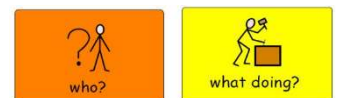
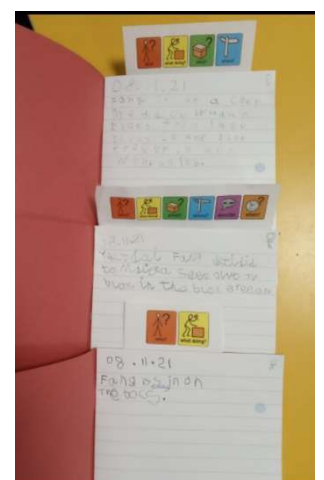


Activity Ideas to Support Generalisation of Colourful Semantics in the classroom

- **Photos/videos:** Take photos/videos of different members of the class doing different actions in different places to describe e.g. 'x is reading a book on the floor', 'x is kicking a ball outside'
- **Photos of characters:** Use photographs of different characters from the book being read in class currently, a favourite TV programme etc and describe what is happening in these
- **Small world play:** Use your child's favourite toys/characters and objects from around the classroom. Take it in turns to make them do different actions with the objects and talk about what they are doing e.g. 'the teddy is reading', 'spiderman is climbing the wall', 'the teddy is kicking a ball on the sofa',
- **Verb Video:** Make a short video of the child or a character acting out an action. This can then be played back and described and/or modelled again.
- **I got it wrong:** Act out the incorrect use of a verb on purpose so your child can point it out e.g. 'dolly is eating the table. Dolly can't eat the table'
- **Hide and seek:** Use your child's favourite toys/characters, take it in turns to hide one and describe where you are hiding it e.g. ask the child 'where is x hiding the teddy?', 'x is hiding the teddy on the bed'
- **Books:** Look at pictures in books – discuss what the characters are doing and where they are.
- **Role play/Simon Says:** Take it in turns with your child to act out an action (you may want to use a prop) for the other person to guess e.g. 'What's x doing?' 'x is eating a banana'.
- **Everyday:** Throughout the day, model these type of sentences and encourage your child to talk about what their peers and adults in the classroom are doing e.g. 'What's x doing?'.
- **Link it to places:** Go to a place that you use a verb and model the word repeatedly in different locations e.g. 'climbing on the climbing frame, climbing on the hill, climbing on the ladder'.
- **Lanyard/Keyring:** Have the colour coded question words on a lanyard or keyring so that these can be shown to the child across the day. For example, if asking the child a Who question, show them the orange Who question to cue them into the question and the type of answer required.
- **Sentence Strip:** Use the Colourful Semantics sentence strips to support the child to structure spoken and written sentences across the day. For example, have these as a visual on their table or somewhere in the classroom to support their understanding of word order and sentence structure. Have the yellow card handy as a reminder to pupils that a sentence must have a verb in it, for example.



The girl is eating.



- **Notice/Display Boards:** Coloured boards to display photos from class trips e.g. blue 'where board' showing places visited; yellow 'what doing' board to show activities from the trip, green 'what' board to show things that you saw, e.g. items from a museum visited.
- **Action or place of the day/week:** Place picture of a verb or a location in an envelope and open it together to see what the word of the day/week is going to be, and then focus on this verb or location in different activities across the day/week.
- **Reading:** In reading comprehension, use the colours to underline the words that answer that question in the text, e.g. underline characters in orange and places in blue.
- **Narratives:** use the set of colour cards to support the child when they are describing stories and events.

