

Colourful Semantics Pack

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- What doing? – Where?
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- What doing? – What?
- Who? – What doing? – What?
- Who? – What doing? – What? – Where?
- Who? – What doing? – What? – To whom?
- Cue sheets – individual pages (what doing? who? where? what? To whom? when?)
- What doing cards
- Who cards
- Where cards
- What cards
- To whom card

Colourful Semantics

Who is this for?

All children benefit from visual learning, but this approach is particularly recommended for children with identified language difficulties.

What is it?

- A versatile colour-coded system, which:
 - Helps understanding of words and sentences;
 - Develops an awareness of how sentences work;
 - Supports more effective use of sentences in reading, writing and speaking;
 - Supports class-based literacy;
 - Is easily integrated across the whole curriculum;
 - Supports vocabulary development;
 - Is evidence-based.

How does it work?

Every sentence must have a verb around which the rest of the sentence is built. This answers the question, “what doing?”. The colour of the “what doing?” word is yellow:

**What
doing?**

All the other elements of the sentence are then built around this verb by answering the following questions:

Who?

Where?

What?

**To
whom?**

Some examples:

Fred

is writing

Fred

is writing

the story

Fred

is writing

the story

on the train

Fred

is giving

the book

to John

The colours remain the same irrespective of tense:

Fred	wrote		
Fred	wrote	the book	
Fred	wrote	the book	on the train
Fred	gave	the book	to John

Fred	is going to write		
Fred	is going to write	the book	
Fred	is going to write	the book	on the train
Fred	is going to give	the book	to John

It is very important with this approach not to become preoccupied with the fine details of grammar such as verb tenses, and prepositions, but to concentrate on the key questions and the underlying meaning of the sentence that answers the questions:

What doing?	Who?	What?	Where?	To whom?
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How does it work?

You have probably been given this pack because there is a child in your class who is using Colourful Semantics with a member of the speech and language therapy service. Listed below are some simple ideas on how the colour-coding system can be easily integrated into your teaching.

The use of ongoing strategies in the classroom will be essential in the child learning to apply these skills outside of the therapy sessions, and will also benefit the other children in the class.

Classroom strategies:

- Display the five question words individually on the appropriate colour paper around the classroom. Whenever asking these questions point to the words in the room. Continually make the link between the colour of the question and the colour of the response.
- When identifying key new vocabulary, sort according to the questions and related answers:

e.g. “The Fire of London”

Where? London River Thames Bakery Pudding Lane	Who? Baker Samuel Pepys King Charles II Firemen
What doing? Put out fire Get water Fire spread Blow up	What? Fire of London Fire Bucket Bread

Colour coded activity

- Make a list of some topic vocabulary
- Draw coloured boxes
- Sort the vocabulary into these (using the key question words as a guide)
- Transfer the coded information onto a semantic web/mind map
- Use to connect key topic vocabulary
- Use to support question comprehension in topic work
- Use to “thought shower” key vocabulary needed for written work

Extending the technique

One of the key methods used for extending sentences and making them more interesting is the use of adjectives and adverbs.

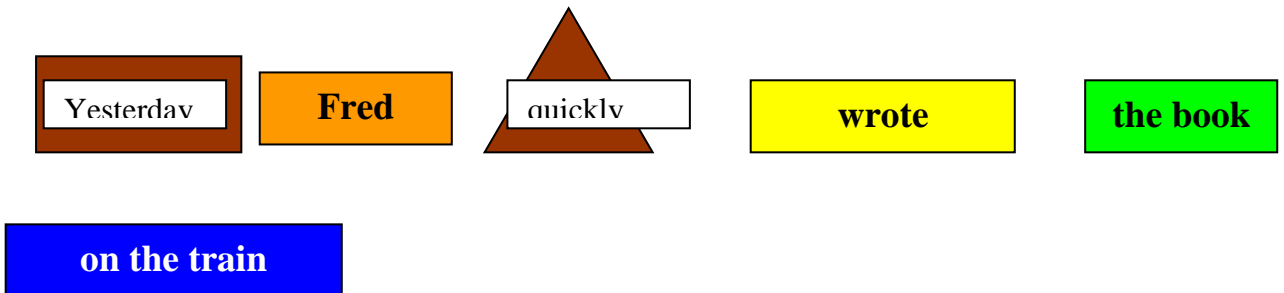
Adjectives are presented in white speech bubbles:



Looking at our previous sentence, it can be extended as follows:

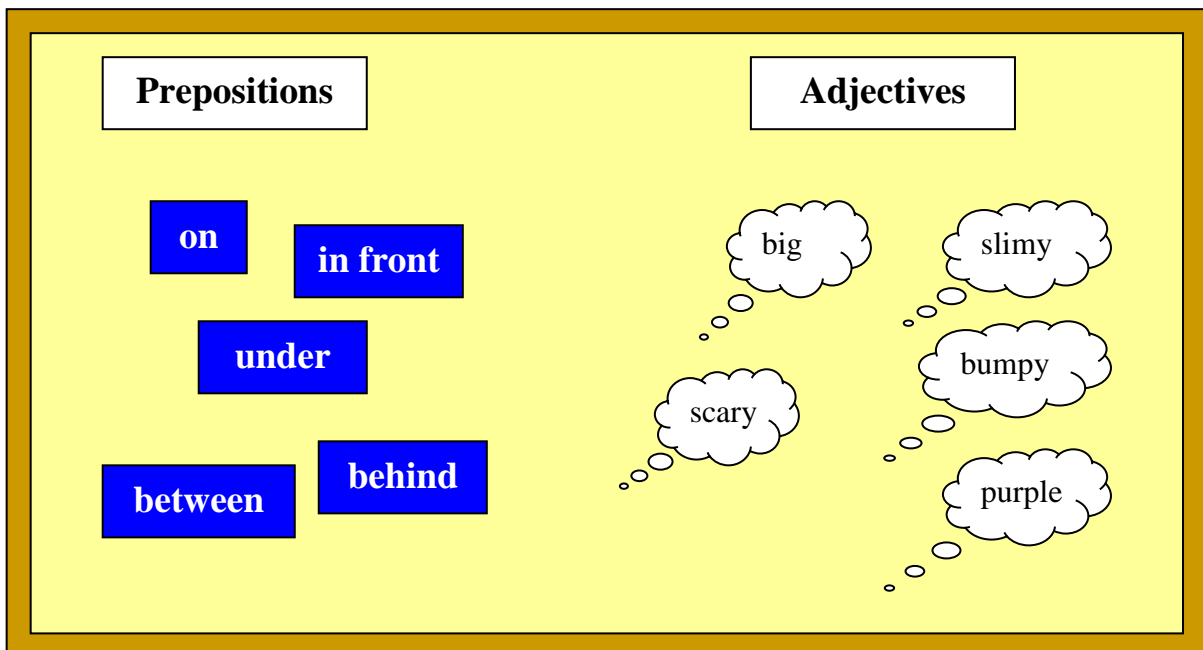


Adverbs are presented in brown triangles:



Vocabulary

Consistently presenting the new vocabulary children need to know visually within this colour-coded system will ensure that children learn, remember and use the words more effectively:



Speech and Language Therapy Programme
COLOURFUL SEMANTICS: EXAMPLE SENTENCES

WHO? + WHAT DOING?

- The cat is writing
- The fish is swimming
- Jack is painting
- The fireman is driving
- The bird is drawing

WHAT DOING? + WHERE?

- Swimming in the sea
- Drawing in the park
- Talking in the car
- Painting on the table
- Sleeping in the bedroom

WHO? + WHAT DOING? + WHERE?

- The dog is cooking in the kitchen
- The fish is swimming in the sea
- Jack is painting in the garden
- The snake is talking in the bathroom
- The policeman is driving in the car

WHAT DOING? + WHAT?

- Cutting the paper
- Kicking the cat
- Painting the picture
- Throwing the ball
- Taking the cake

WHO? + WHAT DOING? + WHAT?

- Jack is kicking the ball
- The cat is eating the cake
- The farmer is driving the tractor
- The cow is pushing the gate
- The girl is looking at the flower

WHO? + WHAT DOING? + WHAT? + WHERE?

- The cow is eating cake in the kitchen
- The astronaut is writing a letter in the garden
- The bird is cutting flowers in the living room
- Jack is painting a picture in his bedroom
- The boy is brushing his hair on the train

WHO? + WHAT DOING? + WHAT? + TO WHOM?

- Jack is taking the bike to Fred
- The cat is giving the biscuit to the dog
- The fireman is driving the car to the policeman
- The snake is giving the toffee to the fish
- The sheep is giving the hat to the lion

What

Who?

Where?

What?

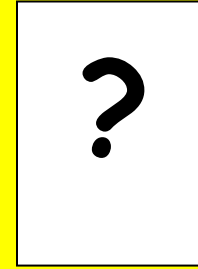
To whom?

When?

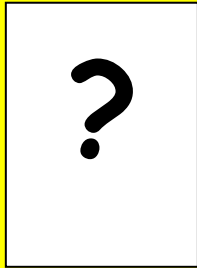
Who?



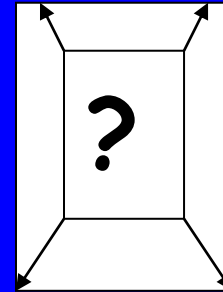
What doing?



What doing?



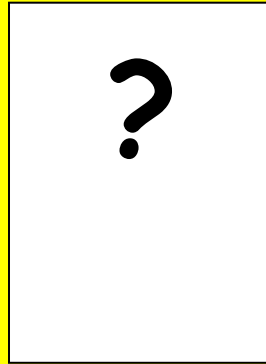
Where?



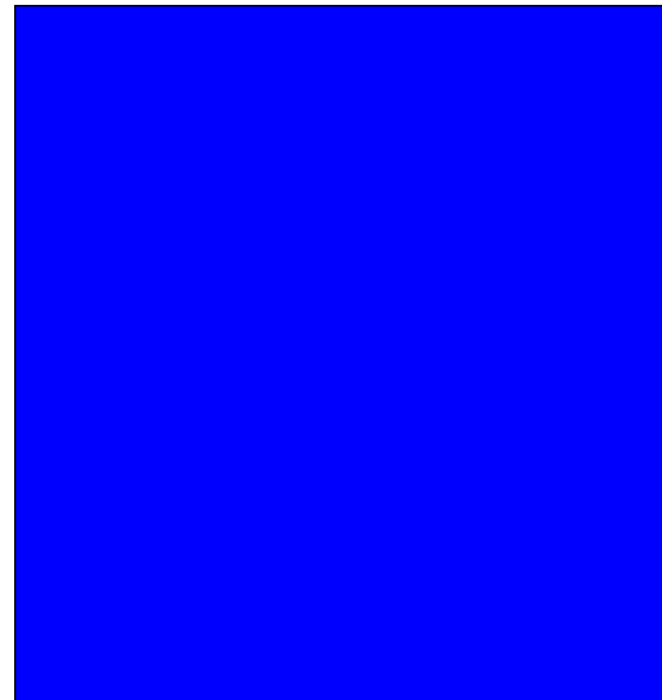
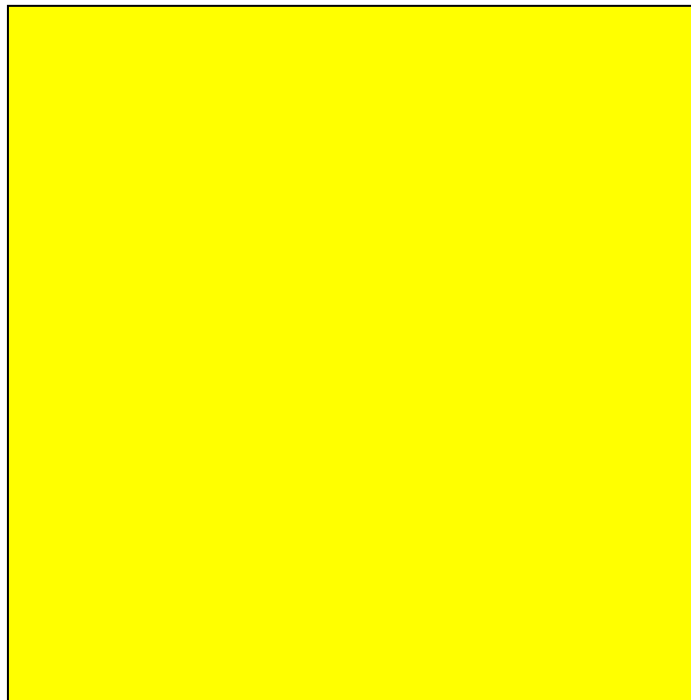
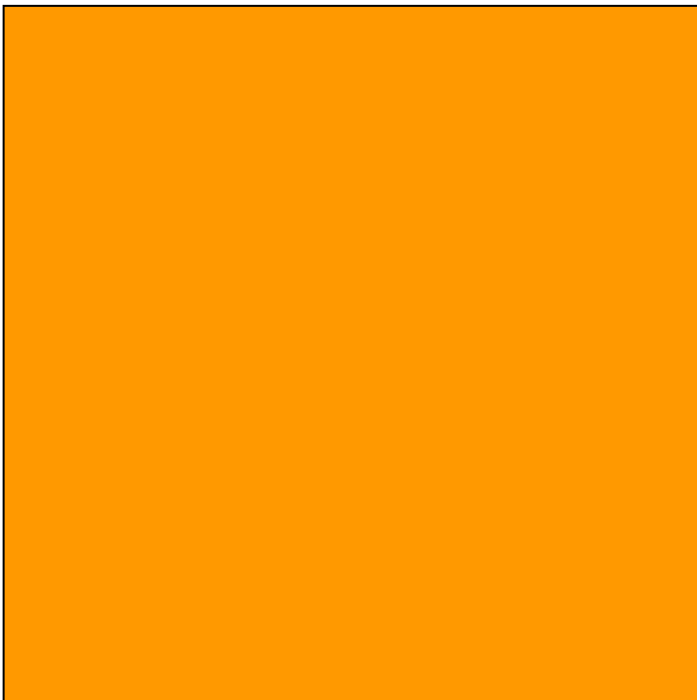
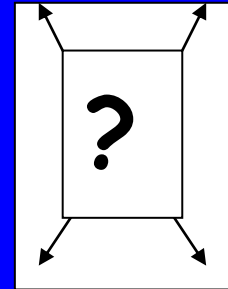
Who?



What doing?



Where?



What doing?

?

What?

?

Who?



What doing?

?

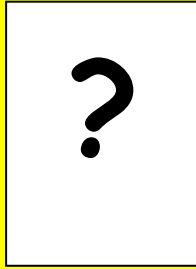
What?

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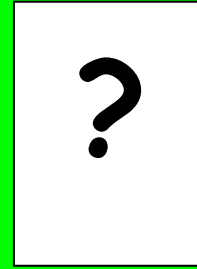
Who?



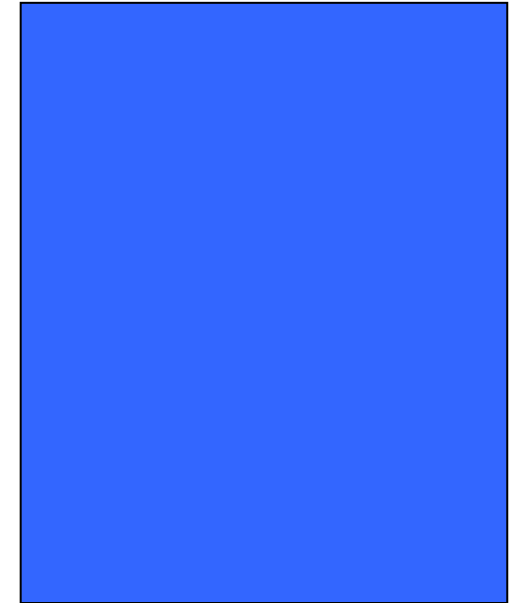
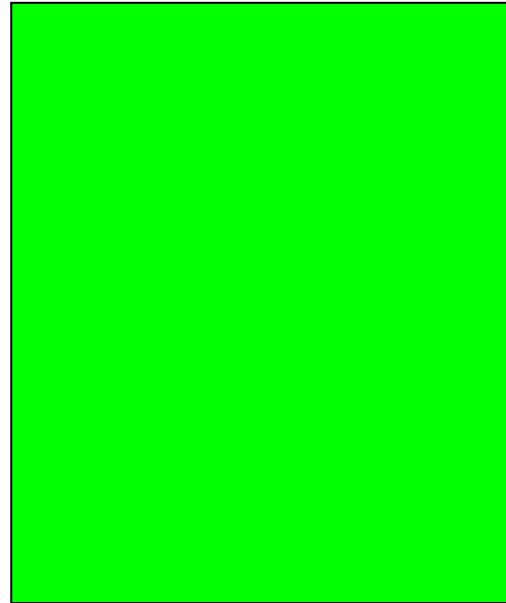
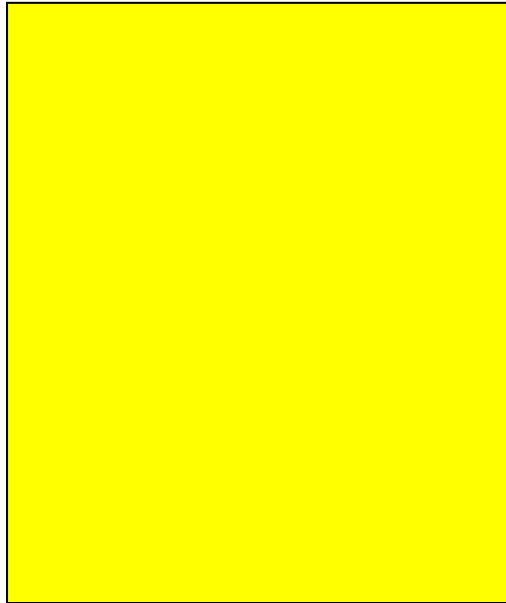
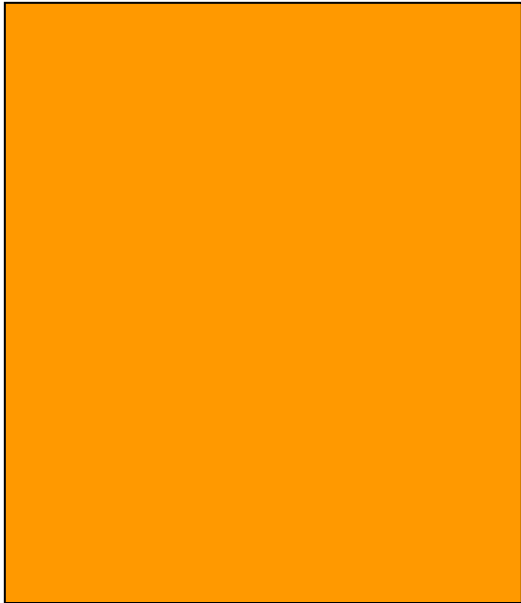
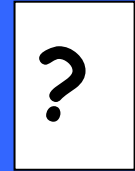
What doing?



What?



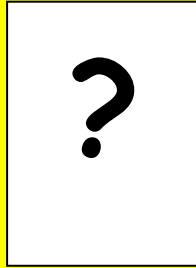
Where?



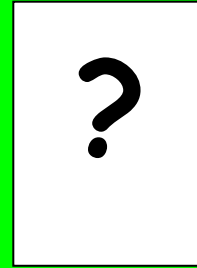
Who?



What doing?



What?



To whom?



**Additional activities for use with Colourful Semantics
- for each colour and word concept alone**

WHO

Who am I? (puppets, pictures, feely bags, objects)
Me and my family
People who help us
Mini beasts
Farm animals
Story characters
People in the school/work place
TV soap characters
Film stars (use magazines for pictures)
Book characters
Topic specific vocabulary characters

WHAT HAPPENS?

What happened next?
What would happen if?
Favourite things to do (e.g. running, jumping, playing, colouring etc)
Miming games (what is he doing?)
Copying games
Simon says (with actions)

WHERE?

Stations (where does x lives?)
Sorting games
Where would you go if...
Where am I?
Lottos
Who lives where?
Barrier games
Pairs/matching games e.g. bucket and seaside

WHAT?

What am I (describing objects)
What do you need to... (e.g. clean the car)
Sorting games
What would you take if... (e.g. you were going to the beach)
What would you wear if...
Favourite foods, games etc

WHEN?

Day and night sorting games
Birthdays, Christmas etc
Daily sequences
Time lines
Story boards
Seasons

Additional activities for use with Colourful Semantics - for building stories

Story boards
Story sacks
Story strings
Story aprons
What do you think happened next?
Silly/sensible sentences
Retelling familiar stories with cue cards
Story footprints
Film preview sheets
Party invitations
Wanted posters
Washing lines
Caterpillars
Footprints
Flowers

Examples:

