

Stage Four Colourful Semantics: Subject Verb Object Place Sentences

What is Colourful Semantics?

Colourful Semantics is a visual support to help your child build longer sentences and to encourage them to use the key parts of the sentence in the correct order.

AIM: To use four key word sentences, subject verb object and location, e.g. the boy (subject) is kicking(verb) a football (object) in the garden(location).



Charlie is eating lunch in the dining room.

Amina is playing football in the park.

1. WHO (Orange)

- Introduce the orange WHO card.
- Look at action pictures with the child and ask them WHO is in the picture while showing them the card.
- Hold up the WHO card while asking the question.

2. WHAT DOING (Yellow)

- Introduce the yellow WHAT DOING card.
- Look at the action pictures and ask 'what is the boy/girl/dog etc doing?' while showing the card.

3. WHAT (Green)

- Introduce the green WHAT card.
- Going through the action pictures again ask WHAT questions, e.g. WHAT is the boy kicking? (ball).

4. WHERE (Blue)

- Introduce the blue WHERE card.
- Go through the pictures and ask WHERE questions, e.g. WHERE is the boy sitting? (on the chair)

5. WHO + WHAT DOING + WHAT+ WHERE

- Go through the action pictures and ask;
- WHO is in the picture (the boy)
- WHAT are they DOING? (kicking)
- WHAT are they kicking? (ball)
- WHERE are they kicking the ball? (in the garden)

6. Next ask "what's happening?" (a broader question to try to elicit the key words.)

7. Next take away the prompt cards and use the coloured square strip as prompts to place the symbols.
Modelling back to the child every time, “the boy is kicking the ball”.
8. Next take away the prompt cards and use the coloured square strip as prompts.
 - Modelling back to the child every time, “the boy is kicking the ball”.
 - Go through the action pictures/ and some new action pictures.
 - If the child misses out a part of the sentence, e.g. **WHAT** so has said “boy kicking”, prompt with what is he kicking and point to the green **WHAT** square.
9. Without the coloured square strip as a prompt go through the action pictures and ask “what’s happening?”. Use the coloured cards as a prompt if needed.

Activity ideas to support with generalisation:

- **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’
- **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’.
- **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 cant 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’
- **Small world play:** Use your child’s favourite toys/characters, take it in turns to make them do different actions in different places and talk about what they are doing e.g. ‘the teddy is kicking a ball on the sofa’, ‘dolly is washing her hair in the bath’.
- **Reading:** 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,

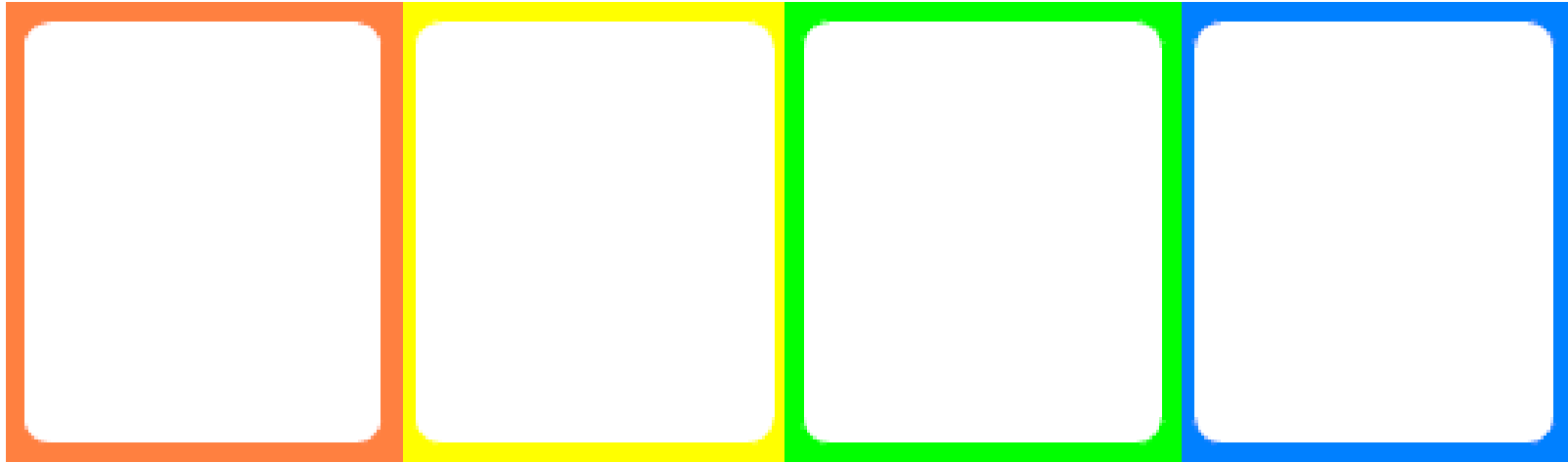
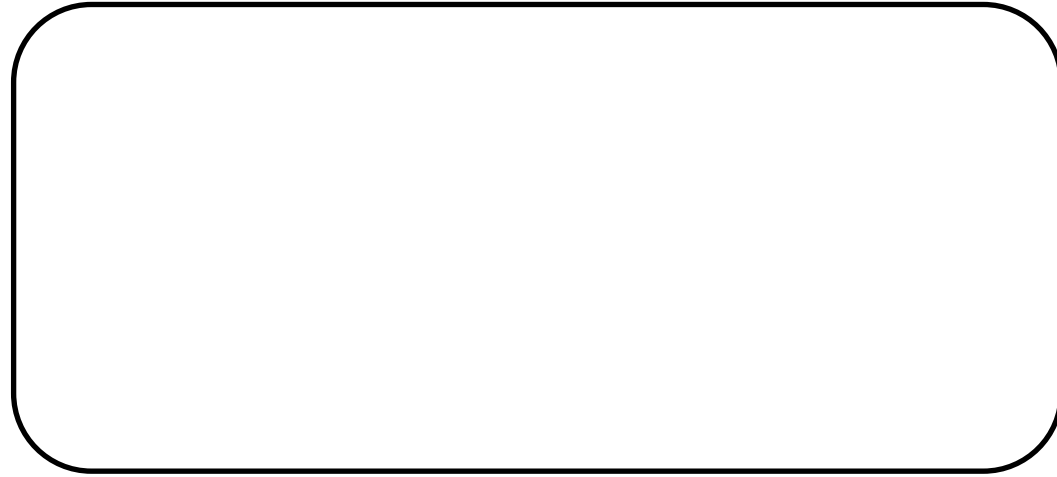
if asking the child a Who question, show them the orange Who question to cue them into the question and the type of answer required.

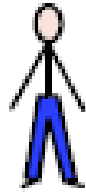
- **Sentence Strip:** Use the Colourful Semantics sentence strips to support the child to structure spoken and written sentences across the day. For example, have these as a visual on their table or somewhere in the classroom to support their understanding of word order and sentence structure.
- **Action 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.

Top Tips for completing the activity:

- ✓ If your child misses out a key part of their sentence, you can prompt them with the coloured strip to encourage them to use a full sentence. If you are not able to print and cut out the strip attached to this programme, you can draw your own coloured strip onto paper/card/cerealbox/whiteboard.
- ✓ Your child may initially miss out small words in their sentences e.g. 'The', 'is'. When this happens model back the grammatically correct sentence e.g. Child: 'dog play ball outside', Adult: 'yes, the dog is playing with the ball outside'







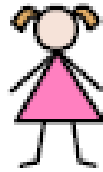
The man



The lady



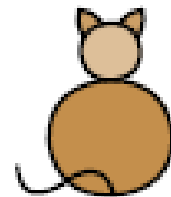
The boy



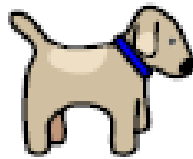
The girl



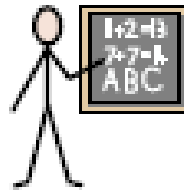
The baby



The cat



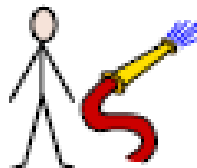
The dog



The teacher



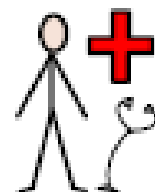
The postman



The fireman



The policeman



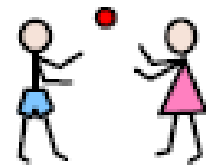
The doctor



is eating



is drinking



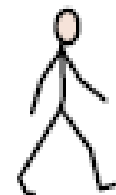
is playing



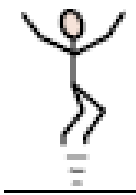
is skipping



is climbing



is walking



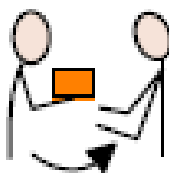
is jumping



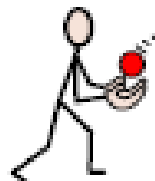
is holding



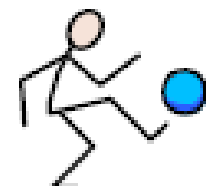
is throwing



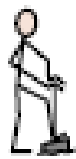
is giving



is catching



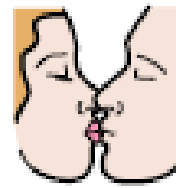
is kicking



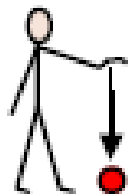
is digging



is carrying



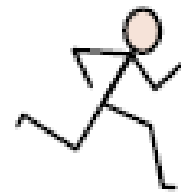
is kissing



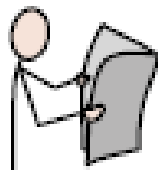
is dropping



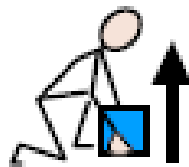
is taking



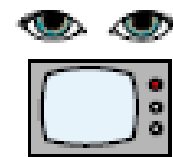
is running



is reading



is lifting



is watching



is making



is watering



is cutting



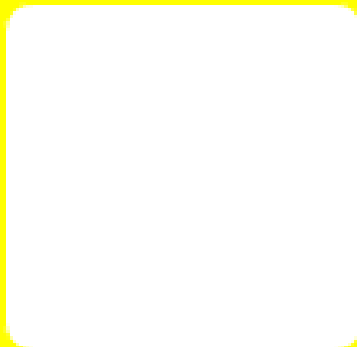
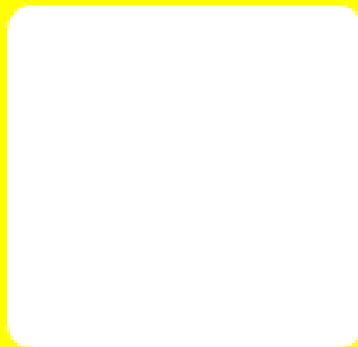
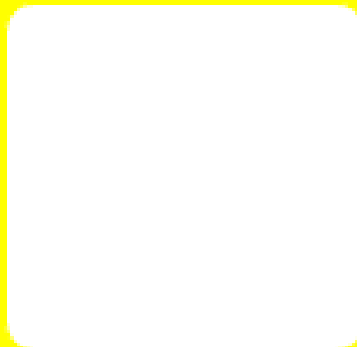
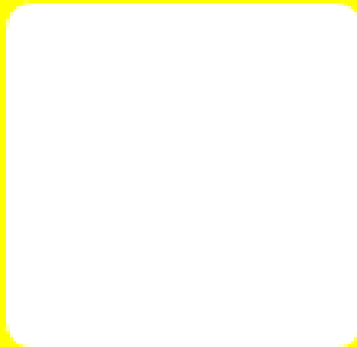
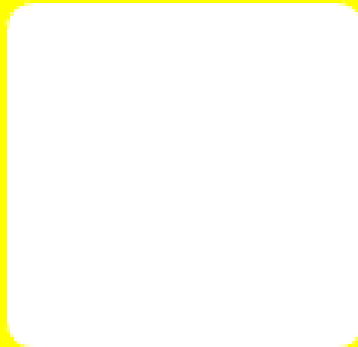
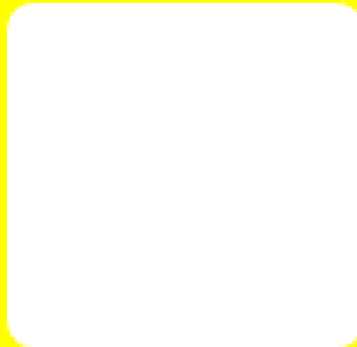
is painting

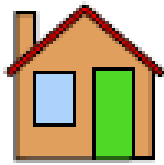


is washing



is sleeping

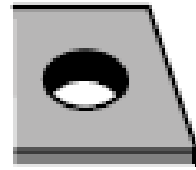




a house



a model



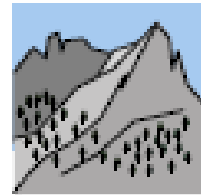
a hole



a teddy



a glass



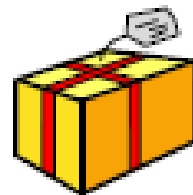
a mountain



a rock



a key



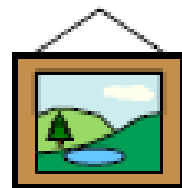
a present



TV



paper



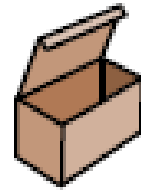
a picture



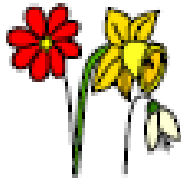
a ball



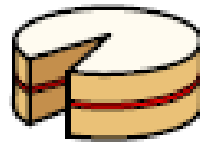
a book



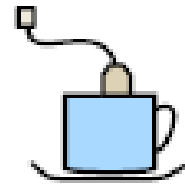
a box



flowers



a cake



tea



orange juice



water



milk



an apple



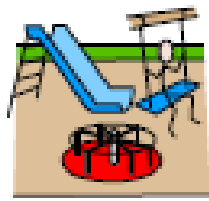
crisps



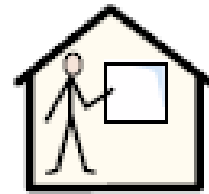
a newspaper



in the kitchen



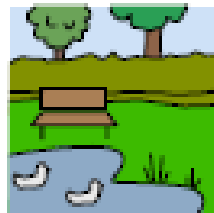
in the playground



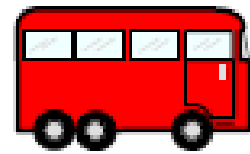
at school



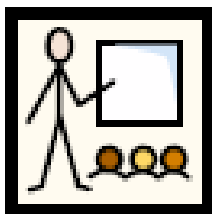
at home



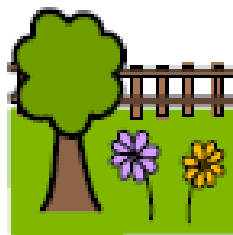
in the park



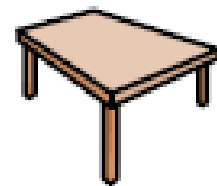
on the bus



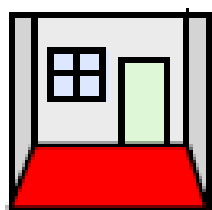
in the classroom



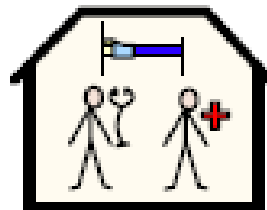
in the garden



on the table



on the floor



in the hospital



at the fire station





