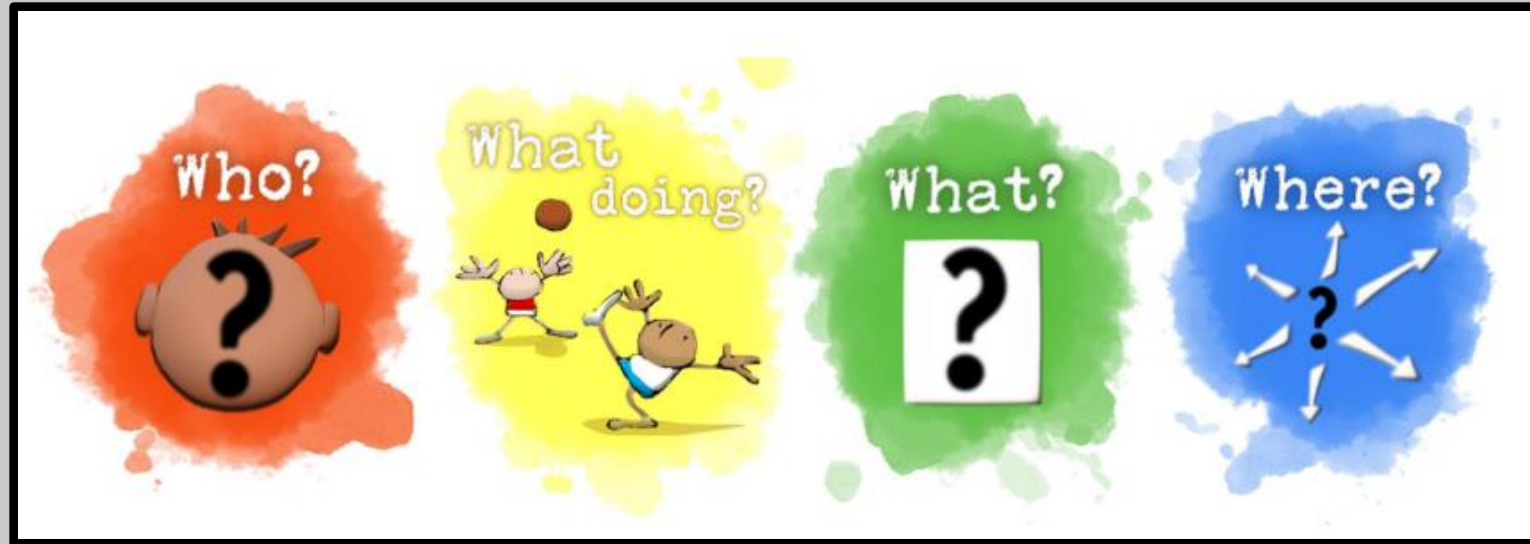


# Creating a Colourful Semantics Intervention





## Colourful Semantics Intervention Overview and Monitoring Document

Intervention	Pupils	Entry Score	Exit Score	Expected Outcomes	Monitoring/Assessment and Timescales
<b>Name:</b>      <b>Date started:</b>  <b>Frequency:</b>  <b>Delivered by:</b>					Assessment based on expected outcomes noted for each session.
					<b>Resources</b>
<b>Summary of notes/evidence</b>					



## Colourful Semantics Intervention Overview and Monitoring Document Example

Intervention	Pupils	Entry Score 7.11.23	Exit Score 12.12.23	Expected Outcomes	Monitoring/Assessment and Timescales
<b>Name:</b> Colourful Semantics  <b>Date started:</b> 7/11/23  <b>Frequency:</b> 1 x per week for 6 weeks  <b>Delivered by:</b> Claire Shortland (Class teacher)	Sam R.	7	12	To generate a sentence with the 3 key elements, <b>who/doing/what</b>	Assessment based on expected outcomes noted for each session.
	Sarah H.	4	11		<b>Resources</b> <ul style="list-style-type: none"><li>• Colourful Semantics Baseline Assessment</li><li>• Board Maker symbols</li><li>• Colourful Semantics baseboard</li><li>• Stimulus pictures + adult model</li><li>• iPad</li></ul>
	Arjun M.	5	11		
	Ria P.	4	12		
	Ben T.	8	12		
	Emma C.	3	11		
<b>Summary of notes/evidence</b>	<b>14/11/23:</b> Sam verbally including all 3 elements using symbols as visual cues. Sarah sequencing who/doing/what symbols in response to adult prompt, “ <b>who</b> is it?”, “what is she <b>doing</b> ?”, “ <b>what</b> is she playing with?” Arjun needing adult MAKATON prompt for each element. Ria verbally including the verb when she says the sentence back. Ben sequencing 3 elements in correct order (self- corrected order of doing/what symbols). Emma saying sentences accurately after independently sequencing symbols.				



## Colourful Semantics Intervention Overview and Monitoring Document

Session 1	Session 2	Session 3
Session 4	Session 5	Session 6



## Colourful Semantics Intervention Overview and Monitoring Document Example

Session 1	Session 2	Session 3
<ul style="list-style-type: none"> <li>Adult demonstrates signs and colour coding for <b>who/doing/what</b>.</li> <li>Sort selection of <b>who/doing/what</b> symbols onto corresponding colours.</li> <li>Adult shows model example to pupils and demonstrates how to sequence the sentence before saying it. Pupils repeat sentence with adult.</li> <li>Adult introduces Colourful Semantics mantra for <b>who/doing/what</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Short recap of <b>who/doing/what</b> coding + mantra + model example from Session 1.</li> <li>Pupils each have a <b>who/doing/what</b> baseboard and selection of 2 x <b>who</b> symbols, 2 x <b>doing</b> symbols and 2 x <b>what</b> symbols (forced alternative).</li> <li>Say each word and talk about what colour/type of word it is. Pupils put the word on its corresponding colour on baseboard.</li> <li>Adult shares the stimulus picture with pupils and uses questioning and signs to assess pupils' understanding of thematic roles.</li> <li>Pupils select the matching <b>who/doing/what</b> symbols to match the picture and put them in the correct order on the baseboard.</li> <li>Point to each symbol and say the sentence together.</li> </ul>	<ul style="list-style-type: none"> <li>Short recap of <b>who/doing/what</b> coding + mantra.</li> <li>Pupils each have a <b>who/doing/what</b> baseboard and a wider selection of symbols to choose from. The adult shows them a different picture containing the <b>who/doing/what</b> elements (<b>the boy is cooking cakes</b>) and asks : <ul style="list-style-type: none"> <li>- what is he <b>doing</b>?</li> <li>- <b>what</b> is he cooking?</li> <li>- <b>who</b> is it?</li> </ul> </li> <li>Pupils then create the same sentence on their baseboards from the selection of symbols.</li> </ul>
Session 4	Session 5	Session 6
<ul style="list-style-type: none"> <li>Short recap of <b>who/doing/what</b> coding + mantra.</li> <li>Adult uses a different stimulus picture and repeats the activity from Session 3.</li> <li>Adult uses questioning and signs to assess pupils' understanding of thematic roles.</li> <li>Adult then demonstrates how to say what is happening in the picture without referring to the symbols. Pupils turn over their baseboards and say the sentence with the adult.</li> </ul>	<ul style="list-style-type: none"> <li>Short recap of <b>who/doing/what</b> coding + mantra.</li> <li>Adult gives each pupil <u>their own</u> stimulus picture and selection of symbols for their baseboards.</li> <li>Pupils are observed to see if they can independently select the corresponding symbols to match their stimulus pictures.</li> <li>The group looks at each others' sequenced sentences, saying them together and checking they make sense.</li> </ul>	<ul style="list-style-type: none"> <li>Short recap of <b>who/doing/what</b> coding + mantra.</li> <li>Adult gives each pupil <u>their own</u> stimulus picture <u>but no baseboard or symbols</u>.</li> <li>Adult gives prompt that the pupils need to remember the <b>who/doing/what</b> words and say them in the right order.</li> <li>Pupils say their sentences in turn. If they get stuck, ask rest of group if they can help. Refer to baseboard if needed.</li> </ul>



# Baseboards

who?

doing?

what?



who?



doing?



what?



## Colourful Semantics Generic Symbols – WHO?



the girl



the boy



the woman/lady



the man



she



he



she



he



the baby



she



he





## Colourful Semantics Generic Symbols – DOING WHAT?



is eating



is drinking



is holding



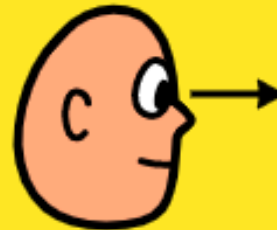
is cooking



is reading



is drawing



is watching



is washing



is buying



is making



is lifting



is painting

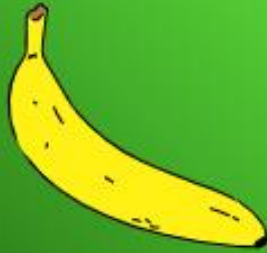




## Colourful Semantics Generic Symbols – WHAT?



a sandwich



a banana



a yogurt



chocolate



juice



milk



coffee/tea



water



a flower



a cat



a bag



a present



## Colourful Semantics Generic Symbols – WHAT?



soup



a pie



pancakes



a pizza



a book



a newspaper



a comic



a letter



a house



a car



a tiger



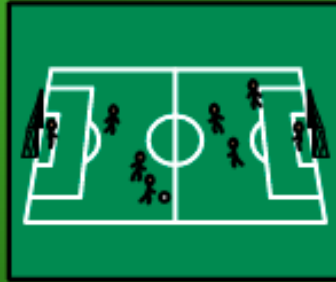
a flower



## Colourful Semantics Generic Symbols – WHAT?



television



the football



a concert



a film



the doll



the clothes



the plate



a spoon



a scarf



a teddy



a lollipop



a ball





## Colourful Semantics Generic Symbols - WHAT?

