



INTEGRATED TREATMENT SERVICES

COLOURFULL SEMANTICS

This approach was founded by Alison Bryon – aimed at helping children develop their grammar but the approach is rooted in semantics (meaning of words).

It reassembles sentences cutting them up into their thematic roles and colour coding them.

Colourful Semantics is likely to:

- Encourage wider vocabulary
- Extending from just key words
- Make sentences longer
- Sequence words in the correct order
- Recording key words using dominant phonics
- Develop grammar beyond key word e.g is, the
- Help answer questions or generate responses to questions
- Help identify grammatical elements of a sentence
- Link word / text by using Makaton symbol, PCS
- Have positive effect on speech sounds part. dyspraxia

Key components

- Children are taught to respond to/use key questions
- Grammar is NOT explicitly taught but subconsciously learnt.
- Use of a colour system
- Effective to help children recognise and use pictures/symbols
- Aids children who need a visual element to learning (obvious impact on increasing attention. and listening

Effective Delivery

- Most effective if used across whole curriculum
- Can be taught via a group or individually
- Reinforced during literacy
- Incorporated into speech work

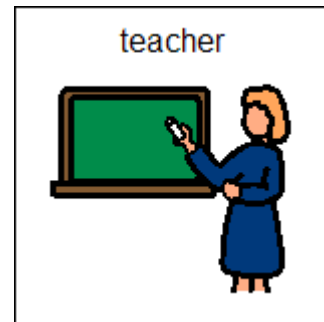
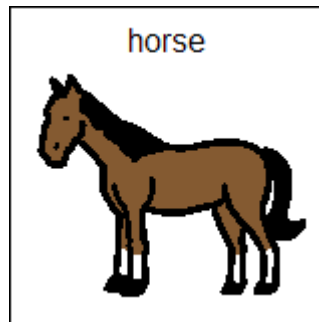
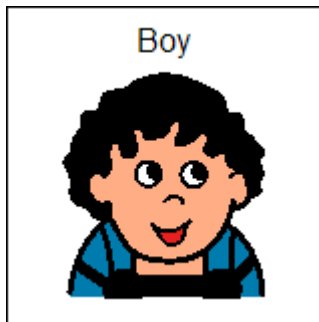


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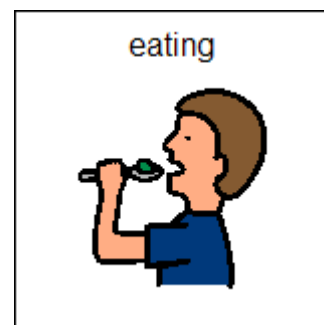
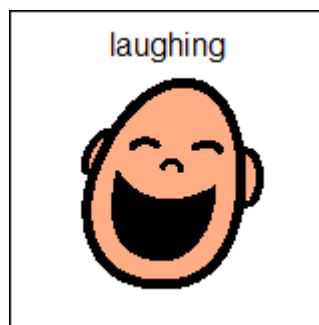
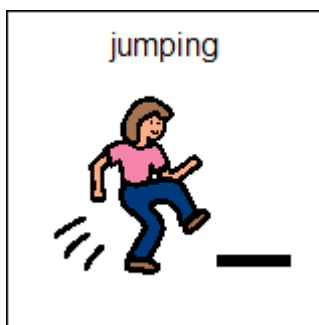
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The system:

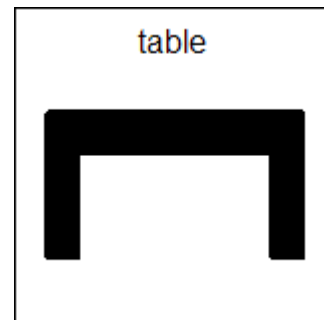
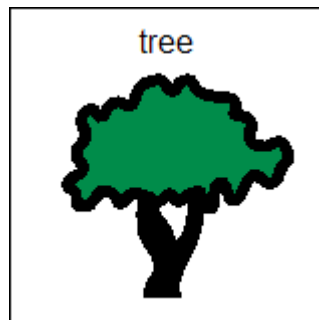
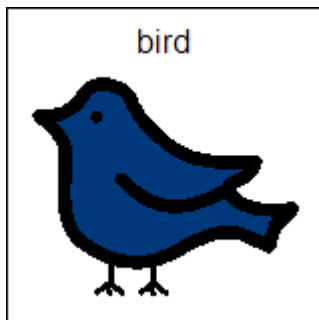
WHO? (subject) Names of people and animals



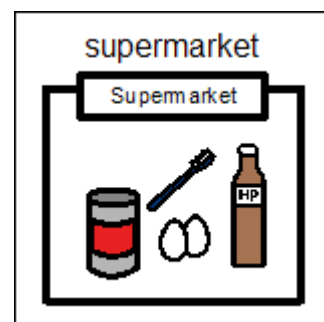
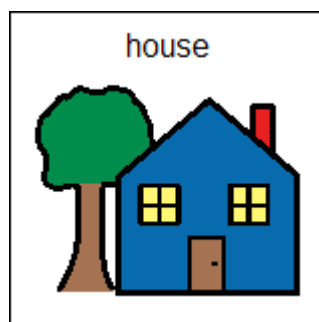
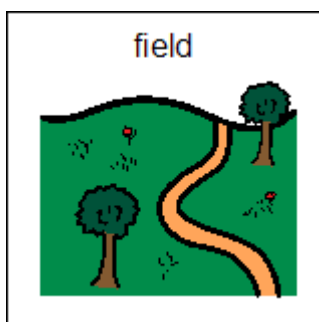
DOING WHAT? (Verb) any action word for which the subject is doing.



TO WHAT? (objects/people/animals) can be similar to orange words/pictures most could act as both roles.



WHERE? (location) any places



How to Introduce:

- Only introduce 1 colour at a time
- Introduce orange words via asking the question '**who is it?**' You could use a lotto board, snap/pairs to practice becoming familiar with the names of the orange pictures.
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- Then 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, catching –
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- Next use the two coloured boxes together, selecting an orange and a yellow picture, asking the question who? is doing what? The boy's kicking.
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- Put both sets of pictures out on the table and encourage child to take one of each colour put on sentence strip and say their sentence. Some children may naturally use grammar, others may not so accept and repeat back the sentence, encourage group to copy back. (You can reinforce with signing). 'The boy's kicking'
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- Introduce green and do as above with three colours
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- Introduce red and do same as above with 4 colours

When all four colours are introduced it is generally a good idea to focus on one grammatical element e.g determiners (the). The man, the Doctor. You could use Makaton sign to reinforce grammar and also a written word on the sentence strip

Usual order to introduce grammar =

- Determiners – the, that, those,
- Copular verb – is, are – is jumping, are playing.
- Prepositions – on the, in the, at the, by the
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Children always seem to pick up on the last piece of grammar in the sentence naturally e.g 'boy jumping on the trampoline', 'girl looking at the book'.

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 the child gets used to seeing the written word.

They can then also be encouraged to remember the grammatical word and add it in.

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

You could cut pictures out the Argos catalogue to use motivating 'who' - orange pictures and green object pictures.

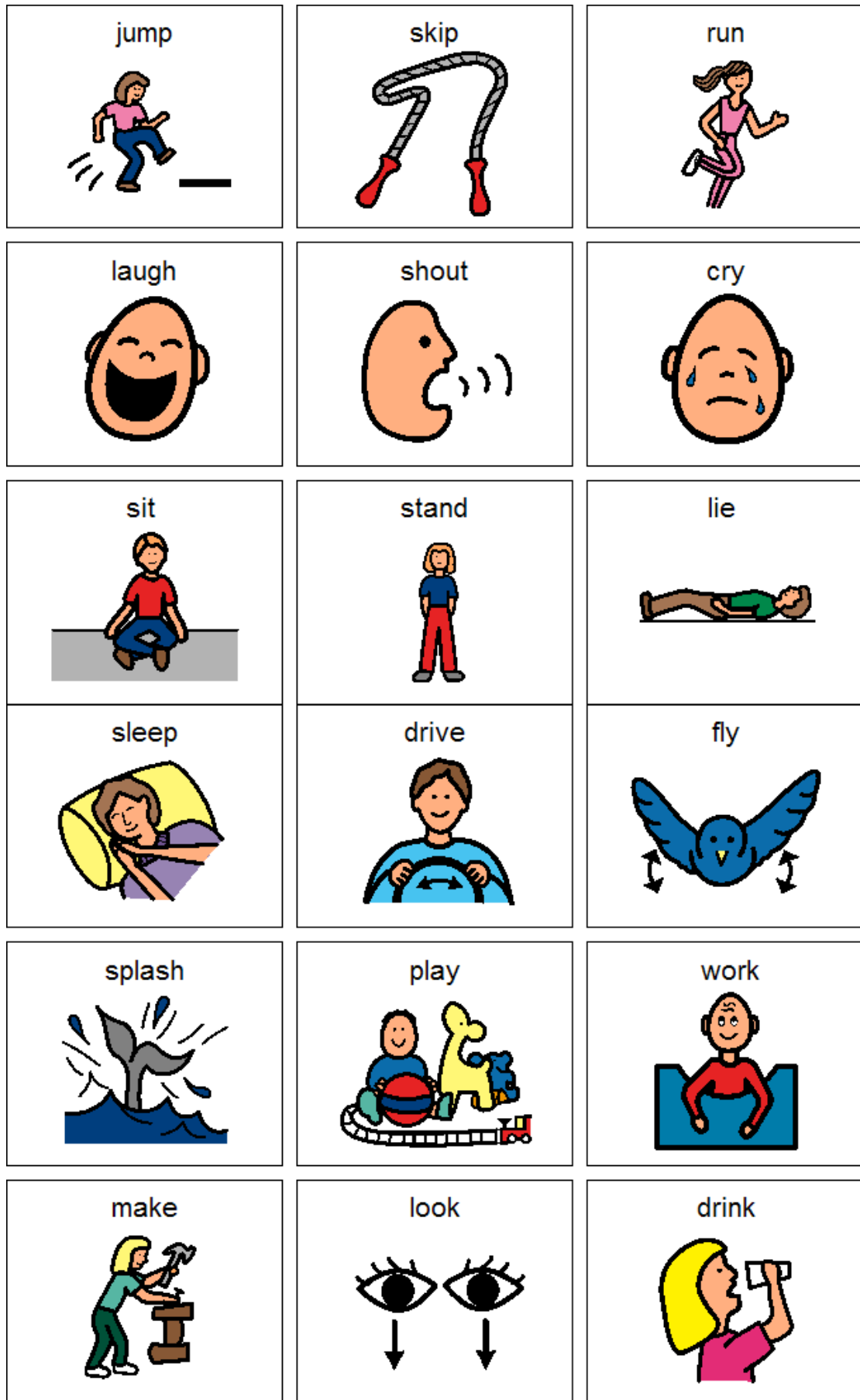
Use pictures from reading schemes – e.g Oxford reading tree

Also download pictures from the internet, CBeebies, so you can encourage your child to make sentences about something they have watched, are interested in etc.

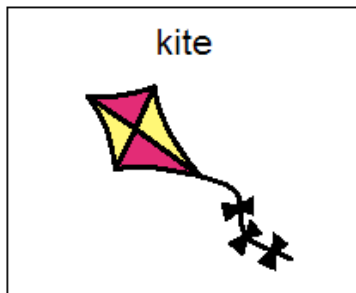
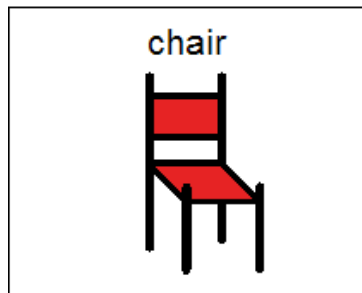
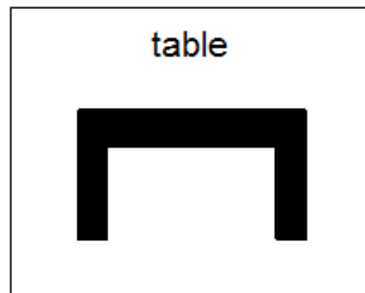
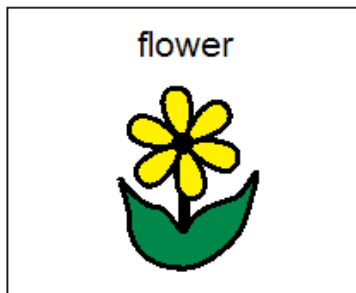
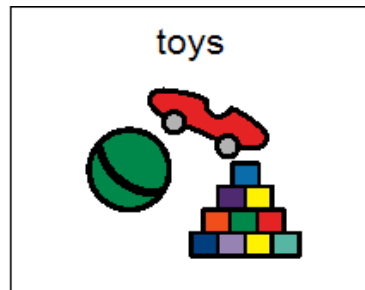
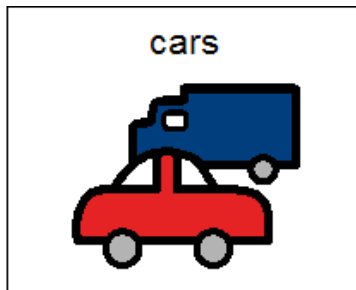
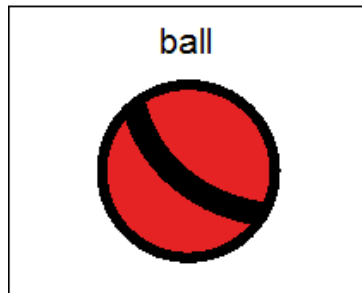
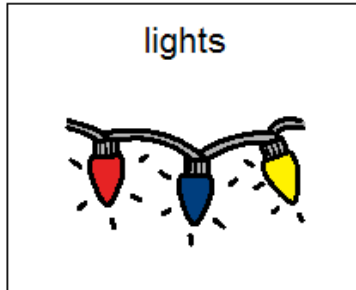
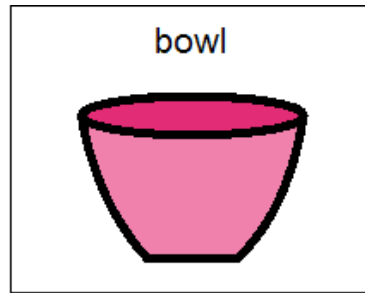
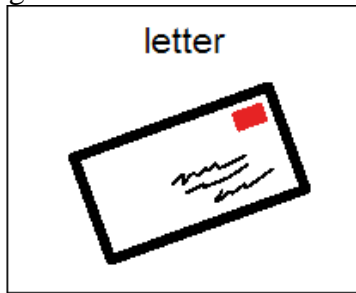
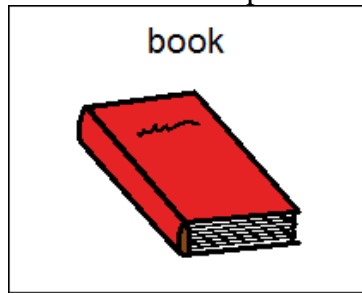


PEOPLE – to be printed on the orange paper

ACTIONS – to be printed on yellow paper



OBJECTS – to be printed on green



PLACES – to be printed on red paper

