

# An introduction to Colourful Semantics

DEvised BY  
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[with shapes by Susan Ebbels]

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## Colourful Semantics

A system to support spoken and written language learning across the curriculum, which can be used for –

- ▶ sentence development
- ▶ understanding questions
- ▶ developing narrative
- ▶ understanding written text
- ▶ developing vocabulary & learning facts

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

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## WHO BENEFITS

### A) Expression

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

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## WHO BENEFITS

### A) Expression

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

AND children where motor planning problems limiting sentence structure

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### B) Comprehension

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

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## Now –Don't Panic!

- ▶ If it's completely new.....relax and take in as much as you can.
- ▶ If you need help at any time – **Please** raise your hand!

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## It all started with Gordon

- ▶ Gordon started at Speech and Language base attached to mainstream school in Autumn 1991 [age 5]
- ▶ Started as SLT at base in Jan 1992
- ▶ Gordon and Eirian Jones' stroke patient BB (1986)!

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## BB – Eirian Jones 1986

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

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## Gordon 1992

- ▶ OK at social phrases
- ▶ Best sentences in simple picture description
- ▶ **Action Picture Test** overly focused on using 'the' 'is' 'ing' and struggled to find the other words
- ▶ Previous programme SVO picture description + the /is/ ing

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## Verb problems

- ▶ Over reliance on 'have'  
**'The dog is have.....dog.....have dog's biscuits...and then have eat them'**  
*A boy pouring biscuits into the dog's bowl & the dog eats them*
- ▶ Omitted  
**'Kettle ...um...tee-shirt'**  
*Lady ironing with a kettle*
- ▶ Non words  
**'kow baby up the post office'**  
*Woman lifting a child up so he can post a letter in the letter box*

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## Word finding and word order

### WORD ORDER

- ▶ Open window Mummy

### WORD FINDING [ verbs and nouns]

- ▶ **'Riding** up the ladder' for 'climbing'
- ▶ **'Girl jumper** over the gate'
- ▶ ' Hanger in the .....'

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## Without pictures !

- ▶ Single words rather than sentences  
‘tissue’  
*Where did you put your book? →*  
‘Um...um...um.. book bag
- ▶ Sometimes unable to even start a sentence →  
anxious silence at ‘News time’  
‘.....Burger King’

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## Gordon and BB

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

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## Bus Story – pre & post testing

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

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## Action Picture Test – Information Score pre & post testing

	Pre programme Age 5:10	5 months later Age 6:03
	Score= 20	Score = 31
Information Score	Age Equivalent = 4:06	Age Equivalent = 5:06–5:11 years
<b>Pre</b>	<b>Post</b>	
‘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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### WHO DOING WHAT Complete coding



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### 4ICW Colours +/- symbols

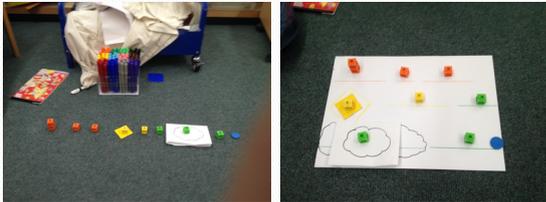


Colours PLUS symbols

Colours MINUS key symbols

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### Coding and Literacy : shared writing task

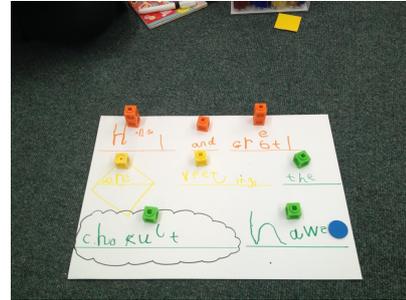


Planning the sentence

Creating the sentence

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### Coding and Literacy : shared writing task



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### Coding and Literacy : final result !



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### Colourful Semantics -What is it?

- ▶ A highly effective visual way of coding the information in words and sentences.
- ▶ It helps children understand how the meanings of words are linked in sentences.
- ▶ Develops a shared 'vocabulary' to talk about language

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### What is it?

Question words are used to link into this meaning.

Question words are linked to a colour.

e.g. Who questions are orange

*The boy is jumping.* "Who is jumping?" ->

the boy

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### Where does C.S. come from?

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

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## Where does C.S. come from?

- ▶ The **key** to this meaning relationship is the **verb/action** word.
  - ▶ The 'grammar' of the sentence can then change [e.g. verb tense, pronouns] →
- BUT the overall core meaning content of the sentence does not change

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## Consider these two sentences

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

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

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

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## Now consider these two sentences

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

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

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

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## We do NOT code everything !

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

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## We do NOT fully code everyone !

- ▶ Not all children need full coding support for all their sentences
- ▶ If the system is throughout the school, all children will pick up the basics, then you can choose who you use it with in more detail
- ▶ Can just do additional coding for the area that's relevant for that child / lesson  
 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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## Incorporating grammar shapes

- ▶ Only add in grammar shapes when that skill is being targeted

The  boy  dog is hiding in the  dark forest

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## Theory !

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

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## Theory references

- ▶ 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,

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### Which verbs fit ?

- ▶ Our friends will \_\_\_\_\_  
congratulate, find, win
- ▶ You should \_\_\_\_\_ me a ticket  
send , put, pay

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### Garrett Model - updated 1990

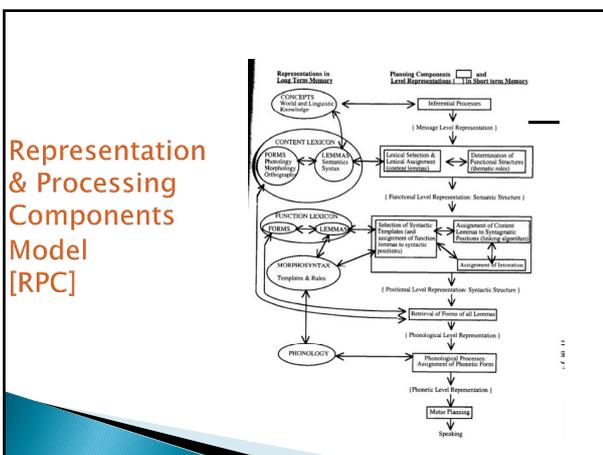
- ▶ Created from normal 'slips of the tongue' i.e. on line processing errors
- ▶ Described 5 levels of representation
  1. Message level
  2. Functional level
  3. Positional level
  4. Phonetic level
  5. Motor level

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### 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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### 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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### 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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## Verb Activity

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

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

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## Verb Activity

### 'EAT' – what are the essential questions

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

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## Verb Activity

### 'SIT' – what are the essential questions

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

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## Verb Activity

### 'GIVE' – what are the essential questions

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

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## Verb Activity → breakout rooms

- ▶ Try to decide what are the ESSENTIAL questions for each verb i.e. What **MUST** be included to use this verb in a sentence
- ▶ Try creating a simple sentence and use the colours to code each part of the sentence

sat	pour	catch
put	filter	showing
invented	travelled	throw

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## Question word coding

For each question there is a colour or shape.

To decide on which one .....

- > ASK the question which gives the words you want in the answer ! **[Principle One]**
- > Code **ALL** those words in the linked colour/shape **[Principle Two]**

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## All the words should be coded

- > For the basic sentence there should be no words in the middle left uncoded  
...if there are you may need to try again 😊

My Mum sat on the sofa X

My Mum sat on the sofa ✓

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## Use the VERB to help you

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

**WHO** -for people and characters

so '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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## "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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## 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 <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> .

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BASIC ORDER OF TEACHING

From original paper on GORDON 1998 (see handout)

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

1. Start with verb + 1 participant  
e.g. **WHO DOING** (DLS = person + action)
2. Increase variety of verbs/nouns
3. Add different participant  
**DOING WHAT** (action + object)      **DOING WHERE** (action + place)

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1 participant + verb



**1 participant + verb**  
**WHO + DOING**  
I + eat  
→ Then increase variety of nouns & verbs

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Mr Men - WHO DOING



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Different - 1 participant + verb

**1 participant + verb**  
**DOING + WHAT**  
Eating + carrot  
**DOING + WHERE**  
go + school



→ Then increase variety of nouns & verbs

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

4. Increase variety of verbs/nouns
5. Introduce verb +2 participants. Same vocab

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

**WHO DOING WHERE**  
*person + action + place*

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## 2 participants + verb

**WHO+DOING+WHAT**

I + eat + a carrot

**WHO+DOING+WHERE**

I + go + to school

→ Then increase variety of nouns & verbs



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

6. Increase verb and noun variety
7. Contrast with 'What like?' [not verb related]

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

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## Contrast with 'WHAT LIKE'

[ not verb related]

**WHO+Diamond+ CLOUD**

e.g. He + is + cold

**WHO + DO + CLOUD**

e.g. He + feels + happy



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

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

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

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

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## 3 participants + verb

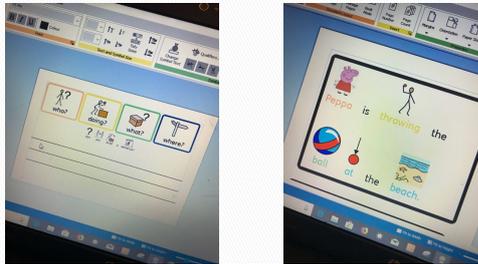


**WHO+DOING+WHAT+WHERE**

I + put + a hat + on my head

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### Peppa Pig – iPad



Sentence Strip

Created Sentence

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### Order of teaching (cont'd)

- ▶ But need to be child led &/or curriculum led
- ▶ Please don't teach participants in isolation from verb !
- ▶ Higher level sentence coding will include more 'non-argument' structures

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### WHO DOING WHAT WHERE train ☺



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### 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 argument then use 2 symbols/lines but keep colour the same

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### Key word represented by....



Symbols [ + small words]

Words [ + some symbols]

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### Coloured lines



Colour card line for WHO DOING WHAT

Coloured pen line

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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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## 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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Practising the current meaning mantra !!!

- ▶ Orange words tell us WHO
- ▶ Yellow words tell us what they are DOING
- ▶ Green words tell us WHAT
- ▶ Blue words tell us WHERE
- ▶ Pink words tell us who TO

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## Coding 'other information'

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

[Non- Arguments]

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## Question words linked to 'other information'

- ▶ *'What look like'* - gives descriptive information [e.g. conceptual language of size & colour]
- ▶ *'What feel like'* - gives descriptive information using conceptual language related to texture, solidity etc
- ▶ *'How feel'* - gives information about emotions

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## Question words linked to 'other information'

- ▶ *'When'* - gives information about time
- ▶ *'How'* - gives information about the manner of an action
- ▶ *'Why'* - gives causal information
- ▶ *'Whose'* - gives information on possessives

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

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### 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] [Allison'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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### Describing Candy Floss



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### Corridor Display



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### Diamond words

- ▶ Children often leave out auxiliary verbs like 'is' 'was' 'were' 'has'
- ▶ Auxiliary verbs are the 'little' words that are linked to the main verb and help show verb tense

e.g. *The boy **is** eating*

*The cats **were** sleeping*

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### Diamond words

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

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

***Is** your cat black?*

*ALL verbs are still yellow*

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### WHO + diamond + DOING



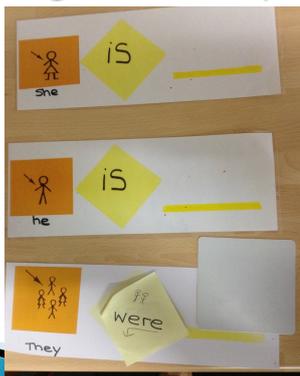
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### Working on auxiliary verbs



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### Working on auxiliary verbs



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### COLOUR CODING - Making Questions

Dad **was** putting his coat on the chair

**Was** Dad putting his coat on the chair ?

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### WHOSE

Asking Questions **Whose?**

- ▶ 'Surface level' coding
- ▶ Emphasise /sign final 'z' [ or possession]
- ▶ Can go with **Who** or **What** or **Where**

So...

- ▶ Needs to be clear shape which can move about like clouds

-> STAR WORDS My dog ate Dad's shoe

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### DOING Star WHAT Washing her hair



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## Possessives

Eat teddy's apple

She put the book in her drawer

Mrs Bryan's hair is straight

Give the sticker to Kiera's friend

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## Tower Hamlets Children's Therapies

### WHO DOING WHAT WHERE + pronouns

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## Purple joining up words

- ▶ Co-ordination

- ▶ Subordination

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## Purple Joining Up words

Roll a connective

Velcro sentences

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## Additional [not related to verb semantics]

Other information	Question	Colour/shape
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 <i>[Little doing words]</i> <i>Diamond words</i>		Yellow +
Possessives	Whose? <i>Star words</i>	

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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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### BREAKOUT – PRACTICAL ACTIVITY

- ▶ Look at the sheet of sentences
- ▶ Work in pairs
- ▶ Use the Question Words to work out the colours and if relevant –shapes too

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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 [ widgeit] 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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### Communication in print [ InPrint] – writing sentences



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### Levels of coding

BROAD LEVEL – Narrative/Fact learning

CORE LEVEL – Sentence Understanding and expression

NARROW LEVEL – Vocabulary

120

### 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

121

### 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**”

122

### Roll a sentence CASTLES



123

### WHO DOING bags



124

### 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*

125

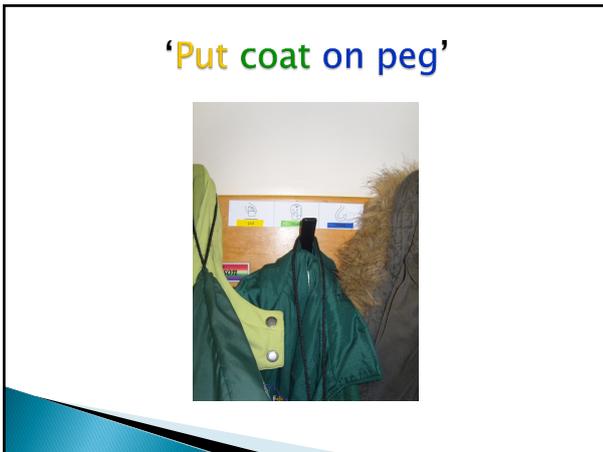
### Target = 'put' + object + place

( *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*”

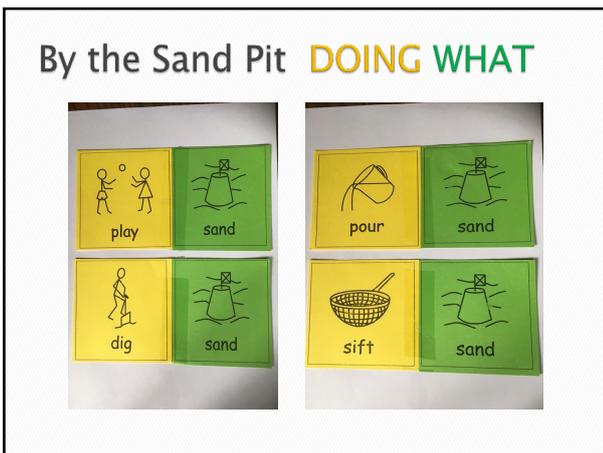
126



127



128



129

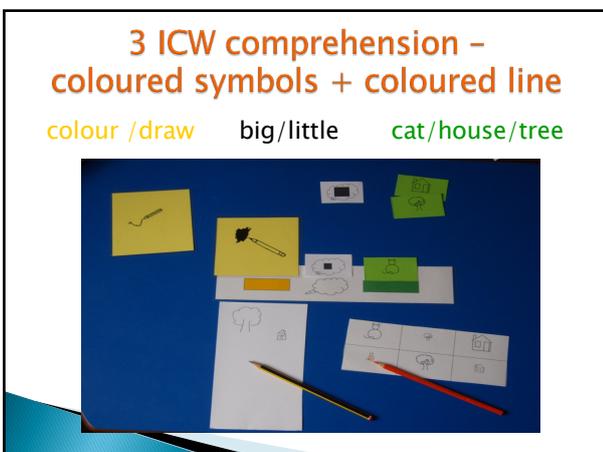
**Use to support work on Key word level/ICW's**

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]

130



131

**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

132

### Reception – Spin a Sentence WHO DOING WHERE

Spin a sentence board      Spin a Sentence area

133

### In Music

2 key word level: action + object

134

### 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

135

### 4ICW Colours +/- symbols

Colours PLUS symbols      Colours MINUS key symbols

136

### Practising target sentences

#### Colour line only

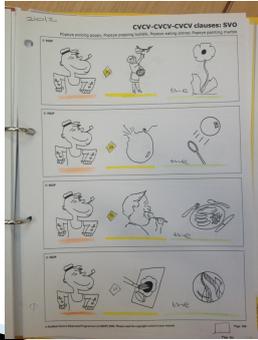
- ▶ Sometime we just have a colour line for the sentence as a prompt
- ▶ the child uses the colours to help them say the sentence

137

### Coded lines for 'because'

138

### Coding Nuffield SVO sheets



139

### Principle THREE

“Gradually reduce the amount of coding support!”

140

### Reducing coding support

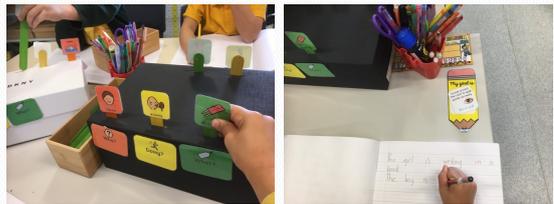
Lowest levels of support

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



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### Independent sentence writing WHO DOING WHAT



Make a lollipop stick sentence

Write your sentence coding strip support

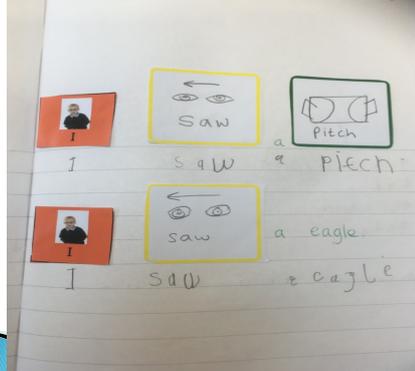
142

### Wade Past tense sentences Mar 19



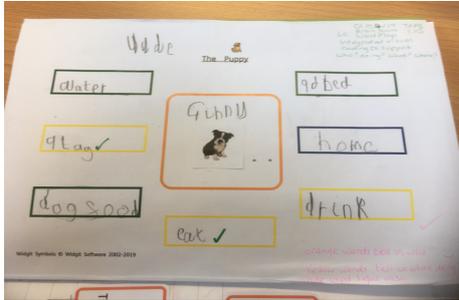
143

### Wade Past tense sentences April 19



144

### Wade – Mind map for sentence



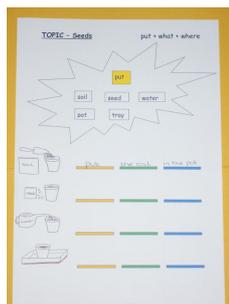
145

### 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

146

### Topic worksheet – ‘Seeds’



147

### 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

148

### E.g. ‘The Gruffallo’

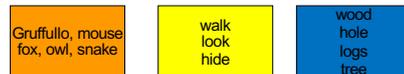
Targeting sentences using *who* + *what doing* + *where*

Write words or lay the pictures onto coloured cards



149

### Recording the sentence(s)



- a) Child then chooses the words to write on a colour line
  - or
  - b) Child chooses the pictures to stick on colour line
- The Gruffallo is walking in the wood

150

### Mainstream Reception



Whole class



Small group with support

151

### Mainstream Year 1 writing task



152

### TA uses cards to support



153

### Extension activity - harder cloud words



154

### MLD School - class resource



155

### Vocab books - early years



WHEN + WHO



DOING + WHERE

156

### MLD KS1 - basic descriptive writing task using symbols



157

### Sentence strips for 'news'



158

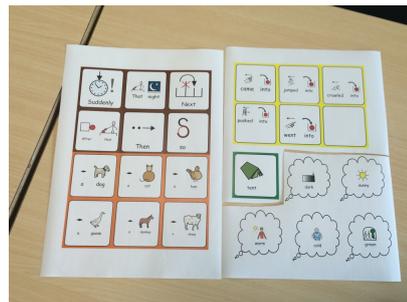
### MLD - Writing 'news' KS1



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### Vocab from class text → own sentence creation

MLD school



160

### Feelings - WHO + DOING + CLOUD



Sentence Strip

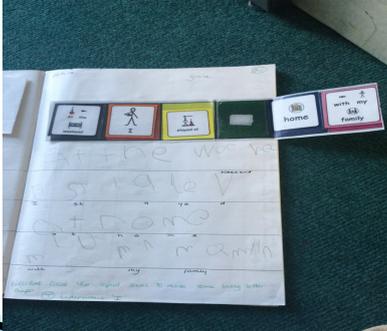
Feelings 'clouds'

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### Pupil progression Writing -MLD year 5

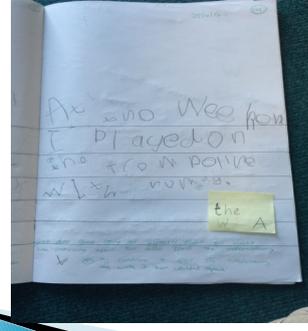
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Grace - Sept 14  
*Ordering symbols & letter copying*



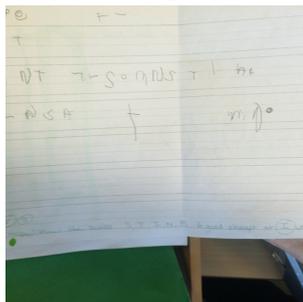
163

Grace - April 15  
*Independent writing*



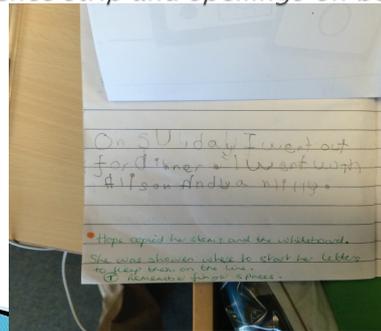
164

Hope - Year 5 Sept 14  
*Independent writing*



165

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



166

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

167

*'Things we can do - brainstorm*



168

### Rubbed out words they can spell for themselves



169

### 'Things we can do' booklet



170

### 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

171

### Instruction sequence

1. Draw large, big picture on the card
2. Cut up scraps of material
3. Glue scraps on the picture
4. Feel the scraps on the picture

172

### Build a Snowman ITS



173

### Autumn 'Cloud words' display



174

### 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'*

175

### 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

176

The  ghost heard a noise in the forest.

The ghost heard a  noise in the forest

The ghost heard a noise in the  forest

177

### Multiple adjectives

- ▶ You can show that you need more than one in a sentence by using a number of clouds

*'Use these words to tell me more about the character in the story'*

  
huge, scary,  
black, brown

He saw a  .....  bear.

178

### Year 1 task

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

Who is it ?

What does he look like?



  
big, tall,  
green, scary

179

### Year 1 task

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

Shrek  

Shrek  

Shrek  

180

**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.

181

**Framework for answers**

Why did the brick sink?  
Because it was heavy

Why did the feather float?  
Because

182

**Coming out February 2020**

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

183

**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

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**CHART LINKING WITH GRAMMAR**

Question Word	Coding	GRAMMAR
What LIKE?	Cloud Words	ADJECTIVES
<b>PLUS</b>		
'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

185

**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

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### 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

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### Understanding Question Words



188

### Teaching Question words

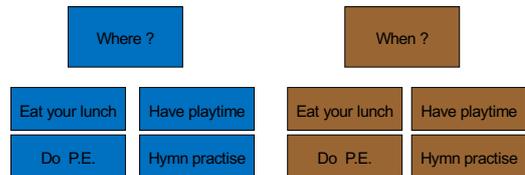
You can teach understanding of *question words*

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

189

### Using coding to teach understanding of question words

Understanding 'where' v 'when'



190

### MLD KS1 – Coded symbols for all reading books !



191

### 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.

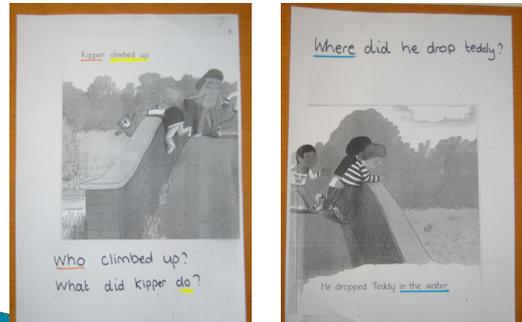
192

### 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

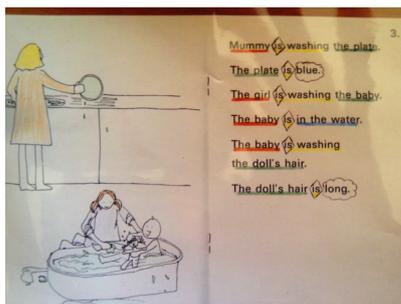
193

### Coded Text Comprehension



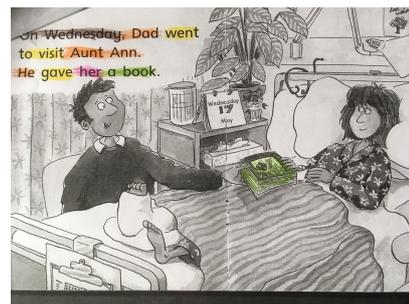
194

### Coded Text Comprehension – LTR



195

### Aunt Anne Goes To Hospital



196

### Levels of coding



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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

198

## 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

199

## Resource : Black Sheep narrative packs

- ▶ Nursery Narrative Pack
  - *story components:- who, when, what next*
- ▶ Reception Narrative Pack
  - *story components:- who, where, when, what happened next*
- ▶ Fun with Narrative [big books]

200

## Reception Narrative – colour coded cue cards



201

## Story options – Creating the Story Starter



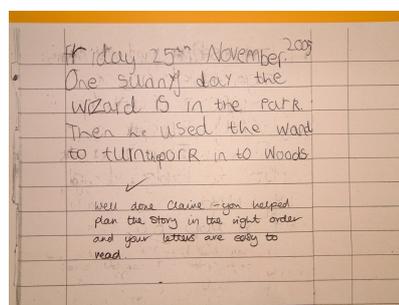
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## Selecting cue cards



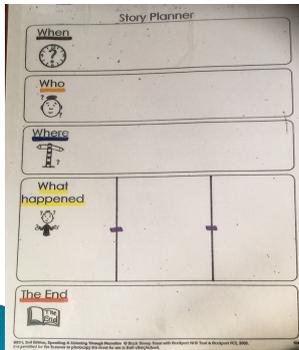
203

## Written story



204

### Black Sheep Press Story Planner



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

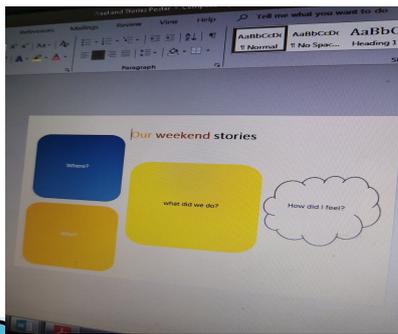
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### BSP Story Planner -Quick Draw



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### Simple Weekend Narrative



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### 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...	

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### Story Structure Sticks



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### Forth Valley CS Resource STORY PLANNER GRIDS

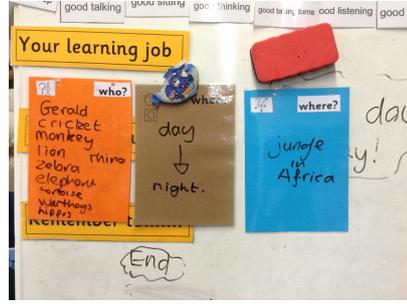
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### WHOLE CLASS NARRATIVE [Y1]



211

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



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### Giraffes Can't Dance – Creating own narrative



213

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



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### Narrative Vocab Flip Books



Wall Display



WHO

215

### Narrative Vocab Flip Books



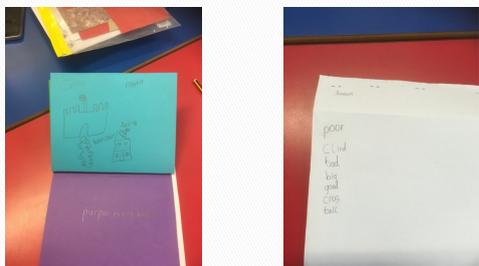
DOING



WHAT

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### Narrative Vocab Flip Books

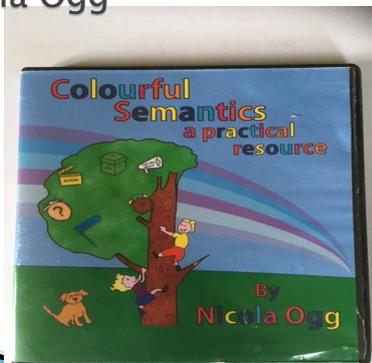


WHERE

What LIKE

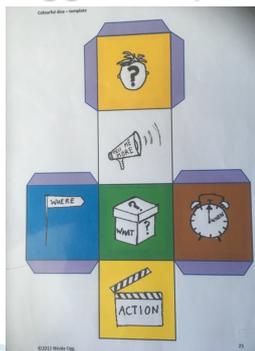
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### Nicola Ogg –



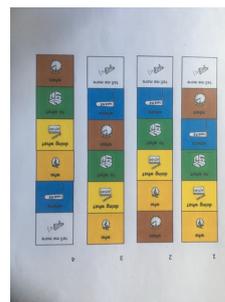
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### Nicola Ogg – Story Dice



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### Nicola Ogg– Bookmark Prompts



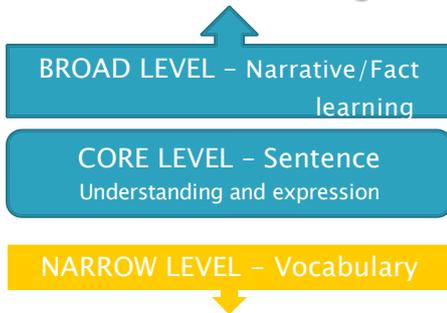
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### Table Top reminders



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### Levels of coding



222

### 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.

223

### Colour Coding – seaside vocab



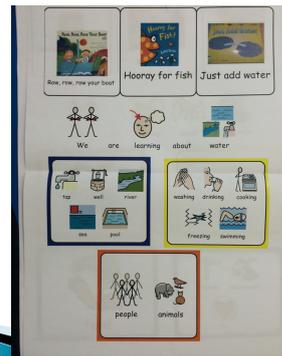
224

### Leona – 'seaside' Topic Mind Map



225

### WATER:- Early years MLD Topic Vocab summary sheet



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### 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?

227

### 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']? 1874 - 1965
- > **When** did he live?
- > 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

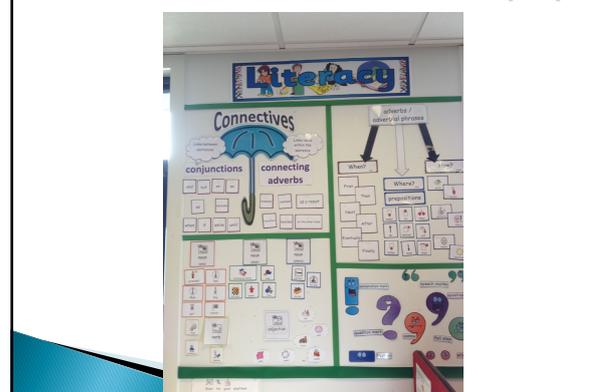
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## Year 2 – Mainstream Wall Display



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## KS2 – 'GRAMMAR' – Wall Display



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## MLD – Coding up in every class



Year 3/4

Year 5/6

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