

Colourful Semantics

What is Colourful Semantics?

Colourful Semantics is a system for colour coding sentences according to the role of different words. It can help children to break down sentences and understand the individual meaning of each word and its role in the sentence. It can help children to better understand word order. Children can use colourful semantics to build up meaningful, well-structured sentences.

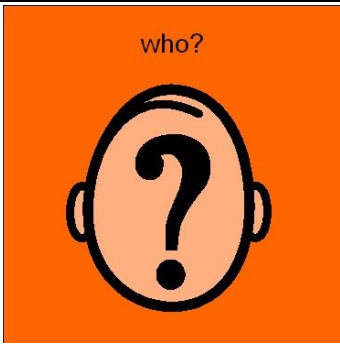
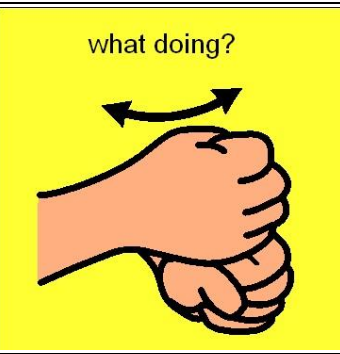
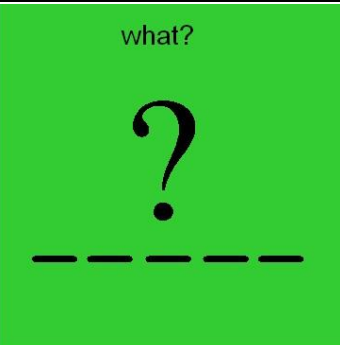
Who can it be used for?

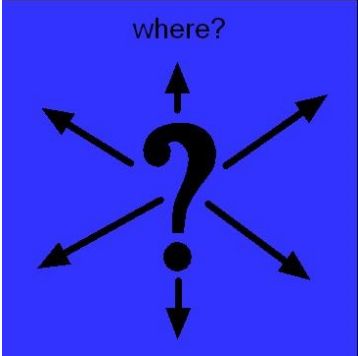

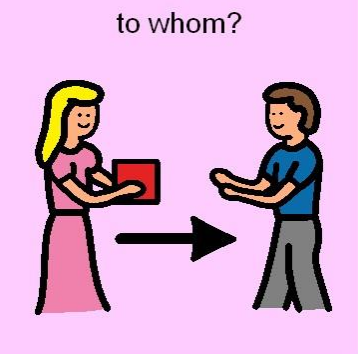

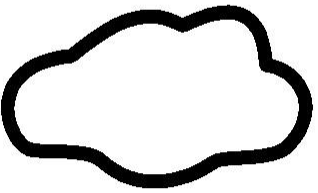

Colourful Semantics is particularly useful for children who find the following difficult

- ★ Ordering and sequencing their language
- ★ Correctly answering wh- questions
- ★ Constructing more complex language
- ★ Children who use chunks of language but don't appear to be able to use the individual words meaningfully

How do you do it?

The easiest way to figure out what colour a word is by asking which wh question fits it. Colour code sentences and wh questions in the following way:

Who?	Orange	<p>who?</p> 
What doing?	Yellow	<p>what doing?</p> 
What?	Green	<p>what?</p> 

<p>Where?</p>	<p>Blue</p>	<p>where?</p> 
<p>When?</p>	<p>Brown</p>	<p>when</p> 
<p>To whom?</p>	<p>Pink</p>	<p>to whom?</p> 
<p>What like?</p>		<p>what like?</p> 
<p>Why?</p>	<p>Purple</p>	<p>why</p> 

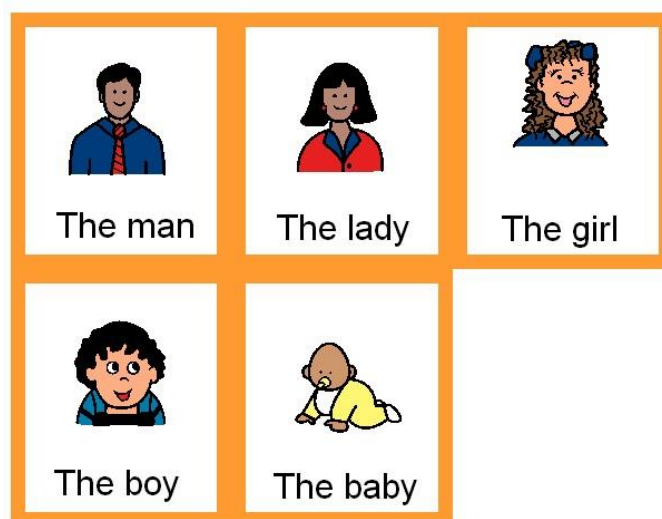
Introducing WHO at home

Books:

Look through a book your child is familiar with – ask your child who questions about the book e.g.

Who is this? Who is crying?

- ★ Model the correct name or noun if your child responds by just pointing or saying “her / she is!” – say “yes the girl!”



Introducing **WHAT DOING** at home

Simon says:

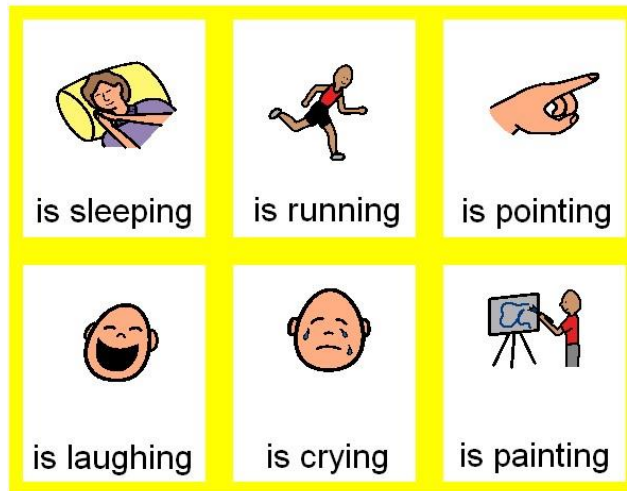
Use this game to get your child to make sentence to tell you **what to do** e.g.

Simon says...Mummy **jump**

Simon says...Mummy **eat**

Make teddy:

Using some soft toys and ask your child to tell you **what to do** with them – the instructions can be silly e.g. Make....teddy **eat** dinosaur



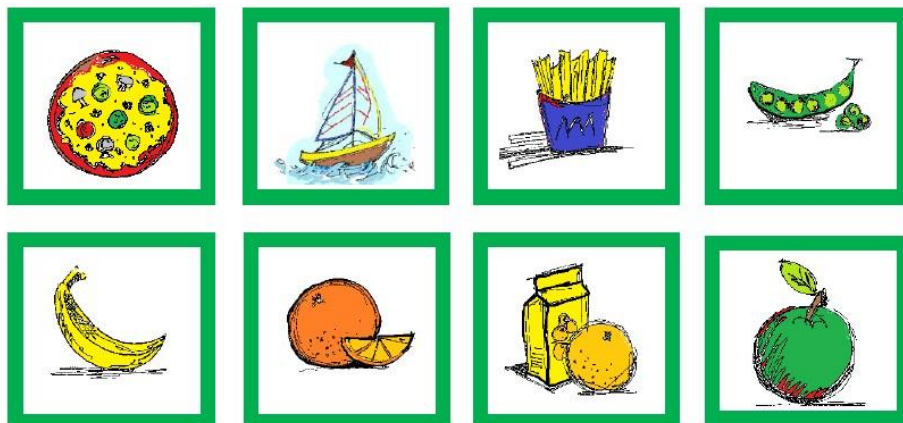
Introducing **WHAT** at home

Books: Look through a book your child is familiar with – ask your child **what** questions about the book e.g. **what** is the boy eating? **What** is the mum carrying?

- ★ Model the correct **object** word if your child does not respond, points, or says something else e.g. “she’s carrying **a basket!**”

Make teddy: Using some soft toys / dolls ask your child to tell you **what** to do with them – the instructions can be silly e.g. Make....**teddy eat a pineapple or**

Adult: **What** should the doll carry to school? **Child:** **Her books!**



Introducing WHERE at home

Books: Look through a book your child is familiar with – ask your child where questions about the book, e.g. where is the boy going? Where is the cat sitting?

- ★ Model the correct location word if your child does not respond, points, or says something else e.g. “yes the cat is sitting in the kitchen!”

Take teddy: Using some soft toys or a doll’s house, ask your child to tell you where to put things – the instructions can be silly e.g.

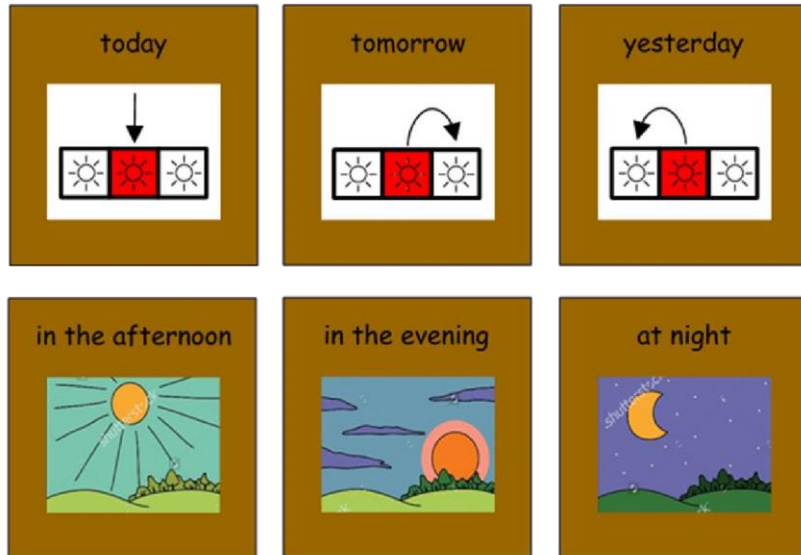
Adult: Where shall I put teddy? **Child:** on the toilet!



Introducing WHEN at home

Books: Look through a book your child is familiar with – ask your child when questions about the book, e.g. when did the boy wake up? When did the girl go to bed?

- ★ Model the correct time word if your child does not respond, points, or says something else e.g. “yes, the boy woke up in the morning!”



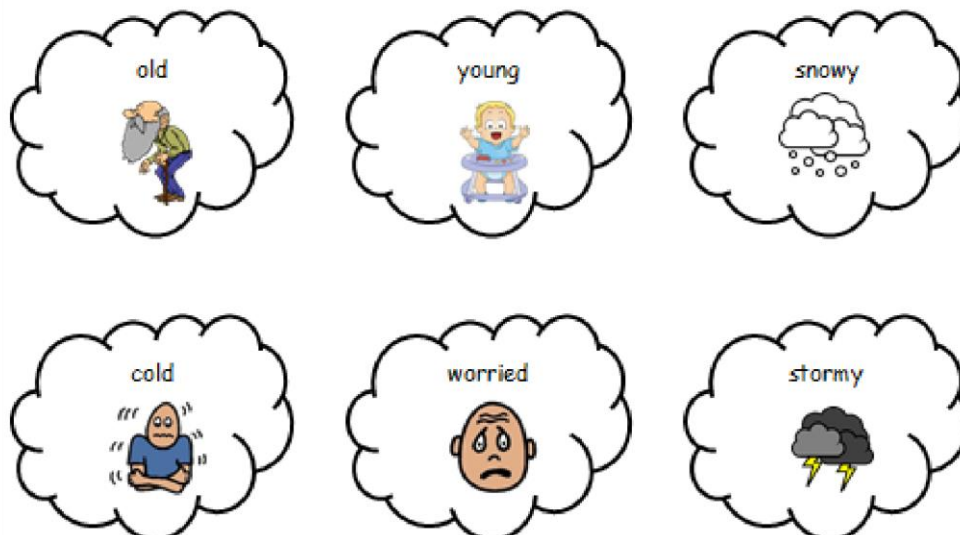
Introducing WHAT LIKE at home

Around the house: Look at things around your house with your child – ask them what like questions about different items, e.g. what is this toy like?

- ★ Model the correct what like word if your child does not respond, points, or says something else e.g. “yes, it’s shiny!”

My family: Look at pictures of your family with your child – ask them what like questions about different people, e.g. what is mummy’s hair like?

- ★ Model the correct what like word if your child does not respond, points, or says something else e.g. “yes, it’s brown!”



Introducing TO WHOM at home

Following instructions: Practise giving and following instructions with your child – ask your child to whom questions about the instructions, e.g. who did I give the book to?

- Model the correct phrase if your child does not respond, points, or says something else e.g. “yes, I gave it to mummy!”

Introducing WHY at home

Books: Look through a book your child is familiar with – ask your child why questions about the story, e.g. why was Daddy Bear cross with Goldilocks?

- Model the correct answer if your child does not respond, points, or says something else e.g. “yes, Daddy Bear was cross because Goldilocks ate his porridge”

More Activities for Home

Hide and seek:

Play hide and seek to practice who, what doing where. Ask your child to make a sentence to tell you where to hide. For example – □ Mummy hiding in the kitchen

- ★ Daddy sitting in the bedroom

Building sentences using pictures:

Use the attached symbols and photographs to build the correct sentences to describe what is happening in the picture.

Written language expanding and repairing:

If the child tends to jumble up words in their written language try providing them with structure by drawing with coloured pens in their book. For example –

- ★ If your child writes: *mummy daddy car work*, use colours to show them how to make their sentence complete: *mummy and daddy drive to work*

Encourage your child to make their sentences more complex with colourful semantics prompts. For example –

- ★ If your child writes: *I went swimming*, use colours to show them how to add more details: *I went swimming at the beach*

Supporting reading comprehension:

Photocopy pages from a book and ask the child to underline the ‘who’ words and the ‘what doing’ words etc. Try colour coding the questions to help the child to understand them.

Use the coloured cue cards to help your child to construct the sentences.

