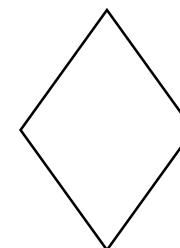
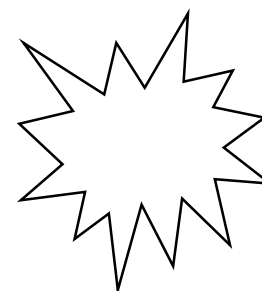
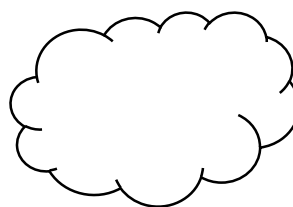
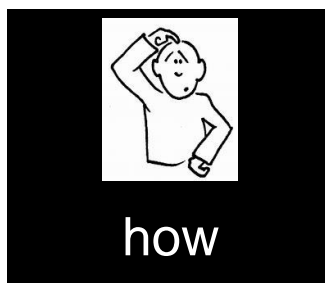
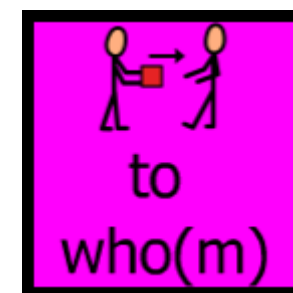


# Colourful Semantics Follow-Up Course

Claire Shortland



# Contact Details



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# Aims for the Follow-Up Course

- A brief re-visit to semantics
- Recap of the Garrett Model
- Recap of the colour coding, shapes and thematic roles used in Colourful Semantics
- Recap of the mantras
- Benefits of Colourful Semantics
- Questioning around the colour coding
- The Blank Language Model
- Practical implementation considerations
- How Colourful Semantics can be embedded across the curriculum
- Delivering Interventions
- Resources and Sharing Good Practice
- Useful Links

# What is “Semantics”?

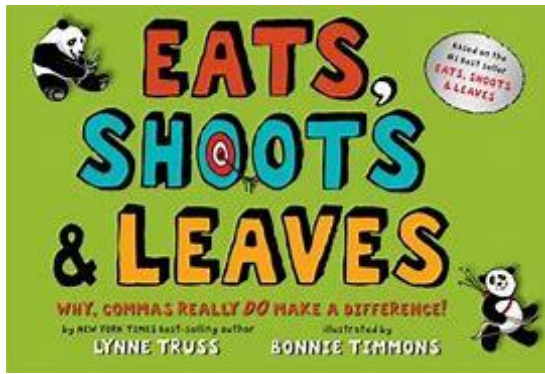
**Semantics** is the study of meaning that is used to understand human expression through language.



Sherlock saw the man using binoculars.



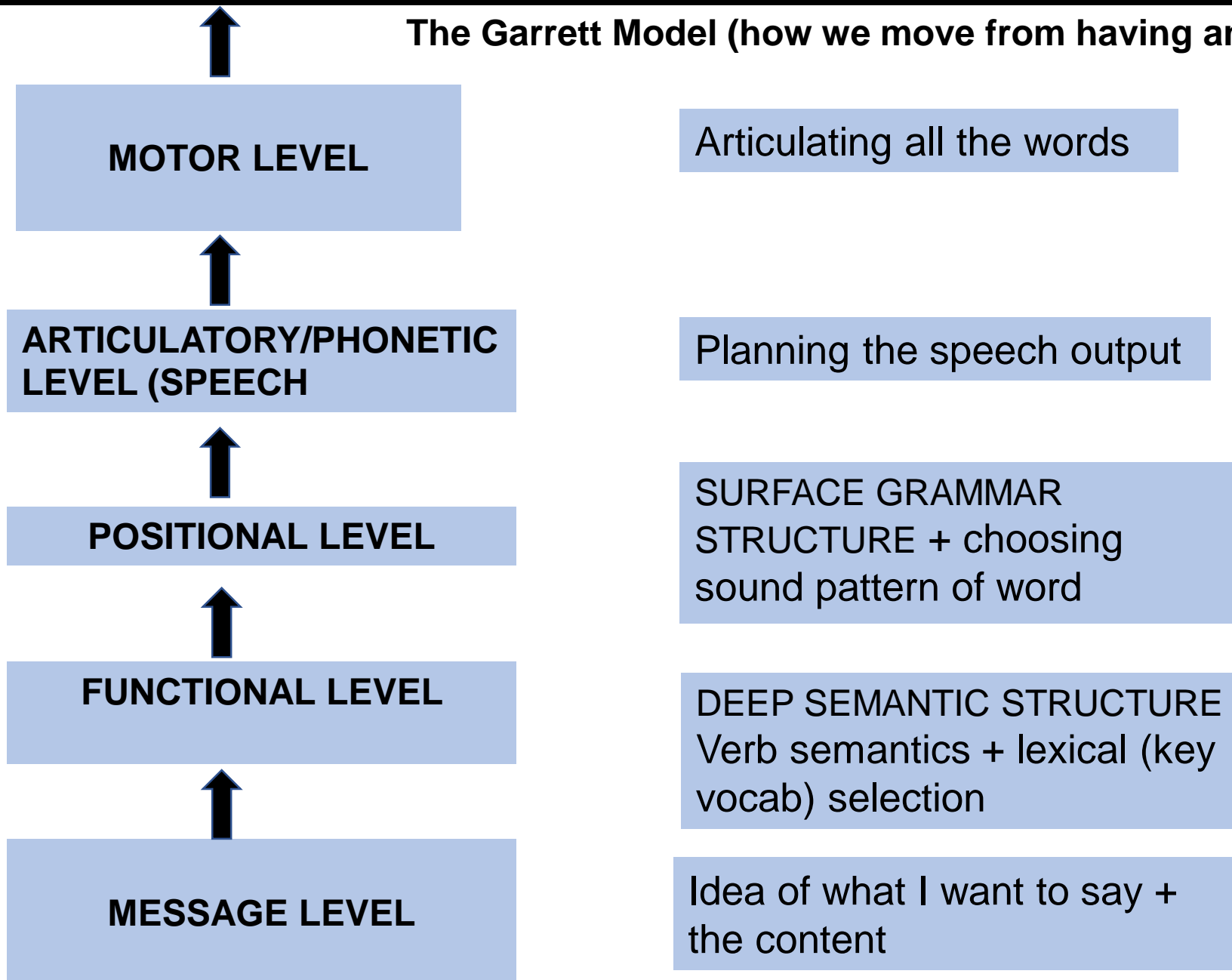
Sherlock saw the man using binoculars.



## The giant kids' playground or the giant kid's playground?



## The Garrett Model (how we move from having an idea to saying a sentence)

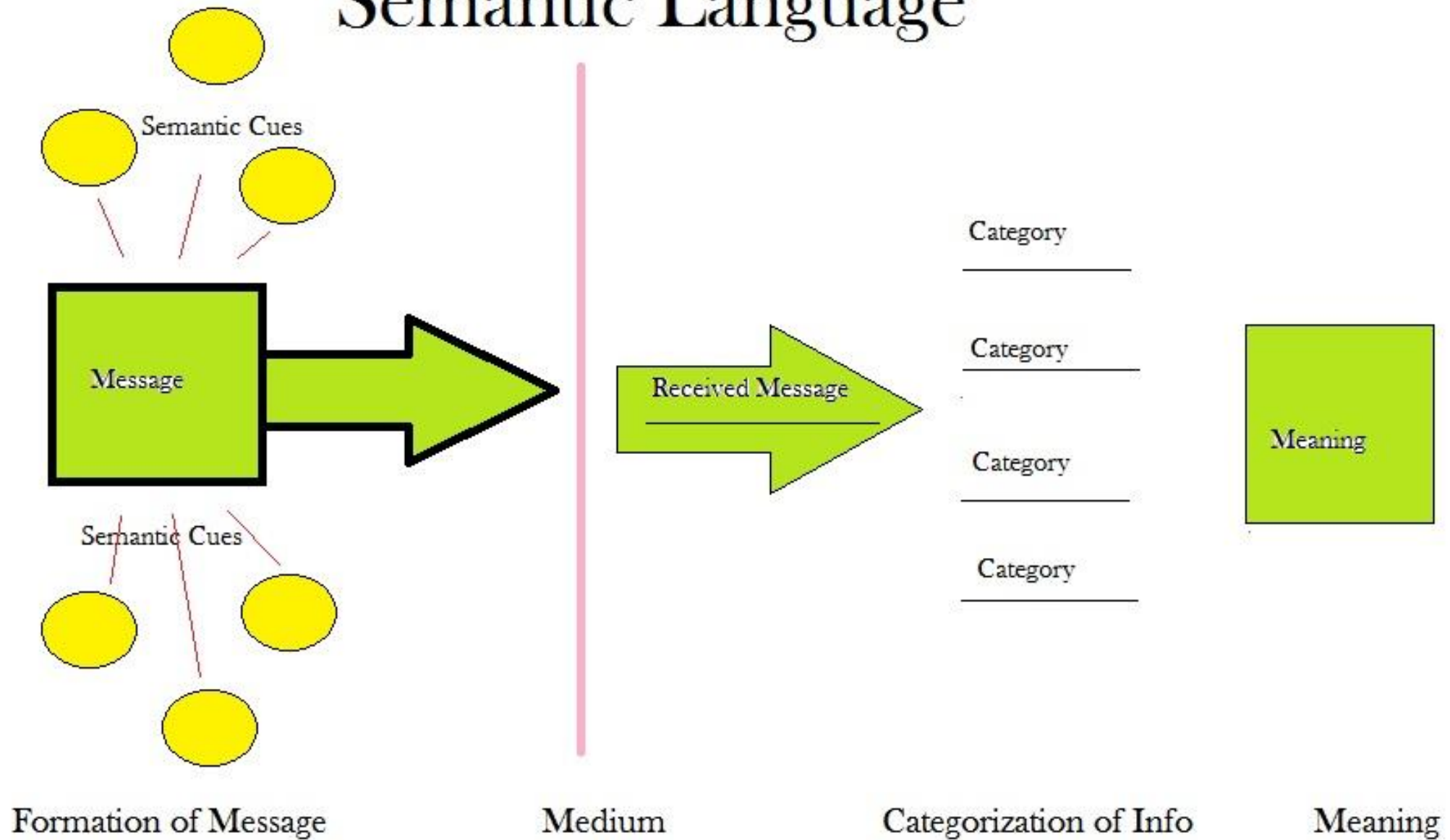


If any levels in this language model are affected or delayed, the model structure breaks down.





# Semantic Language



## Speech and Language Unit Sayings

“Me ‘ome.  
Tar. Tee”.

“Mary got goldfish  
and baby”.

“Can I have a  
wobbly plate?”

“Wipe your  
weepers, Miss  
Shortland”.

“Put your cup on  
the tray”.  
(train track)

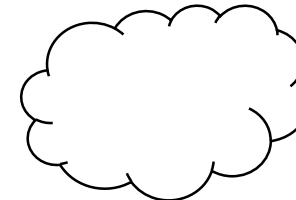
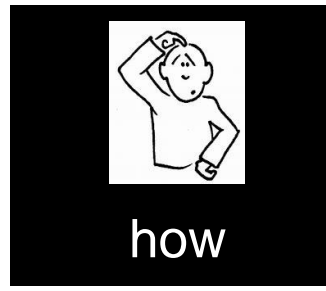
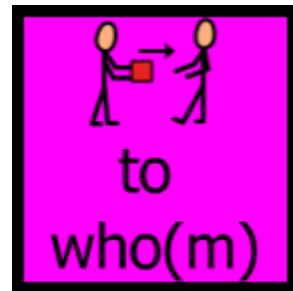
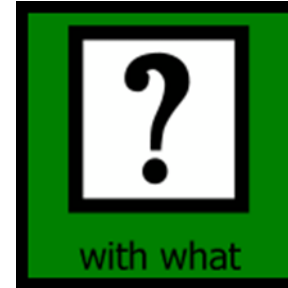
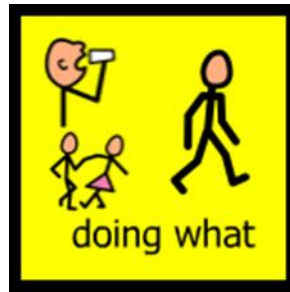
“I like a cup of  
teapot”.



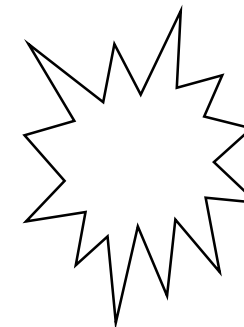
Think of the students you want to target.  
What are their presenting difficulties?



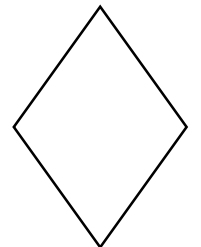
# The Colour Coding, Shapes and Thematic Roles



**What like**



**Whose**



**Increase verb  
& noun  
variety ('is')**



**Who?** The subject of the sentence –

**People** e.g. man, woman, girl, boy, baby

**Occupations** e.g. vet, teacher, doctor, dentist

**Characters** e.g. The Gruffalo, Harry Potter,  
Peter Rabbit, Shrek (personifications)

**NOT animals**



## Doing what? - Verbs or action words

- 'stand alone' verbs e.g. run, sit
- verbs associated with an object e.g. wash (car), brush (hair)
- different tenses (past, present, future)
- 'is' (copula: links the subject of a sentence to a subject complement)

is



**With or to what?** The object in the sentence

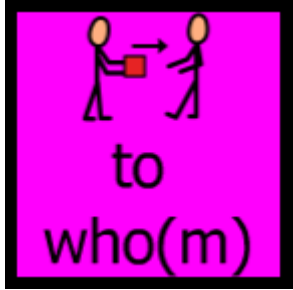
**Objects and animals -**

The boy read the book.

The rabbit ate the grass.



**Where?** Location/place and prepositions.  
e.g. in the car, on the table, outside the  
gate, at the park, under the chair



**Who to** the indirect objects of the sentence  
- e.g. The girl gave flowers **to her mother**.



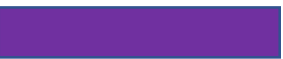

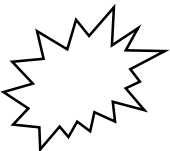


**When** - the time word in the sentence  
- e.g. **yesterday, last week, at the weekend, tomorrow, next, on Saturday**



# Basic Colour Coding

Question word	Colour coding	Example
Who?	Orange	<b>Ben</b> is giving the biscuit to the dog in the kitchen.
(What) doing?	Yellow	Ben <b>is giving</b> the biscuit to the dog in the kitchen.
What?	Green	Ben is giving <b>the biscuit</b> to the dog in the kitchen.
Where?	Blue	Ben is giving the biscuit to the dog <b>in the kitchen</b> .
To Who (m)?	Pink	Ben is giving the biscuit <b>to the dog</b> in the kitchen.

Other information	Question	Colour/shape
Adjective/concept	What like? (feelings, physical attributes & characteristics)	
Adverb (time)	When?	Brown
Adverb (manner)	How?	Black
Cause and effect	Why?	Purple arrow 
Sentence joining	Joining up words	Purple rectangle 
Auxiliary verbs	Little 'doing' words	Yellow + 
Possessives	Whose?	

# Full mantra (use with MAKATON signs to increase visual cues)

- 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 (WHOM)**
- Brown words tell us **WHEN**
- Black words tell us **HOW**
- Purple words tell us **WHY** [& join words together]
- Cloud words tell us **WHAT is it LIKE**
- Star words tell us **WHOSE**

# Benefits of Colourful Semantics:

- Improves confidence
  - Improves language skills - using longer sentences
- Expands vocabulary
- Introduces adjectives, prepositions, adverbs
- Helps answer 'wh' questions
- Can be transferred to written sentences
- Can help reading comprehension
- Can help with storytelling (spoken and written)
- Uses different modalities to learn about making sentences.

# Remember!

- You do not need to colour code everything
- Be selective
- Personalise the coding
- The key to everything is the VERB



**The brother gave money to his sister.**

**The brother has given money to his sister.**

# Sentences to colour code

1. Dad washed the car.
2. Jump on the mat.
3. The biscuit fell on the floor.
4. She is happy.
5. He is giving a sweet to the girl.
6. Find my coat.
7. The brick sank because it was heavy.
8. He is looking under the car.
9. Paint a big picture.
10. We stopped because we were tired.
11. He ate his pudding with a spoon.
12. Yesterday I went to the shops.

Now practise questioning around the sentence structure. This is a valuable assessment tool to establish understanding and use of the colour coding and thematic roles.

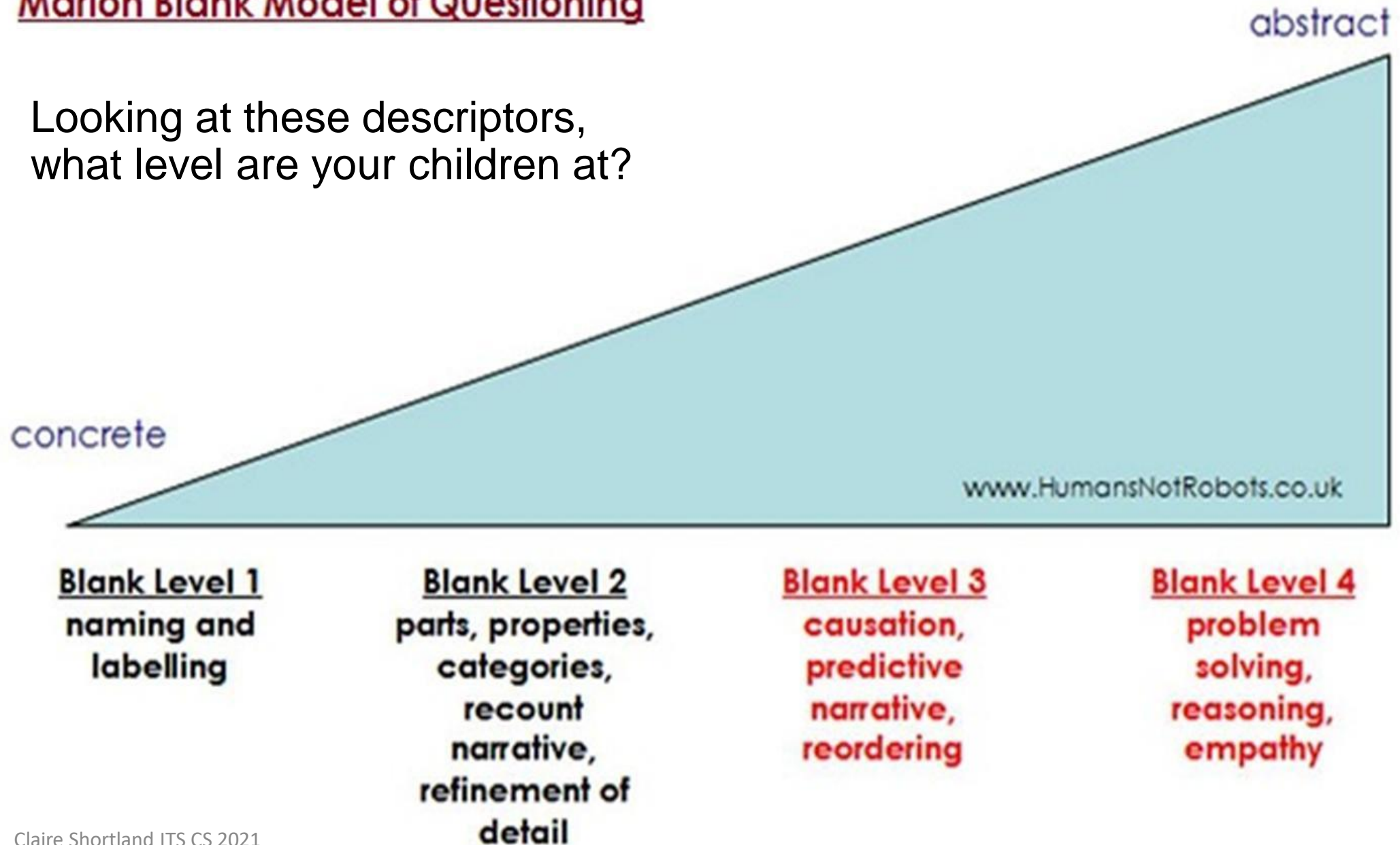
# The Blank Language Model

**Dr. Marion Blank** is the creator of the Reading Kingdom reading programme. She is a developmental psychologist with a specialisation in language and learning who has spent over forty years studying how children learn language, in both its spoken and written forms. Dr. Blank has developed a unique and comprehensive model for teaching reading that is based on six critical skills. Two are physical skills: the visual sequencing skills for reading the fine motor performance for writing and **four are language skills: phonology, semantics, syntax (word order) and discourse( written or verbal debate)**. This model allows reading to be taught to a wide variety of children, including those for whom reading attainment is highly problematic such as non-verbal autistic children.



## Marion Blank Model of Questioning

Looking at these descriptors,  
what level are your children at?



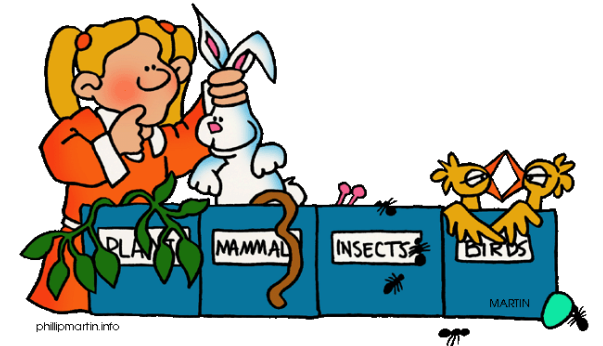
# Blank Level One

- Naming an object
- Finding things by name
- Matching



# Blank Level 2

- Features of an object, characteristics, function
- 'Wh' questions **who**, **doing what**, **where**, (not 'why')
- Sorting
- Same vs different
- Things that belong together e.g. knife and .....



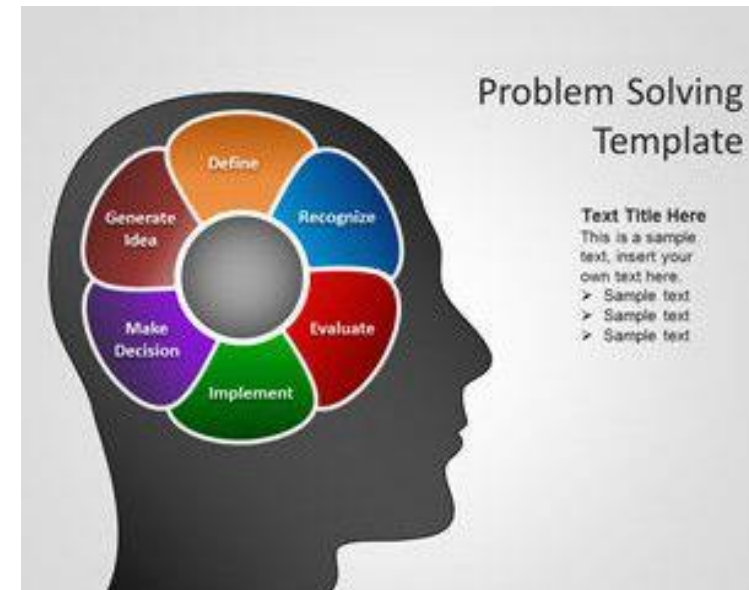
# Blank Level 3

- Re-telling events
- Predictions – what next?
  - what others may say?
- Negatives
- Feelings
- Follow/give a set of instructions



# Blank Level 4

- ‘why’ questions
- problem solving
- justifications



# Examples of Colourful Semantics in the classroom.



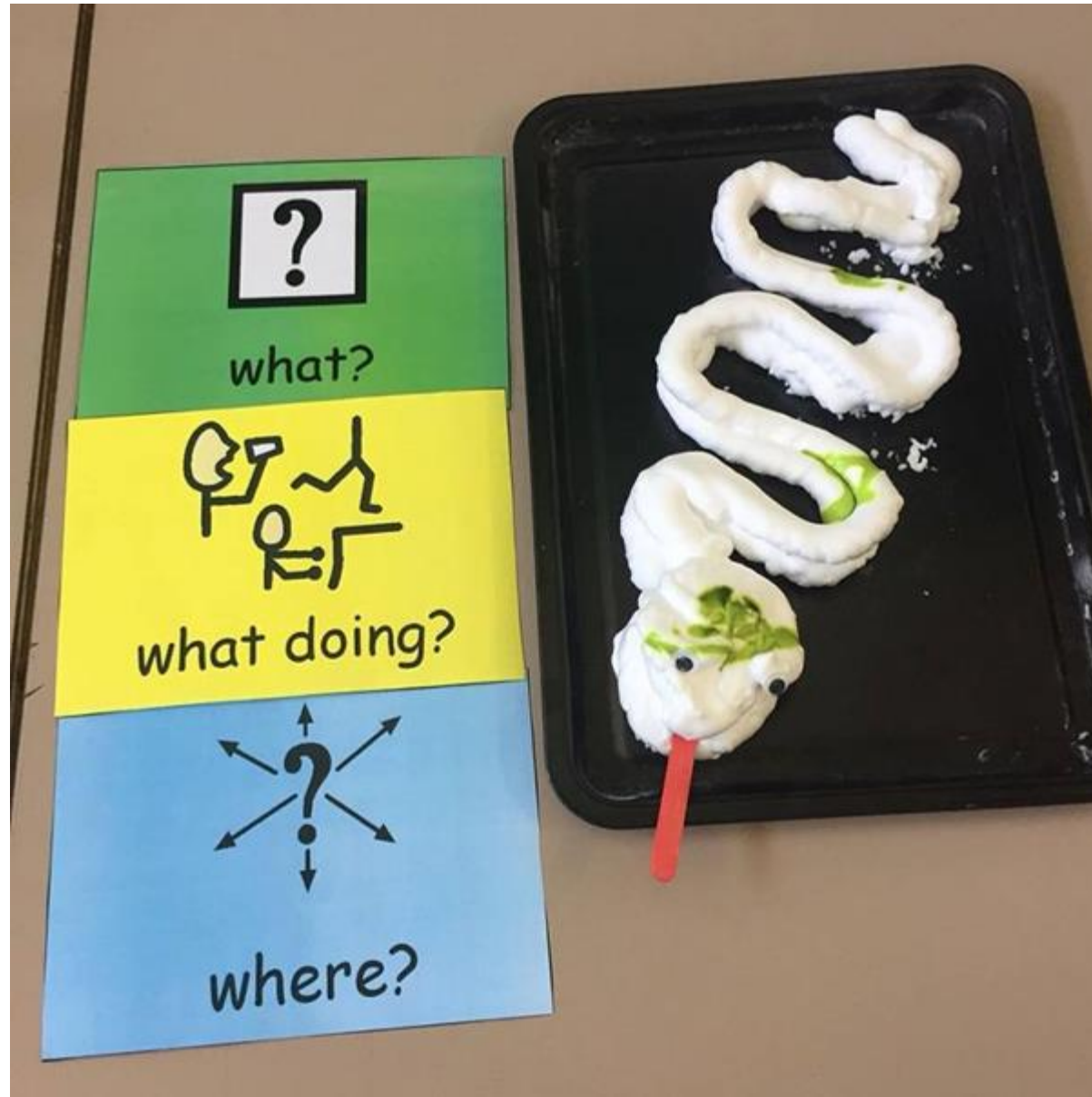


# Examples of Colourful Semantics in the classroom.





# Examples of Colourful Semantics in the classroom.

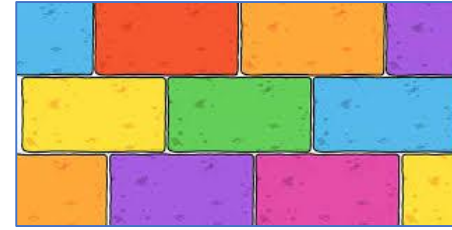


# An example of building up the sentences.





# Resources to Support Colourful Semantics



# Activity

- Have a look at these resources. Work out what colour coding can be achieved from the activities. How could the activity be adapted to include Colourful Semantics?

1



2



3



4





5







# Colourful Semantics in the Curriculum

## EYFS - Development Matters

Communication and Language: Understanding			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p>30-50 months</p>	<ul style="list-style-type: none"> <li>Understands use of objects (e.g. "What do we use to cut things?")</li> <li>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>Responds to simple instructions, e.g. to get or put away an object.</li> <li>Beginning to understand 'why' and 'how' questions.</li> </ul>	<ul style="list-style-type: none"> <li>Prompt children's thinking and discussion through involvement in their play.</li> <li>Talk to children about what they have been doing and help them to reflect upon and explain events, e.g. "You told me this model was going to be a tractor. What's this lever for?"</li> <li>Give children clear directions and help them to deal with those involving more than one action, e.g. "Put the cars away, please, then come and wash your hands and get ready for lunch".</li> <li>When introducing a new activity, use mime and gesture to support language development.</li> <li>Showing children a photograph of an activity such as hand washing helps to reinforce understanding.</li> <li>Be aware that some children may watch another child in order to know what to do, rather than understanding it themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Set up shared experiences that children can reflect upon, e.g. visits, cooking, or stories that can be re-enacted.</li> <li>Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action.</li> <li>Find out from parents how children make themselves understood at home; confirm which their preferred language is.</li> <li>Provide practical experiences that encourage children to ask and respond to questions, e.g. explaining pulleys or wet and dry sand.</li> <li>Introduce, alongside books, story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel.</li> </ul>
 <p>40-60+ months</p>	<ul style="list-style-type: none"> <li>Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</li> <li>Able to follow a story without pictures or props.</li> <li>Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><b>Early Learning Goal</b></p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<ul style="list-style-type: none"> <li>Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together.</li> <li>Use stories from books to focus children's attention on predictions and explanations, e.g. "Why did the boat tip over?"</li> <li>Help children to             <ul style="list-style-type: none"> <li>identify patterns, e.g. what generally happens to 'good' and 'wicked' characters at the end of stories</li> <li>draw conclusions: 'The sky has gone dark. It must be going to rain'</li> <li>explain effect: 'It sank because it was too heavy'</li> <li>predict: 'It might not grow in there if it is too dark'</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books.</li> <li>Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character.</li> </ul>

# Colourful Semantics in the Curriculum

## EYFS - Development Matters


Communication and Language: Speaking			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p>22-36 months</p>	<ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.</li> <li>• Uses a variety of questions (e.g. <i>what, where, who</i>).</li> <li>• Uses simple sentences (e.g. 'Mummy gonna work.')</li> <li>• Beginning to use word endings (e.g. <i>going, cats</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Wait and allow the child time to start the conversation.</li> <li>• Follow the child's lead to talk about what they are interested in.</li> <li>• Give children 'thinking time'. Wait for them to think about what they want to say and put their thoughts into words, without jumping in too soon to say something yourself.</li> <li>• For children learning English as an additional language, value non-verbal communications and those offered in home languages.</li> <li>• Add words to what children say, e.g. child says 'Brush dolly hair', you say 'Yes, Lucy is brushing dolly's hair.'</li> </ul>	<ul style="list-style-type: none"> <li>• Display pictures and photographs showing familiar events, objects and activities and talk about them with the children.</li> <li>• Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.</li> <li>• Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases.</li> <li>• Provide opportunities for children whose home language is other than English, to use that language.</li> </ul>
 <p>30-50 months</p>	<ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</li> <li>• Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</li> </ul>	<ul style="list-style-type: none"> <li>• Talk with children to make links between their body language and words, e.g. "Your face does look cross. Has something upset you?"</li> <li>• Introduce new words in the context of play and activities.</li> <li>• Use a lot of statements and fewer questions. When you do ask a question, use an open question with many possible answers.</li> <li>• Show interest in the words children use to communicate and describe their experiences.</li> <li>• Help children expand on what they say, introducing and reinforcing the use of more complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Help children to build their vocabulary by extending the range of their experiences.</li> <li>• Ensure that all practitioners use correct grammar.</li> <li>• Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities.</li> </ul>



# Colourful Semantics in the Curriculum

## EYFS - Development Matters



### Communication and Language: Speaking

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p>40-60+ months</p>	<ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</b></p>	<ul style="list-style-type: none"> <li>• Support children's growing ability to express a wide range of feelings orally, and talk about their own experiences.</li> <li>• Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as "please", "thank you" and "can I...?". At the same time, respond sensitively to social conventions used at home.</li> <li>• Show children how to use language for negotiating, by saying "May I...?", "Would it be all right...?", "I think that..." and "Will you...?" in your interactions with them.</li> <li>• Model language appropriate for different audiences, for example, a visitor.</li> <li>• Encourage children to predict possible endings to stories and events.</li> <li>• Encourage children to experiment with words and sounds, e.g. in nonsense rhymes.</li> <li>• Encourage children to develop narratives in their play, using words such as: <i>first, last, next, before, after, all, most, some, each, every</i>.</li> <li>• Encourage language play, e.g. through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation.</li> <li>• Value children's contributions and use them to inform and shape the direction of discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Give time for children to initiate discussions from their experiences and have conversations with each other.</li> <li>• Give thinking time for children to decide what they want to say and how they will say it.</li> <li>• Set up collaborative tasks, for example, constructive food activities or story-making through role-play.</li> <li>• Help children to talk about and plan how they will begin, what parts each will play and what materials will need.</li> <li>• Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts.</li> <li>• Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications and to discuss and plan individual or shared activities.</li> <li>• Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.</li> </ul>





# Colourful Semantics in the Curriculum

## EYFS - Development Matters

Literacy: Reading			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <b>30-50 months</b>	<ul style="list-style-type: none"> <li>Enjoys rhyming and rhythmic activities.</li> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises rhythm in spoken words.</li> <li>Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Beginning to be aware of the way stories are structured.</li> <li>Suggests how the story might end.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Describes main story settings, events and principal characters.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Looks at books independently.</li> <li>Handles books carefully.</li> <li>Knows information can be relayed in the form of print.</li> <li>Holds books the correct way up and turns pages.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols.</li> <li>Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books.</li> <li>Provide dual language books and read them with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting.</li> <li>Remember not all languages have written forms and not all families are literate either in English, or in a different home language.</li> <li>Discuss with children the characters in books being read.</li> <li>Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences.</li> <li>Plan to include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents.</li> </ul>	<ul style="list-style-type: none"> <li>Provide some simple poetry, song, fiction and non-fiction books.</li> <li>Provide fact and fiction books in all areas, e.g. construction area as well as the book area.</li> <li>Provide books containing photographs of the children that can be read by adults and that children can begin to 'read' by themselves.</li> <li>Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others.</li> <li>Create an environment rich in print where children can learn about words, e.g. using names, signs, posters.</li> <li>When children can see the text, e.g. using big books, model the language of print, such as letter, word, page, beginning, end, first, last, middle.</li> <li>Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake.</li> <li>Ensure access to stories for all children by using a range of visual cues and story props.</li> </ul>
 <b>40-60+ months</b>	<ul style="list-style-type: none"> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> <li>Knows that information can be retrieved from books and computers.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and model ways of finding out information from non-fiction texts.</li> <li>Provide story sacks and boxes and make them with the children for use in the setting and at home.</li> <li>Encourage children to recall words they see frequently, such as their own and friends' names.</li> <li>Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?'</li> <li>Play games like word letter bingo to develop children's phoneme-grapheme correspondence.</li> <li>Model to children how simple words can be segmented into sounds and blended together to make words.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ICT).</li> <li>Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play.</li> <li>Provide story boards and props which support children to talk about a story's characters and sequence of events.</li> <li>When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.</li> <li>Demonstrate using phonics as the prime approach to</li> </ul>

# Colourful Semantics in the Curriculum

## EYFS - Development Matters



Literacy: Writing			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing".</li> <li>• Support children in recognising and writing their own names.</li> <li>• Make books with children of activities they have been doing, using photographs of them as illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Write down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well.</li> <li>• Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves.</li> <li>• Model writing poems and short stories, writing down ideas suggested by the children.</li> <li>• Provide activities during which children will experiment with writing, for example, leaving a message.</li> <li>• Include opportunities for writing during role-play and other activities.</li> <li>• Encourage the children to use their phonic knowledge when writing.</li> </ul>
 40-60+ months	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.</li> <li>• Demonstrate writing so that children can see spelling in action.</li> <li>• Demonstrate how to segment the sounds(phonemes) in simple words and how the sounds are represented by letters (graphemes).</li> <li>• Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.</li> <li>• Support and scaffold individual children's writing as opportunities arise.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word banks and writing resources for both indoor and outdoor play.</li> <li>• Provide a range of opportunities to write for different purposes about things that interest children.</li> <li>• Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.</li> <li>• Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. <i>Maddie, daddy, baddie, laddie</i>.</li> <li>• When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.</li> </ul>



# Colourful Semantics in the Curriculum



## EYFS - Development Matters

### Mathematics: Shape, space and measure

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p>0-50 months</p>	<ul style="list-style-type: none"> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>Shows awareness of similarities of shapes in the environment.</li> <li>Uses positional language.</li> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>Shows interest in shapes in the environment.</li> <li>Uses shapes appropriately for tasks.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the language for shape, position and measures in discussions, e.g. 'sphere', 'shape', 'box', 'in', 'on', 'inside', 'under', long, longer', 'longest', 'short', shorter', 'shortest', 'heavy', 'light', 'full' and 'empty'.</li> <li>Find out and use equivalent terms for these in home languages.</li> <li>Encourage children to talk about the shapes they see and use and how they are arranged and used in constructions.</li> <li>Value children's constructions, e.g. helping to display them or taking photographs of them.</li> </ul>	<ul style="list-style-type: none"> <li>Measure for a purpose, such as finding out whether a teddy will fit in a bed.</li> <li>Organise the environment to foster shape matching, e.g. pictures of different bricks on containers to show where they are kept.</li> <li>Have large and small blocks and boxes available for construction both indoors and outdoors.</li> <li>Play games involving children positioning themselves inside, behind, on top and so on.</li> <li>Provide rich and varied opportunities for comparing length, weight, capacity and time.</li> <li>Use stories such as Rosie's Walk by Pat Hutchins to talk about distance and stimulate discussion about non-standard units and the need for standard units.</li> <li>Show pictures that have symmetry or pattern and talk to children about them.</li> </ul>
 <p>40-60+ months</p>	<ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Selects a particular named shape.</li> <li>Can describe their relative position such as 'behind' or 'next to'.</li> <li>Orders two or three items by length or height.</li> <li>Orders two items by weight or capacity.</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>Uses everyday language related to time.</li> <li>Beginning to use everyday language related to money.</li> <li>Orders and sequences familiar events.</li> <li>Measures short periods of time in simple ways.</li> </ul>	<ul style="list-style-type: none"> <li>Ask 'silly' questions, e.g. show a tiny box and ask if there is a bicycle in it.</li> <li>Play peek-a-boo, revealing shapes a little at a time and at different angles, asking children to say what they think the shape is, what else it could be or what it could not be.</li> <li>Be a robot and ask children to give you instructions to get to somewhere. Let them have a turn at being the robot for you to instruct.</li> <li>Introduce children to the use of mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and the mathematical terms to describe shapes.</li> <li>Encourage children to use everyday words to describe position, e.g. when following pathways or playing with outdoor apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>Make books about shape, time and measure: shapes found in the environment; long and short things; things of a specific length; and ones about patterns, or comparing things that are heavier or lighter.</li> <li>Have areas where children can explore the properties of objects and where they can weigh and measure, such as a cookery station or a building area.</li> <li>Plan opportunities for children to describe and compare shapes, measures and distance.</li> <li>Provide materials and resources for children to observe and describe patterns in the indoor and outdoor environment and in daily routines.</li> <li>Provide a range of natural materials for children to arrange, compare and order.</li> </ul>

# Colourful Semantics in the Curriculum

## EYFS - Development Matters

Understanding the world: The world			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p>30-50 months</p>	<ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Use parents' knowledge to extend children's experiences of the world.</li> <li>Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them.</li> <li>Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park.</li> <li>Introduce vocabulary to enable children to talk about their observations and to ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>Use the local area for exploring both the built and the natural environment.</li> <li>Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs.</li> <li>Provide play maps and small world equipment for children to create their own environments.</li> <li>Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs.</li> </ul>
 <p>40-60+ months</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p><b>Early Learning Goal</b></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> <li>Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</li> <li>Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice.</li> <li>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.</li> <li>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li> <li>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</li> <li>Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'.</li> <li>Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name.</li> <li>Pose carefully framed open-ended questions, such as</li> </ul>	<ul style="list-style-type: none"> <li>Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.</li> <li>Provide stories that help children to make sense of different environments.</li> <li>Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</li> <li>Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.</li> </ul>



# Colourful Semantics in the Curriculum

## Year 1 – Reading - Comprehension

### Reading – comprehension

#### Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear read to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

# Colourful Semantics in the Curriculum

## Year 1 –Writing - Composition

### Writing – composition

#### Statutory requirements

Pupils should be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

# EYFS, KS1 and KS2 Cross-Curricular Topics

# In The Forest







Name: \_\_\_\_\_

Tuesday 26th February 2019

We are learning to understand word meanings.

- I can use CS to match pictures to their word meanings.
- I can use my understanding of the story to write the meanings of words.

Word or Phrase	Picture	Definition
nap 		s _____
metal monster 		m _____
tremble 		sh _____
flee 		r _____ a _____





# Writing A Recount for Making A Smoothie

Name:

Wednesday 17<sup>th</sup> October 2015

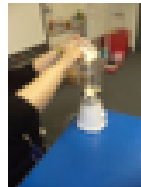
We are learning to write instructions to make a smoothie.



First \_\_\_\_\_ the fruit with a knife.



Then \_\_\_\_\_ the fruit in the blender.



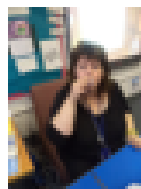
Next \_\_\_\_\_ the dairy ingredient into the  
blender.



After that \_\_\_\_\_ the fruit  
and dairy ingredient in the blender.



Then pour the smoothie into the  
\_\_\_\_\_.



Finally \_\_\_\_\_ the   
smoothie.

# Colourful Semantics in the Curriculum

## Year 2 – Writing - Composition

### Writing – composition

#### Statutory requirements

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

### Writing – vocabulary, grammar and punctuation

#### Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

# Colourful Semantics in the Curriculum

## Lower Key Stage 2 – Writing - Composition

### Writing – composition

#### Statutory requirements

Pupils should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

### Writing – vocabulary, grammar and punctuation

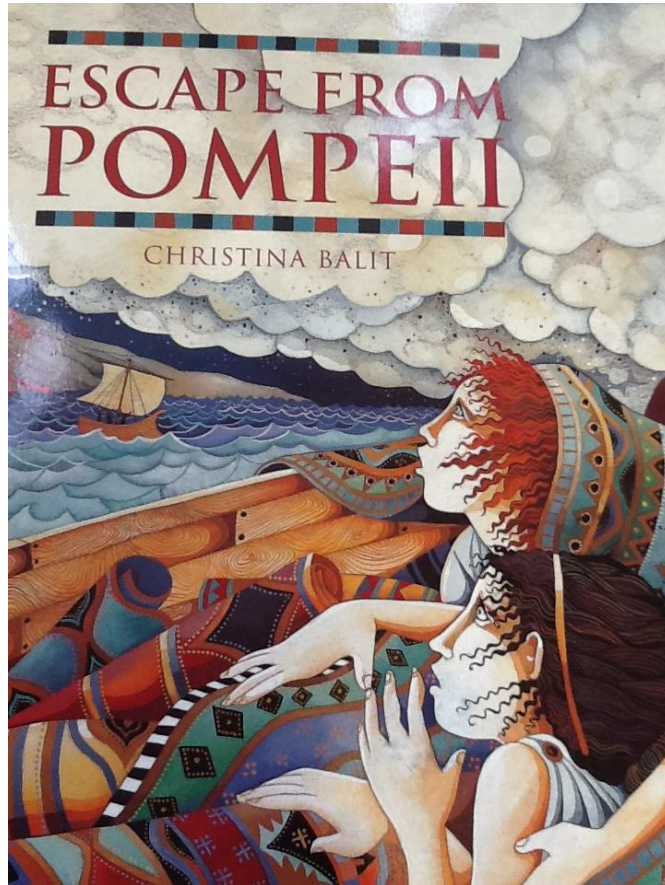
#### Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in [English Appendix 2](#)
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in [English Appendix 2](#) accurately and appropriately when discussing their writing and reading.



# Year 3 – Escape To Pompeii



## Week 1

Day 1 - Wonderings/  
Predictions  
Day 2 (GF) - Speech  
marks  
Day 3 - predict what  
will happen next  
Day 4 and 5 - Write  
the next part of the  
story

## Week 2

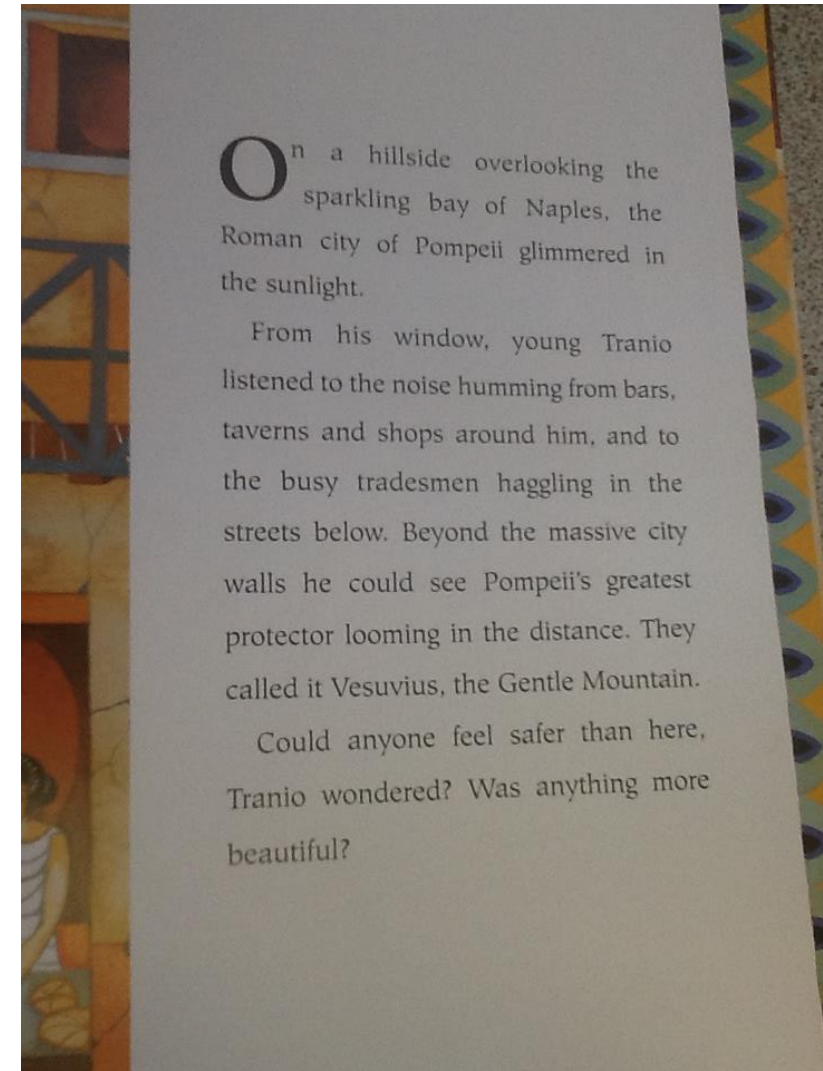
Day 1 - Role play  
about the eruption  
Day 2 - Inferences  
Day 3 (GF) -  
Different sentence  
structures  
Day 4 and 5 - Leaflet  
- How to stay safe

## Week 3

Day 1 (GF) - Past  
tense  
Day 2 (GF) - Formal  
Writing  
Day 3 - Plan letter  
Day 4 and 5 - Write  
a formal letter

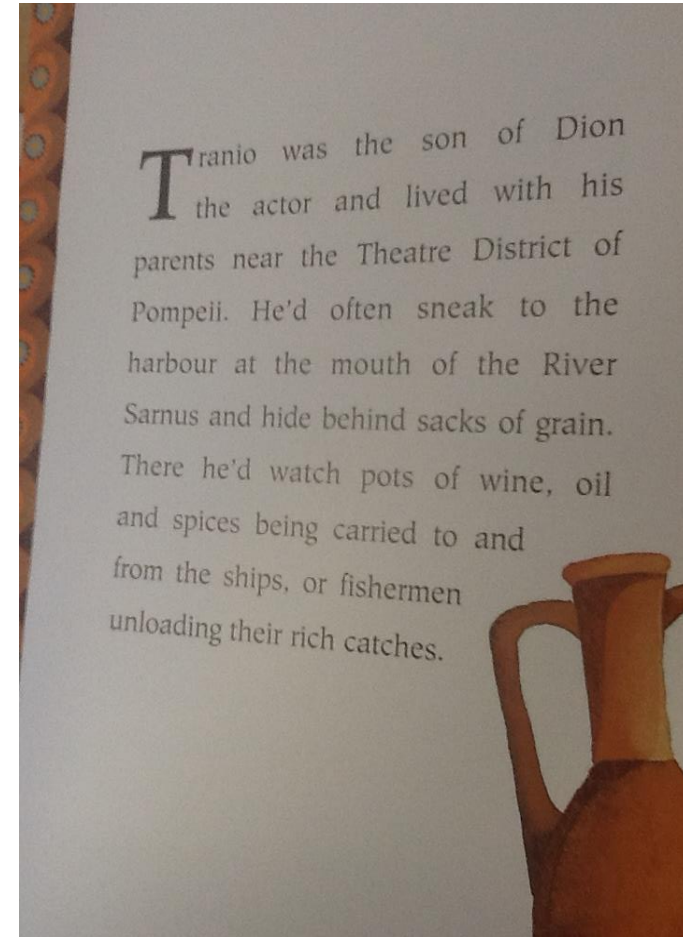


*Who is the main character in the story?*



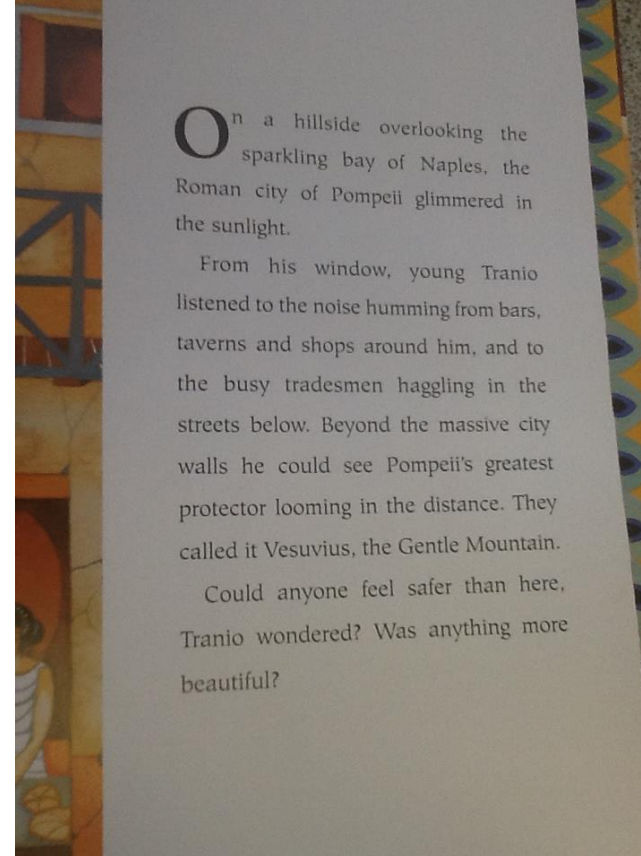


# Who was *Tranio's* father?



*Dion*

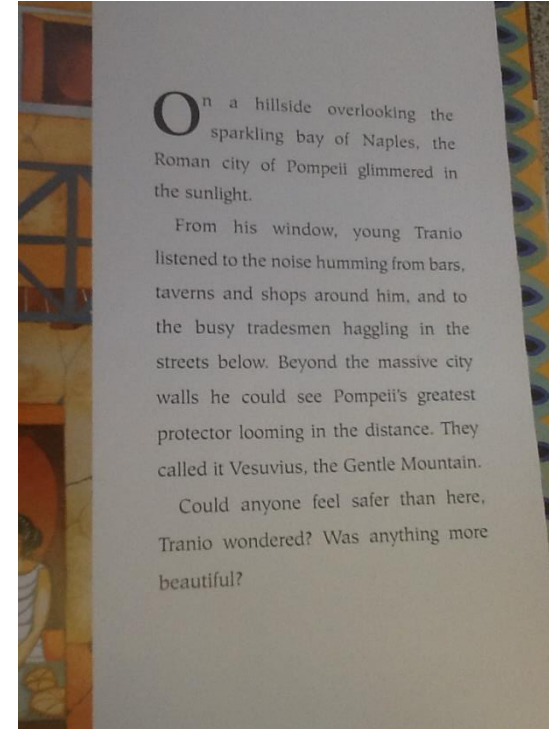
# Where is the story set?



## Naples



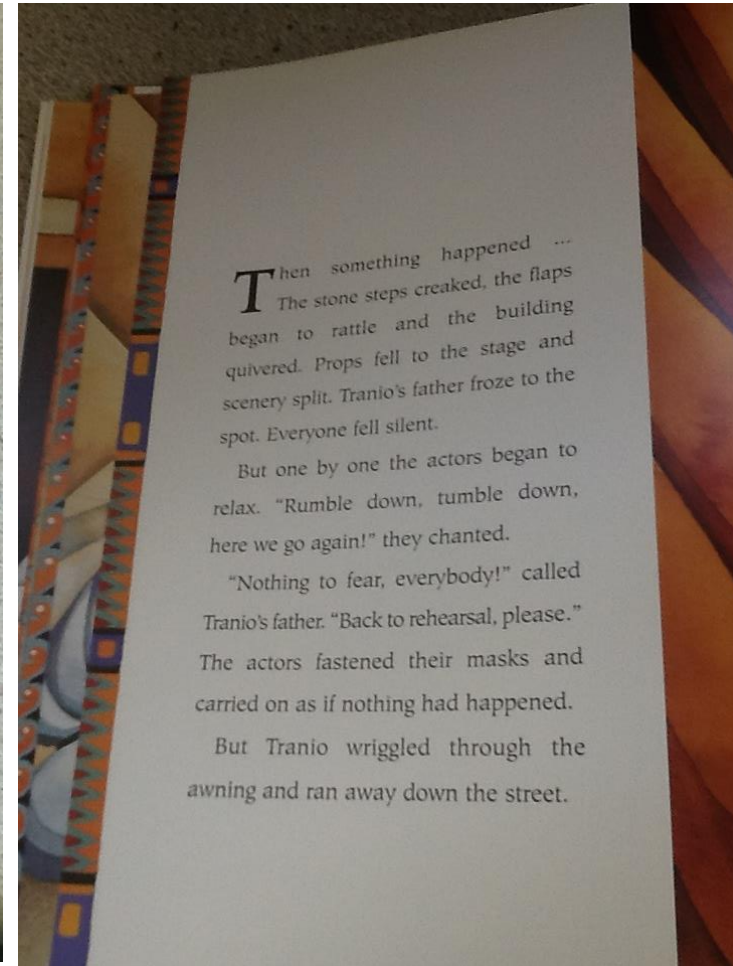
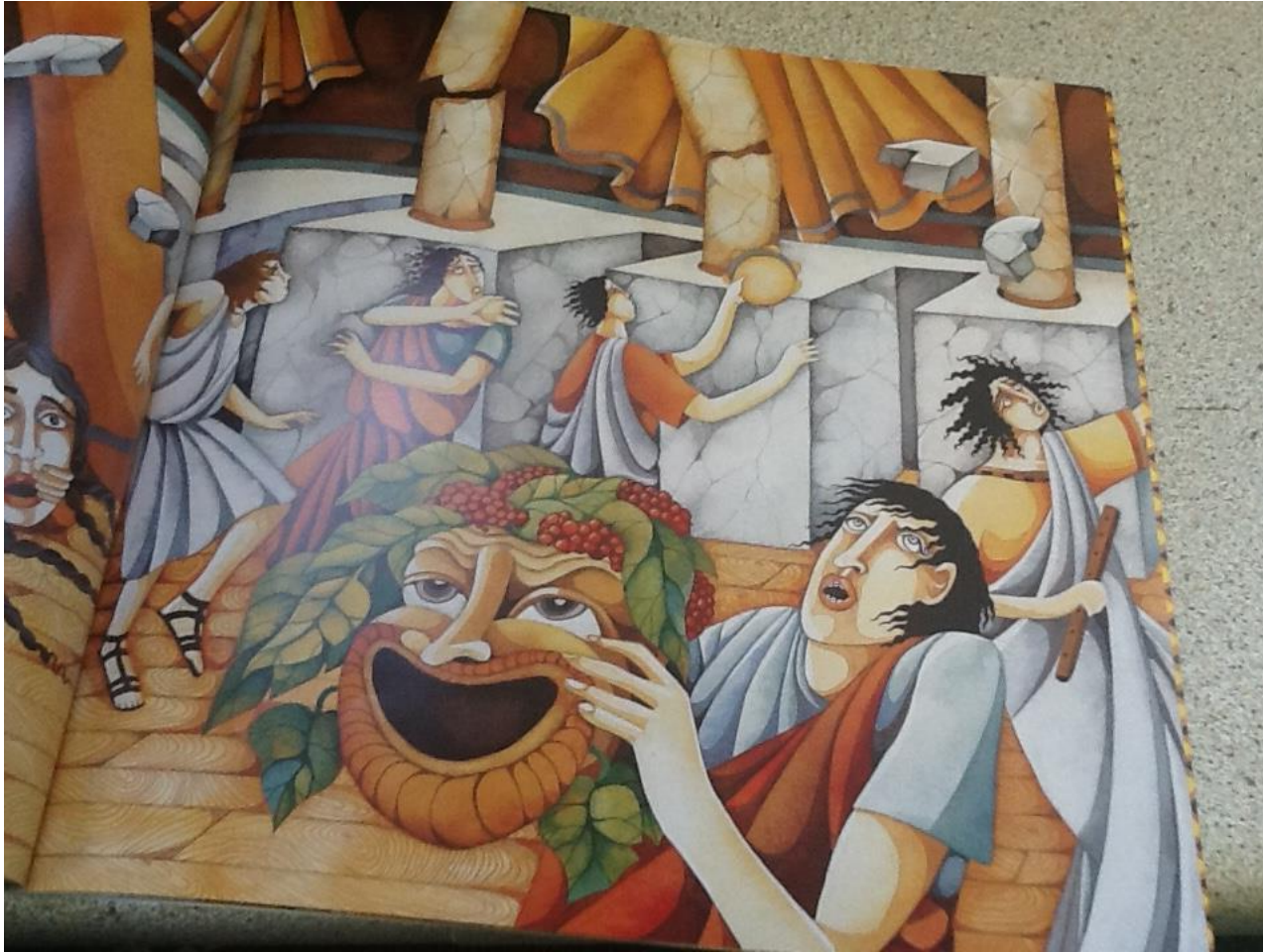
# What does *Tranio* listen to?



The noise humming from bars,  
taverns and shops and the busy  
tradesmen.

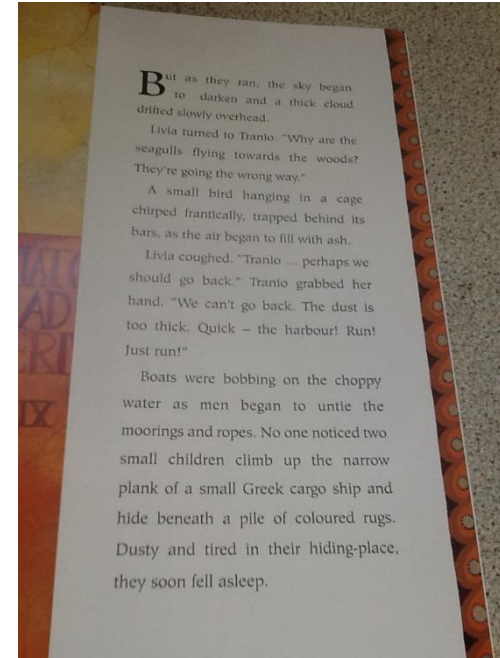


# What happened when *Tranio* was at the theatre?



*Mount Vesivius erupted.*

What was *the bird* like?  
What did it *do*?



A *small bird* hanging in a cage  
*chirped* frantically...



# Colourful Semantics in the Curriculum

## Upper Key Stage 2 – Writing - Composition

### Writing – composition

#### Statutory requirements

Pupils should be taught to:

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précis longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

### Writing – vocabulary, grammar and punctuation

#### Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

# PIVATS – Speaking P3



Speaking

PIVATS PERFORMANCE INDICATORS:					P SCALE / PIVATS STEP:
<p>Pupil uses a repertoire of between 10 and 50 single words, signs and symbols to communicate about events and feelings, for example, likes and dislikes.</p> <p>Pupil responds to praise/criticism.</p>	<p>Pupil imitates or repeats single words, signs, or symbols. May mimic phrases, e.g. 'all-gone,' 'bye-bye.'</p> <p>Pupil responds appropriately to simple requests that contain one key word, sign or symbol in familiar situations e.g. 'stop' or 'quiet'.</p> <p>Pupil responds consistently to clap hands, nod head, high five etc.</p>	<p>Pupil demonstrates that they have an emerging awareness of object names. They use the same word / sound / gesture / symbol for a particular object.</p>	<p>Pupil communicates by making representational sounds, e.g. makes animal noises or machine sounds.</p> <p>Pupil communicates choice to an adult e.g. refusal, pointing.</p> <p>Pupil consistently expresses basic needs and some wants through gestures/vocalisations.</p>	<p>Pupil uses between 10 and 50 single words, signs and symbols for familiar objects, e.g. cup, biscuit.</p> <p>Pupil responds either yes or no to an adult question e.g. 'Do you want a banana? ... yes or no'.</p>	<p><b>P4</b> Pupils repeat copy and imitate between 10 and 50 single words, signs or phrases, or use a repertoire of objects of reference or symbols. They use 50 single words, signs and symbols for familiar objects, for example, cup, biscuit, and to communicate about events and feelings, for example, likes and dislikes.</p>
<p>Pupil combines single words, signs or symbols to communicate meaning to a range of listeners, e.g. 'Mummy gone' or 'more drink.'</p>	<p>Pupil attempts to repair misunderstandings without changing the words used, e.g. by repeating a word with a different intonation or facial expression.</p>	<p>Pupil begins to combine 2 key ideas or concepts in simple phrases, e.g. 'dolly chair', 'ball gone'.</p>	<p>Pupil engages in simple two-way conversations, e.g. when reading a picture book with an adult responds verbally or through signs or symbols to a very simple question about the picture.</p> <p>Pupil engages with less familiar people.</p>	<p>Pupil uses a vocabulary of over 50 words.</p> <p>Pupil says please/thank you/sorry when reminded with prompts e.g. signing, PECS, electronic devices.</p>	<p><b>P5</b> Pupils combine two key ideas or concepts. They combine single words, signs or symbols to communicate meaning to a range of listeners, for example, 'Mummy gone' or 'more drink'. They make attempts to repair misunderstanding without changing the words used, for example, by repeating a word with a different intonation or facial expression. Pupils use a vocabulary of over 50 words.</p>

# PIVATS – Speaking P8



Speaking

PIVATS PERFORMANCE INDICATORS:					P SCALE / PIVATS STEP:
<p>Pupil talks about present, past events and future plans with greater accuracy.</p> <p>Pupil can refer out of context to past events, e.g. 'Yesterday I stuck it on the paper.'</p>	<p>Pupil begins to show regular verb endings when using past tense '-ed'. There is still over generalisation of irregular verbs, e.g. 'I runned.'</p> <p>Pupil can use possessives. e.g. 'Emma's book.'</p>	<p>Pupil is able to link up to 4 key words, signs or symbols to communicate one-to-one and in a small group, e.g. 'The hairy giant shouted at Finn.'</p> <p>Pupil can use conjunctions that suggest cause, e.g. 'cos', to link ideas.</p>	<p>Pupil takes part in role play with confidence.</p> <p>Pupil initiates conversations and attends to what others say – both peers and adults.</p>	<p>Pupil is now able to use a more extensive range of vocabulary to convey meaning to the listener.</p> <p>Pupil is able to respond appropriately to 'why' and 'how' questions e.g. Why does a bird make a nest? How does this toy work?</p> <p>Pupil can ask lots of questions to find out more specific information e.g. Who? and Why?</p>	<p><b>P8</b> They link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories, both in groups and one-to-one, for example, 'The hairy giant shouted at Finn'. They use an extensive vocabulary to convey meaning to the listener. They can use possessives, for example, 'Johnny's coat'. They take part in role play with confidence. They use conjunctions that suggest cause for example, cos, to link ideas.</p>

# Delivering Interventions

- What school-based interventions are you using in school?
- What were the challenges and positives encountered when setting up the intervention?
- How did you adapt them?
- How would you adapt them now using Colourful Semantics?

# Speaking Intervention Nov 2020

## Abbey Mead Primary Academy 2020/21



### Intervention Overview and Monitoring Document – F2

Intervention <i>Name, Date started, frequency and delivered by.</i>	Pupils	Entry Data	Exit Data	Expected Outcomes	Monitoring/Assessment and Timescales
<b>Speaking</b> Start date 9.11.20  2 x per week Claire Shortland	J	16-26w		1. Learns new words very rapidly and is able to use them in communicating 2. Uses simple sentences (e.g. 'Mummy gonna work.' 3. Uses vocabulary focused on objects and people that are of particular importance to them. 4. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Assessment based on expected outcomes noted for each session; feedback meeting with class teacher each half term.
	S	16-26w			
	K	16-26b			
	R	16-26s			
	S	16-26s			
Summary of notes/evidence					

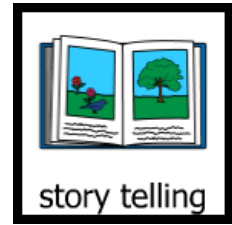


# Speaking Intervention Nov 2020

<b>Session 1</b> <b>Learns new words very rapidly and is able to use them in communicating.</b> (Colourful Semantics <b>who/doing/what</b> cue cards)	<b>Session 2</b> <b>Learns new words very rapidly and is able to use them in communicating.</b> (Colourful Semantics <b>who/doing/what</b> cue cards)	<b>Session 3</b> <b>Uses simple sentences</b> (Colourful Semantics <b>who/doing/what</b> cue cards linked to Superheroes)	<b>Session 4</b> <b>Uses simple sentences</b> (Colourful Semantics <b>who/doing/what</b> cue cards linked to Superheroes)
<b>Session 5</b> <b>Uses vocabulary focused on objects and people that are of particular importance to them</b> (Colourful Semantics <b>who/doing/what/where</b> cue cards linked to Superheroes)	<b>Session 6</b> <b>Uses vocabulary focused on objects and people that are of particular importance to them</b> (Colourful Semantics <b>who/doing/what/where</b> cue cards linked to Superheroes)	<b>Session 7</b> <b>Uses vocabulary focused on objects and people that are of particular importance to them</b> (Colourful Semantics <b>who/doing/what/where/like</b> cue cards linked to Superheroes)	<b>Session 8</b> <b>Uses vocabulary focused on objects and people that are of particular importance to them</b> (Colourful Semantics <b>who/doing/what/where/like</b> cue cards linked to Superheroes)
<b>Session 9</b> <b>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</b> (CS cue cards <b>who/doing/what/where</b> cue cards linked to Superheroes)	<b>Session 10</b> <b>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</b> (CS cue cards <b>who/doing/what/where</b> cue cards linked to Superheroes)	<b>Session 11</b> <b>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</b> (CS cue cards <b>who/doing/what/where/like/when</b> cue cards linked to Superheroes)	<b>Session 12</b> <b>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</b> (CS cue cards <b>who/doing/what/where/like/when</b> cue cards linked to Superheroes)



# Story Telling

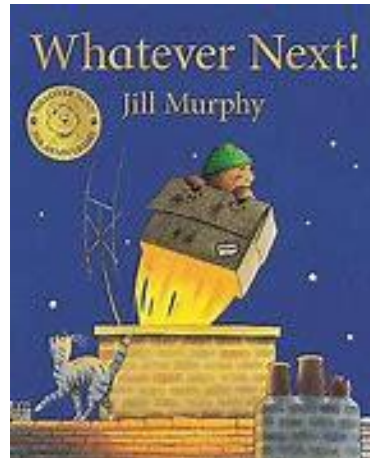


- Colourful Semantics works really well to support story telling/narrative work
- How could Colourful Semantics support story telling/narrative work in these texts?

1



2



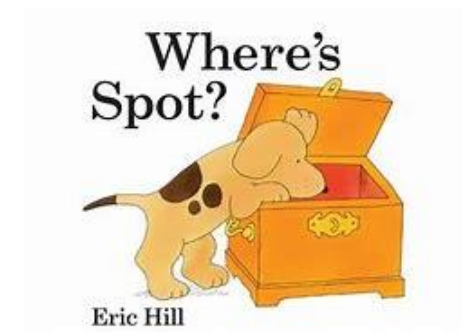
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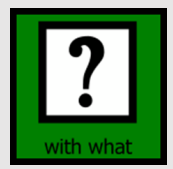
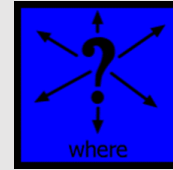
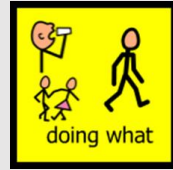


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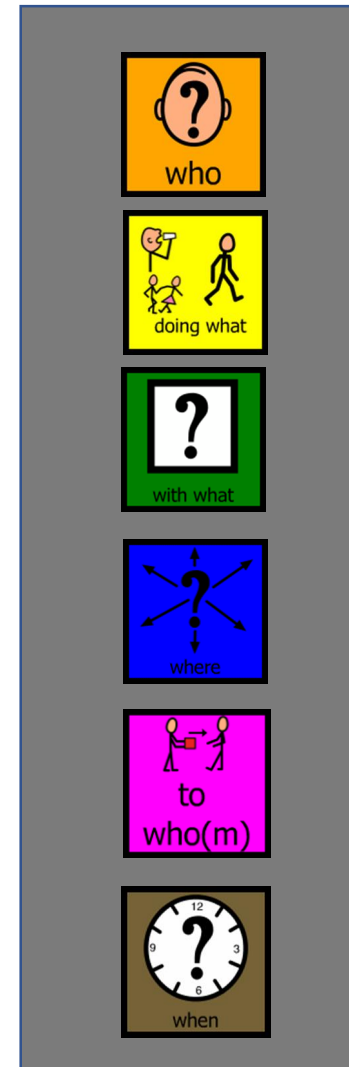


# Pie Corbett – Talk for Writing Story Maps



# Narrative resources

Bookmarks to support reading.

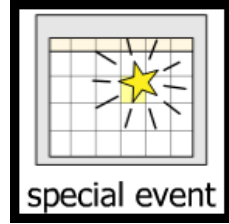


# Telling News



- Very difficult for non-verbal children or children with limited speech and language development or delay
- How can Colourful Semantics support this?

# Special events



<http://integratedtreatmentservices.co.uk/?resource=colourful-semantics-christmas-activities>



<http://integratedtreatmentservices.co.uk/?resource=colourful-semantics-halloween>



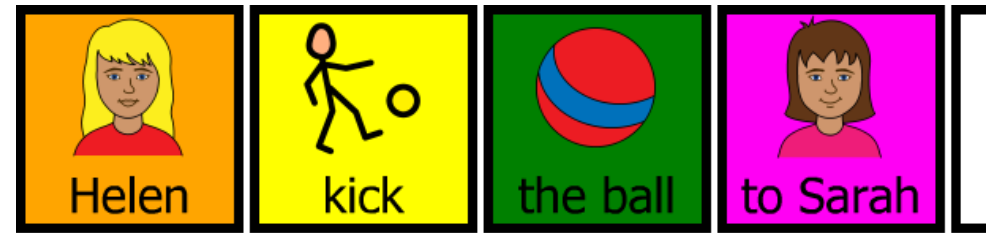
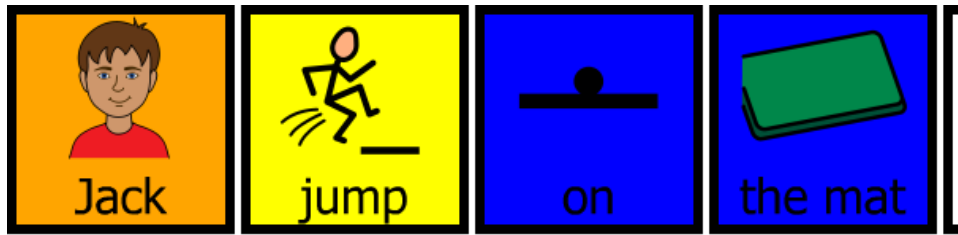
<http://integratedtreatmentservices.co.uk/?resource=colourful-semantics-bonfire-night>



# P.E.



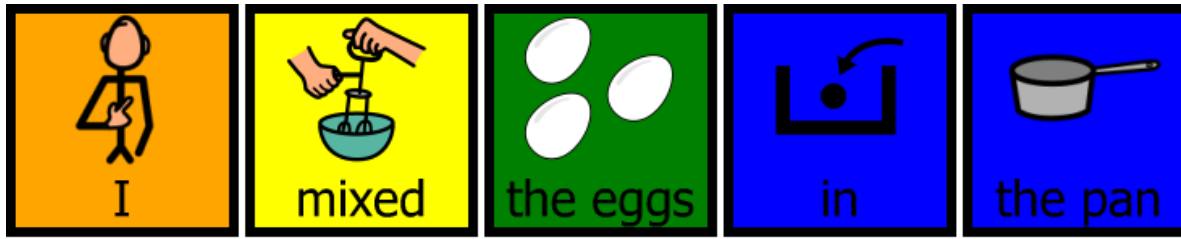
- P.E is a good subject area for Colourful Semantics as it is about people doing actions
  - Take pictures of the children doing sports and then describe them
  - Use the symbols as instructions for the children to follow



# Life Skills



- Cooking – what did you make and how did you make it?

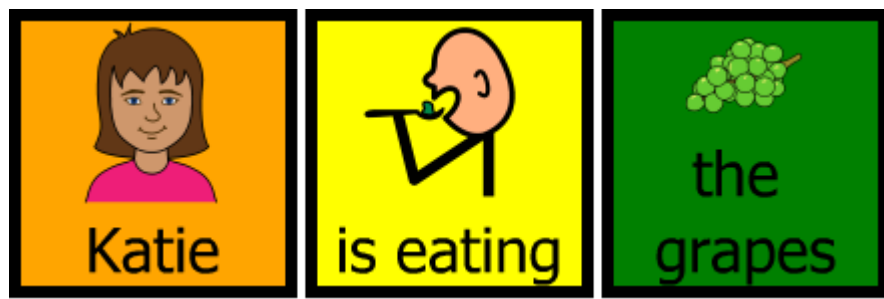
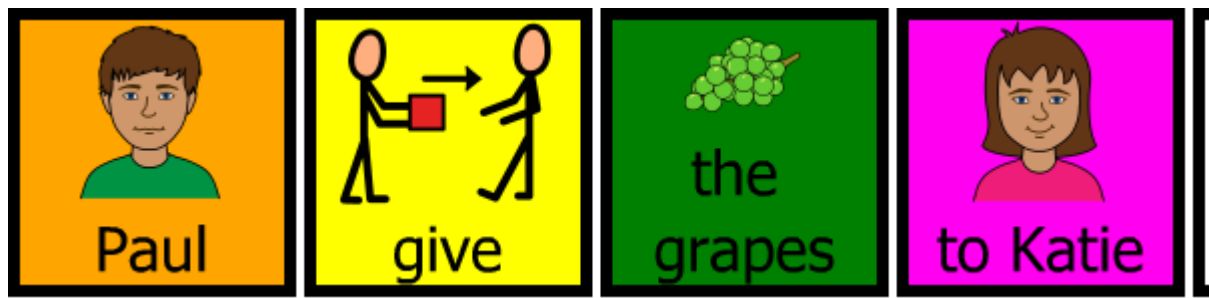


- Shopping - where did you go and what did you buy?



# Snack Time

- Don't forget you can also use the pictures to give instructions as well as describe what is happening.



# Aiding recall of new information

- Who was he?
- When did he live?
- What did he do?
- What was his job?
- Where was his office?
- What was he like?

Churchill

1874-1965

Led country. Smoked  
cigars

Prime Minister

10, Downing Street

Short, balding, clever,  
good communicator

# Plan for my day .....



are we going ...



what will we do?...



will be there?



we are going ...



# Useful Links

- Integrated Treatment Services <https://integratedtreatmentservices.co.uk/>
- Blacksheep Press [BSP, speech & language resources for schools, therapists & parents \(blacksheeppress.co.uk\)](https://blacksheeppress.co.uk)
- Twinkl <https://www.twinkl.co.uk/resource/t-s-1653-make-a-sentence-who-what-doing-where>
- ican [Home \(ican.org.uk\)](https://ican.org.uk)
- Elklan [Elklan Training Ltd - the speech and language trainers](https://elklan.co.uk)
- PECS [Picture Exchange Communication System \(PECS\)® | Pyramid Educational Consultants UK \(pecs-unitedkingdom.com\)](https://www.pecs-uk.com)
- MVDP [Home \(makaton.org\)](https://makaton.org)
- National Autistic Society [National Autistic Society - Autism support - leading UK charity](https://www.autism.org.uk)
- Pie Corbett [Outstanding Teacher Training - Talk for Writing \(talk4writing.com\)](https://talk4writing.com)