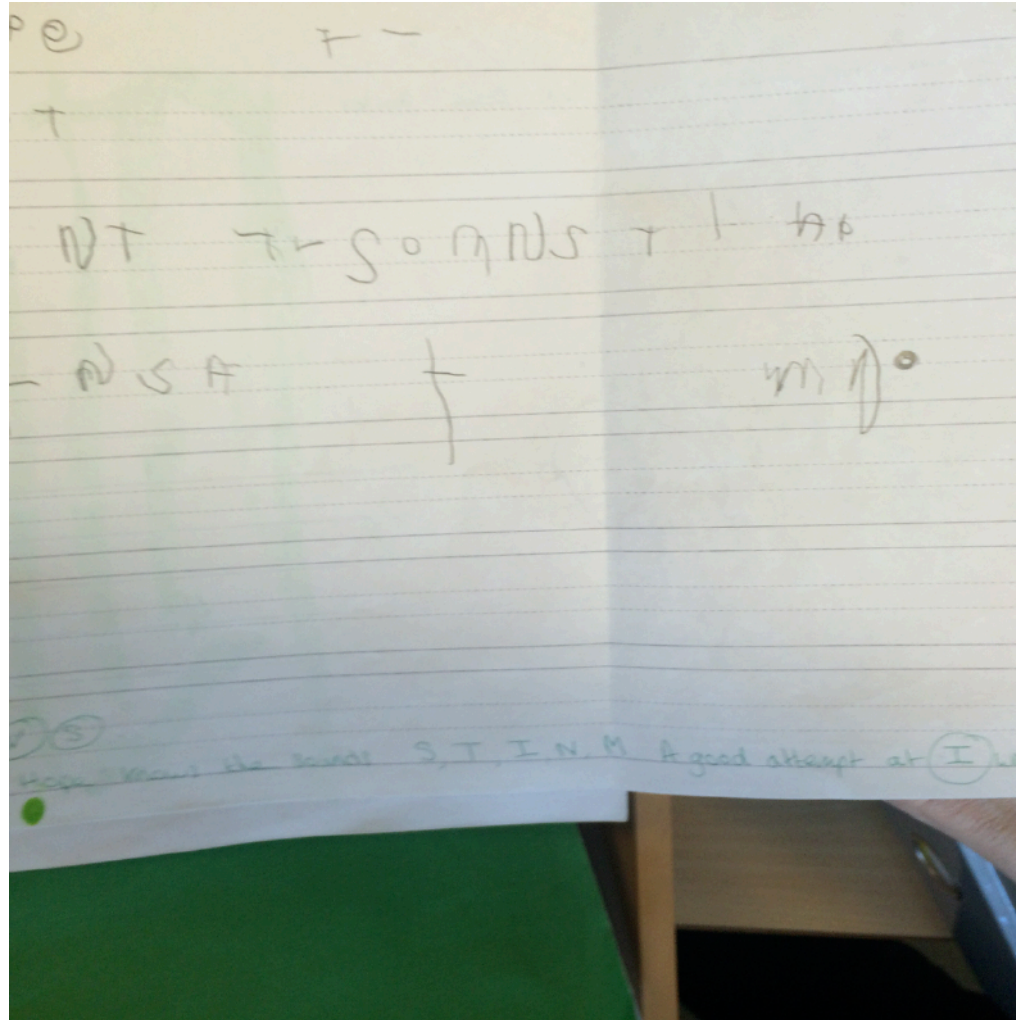
## *Independent writing*





# MLD School Hope Yr 5      Sept 14

## *Independent writing*





# Hope - year 5 May 15

*Independent writing - from own Symbol  
Sentence strip and spellings on board*

On Sunday I went out  
for dinner. I went with  
Alison and a nippa.

• Hope copied her stems and the whiteboard.

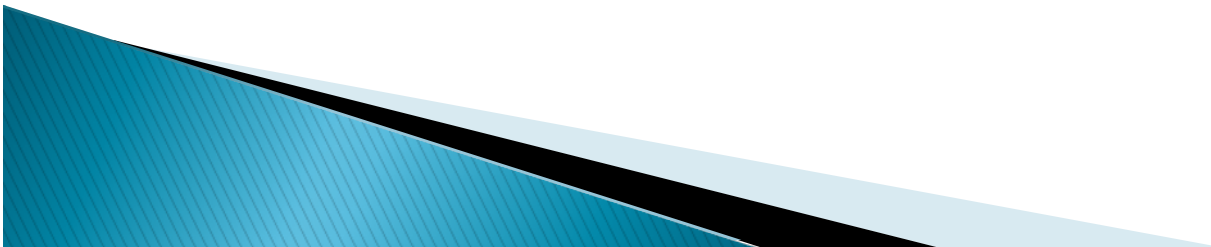
She was shown where to start her letters  
to keep them on the line.

① Remember finger spaces.



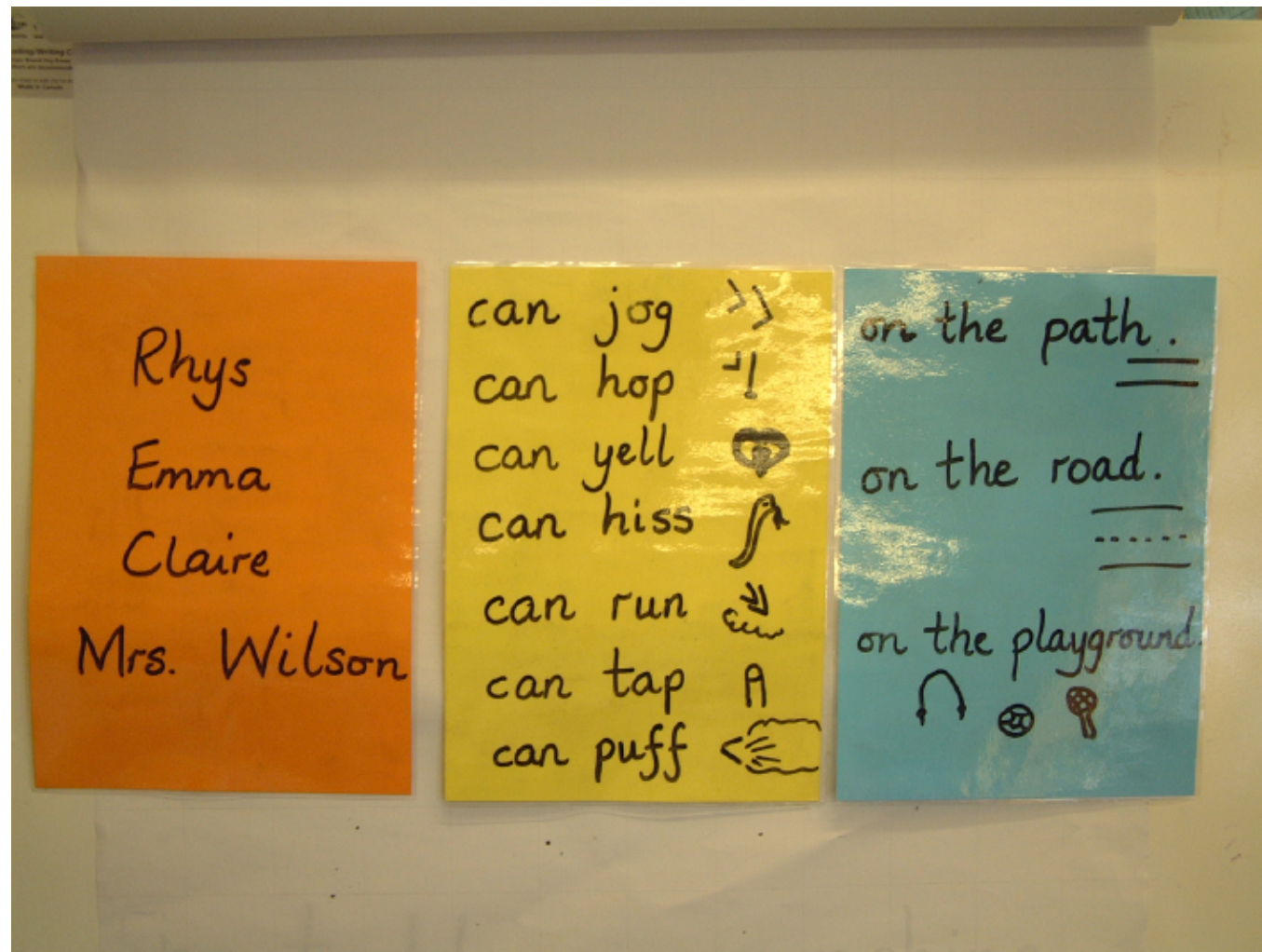
# Using the same simple sentence for descriptive writing

- ▶ Brainstorm vocabulary for each colour
- ▶ Children practices creating several sentences out loud with same structure, changing the vocabulary
- ▶ Rub out the words the children can spell themselves
- ▶ Children write sentences and draw pictures



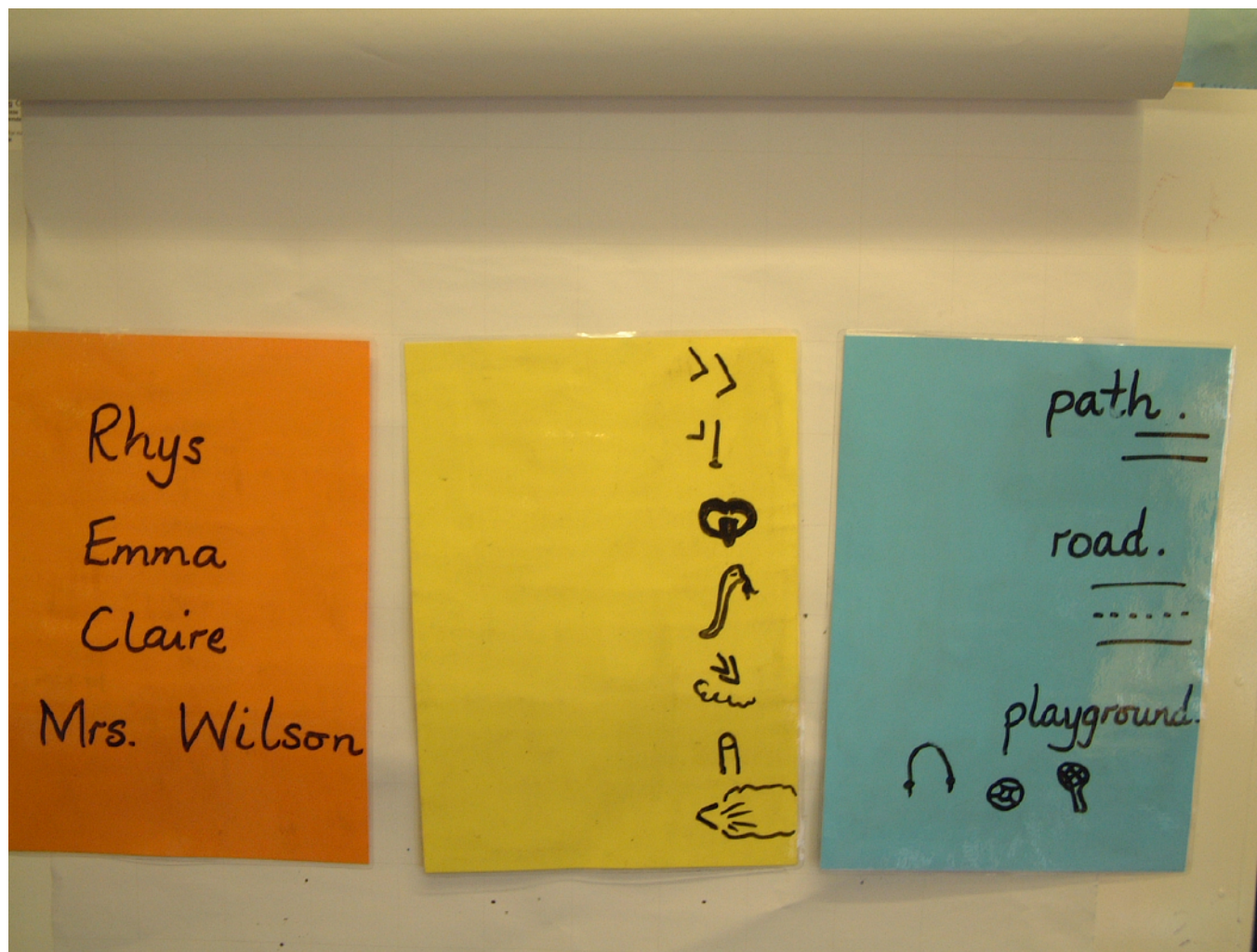


# *'Things we can do – brainstorm*



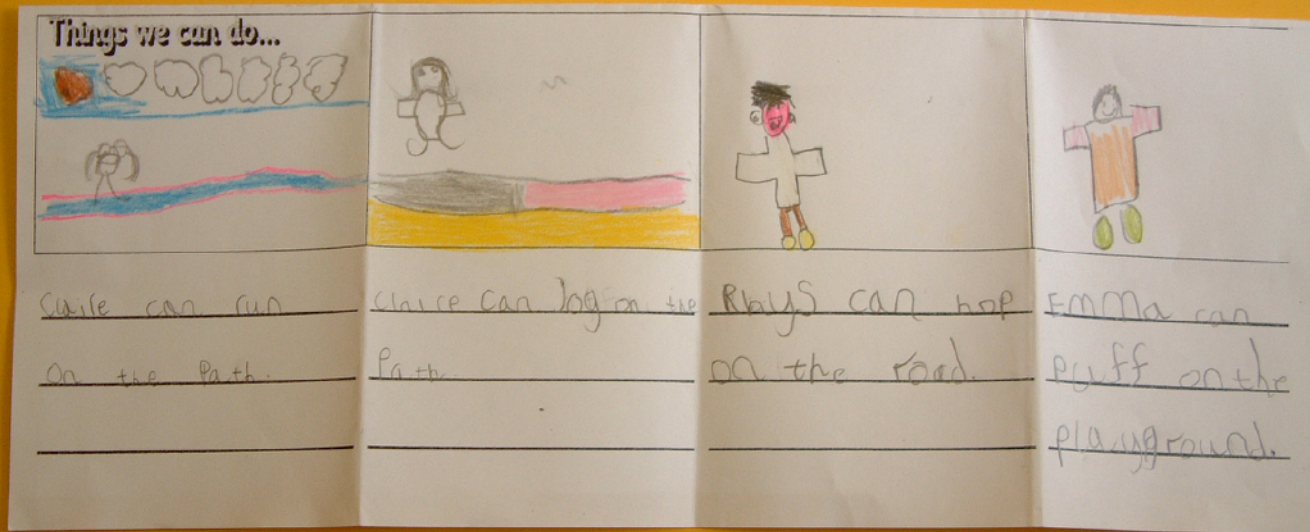


# Rubbed out words they can spell for themselves





# *'Things we can do' booklet*

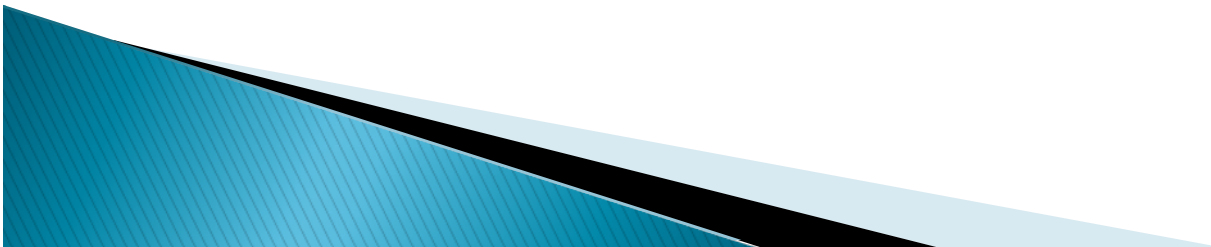




# Supporting descriptive writing

Remember

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





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

1. Draw  picture on the card



2. Cut up scraps of material



3. Glue scraps on the picture



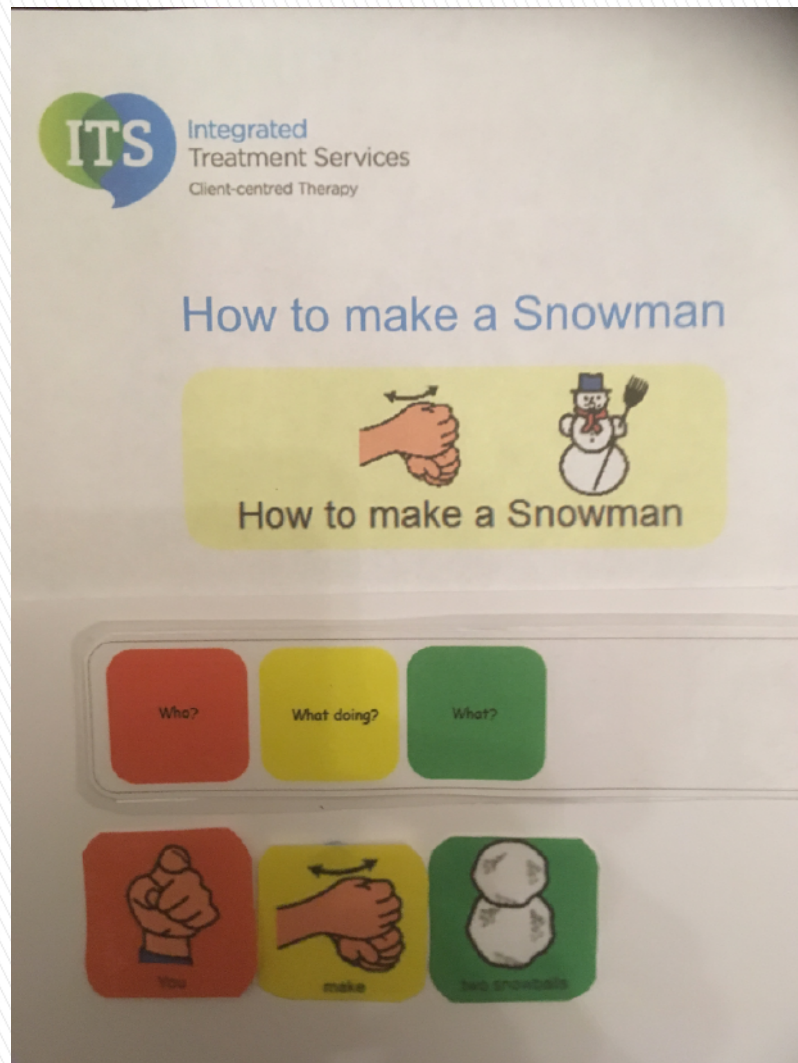
4. Feel the scraps on the picture





# Build a Snowman

# ITS





# Autumn 'Cloud words' display



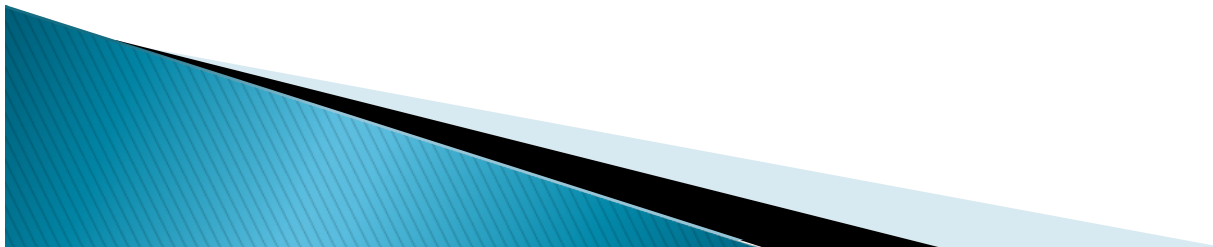


# Use of 'What like' clouds in spoken & written sentences

- ▶ You can develop use of adjectives & concepts by showing how to add 'cloud' words to tell you more about one of the colours .....

'The  dragon breathed fire'

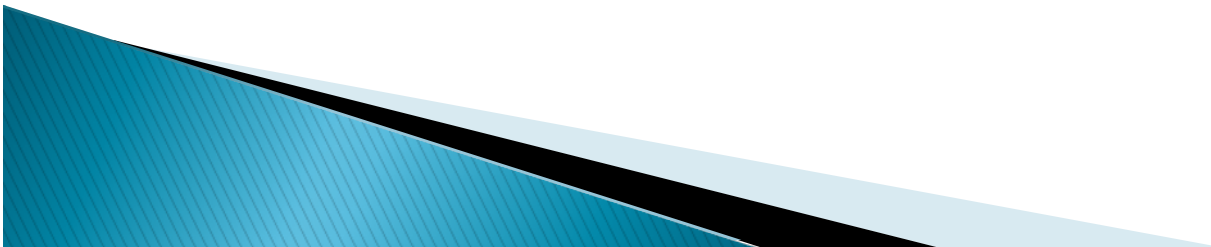
*'Here the cloud word tells us more about  
'what'*





# Use of 'What like' clouds

- ▶ Cloud words are very useful since they can float about like real clouds!
- ▶ You can show that the *same* cloud words can float around in sentences

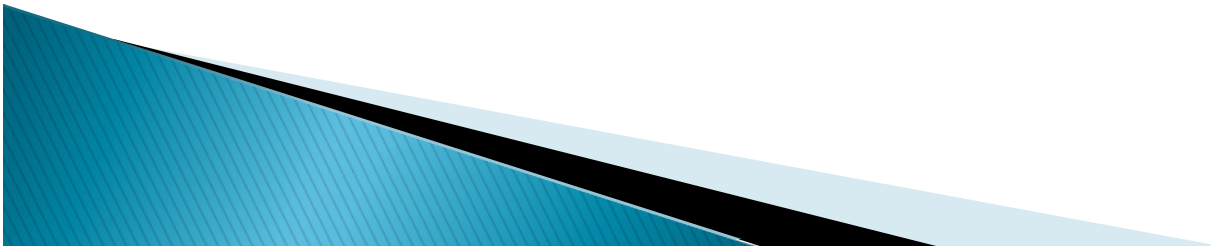




The scary ghost heard a noise in the forest

The ghost heard a scary noise in the forest

The ghost heard a noise in the scary forest

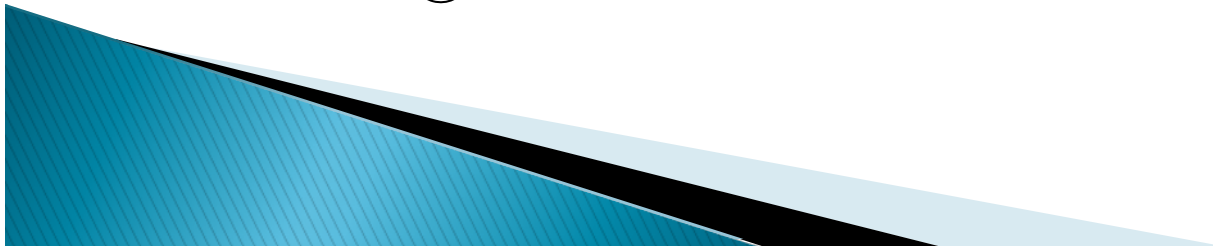




# Three Little Pigs – repetitive structure + cloud words

[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





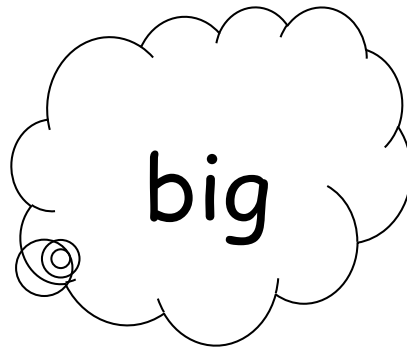
# Multiple adjectives

- ▶ 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



wolf.



# Year 1 task

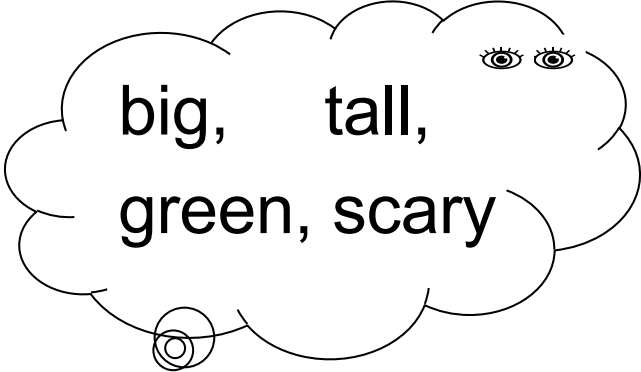
Using describing words for  
**'What does Shrek look like?'**

Who is it ?

What does he look like?



Shrek

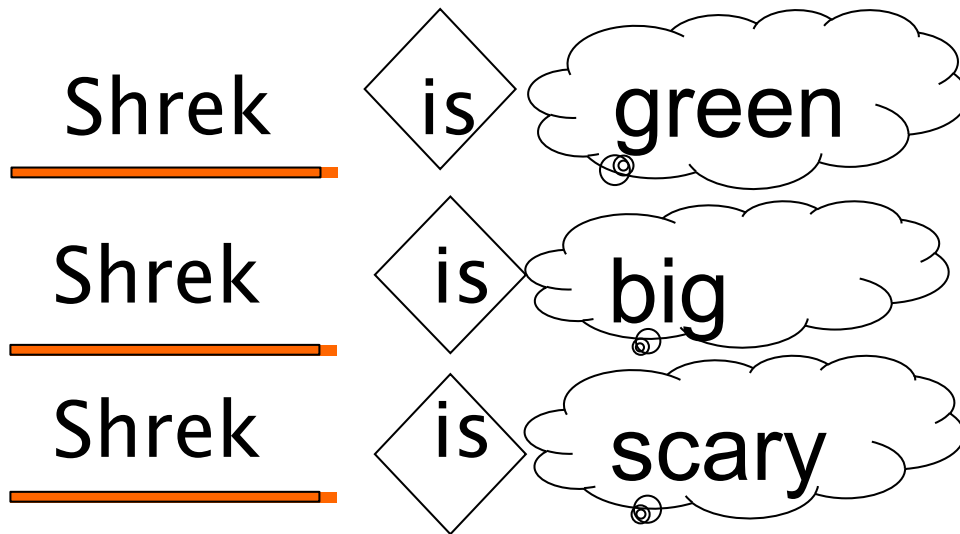


big, tall,  
green, scary



# Year 1 task

Using describing words for  
'What does Shrek look like?'





# SCIENCE – using purple joining words to express events v reasons

## FLOATING & SINKING

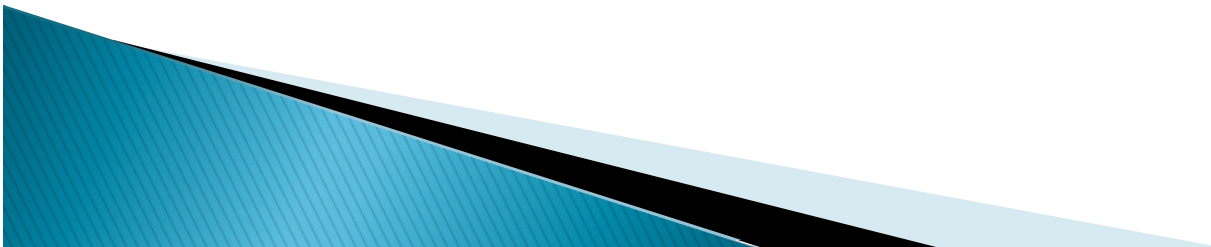
We put a brick in the water



and



We put a feather in the water.





# Framework for answers

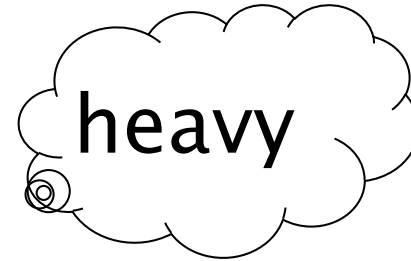
Why did the brick sink?



Because it was



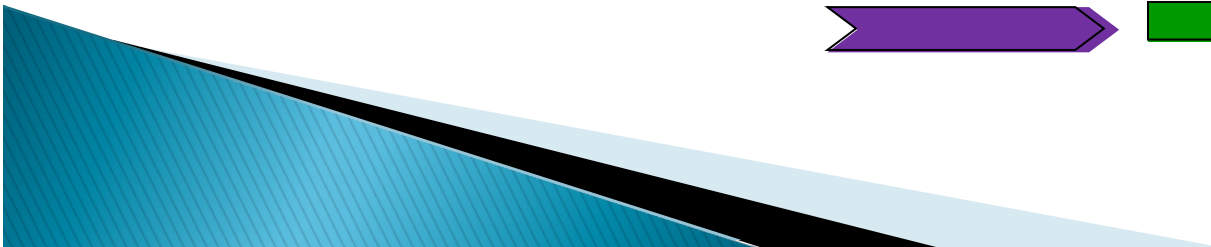
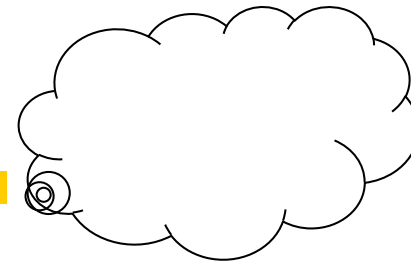
heavy



Why did the feather float?



Because

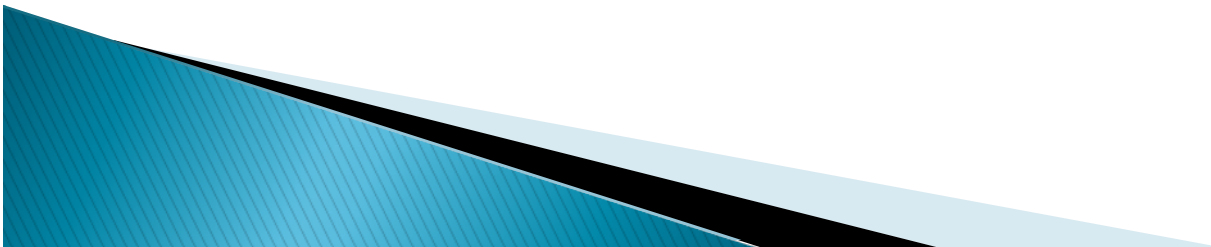




Coming out February 2020

**Colourful Semantics:–**

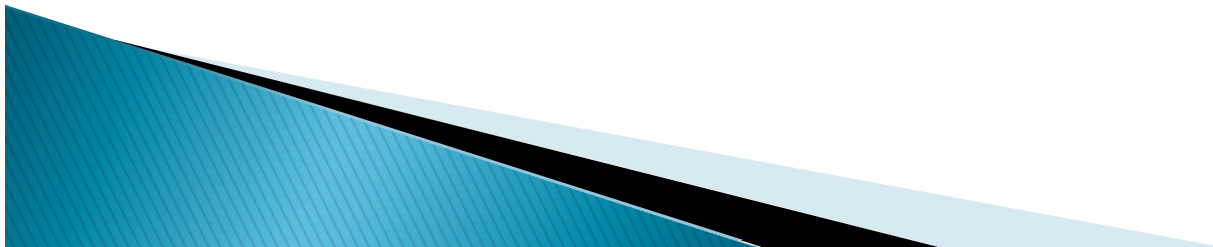
***A Resource for Developing  
Children's Spoken and Written  
Language Skills***






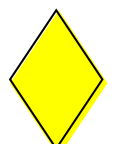


# Order Details

- ▶ Publisher:– [www.routledge.com](http://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





# CHART LINKING WITH GRAMMAR

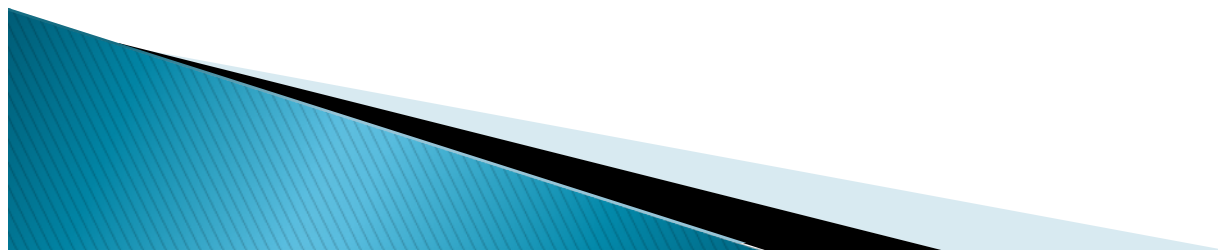
<u>Question Word</u>	<u>Coding</u>	<u>GRAMMAR</u>
What LIKE?	 Cloud Words	ADJECTIVES
PLUS		
'little yellow words' e.g. is, were, can [linking verbs – be, get]	 Diamond Words	AUXILIARY VERBS [& 'linking verbs']
Sentence joining e.g. 'and, then, so' 'because, although, until'	  Joining up words	CONNECTIVES/ CONJUNCTIONS



# Supporting Sentence Understanding

**Don't forget coding can support understanding 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

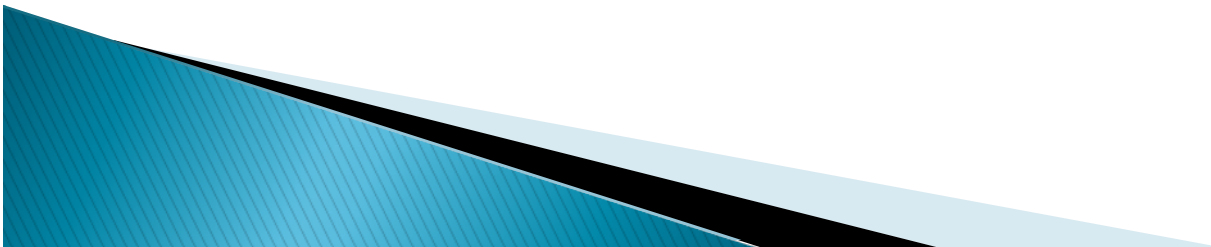




# Understanding Question words

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

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





# Understanding Question Words

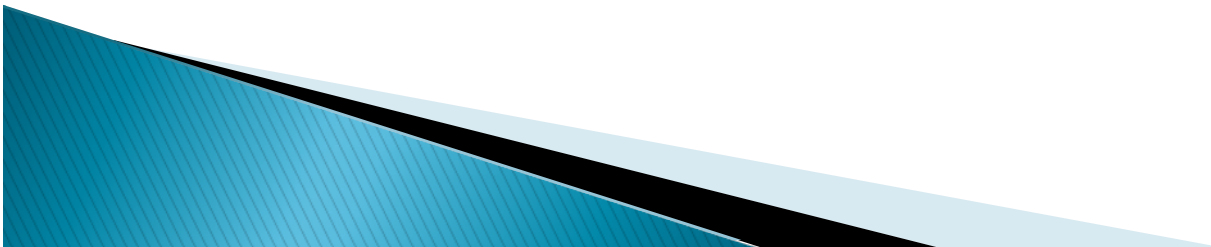




# Teaching Question words

You can teach understanding of *question words*

- ▶ thinking of simple questions that contrast 2 of the questions
- ▶ getting the child to decide what colour question it is BEFORE answering it





# Using coding to teach understanding of question words

Understanding 'where' v 'when'

Where ?

Eat your lunch

Have playtime

Do P.E.

Hymn practise

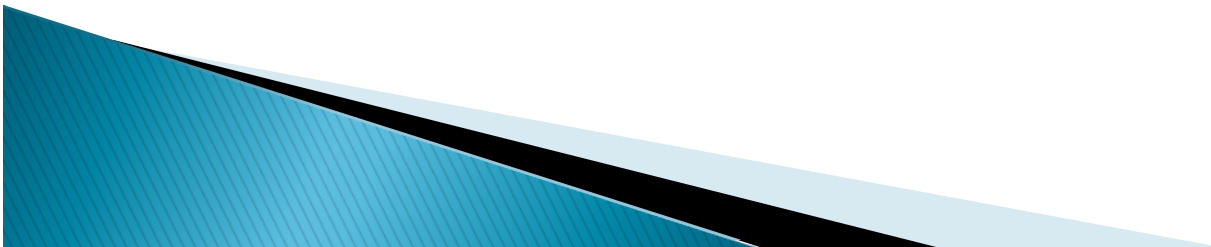
When ?

Eat your lunch

Have playtime

Do P.E.

Hymn practise





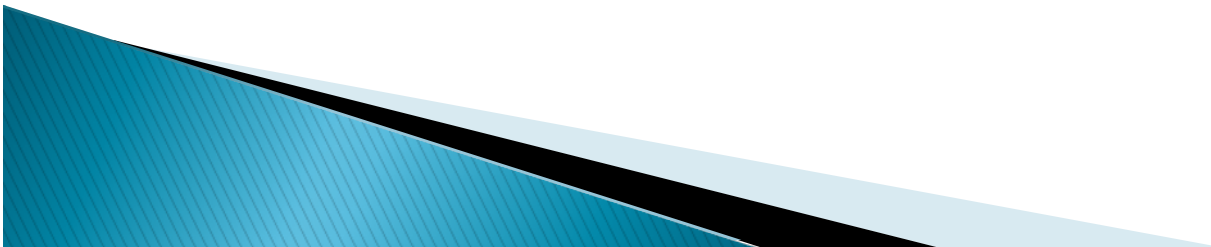
# MLD KS1 – Coded symbols for all reading books !





# Understanding Written language

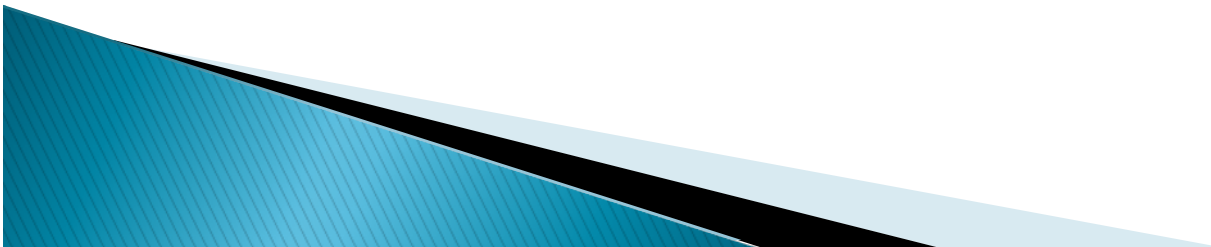
- By using the key questions + coding you can focus on understanding texts.
- Photocopying the text enables you/child to write on it!
- You can code work sheet questions to go with current class topic or texts.





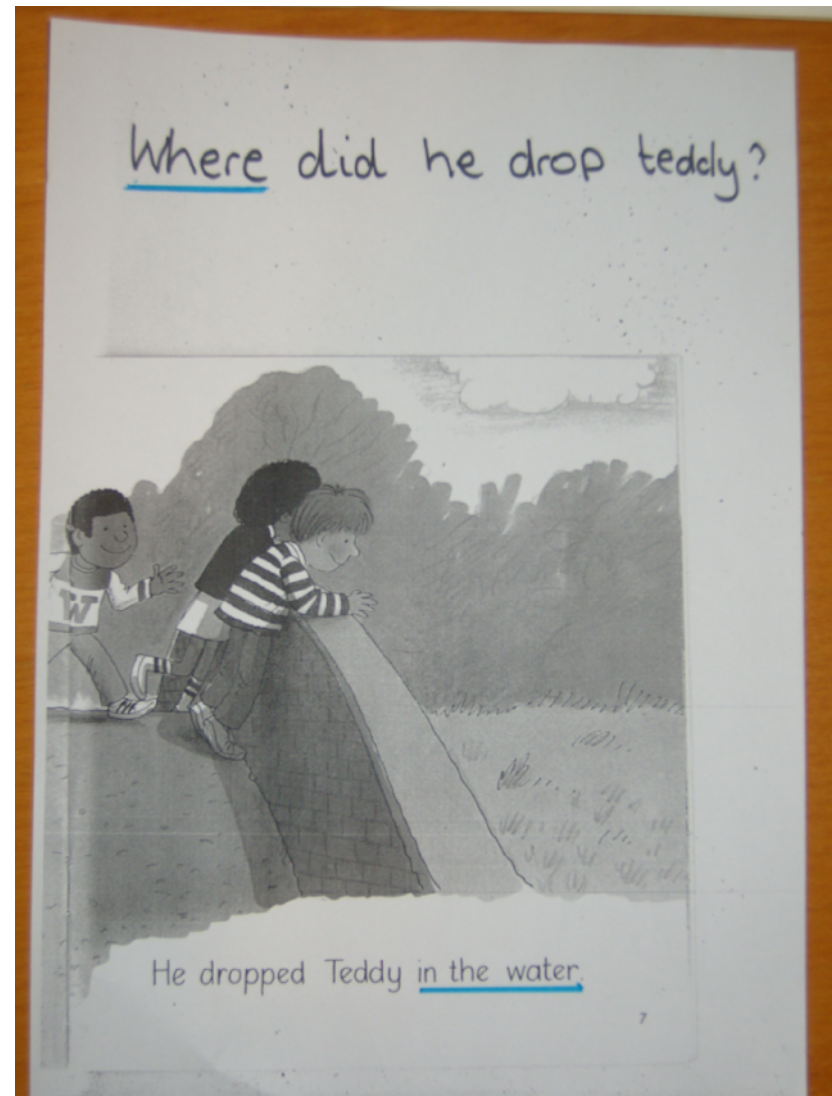
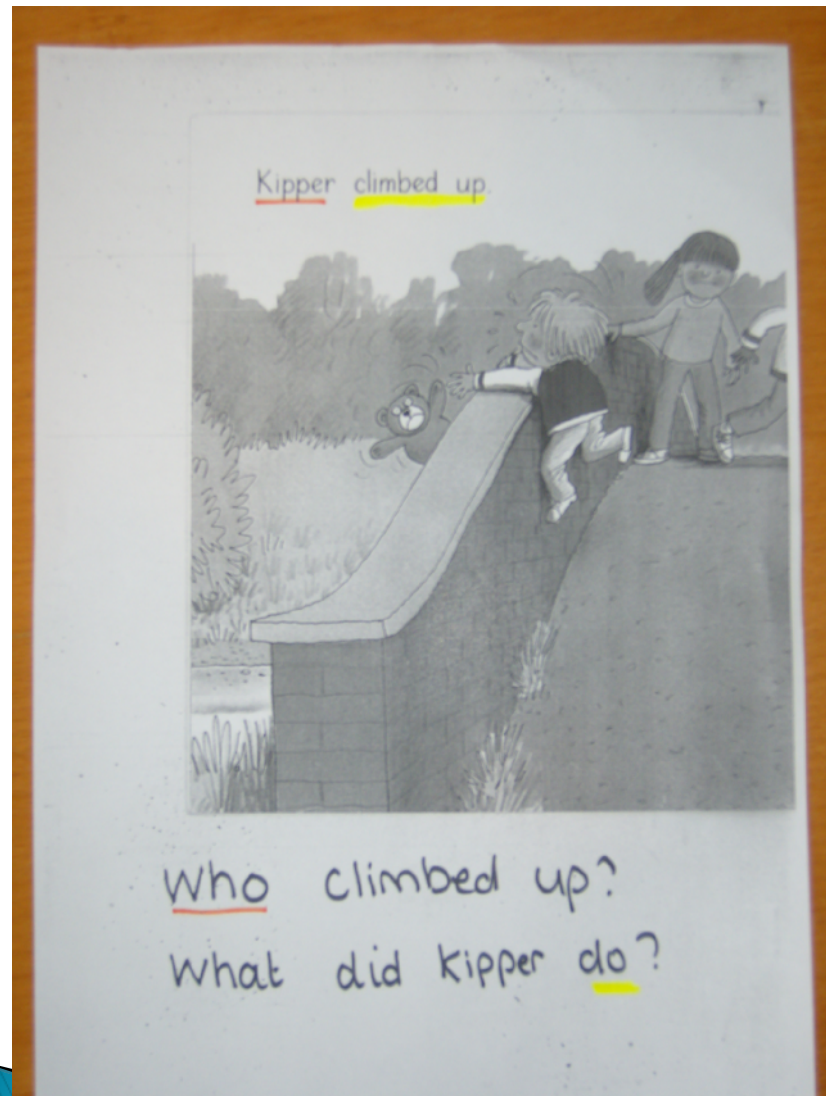
# Supporting reading comprehension

- Adult asks the question and indicates what colour question it is  
e.g. '*What did Floppy do?*' + point to 'yellow' card .
- If questions are written down – underline the '..do'? in yellow
- Child looks for words in the text that answer that question & child underlines those words in the right colour
- Child then answers questions verbally &/or writes answer down






# Coded Text Comprehension





# Coded Text Comprehension – LTR



3.

Mummy is washing the plate.

The plate is blue.

The girl is washing the baby.

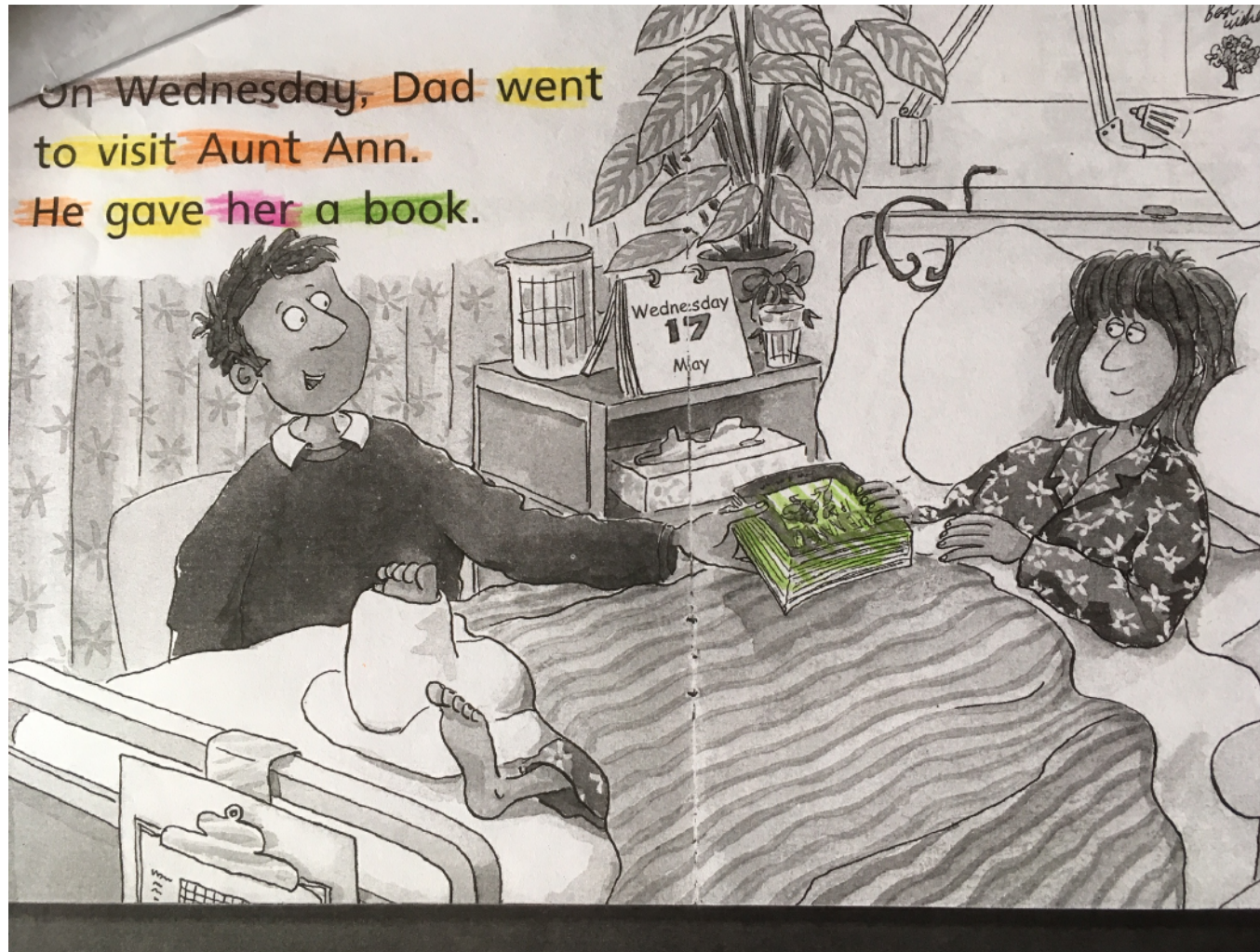
The baby is in the water.

The baby is washing  
the doll's hair.

The doll's hair is long.

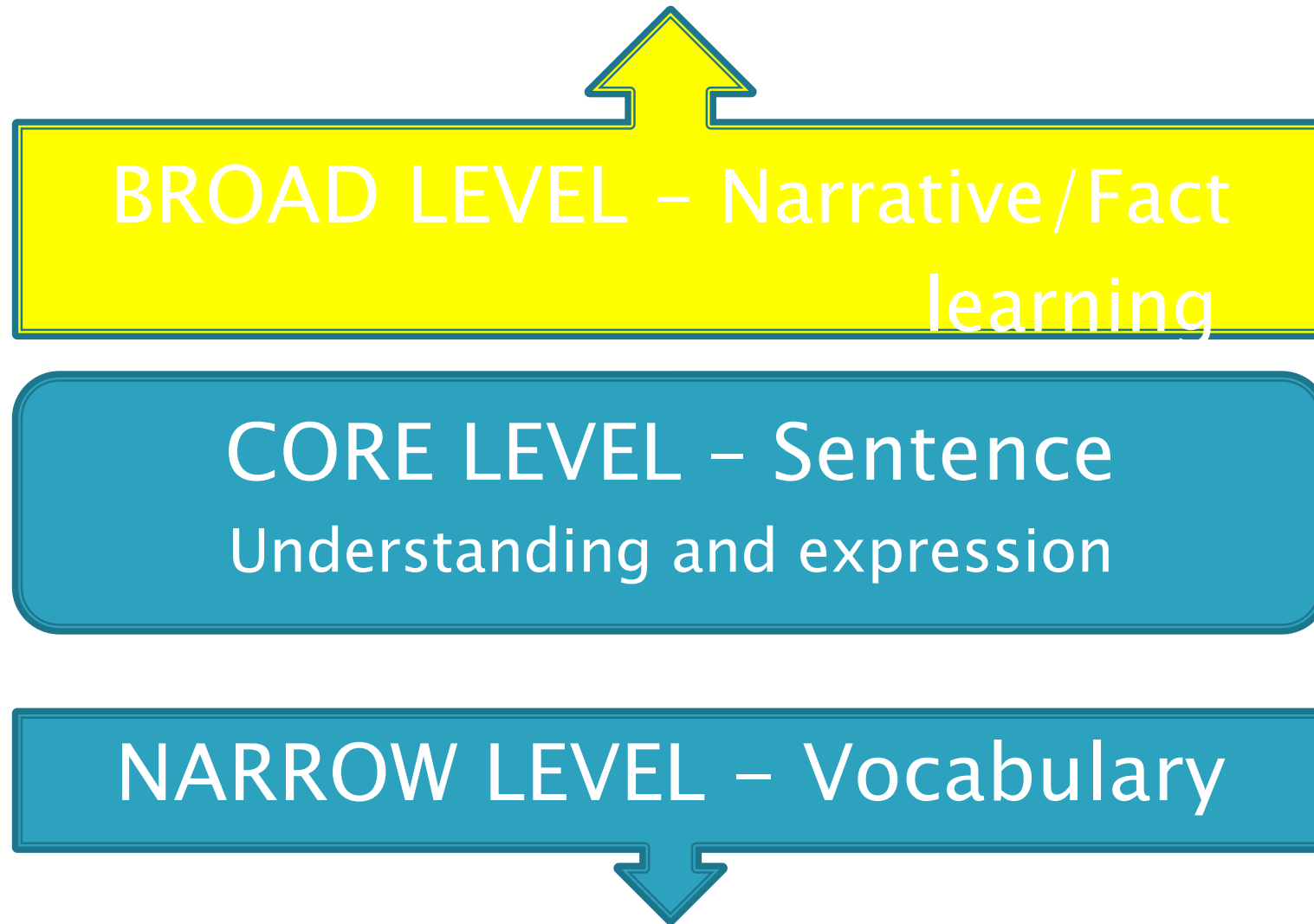


# Aunt Anne Goes To Hospital





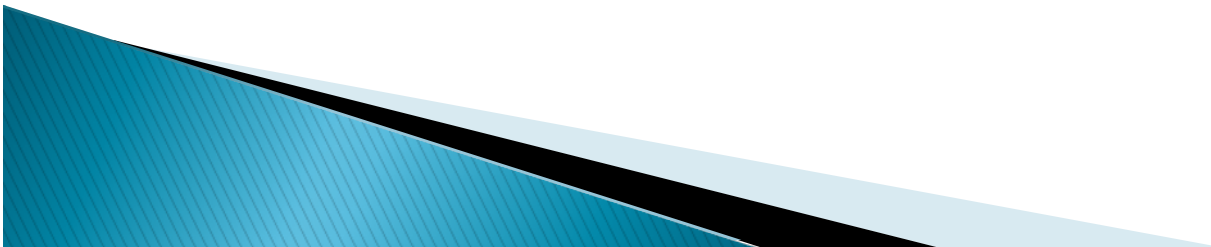
# Levels of coding





# Narrative Coding

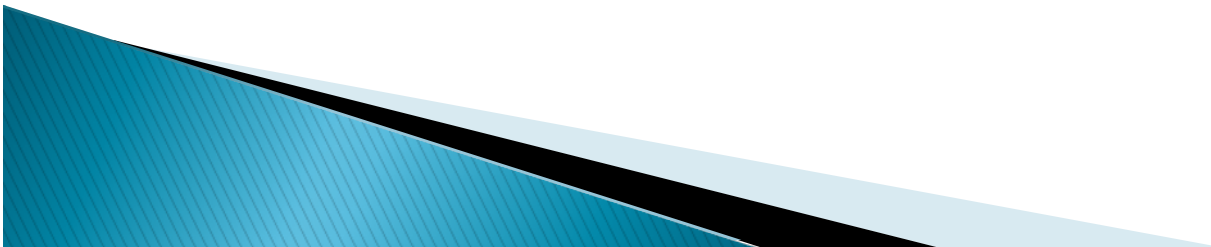
- ▶ Question words form a structured framework to create a narrative
- ▶ Coding supports the understanding of question prompts
- ▶ Coding supports finding the elements the narrative e.g. **who**, **when**, **where**
- ▶ Drop coded structure when child is ready





# 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





# 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*



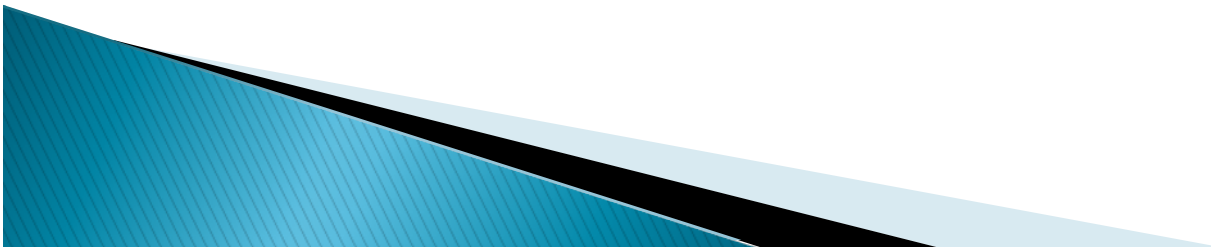


# Black Sheep Press narrative packs

## 4) From Oral to Written Narrative, KS2

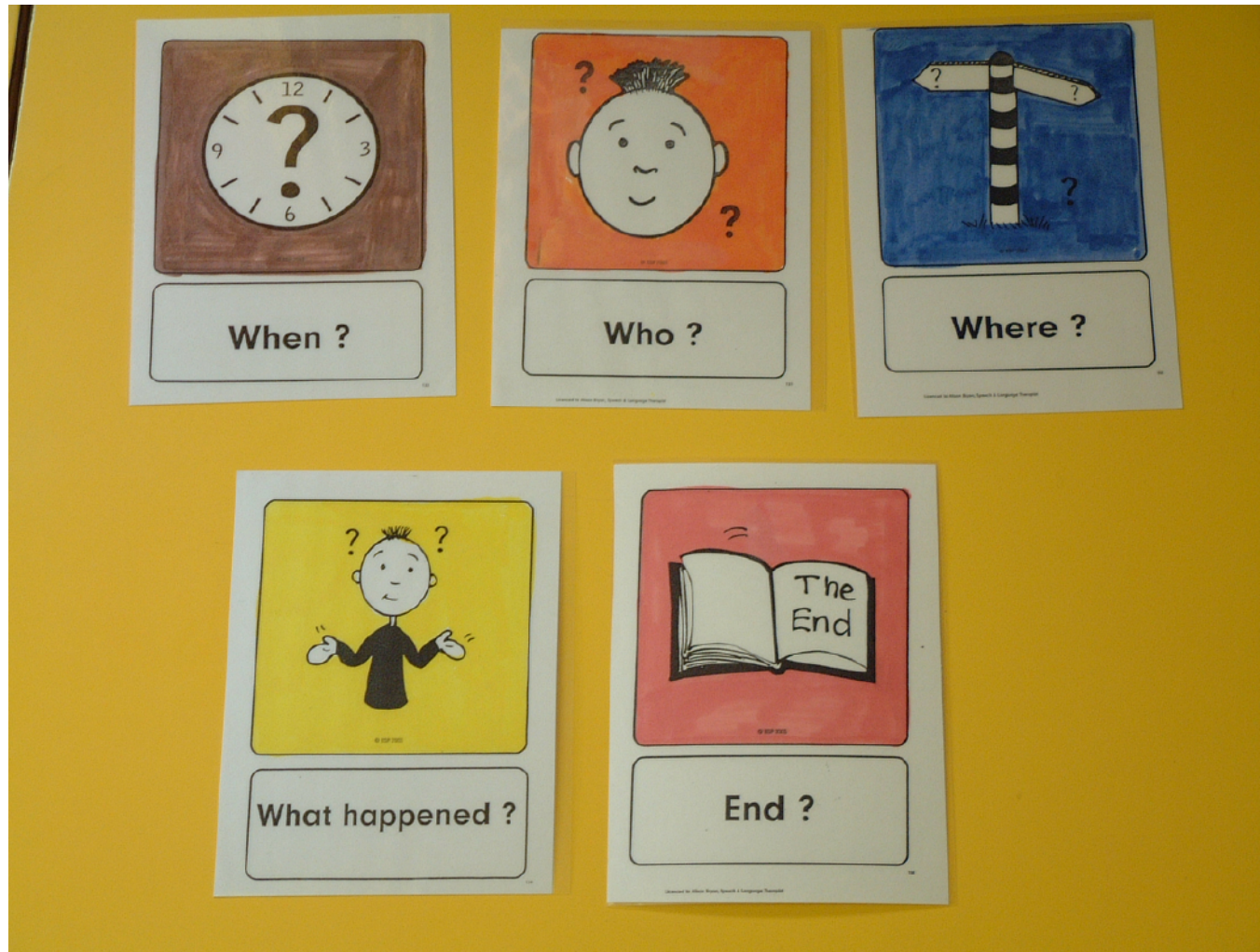
What Happened → 'problem' and 'solution'

## 5) Secondary Talk Narrative , KS3–4





# Speaking & Listening through Narrative: CS colour cue cards





# Story options – Creating the Story Starter





# Selecting cue cards





# Written story

Friday 25<sup>th</sup> November 2005

One sunny day the  
wizard is in the park.  
Then he used the wand  
to turn the park into woods.


✓  
Well done Claire - you helped  
plan the story in the right order  
and your letters are easy to  
read.




# Black Sheep Press Story Planner

Story Planner


When




Who



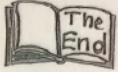
Where



What happened



The End



WIG1, 2nd Edition, Speaking & Listening Through Narrative © Black Sheep Press with Stockport NHS Trust & Stockport PCT, 2003.  
It is permitted for the licensee to photocopy this sheet for use in their clinic/school.

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




# BSP Story Planner –Quick Draw


DOMINIC  
Story Planner

27/11


When

 One Sunny day


Who

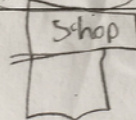
 - Tom


Where

 Shop



What happened

 oh no



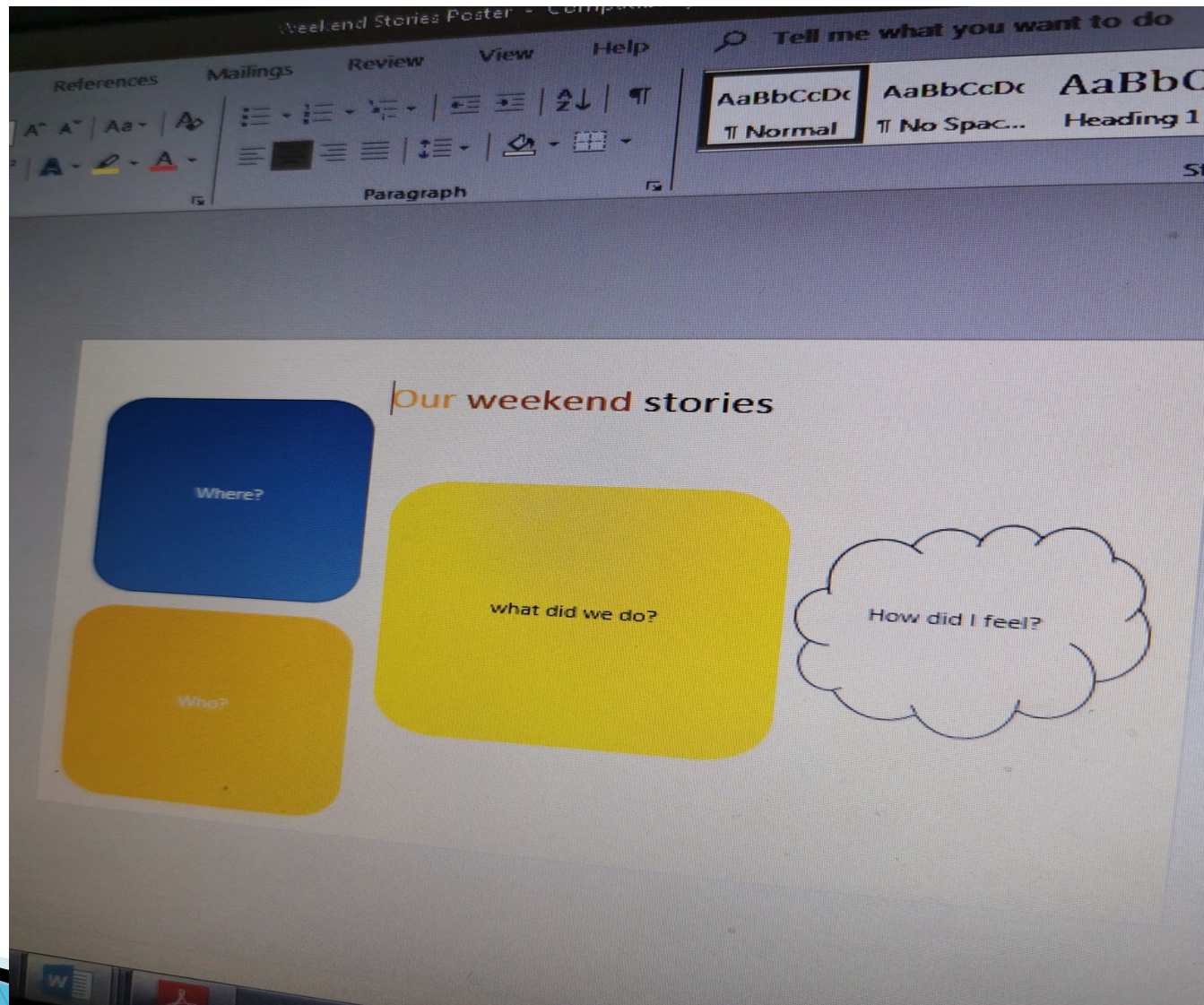


The End

  Tom was happy.



# Simple Weekend Narrative

















# Tower Hamlets Children's Therapies

## Weekend Narrative

Weekend news    Name:

 When?	 On...	
 Where?	 I went...	
 Who?	 with my...	
 Did what?	 I...	
 Why?	 because...	
 Feeling?	 I felt...	



# Story Structure Sticks





# 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



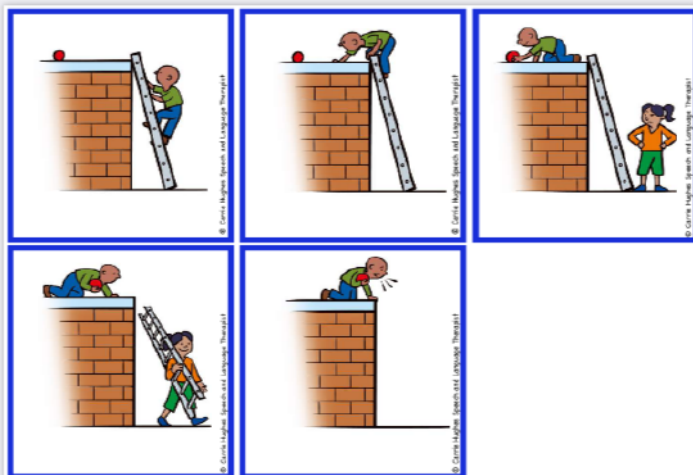




STORY WRITI...



# STUCK ON THE ROOF



## Stuck on the roof

Think of an exciting title for your story!  
Can you think of more describing and doing words?

## Stuck on the roof

Think of an exciting title for your story!  
Can you think of more describing and doing words?

### Who?

man  
Fred  
girl  
Julie  
teacher  
site manager  
mid-day assistant  
friend  
he  
she

### Doing?

throw  
kick  
land  
climb  
reach  
fetch  
crawl  
take  
stuck  
get  
see  
walk  
shout  
wonder  
think  
carry  
tidy  
put  
look

### Describe

bald  
scared  
high  
steep  
wobbly  
hard  
cheeky  
worried  
curious  
irritated

### How?

carefully  
slowly  
cautiously  
suspiciously  
loudly

### What?

ball  
ladder  
wall

© Corrie Hughes, Speech and Language Therapist

man

Fred

girl

Julie

lady

site  
manager

teacher

mid-day  
Assistant

he

she

friend

the

a

Stuck on the roof - who?

throw

kick

land

climb

reach

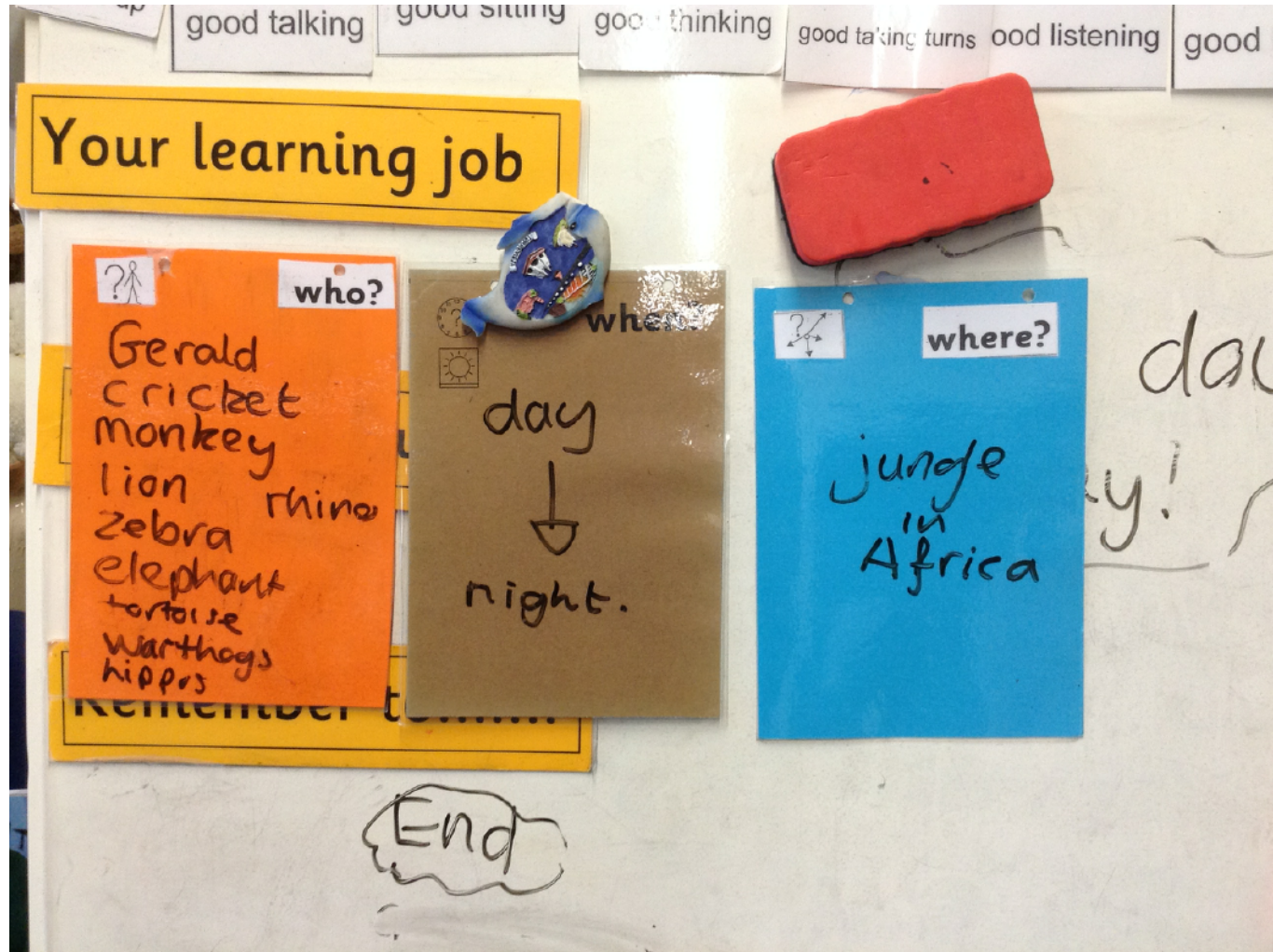
fetch

crawl

take



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





# Giraffes Can't Dance – Creating own narrative





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

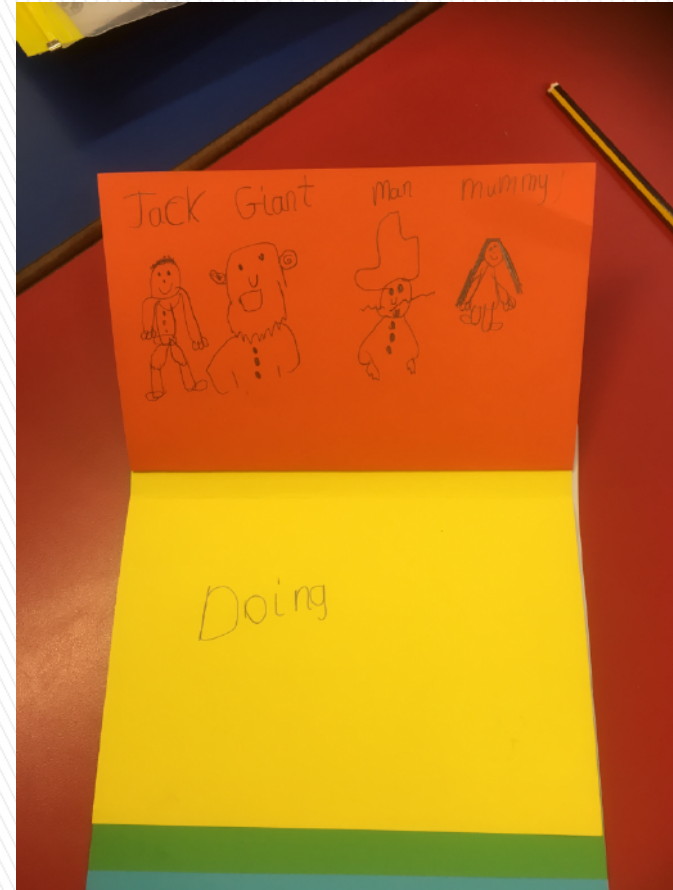




# Narrative Vocab Flip Books



# Wall Display



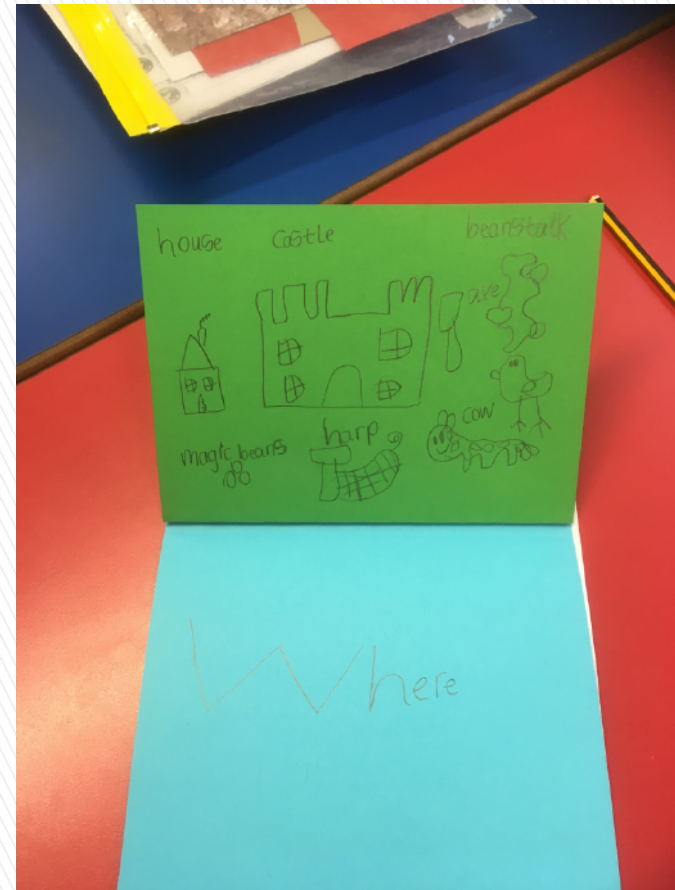
# WHO



# Narrative Vocab Flip Books



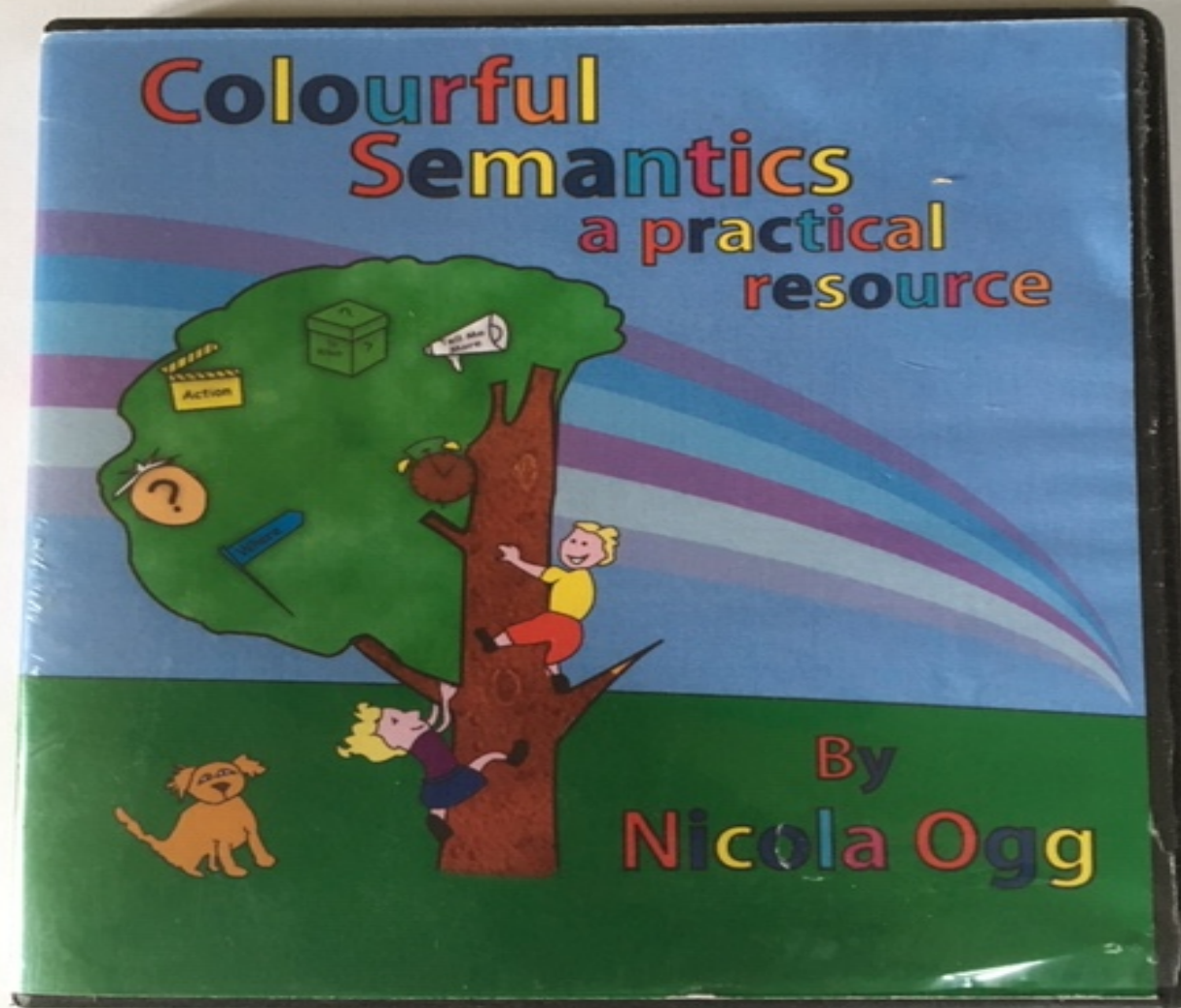
DOING



WHAT

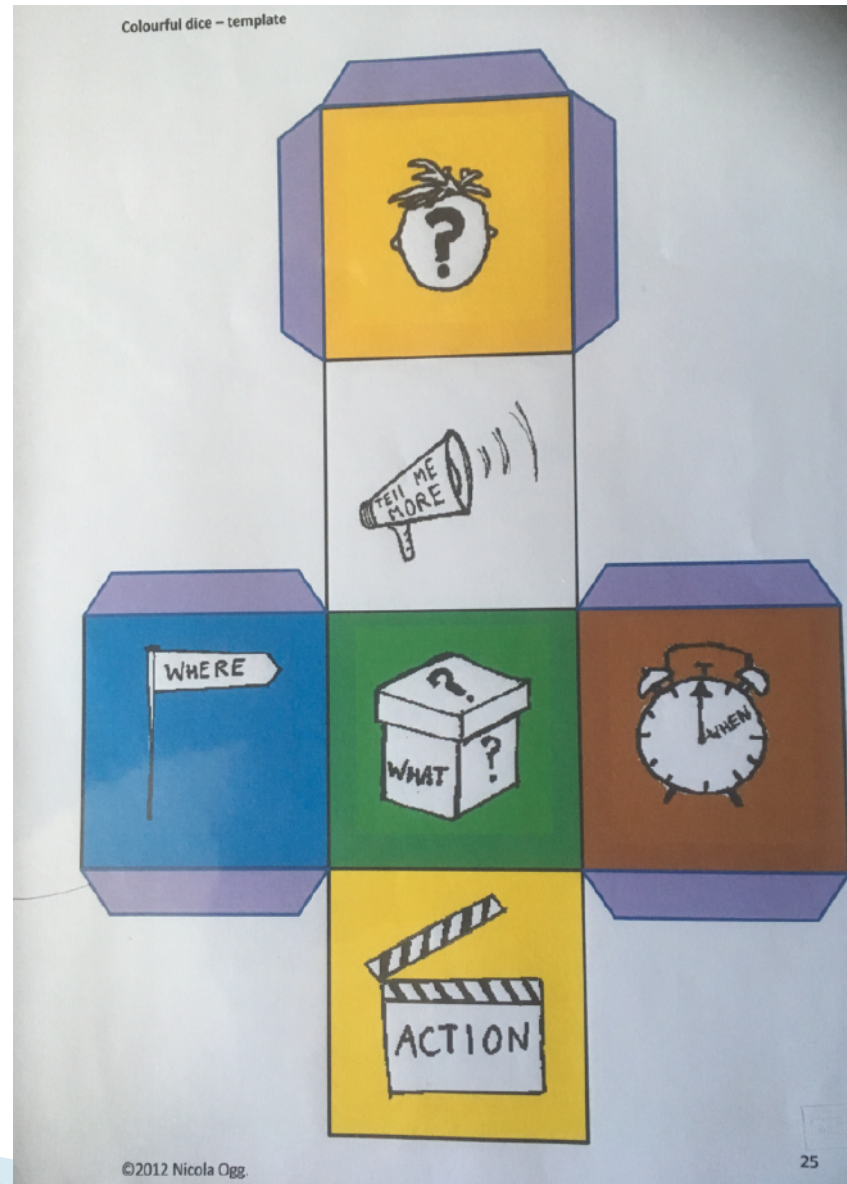


# Nicola Ogg –



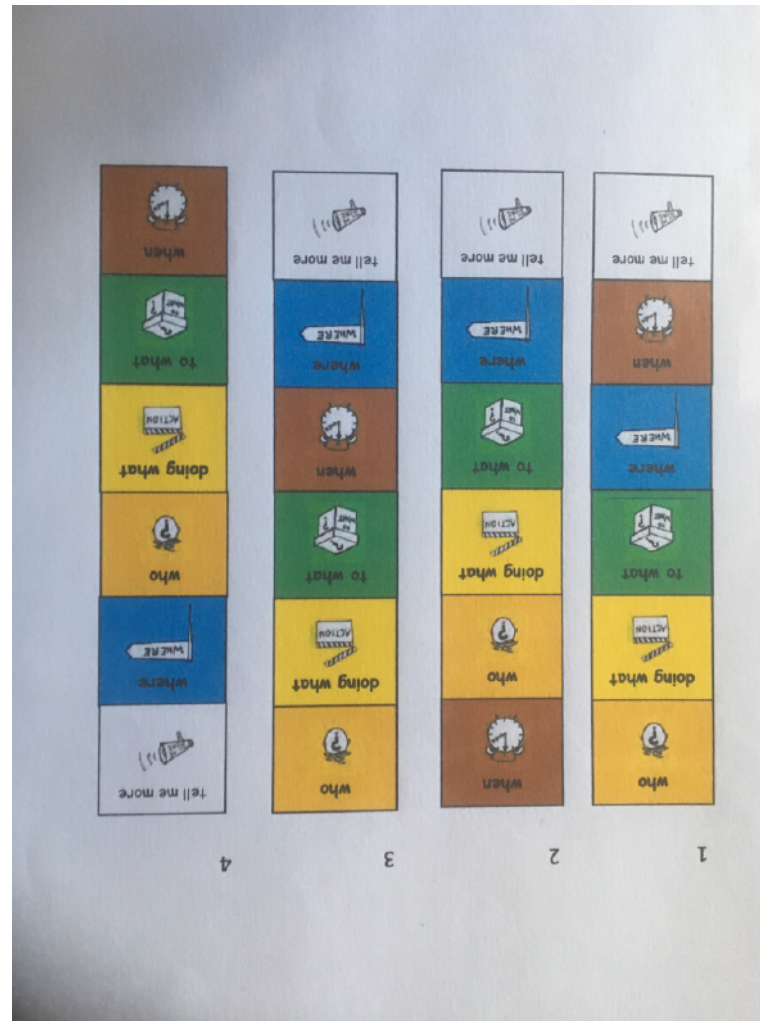


# Nichola Ogg – Story Dice



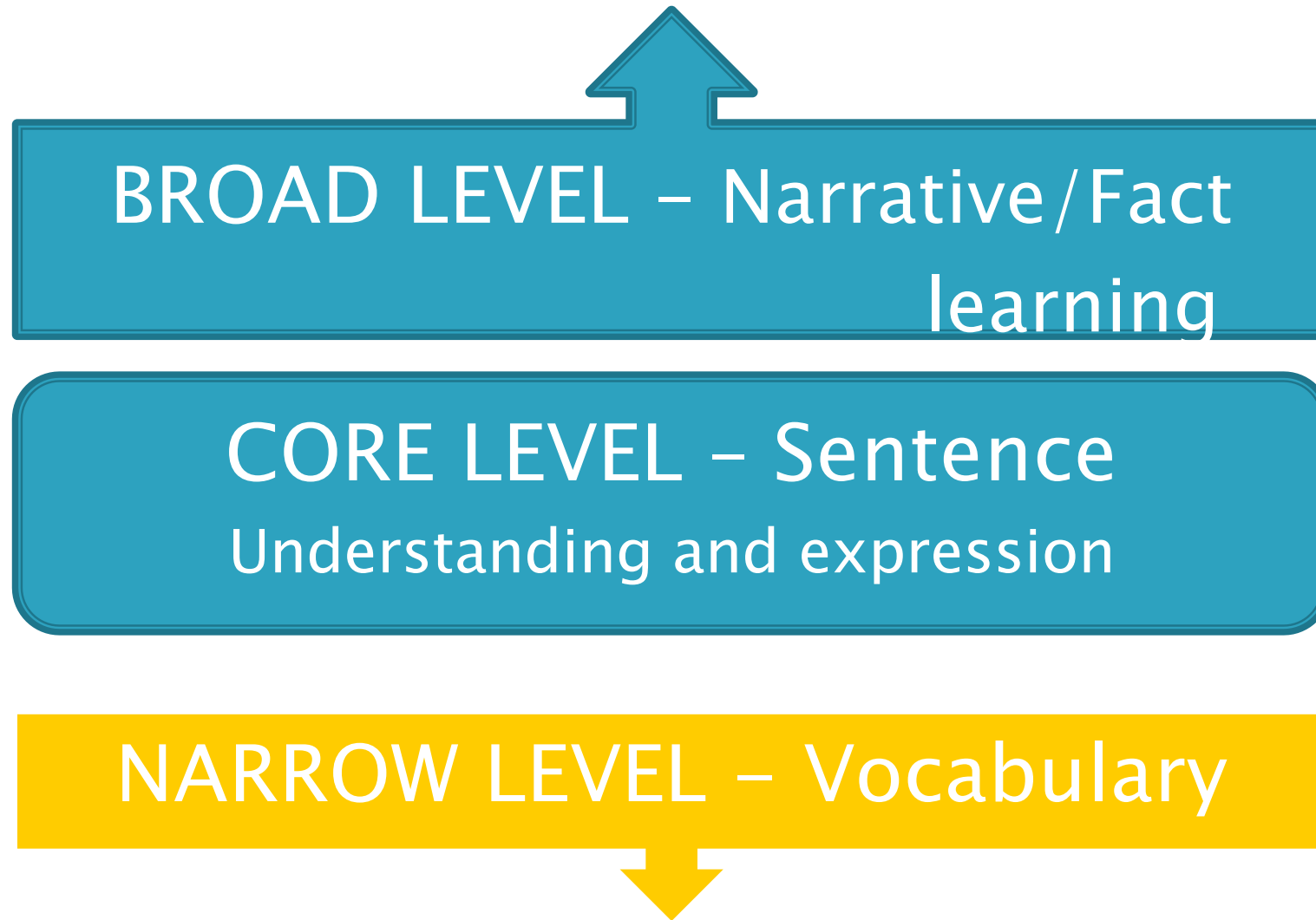


# Nicola Ogg- Bookmark Prompts





# Levels of coding



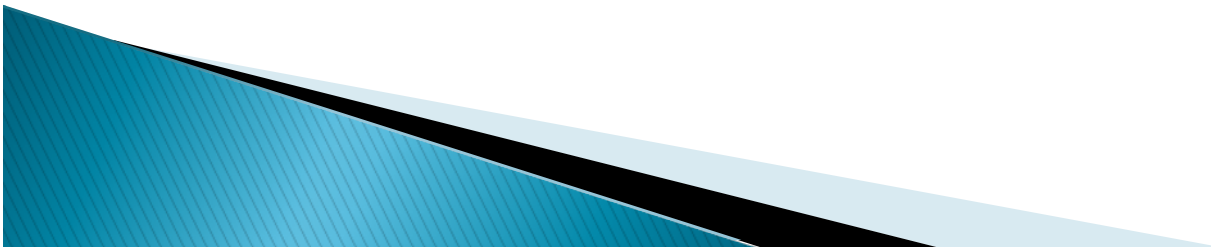


# Coding Vocabulary

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.





# Colour Coding – seaside vocab



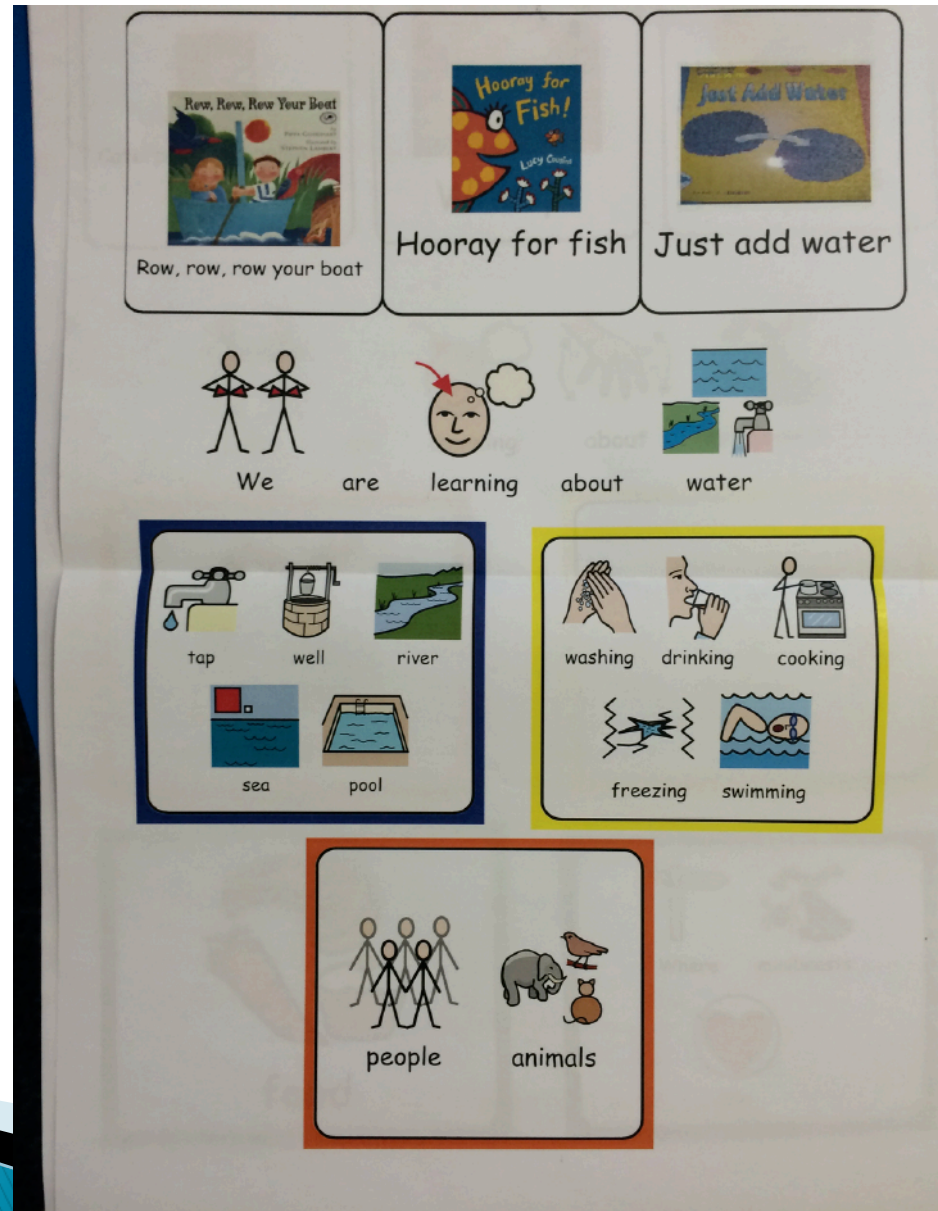


# Leona - 'seaside' Topic Mind Map





# WATER:– Early years MLD Topic Vocab summary sheet





# Similar vocabulary

Coding can be used to clarify the meaning of similar words

**prison**

where?

**prisoner**

who?

**A burglar**

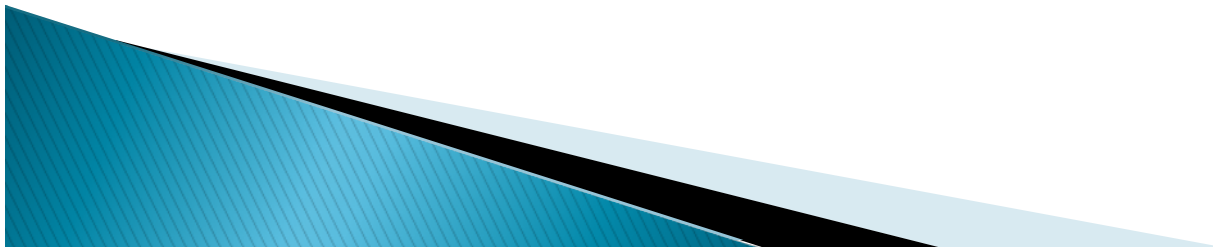
Who did it?

**Burgled**

What did he do?

**A burglary**

What is the crime?





# 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

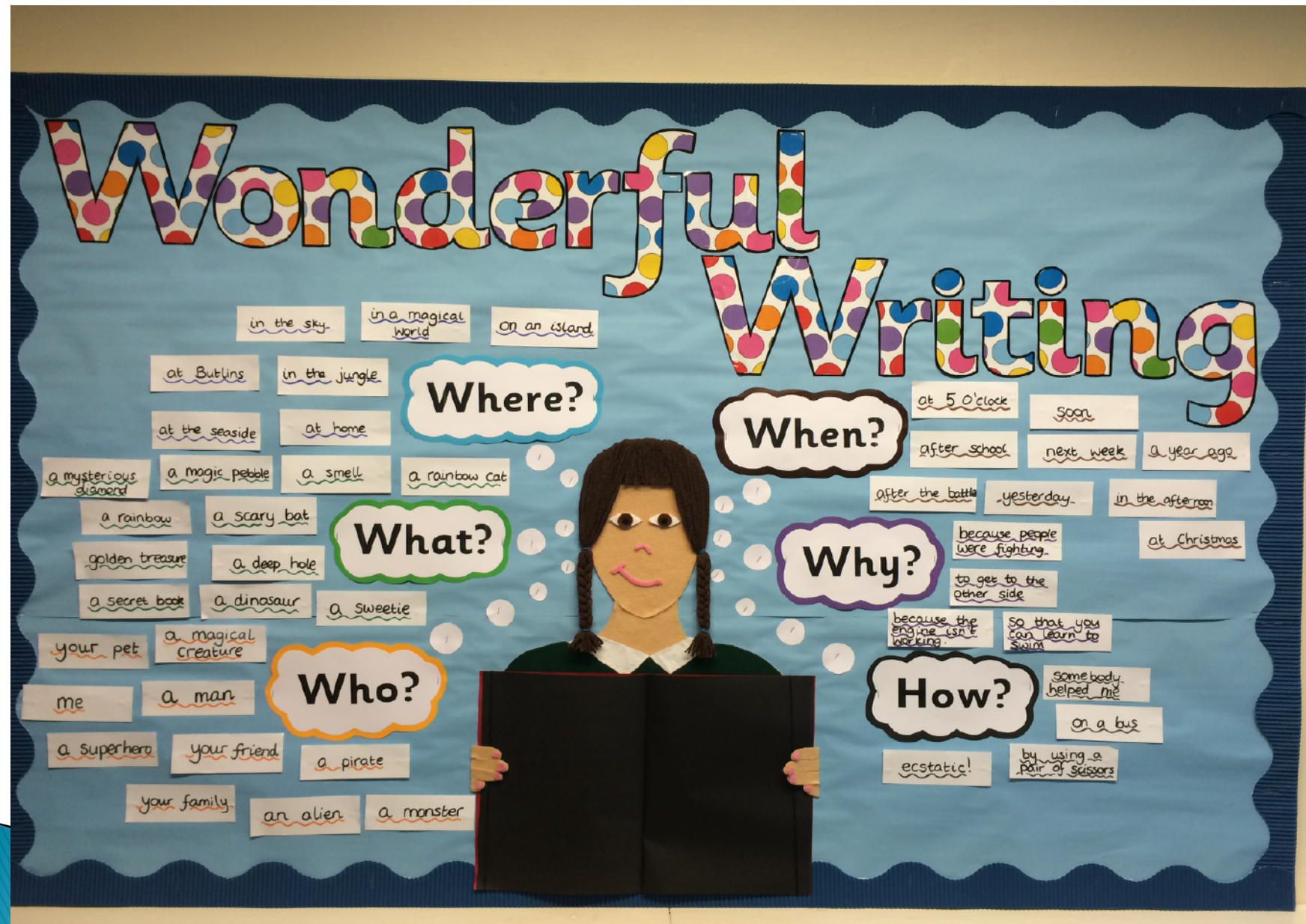
Prime Minister

10 Downing Street

Short, balding, clever,  
good communicator

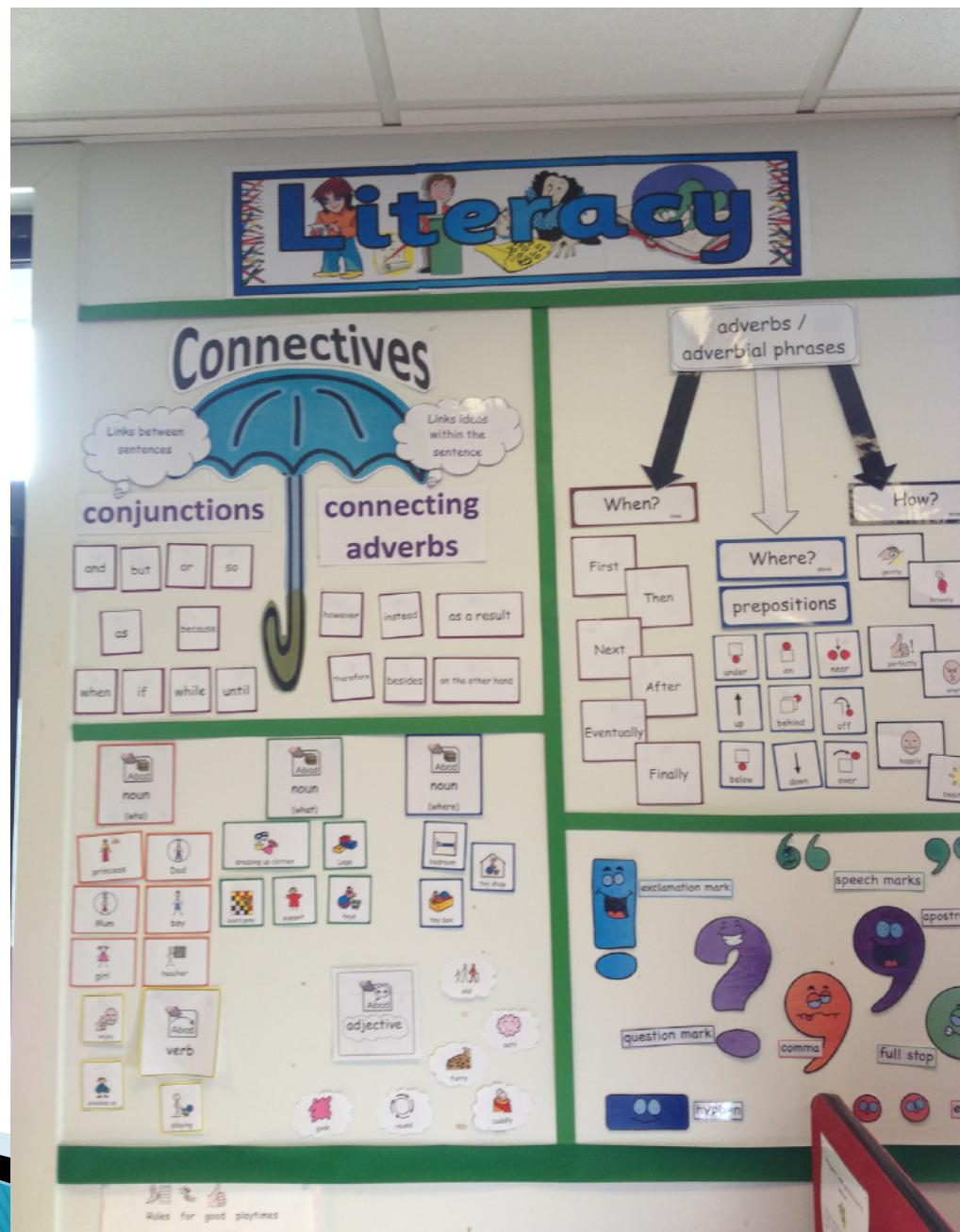


# Year 2 – Mainstream Wall Display





# KS2 – 'GRAMMAR' – Wall Display





# MLD – Coding up in every class



Year 3/4

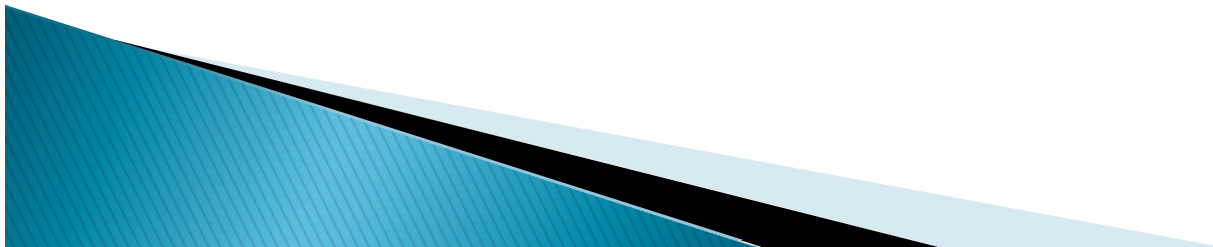


Year 5/6



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