



Colourful Semantics - Classroom toolkit

What? A colour coded framework to show the structure of a sentence.

1. **WHO** - Orange
2. **WHAT DOING** - Yellow
3. **WHAT** - Green
4. **WHERE** - Red (Recently changed to blue)
5. **WHEN** - pink
6. **WHAT LIKE** - **adjectives** light blue **adverbs** dark blue
7. **LINKING WORDS** - conjunctions

Colourful semantics can support ALL learners, and can be used flexibly within the classroom.

It can act as a scaffold to prompt and increase independence.

It can support functional communication and encourage early language building e.g. “**I** **want** a **■**”, “**I** **see** a **■**”.

It can support expression of emotions and emotional literacy “**I** **feel** **■**”, “the **angry** **police officer**”

It can also act as a prompt to increase the level of detail; expanding the use of descriptive language, complex connectives, and sequencing to develop narrative and retell.

Targets



To colour code and identify grammatical structures, including phrases, clauses and sentences.

To develop the understanding and use of grammatical features including pronouns, plurals and tense.

To understand how word order affects meaning.

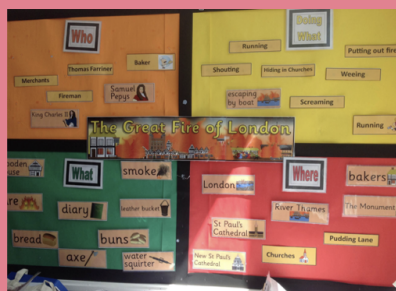
To develop a wider vocabulary.

To develop inference skills required to link ideas.

How can we continue to develop these skills in the classroom?

Display and categorise key topic words for word retrieval.

This develops vocabulary, and words can be selected and ordered to build sentences.



Use a visual scaffold for independent writing.

This helps cue vocabulary, and develops sentence structure. This can be used alongside a wordbank of key vocabulary or grammatical features to be included in the sentence.



Use symbols when asking key questions in class.

This develops vocabulary, understanding of questioning, and helps pupils organise their ideas in order to respond appropriately.

