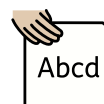




Burns Night



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

Content

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 - 10: Differentiated activities

Pages 11- 14: Various symbol options

Page 15 - 16: Blank frames

Page 17: To add description



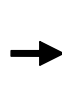
I can



match



symbol



to



symbol



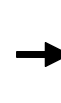
I can



match



symbol

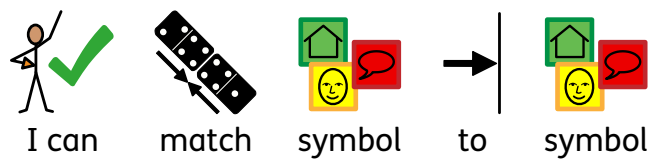


to

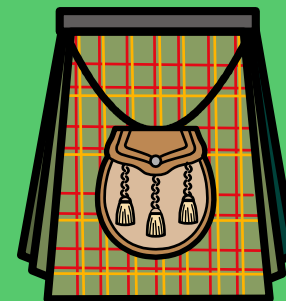


symbol





teddy bears



kilts



wearing



I



understand about



verbs





What





are the teddy bears



doing?



 I  understand about

 verbs  and nouns





 Who  are wearing





kilts?

 What  are the teddy bears


doing?






 I understand about






 verbs and nouns






Who are wearing




 kilts?



 What are the Teddy Bears



 doing?



What are the

 teddy bears wearing?



I understand about



different



parts of

a



sentence



Who

are



wearing



kilts?



What

are the



teddy bears



doing?



What



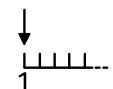


are the



teddy bears



wearing?

 I can  understand the  main  parts of a  sentence

 Use  your coloured pens to  highlight the  parts of the  sentence.



 Who  are wearing  kilts?

 What  are the  teddy bears  Doing?

 What  are the  teddy bears  wearing?

The teddy bears are wearing kilts.



I can



compose



a sentence



Use



your



coloured pens

to



write



a sentence.



Who



are



wearing



kilts?



What

are the



teddy bears



Doing



What

are the



teddy bears



wearing?



words



that might



help...

The

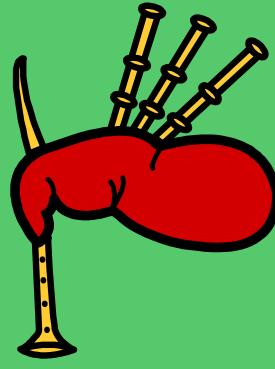
are



bagpiper



blowing



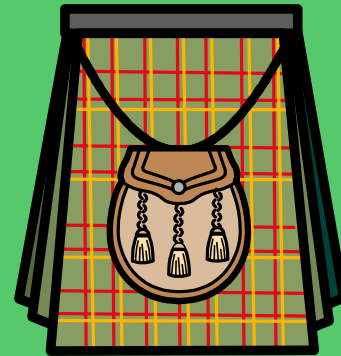
bagpipes



teddy bears



wearing



kilts

The
bagpiper

is
blowing

the
bagpipes.

The
teddy
bears

are
wearing

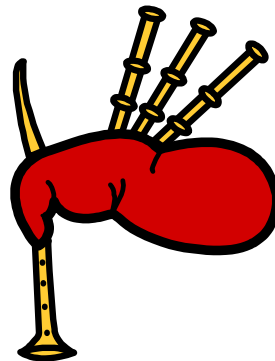
kilts.



bagpiper



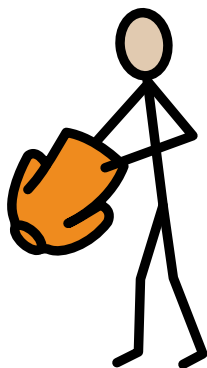
blowing



bagpipes.



teddy bears



wearing



kilts.

The
bagpiper

is
blowing

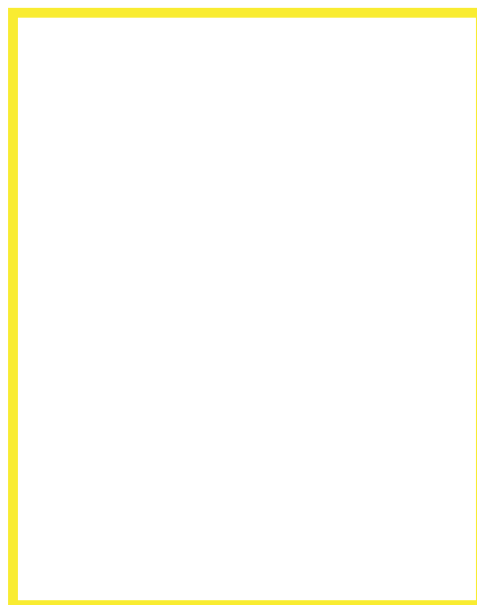
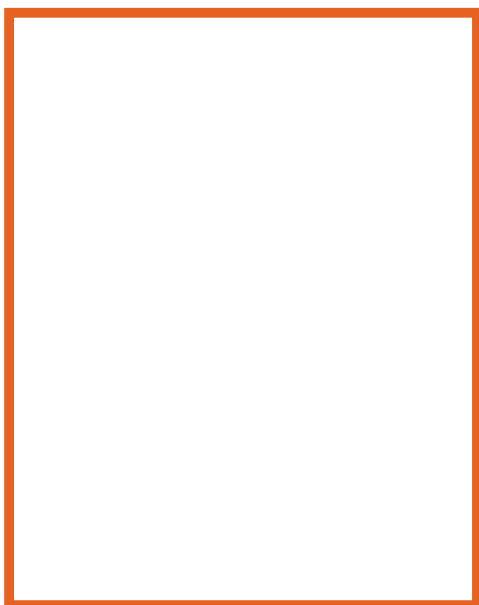
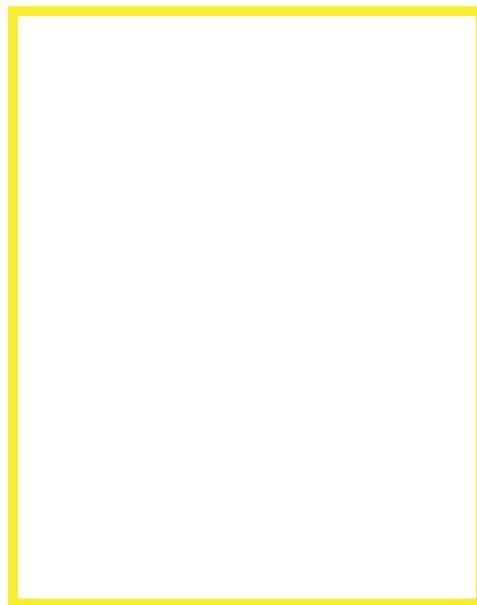
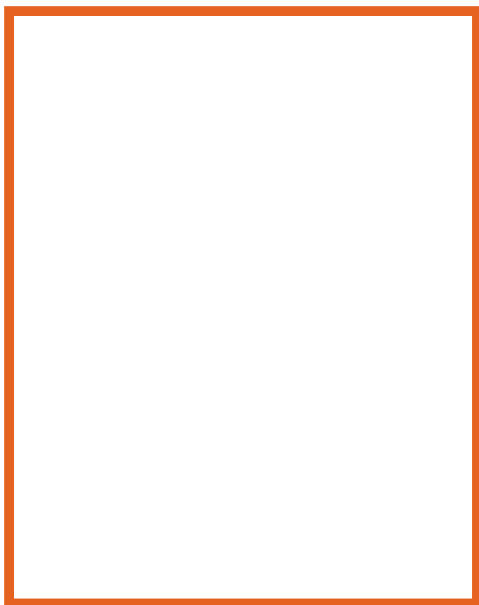
the
bagpipes.

The
teddy
bears

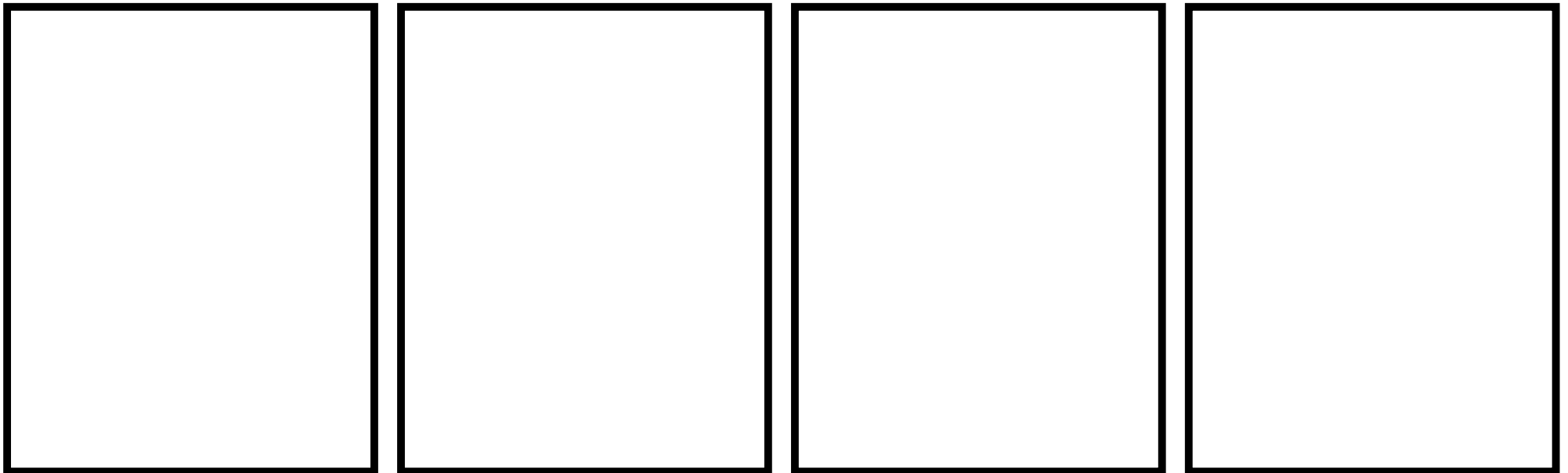
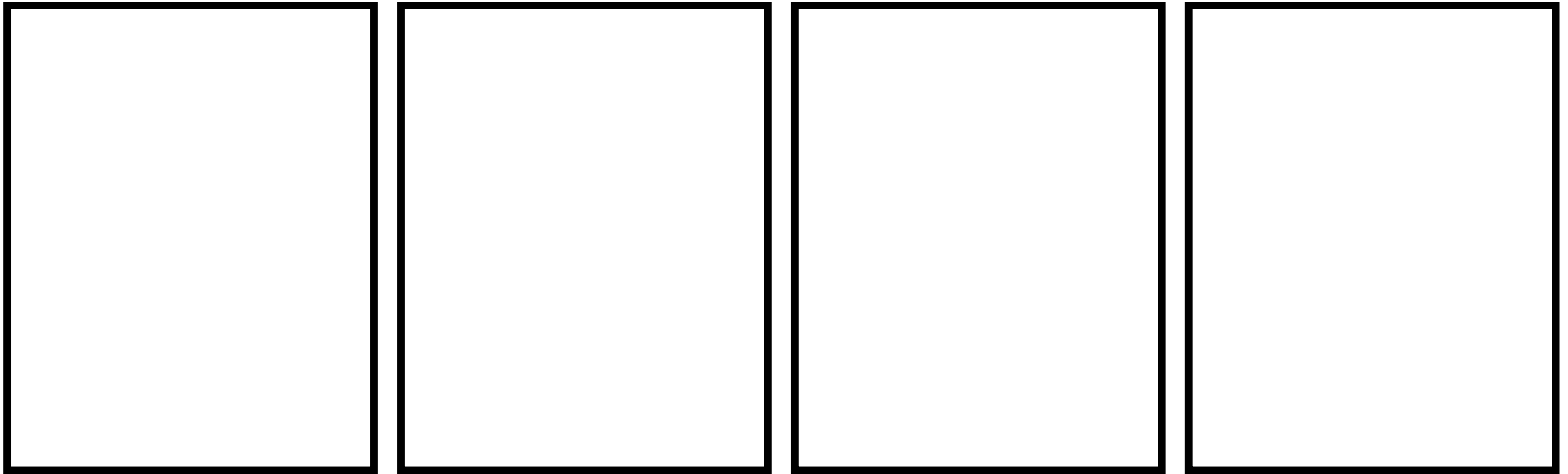
are
wearing

kilts.

Blank coloured borders



Blank coloured borders





Cloud words

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?

