

Colourful Semantics Session Plan – KS1 (Grammar & Punctuation) 5-7 years

This is a four-session lesson plan based on the two KS1 grammar and punctuation objectives:

‘Combine words to make sentences’ and ‘Sequence sentences to form short narratives’

For these sessions, you can use:

- any narrative writing stimulus picture (the park picture included is from a bank of pictures on Twinkl)
- a picture from a focus text
- a photograph of an educational visit
- a photograph of a role play session

The lesson outline will be the same; simply change the key vocabulary to suit the resource (eg. **characters’ names**, **verbs**, **object names**, **settings** and **time words**)

The verbs will change, depending on which **time word** has been selected.

This lesson plan is for pupils who are already familiar with the Colourful Semantics coding and have an understanding of their thematic roles.


To differentiate for pupils who are learning how to use Colourful Semantics, cut out individual pictures from the writing stimulus picture, colour code them and build simple sentences starting with a **who/doing**  sequencing strip. Build to a **who/doing/what**  sequencing strip.

Extend to **who/doing/what/where** 


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Lesson Objective	Aims	Activity	Resources
<p>Session 1.</p> <p>We are learning to combine words to make sentences.</p>	<p>I can select words and build a word bank for narrative sentences.</p>	<p>Pupils look at the writing stimulus picture, say what they can see and create a colour-coded word bank, eg:</p> <p>At the weekend/On Saturday/Last week/This afternoon</p> <p>Families/people/children/friends</p> <p>Played/picnicked/skipped/kicked/flew/watched</p> <p>Dog/butterfly/picnic food/football/kite/birds/trees</p> <p>At the park/on the grass/next to the bushes/on the path/in the sky/near the pond/in front of the trees</p>	<p>Writing stimulus picture.</p> <p>Individual pieces of coloured paper/coloured post-it notes/coloured felt pens</p> 
Lesson evaluation and next steps			

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Lesson Objective	Aims	Activity	Resources
<p>Session 2.</p> <p>We are learning to combine words to make sentences.</p>	<p>I can use a word bank to say, sequence and write narrative sentences.</p>	<p>Adult to model how to verbalise, sequence and write a narrative sentence using the colour-coded word bank from the previous session. (eg. On Saturday, people went to the park. A boy flew a kite and a girl walked a dog.)</p> <p>Pupils use their colour-coded word bank to create narrative sentences. (put words onto sequencing strip if needed, to embed understanding of word order and to enable pupils to check their sentence makes sense)</p>	<p>Colour-coded sequencing strip</p>  <p>Colour-coded word bank.</p> <p>Strips of paper to write colour-coded sentences,</p>
Lesson evaluation and next steps			

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Lesson Objective	Aims	Activity	Resources						
Session 3. We are learning to sequence sentences to form short narratives	I can put my sentences in order to make a narrative story.	Adult to model how to select the individual sentences to make a narrative story using the single colour-coded sentences and beginning/middle/end sequencing frame. Copy the sentences from the beginning/middle/end sequencing frame to the final writing sheet. What is going to happen at the beginning of the story? What is going to happen in the middle? How does the story end? Read the story back. Is there anything you want to change? (eg. write about the family having their picnic at the beginning of the story instead of in the middle)	Beginning/middle/end sequencing frame. <table border="1"><tr><td>beginning</td><td>middle</td><td>end</td></tr><tr><td></td><td></td><td></td></tr></table> Colour-coded sentences from previous session  Lined writing sheet with writing stimulus picture at the top.	beginning	middle	end			
beginning	middle	end							
Lesson evaluation and next steps									

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Lesson Objective	Aims	Activity	Resources
<p>Session 4.</p> <p>We are learning to sequence sentences to form short narratives</p>	<p>I can add detail to my narrative story by adding adjectives (describing words) and possessives (say whose it is).</p>	<p>Adult to model how to extend the sentences to include adjectives and possessives, if the pupils are able to work at that level.</p> <p>On Saturday, people went to the beautiful park. An excited boy flew his kite and a young girl walked her little dog.</p> <p>Read the story back. Does it sound more interesting? What was the park like? Who did the dog belong to? Can you think of another way to describe the dog?</p>	<p>Writing sheet from last week.</p> <p>New writing sheet to write amended story on.</p>
Lesson evaluation and next steps			