Colourful Semantics

English version

Who?
- The man

What Doing?
- is eating

What?
- bread

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What is Colourful Semantics?

- Colourful semantics is a visual technique that helps the children construct sentences and expand their language through colour.
- CHILDREN that WILL BENEFIT FROM THIS are:
  - Children who have difficulties in the word structures when constructing and ordering a sentence i.e. they will muddle up the sequence
  - Are visual learners and need to understand the sentence structure by using colour to support their understanding
  - Ones in need of expanding their language further
- Colourful semantics works by using a specific colour for each part of the sentence for example:
  - Orange - WHO Subject
  - Yellow - WHAT DOING Verb
  - Green - WHAT Object
  - Blue - WHERE Prepositions (i.e. location)
- The aim is that as the children learn the different sentence structure sequences, the visual colour is then reduced to highlighting or underlining the text e.g.

  The girl is cutting the cake in the kitchen

- Colourful semantics can also be used to support understanding of WH questions (WHO, WHAT, WHERE, HOW, WHY etc).
Sentence Building Activity

Getting activity ready:
Laminate coloured symbols and cut up the cards.
Laminate and cut up white pictures.
Put Velcro on the back of the cards.

1. Place a story picture on the table or use real objects and place the sentence strip out underneath it.
2. Under each sentence strip colour lay out two options e.g. (orange cards - 'boy' or 'girl', yellow cards - 'cutting' or 'brushing', green cards - 'ball' or 'leaves')
3. Ask your student prompt questions:
   Who is it?
   What are they doing?
   What are they cutting/brushing etc.?
4. As you ask each question, get your child to place the corresponding card onto the sentence strip. E.g Who is it?
   Answer: 'boy' then get child to place the boy picture card on the sentence strip.
   Use Makaton symbols for 'who' and 'what' as you ask the question. The student is not expected to learn the sign, but it will provide them with an extra visual cue as to what the question is asking.
5. Once the student has created the sentence, they must say what is happening in the picture e.g. The girl is eating.
   Using the sentence strip to help them. You may need the sentence initially for them to copy, but as they get better at this you can reduce the amount of support you provide them.
6. If the student leaves out little words like 'a' and 'the', encourage them to repeat the sentence back after you, including all the little words.

NOTE: As your student gets better at creating sentences, give them more and more picture options to choose from, until finally they are able to choose from the whole selection of cards (in separate colour piles) to describe the picture.
Subject + Verb sentences (SV)

- Use the big pictures (e.g. for cutting, brushing,...)
- Look for matching pictures in the small pictures.
- Cut out all pictures.
- Get your sentence strip ready for subject (orange) and verb (yellow)
- The child chooses a big picture (e.g. boy brushing his hair)
- Get some small pictures ready for subject (e.g. boy, girl, dog) and some small pictures for verbs (e.g. reading, brushing, eating).
- Let the child choose the correct picture for subject and prompt the child to put the small 'subject' picture on the orange square on your sentence strip.
- Let the child choose the correct picture for verb and prompt the child to put the small 'verb' picture on the yellow square on your sentence strip.
- Prompt the child to 'read' the sentence (boy brushing). Later on, see if the child can make the sentence without prompting.
- Always add on, e.g. adult: yes, boy brushing hair.

OR (go with the sentence structure the child prefers: SV or VO)
Verb + Object sentences (VO)

- Use the big pictures (e.g. for cutting, brushing,...)
- Look for matching pictures in the small pictures.
- Cut out all pictures.
- Get your sentence strip ready for Verb (yellow) and Object (green).
- The child chooses a big picture (e.g. boy brushing his hair)
- Get some small pictures ready for object (e.g. hair, teeth, dog) and some small pictures for verbs (e.g. reading, brushing, eating).
- Let the child choose the correct picture for verb and prompt the child to put the small 'verb' picture on the yellow square on your sentence strip.
- Let the child choose the correct picture for object and prompt the child to put the small 'object' picture on the green square on your sentence strip.
- Prompt the child to 'read' the sentence (brushing hair). Later on, see if the child can make the sentence without prompting.
- Always add on, e.g. adult: yes, boy brushing hair.

IF your child can make SV or VO sentences easily, THEN move on to SVO sentence
Subject + Verb + Object sentences (SVO)

- Same procedure as for SV or VO sentences
- Now you use the sentence strip for Subject (orange) + Verb (yellow) + Object (green).
- The child chooses a big picture and matches the small pictures to the square.
- The child 'reads' the sentence.
- Later on, try to leave out the sentence strip. See if the child can make a good sentence without the coloured sentence strip.
- If the child then forgets a word (e.g. child forgets the subject - 'brushing hair), place the pictures on the sentence strip that they have said, then ask the child 'what is the orange word? Ask the child to say the whole sentence again.
- If the child still struggles, show the sentence strip and point to the coloured squares. Hopefully the child will say the sentence correctly while you point to the coloured squares. Ask the child to repeat the sentence without looking at the coloured sentence strip.
- Model and prompt where necessary.
Subject + Verb + Object + Location sentences (SVOL)

• Same procedure as for SV, VO, SVO sentences
• Now you use the sentence strip for Subject (orange) + Verb (yellow) + Object (green) + Location (blue).
• The child chooses a big picture and matches the small pictures to the square.
• The child 'reads' the sentence.
• Later on, try to leave out the sentence strip. See if the child can make a good sentence without the coloured sentence strip.
• If the child then forgets a word (e.g. child forgets the subject – 'brushing hair), place the pictures on the sentence strip that they have said, then ask the child 'what is the orange word? Ask the child to say the whole sentence again.
• If the child still struggles, show the sentence strip and point to the coloured squares. Hopefully the child will say the sentence correctly while you point to the coloured squares. Ask the child to repeat the sentence without looking at the coloured sentence strip.
• Model and prompt where necessary.
Other ways of using this:

- You can also play a game with only using the small pictures:
- Put all the pictures in a box:
  - One box for all the subjects
  - One box for all the verbs
  - One box for all the objects
  - One box for all the location
- Take a picture of each box. Put the pictures in the right order and read your sentence. Sometimes you can have silly sentences. Ask the child whether this is a good or a silly sentence.

You can also contact us at SPEECHIES if you would like to know different ways of using this resource to help support children and young people with speech language and communication needs.

- Facebook: [https://www.facebook.com/speechiesuk/](https://www.facebook.com/speechiesuk/)
- Email: info@speechiesuk.com
Verbs

is eating  is washing  is reading  is riding  is pouring  is drinking  is brushing
is playing  is cooking  is blowing  is climbing  is painting  is kicking  is driving
is watching
What Doing?

What?
Who?
Who?

What Doing?
What Doing?

What?
Who?

What Doing?

What?
THANK YOU

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