



## Colourful Semantics

Colourful Semantics supports children in developing their spoken and written language. It supports the development and understanding of sentence structure by beginning with the verb. Every sentence needs the verb and then '*something else*.' If doing this correctly, it will mean there is not always the Who, Doing, What, Where structure which you may have been using previously.

The resource includes a mix of **vocabulary** work based around the colours such as matching, as well as '*true*' Colourful Semantics work which focuses on sentence structure. Activities start with the basic single word structure and move through to more grammatically focused activities and onto sentence building / writing.

Colourful Semantics is a system developed by Alison Bryan.



doing



who?



what?



where?



recipient



describing

## Contents

*Can be printed off and copied for individual pupils or laminated as a set and reused / photographed for evidence.*

**Pages 3 - 4:** Matching activities x3

**Pages 5 - 11:** Differentiated activities

**Pages 12 - 15:** Various symbol options

**Page 16 - 17:** Blank frames

**Page 18:** To add description



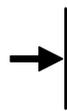
I can



match



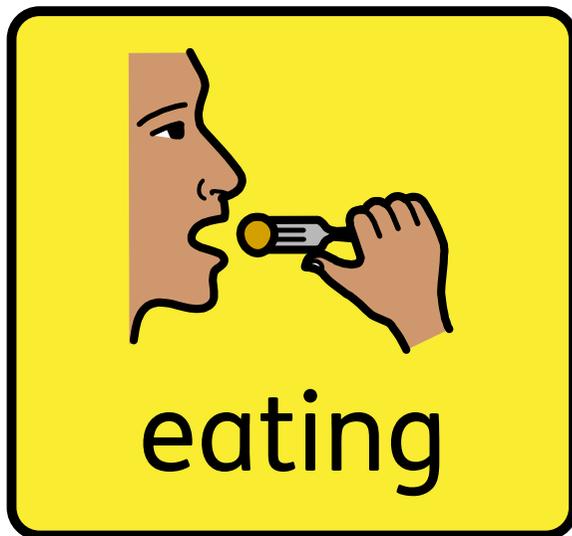
symbol



to



symbol.



I can



match



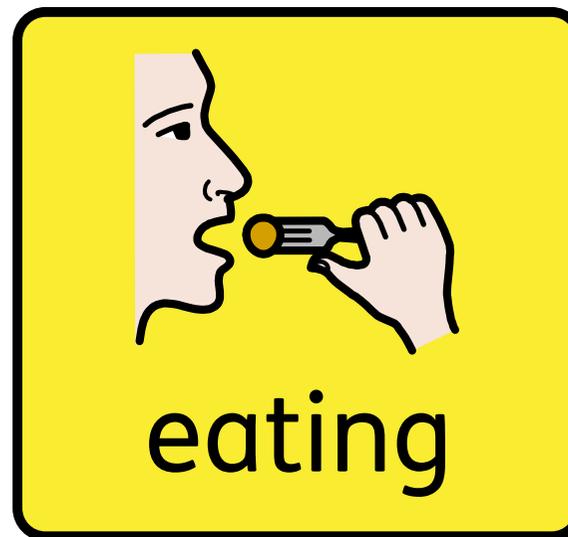
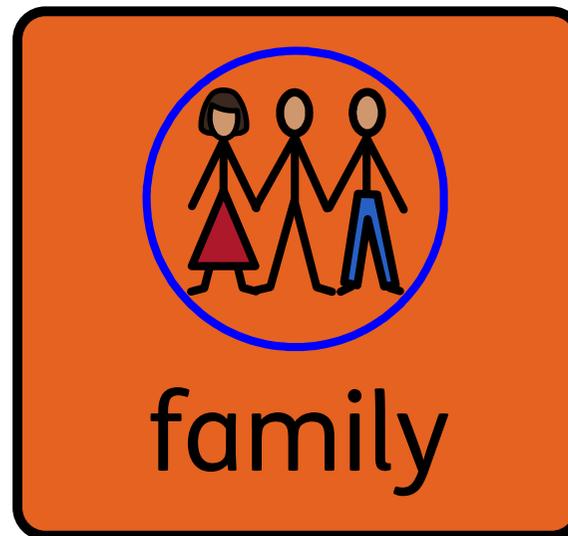
symbol



to



symbol.





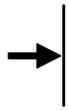
I can



match



symbol



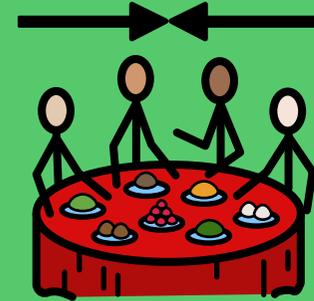
to



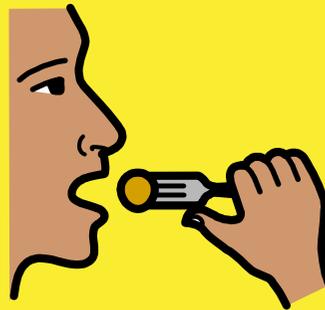
symbol.



family



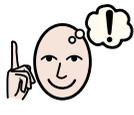
reunion dinner



eating



I



understand about



verbs.



What

are the



family



doing?

   
I understand about

   
verbs and nouns.



   
**Who** is eating  
  
a reunion dinner?

  
What are the  
   
family **doing?**

 I  understand about

 verbs +  and nouns.



 **Who**  is eating

 a reunion dinner?

 **What** are the

 family  doing?

 **What** are the

 family  eating?

   
I understand about

    
the different parts of a sentence.



   
**Who** is eating

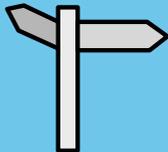
  
a reunion dinner?

  
What are the

   
family doing?

  
What are the

   
family eating?

  
Where are the

   
family eating?



I



understand about



different



parts of



a sentence.



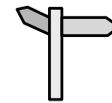
Who?



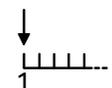
Doing?



What?



Where?

 I can  understand  the  main  parts  of a  sentence.

 Use  coloured pens  to  highlight  the  parts  of the  sentence.

 Who  are  eating  a  reunion  dinner?



 What  are the  family  doing?

 What  are the  family  eating?

 Where  are the  family  eating?

The family are eating reunion dinner at the dining table.



I can



compose



a sentence.



Use



your



coloured pens



to write



a sentence.



Who



are



eating reunion dinner?



What

are the



family



doing?



What

are the



family



eating?



Where

are the



family



eating?

+1

Extras



that might

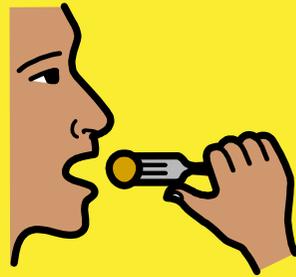


help...

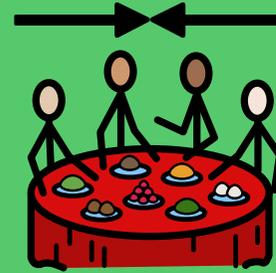
The at  
are  
the .



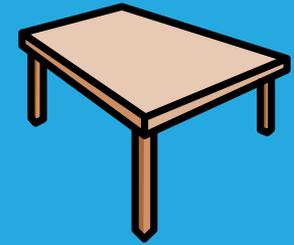
family



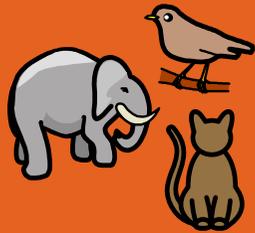
eating



reunion dinner



dining table



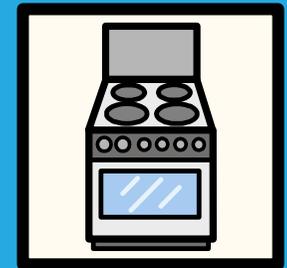
animals



drinking



juice



kitchen

The  
family

are  
eating

reunion  
dinner

at the  
dining  
table.

The  
animals

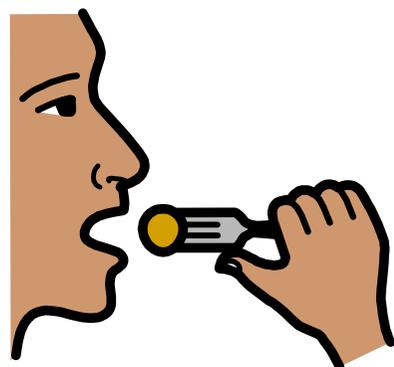
are  
drinking

juice

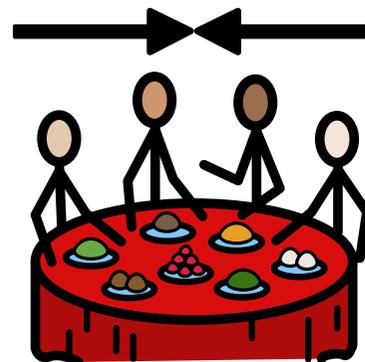
in the  
kitchen.



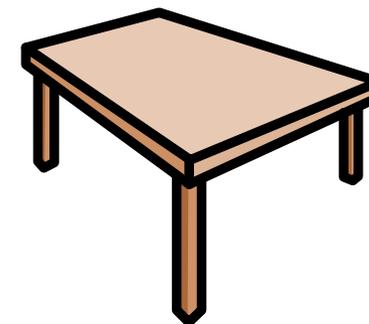
family



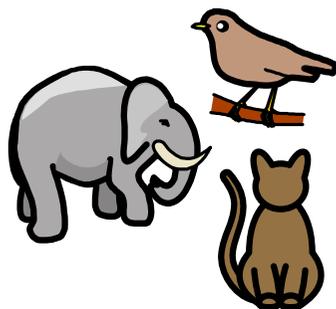
eating



reunion dinner



dining table



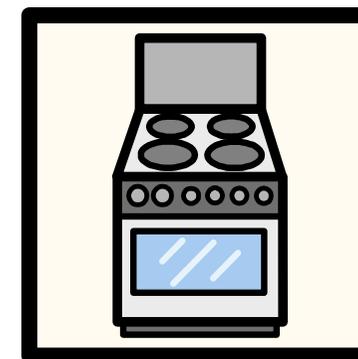
animals



drinking



juice



kitchen

The  
family

are  
eating

reunion  
dinner

at the  
dining  
table.

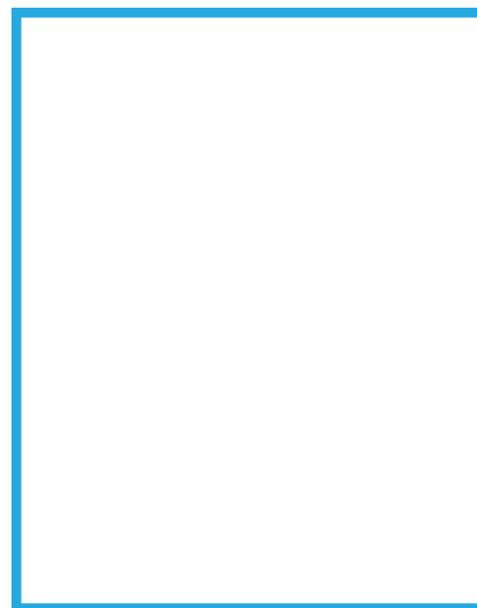
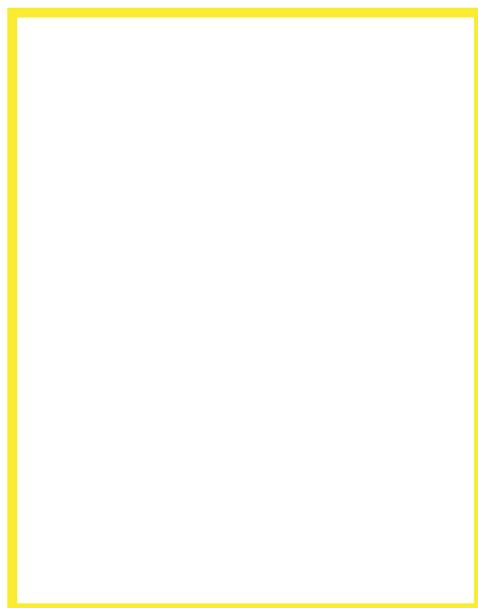
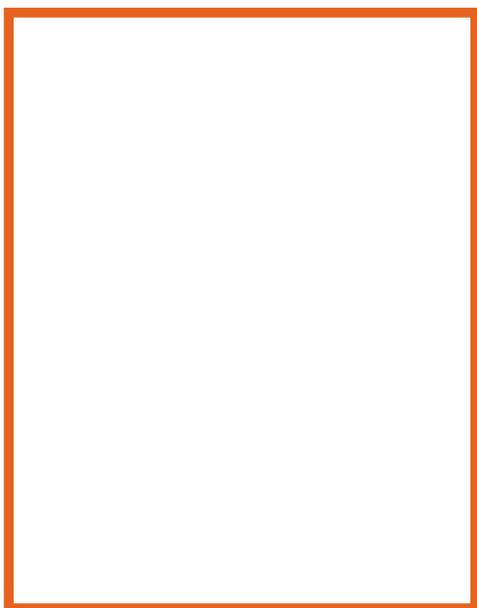
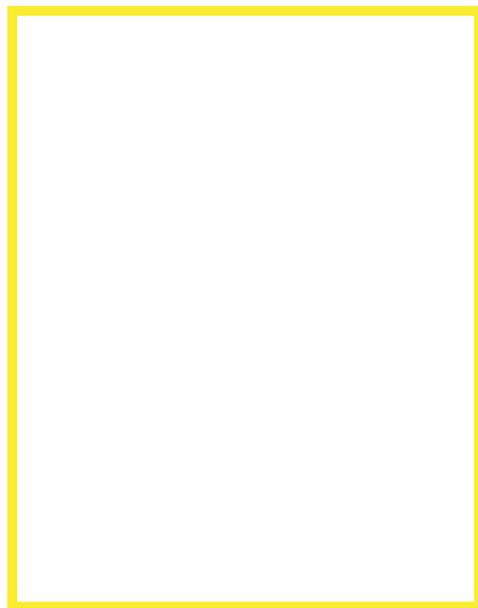
The  
animals

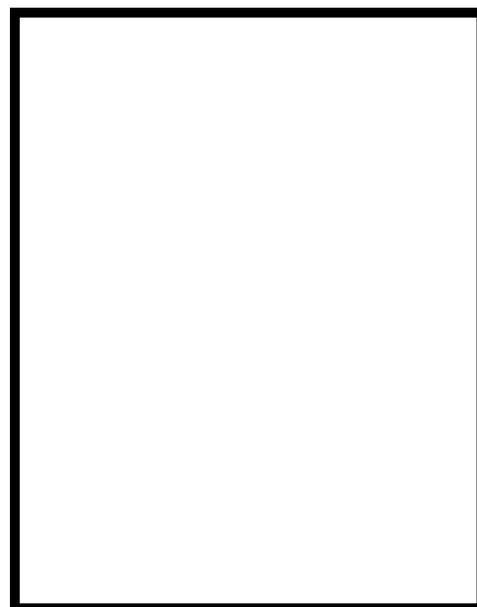
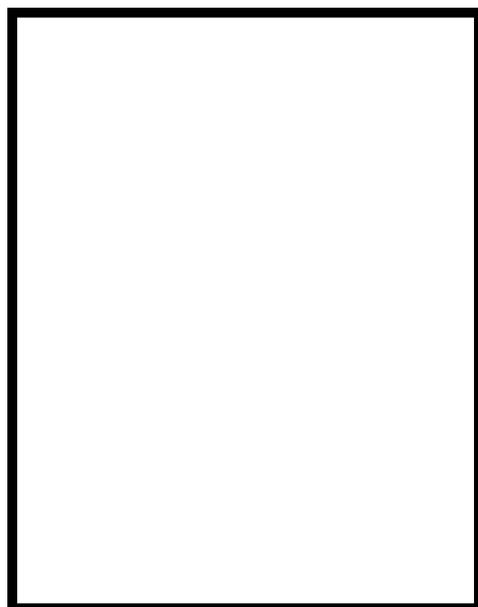
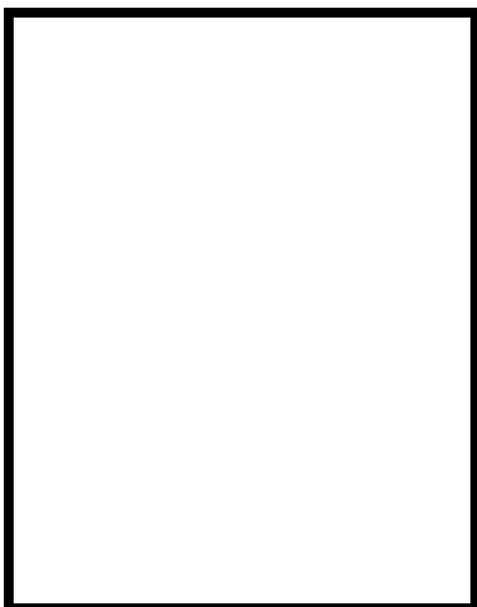
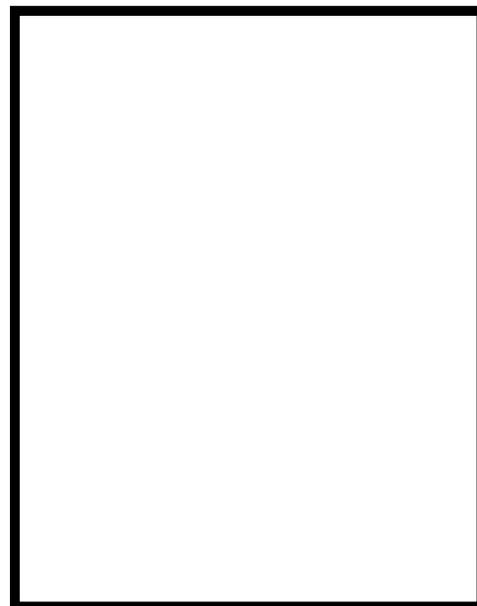
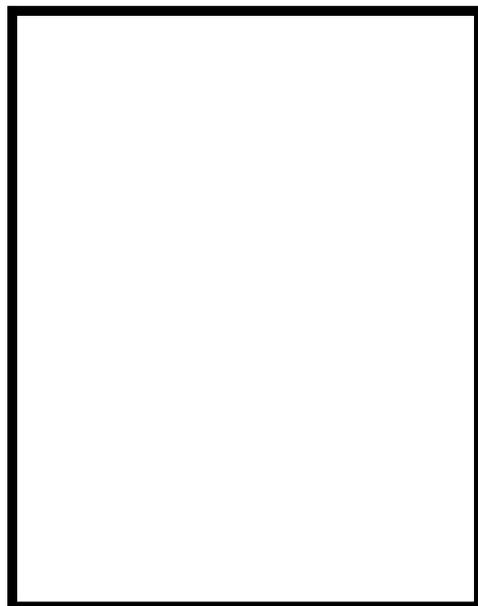
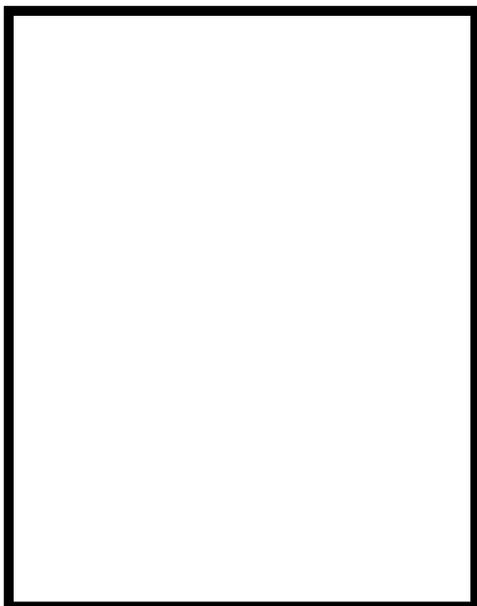
are  
drinking

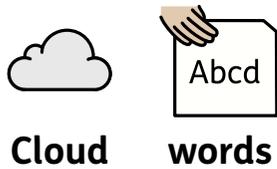
juice

in the  
kitchen.

Blank Coloured Borders







Use cloud words to help your young person add more information to their sentence ie **big** ball, **purple** chair. These words can 'float' around and slot in wherever you like to extend the sentence.

Use mine, or chop up and write your own...why not laminate and wipe off to reuse over and over?

