



LONDON SPEECH THERAPY

Psychology & Allied Services

Colourful Semantics Pack by London Speech Therapy (LST)

This pack has been developed by the team at London Speech Therapy based on the principles of Alison Bryan's original colourful semantics approach.

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Thank you,
London Speech Therapy

Your Guide to Using Colourful Semantics

This approach was founded by Alison Byran, who aimed to help children develop their grammar. It is rooted in semantics (meaning of words), reassembling sentences, cutting them up into their thematic roles (i.e. who is doing what to who) and colour codes them.

Colourful Semantics is likely to:

- Encourage a wider vocabulary
- Extend from just key words
- Make sentences longer
- Sequence words in the correct order
- Develop grammar beyond key words by using 'little words' e.g. 'is', 'the' etc
- Help answer questions or generate responses to questions
- Help identify grammatical elements of a sentence
- Link word / text by using symbols

Key components:

- Children are taught to respond to and use key questions
- Grammar is NOT specifically taught but subconsciously learnt
- Use of a colour coded system
- Aids children who need a visual element to learning
- Develops attention and listening skills

Effective delivery:

- Most effective if used across the whole curriculum
- Can be taught via a group or individually
- Can be reinforced during literacy

The system

WHO? (Subject) - names of people and animals e.g. the girl

DOING WHAT? (Verb) - any action word for what the subject is doing e.g. is eating

TO WHAT? (Objects/people/animals) - can be similar to subject (most could act as both) e.g. the apple

WHERE? (Location) - any places e.g. in the kitchen

Getting started

- Laminate coloured symbols and cut up the cards.
- Laminate and cut up verb photos
- Laminate the sentence strips
- Put Velcro on the back of the cards and on the sentence strips

How to introduce

- Only introduce one colour at a time, and remember to use a verb photo!
- Introduce only orange words by asking the question “who is it?” You could use a lotto board, snap/pairs to practise becoming familiar with the names of the orange pictures
- Introduce yellow ‘action words’. First introduce on their own using the same games above and via active learning e.g. in P.E. kicking the ball, jumping, skipping, sitting etc
- Next use the two coloured boxes together, selecting a verb photo and corresponding orange and a yellow symbols. Ask the question “what is happening?” (e.g. the boy is kicking).
- Put both two of each coloured symbols (e.g 'the boy' and 'the dog') out on the table and encourage the child to take the correct one of each colour, stick in the boxes (sentence strip) and say their sentence. Some children may naturally use grammar, others may not, so accept the sentence but repeat back using adult grammar. Makaton may also be used to reinforce sentences.
- Introduce green and do as above with three colours
- Introduce blue and do the same as above with four colours.

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

When all four colours are introduced it is generally a good idea to focus on one grammatical element at a time e.g. determiners (the). You could also reinforce by using Makaton and/or a written word on the sentence strip.

Usual order to introduce grammar:

- Determiners- the, that, those
- Auxiliary verbs – is, are (is jumping, are playing)
- Prepositions – on, in, under, at, by etc

Children generally pick up on the last piece of grammar in the sentence naturally e.g. “boy jumping on the trampoline”

Top tips

From an early stage you can reinforce literacy by encouraging the child to copy write the key words under each picture once they have made their sentence.

It is a good idea to write the key words under each picture so that the child gets used to seeing the written word. They can then be encouraged to remember the grammatical word and add it in.

For those not at the writing stage, pre-literacy skills of sticking the pictures/symbols in their book is a record of their early sequencing skills.

You could use photos of the child and their family / friends / favourite things / activities to use motivating 'who' orange pictures and green object pictures. Alternatively use pictures from reading schemes e.g. Oxford Reading Tree. You could also download pictures from the internet e.g. Peppa Pig, Paw Patrol, so that you can encourage the child to make sentences about something they have watched, are interested in etc

Colourful Semantics - SVO level



Who?

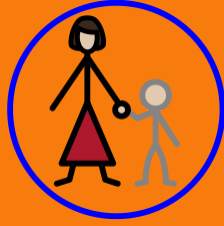


Doing what?

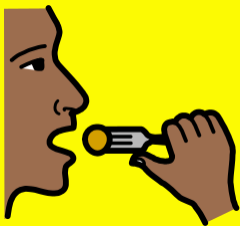
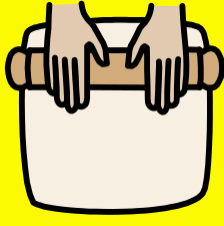
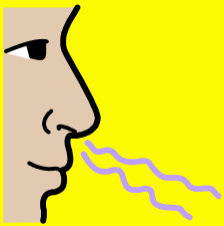
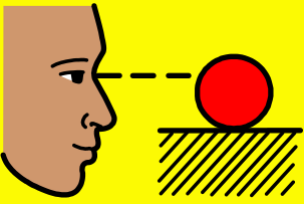
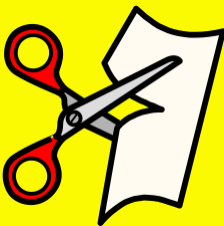
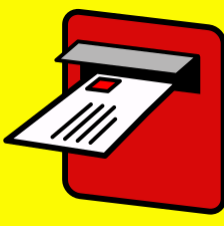
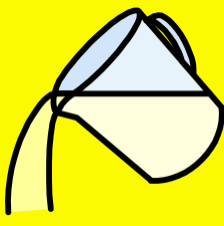


What?

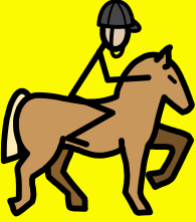
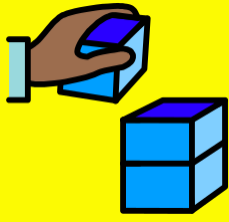
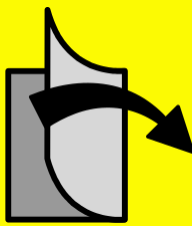
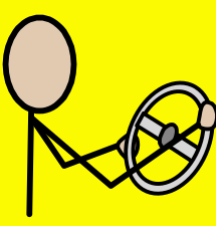
Colourful Semantics - Subject Symbols

 The lady	 The man	 The girl	 The boy
 The dog	 The cat	 The baby	 Mum
 Dad			
			

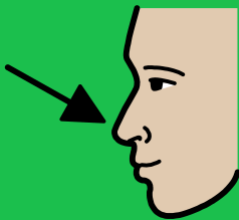
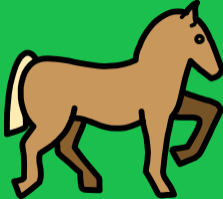
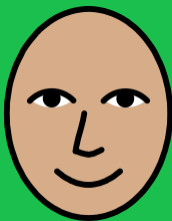
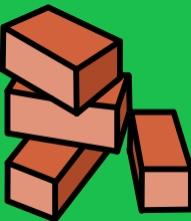
Colourful Semantics - Verb Symbols

			
is eating	is playing	is painting	is listening
			
is brushing	is brushing	is buying	is rolling
			
is smelling	is watching	is climbing	is cutting
			
is cutting	is shaking	is feeding	is posting
			
is pouring	is catching	is riding	

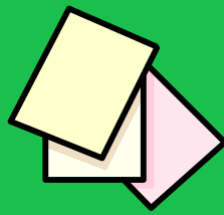
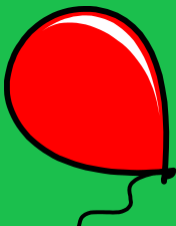
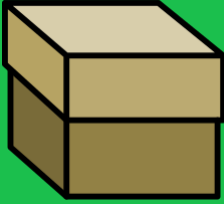
Colourful Semantics - Verb Symbols 2

 is riding	 is blowing	 is cleaning	 is building
 is planting	 is opening	 is driving	 is cooking
 is licking	 is writing	 is kicking	 is carrying
 is washing	 is hugging		
			

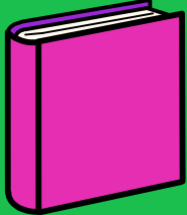
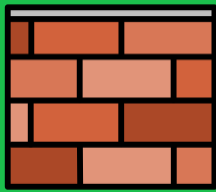
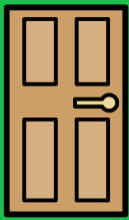
Colourful Semantics - Object Symbols

 the cat	 the dog	 the sand	 the baby
 a picture	 the chocolate	 the tv	 nose
 the ice cream	 the dinner	 the ball	 the horse
 face	 the window	 hand	 a tower
 playdough	 the present	 the lolly	

Colourful Semantics - Object Symbols 2

 music	 teeth	 hair	 food
 the flowers	 the ladder	 the paper	 the rattle
 the toy	 the letter	 the milk	 the juice
 the balloon	 the bike	 the car	 the van
 the box	 the bag	 the tree	

Colourful Semantics - Object Symbols 3

 the teddy	 the sweets	 the sandwich	 the dish
 the cake	 the book	 a wall	 the parcel
 the leaves	 the buggy	 the sandcastle	 the cup
 the apple	 the door	 the boy	 the girl
 the trolley	 the shopping		