Ideas for teachers to incorporate in the classroom

Here is a summary of the colourful semantics question words taught and example words:

WHO?

◻ "Who" words

E.g. I
They
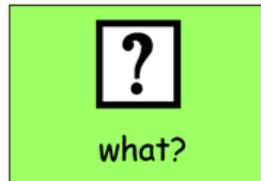the boy
Some girls
Snoopy
Jill
My dog

who?

What doing?

◻ " What doing" words

e.g. am walking
was eating
jumped
thinking
is going to eat
will descend
create

what doing?

What?

◻ " What" words

e.g. cornflakes
a book
the ball
some apples
any marbles
those dogs

what?

Where?

◻ "Where" words

e.g. in his kennel
along the road
to the park
from Tesco
up the hill
home

where?

What like?

big
generous   loyal
ambitious
salty   sour
dirty

The children were supported to produce sentences about pictures using sentence strips to prompt them.
For example:

the girl **is reading** **a book**

the girl **is skipping** **in the playground**

the woman **is eating** **ice-cream** **on the beach**

the woman **is eating** a tasty **ice-cream**

Please print the following question word visuals and have them displayed in your classroom where children can see. Try to hold up or point to the relevant question visual when asking a question or talk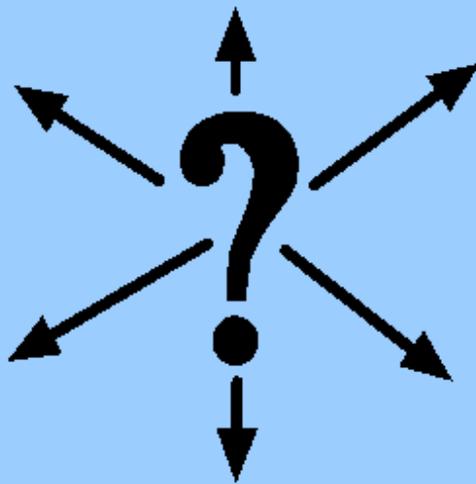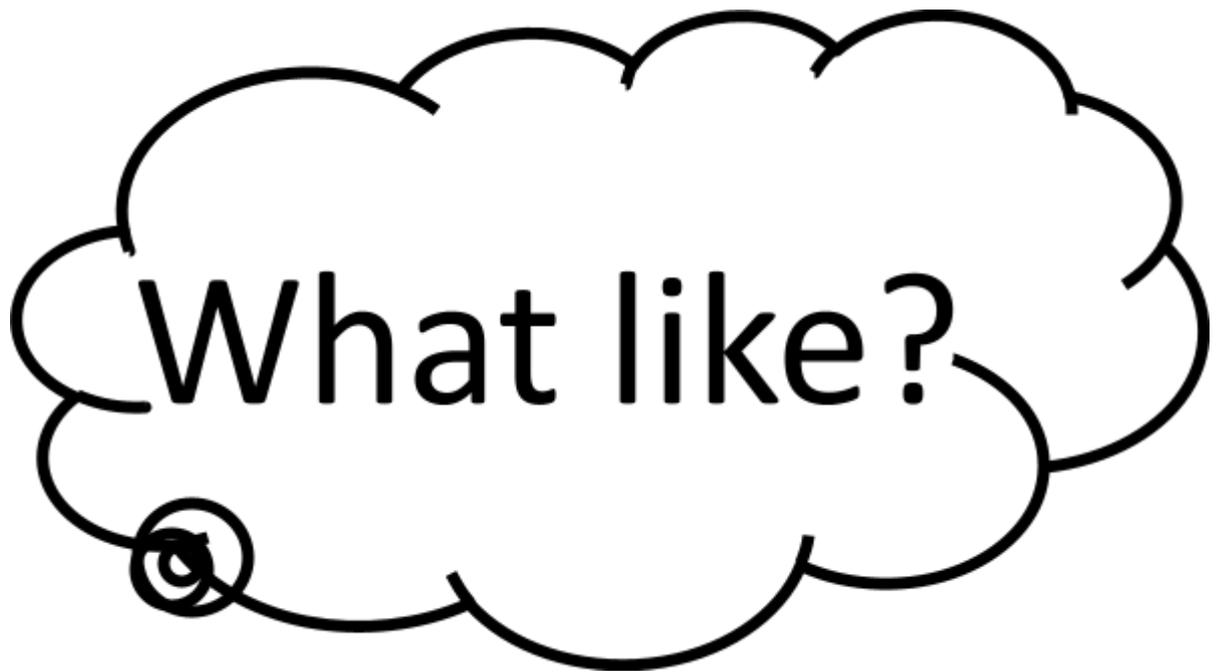ing about vocabulary that fits into one of those categories. The more consistently you refer to these visuals, the more helpful the children will find them.
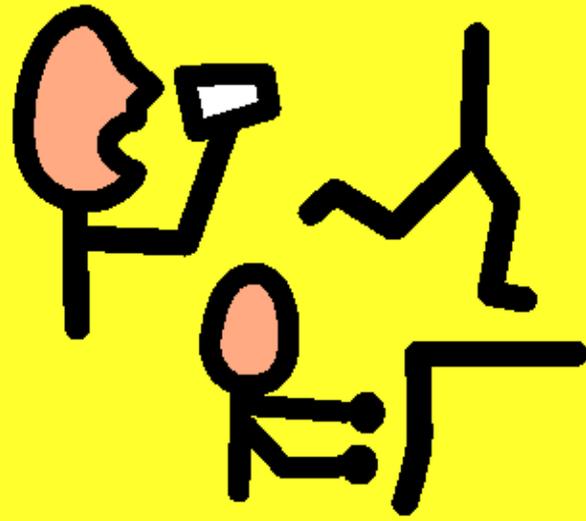
what doing?

who?

what?

where?

What like?

The children will benefit from colourful semantics being used in the classroom as part of differentiation of everyday activities. Please see some examples of ways you can use colourful semantics visuals in the classroom to support these children with their learning:

1). Teaching vocabulary

- Collect photos or picture scenes related to the books you are reading in class, topic work, the subject you are teaching, etc. Children with speech, language and communication needs really benefit from having pictures to support with understanding and generating ideas in lessons.

- Wherever it fits in with your lessons, discuss what children can see in the pictures and label the vocabulary for children to start with. Be sure to point to the colourful semantics visuals you have displayed at the front of your class. (e.g. Who? – the man / dragon / knight, etc. **What doing?** – melting / dividing / measuring, etc. What? – material / hexagon, etc.)

2). Use the question visuals to support children to understand and answer wh- questions in all lessons.

- Point to the visuals whenever you ask a wh- question. All wh- questions look and sound similar so having the colourful prompt will help children know exactly what information you are asking for.
- You can also use the Makaton sign for different question words to support children's understanding.
- It is particularly helpful to have a small version of the question visuals to support during guided reading.

3). Use question visuals or sentence strips to support children to think of vocabulary and help them form simple sentences.

- Always have a picture, photo or video to support children to think of vocabulary or generate sentences.

- Then ask 'who' is in the picture and support with the orange question visual (or ask what doing, what, where or what like – ensure you have the matching question visual to support children to generate vocabulary).
- You can also provide example vocabulary cards that are colour coded and ask children to choose the most relevant cards and put them in the right order onto a sentence strip to create a sentence matching a picture.
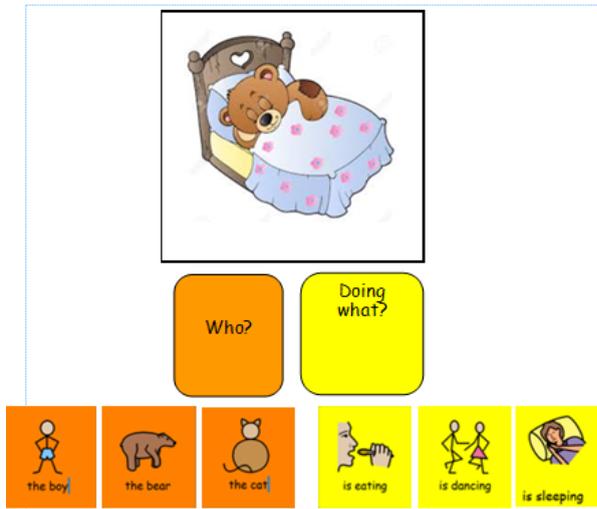
- If children are confident thinking of vocabulary themselves, you can just provide a sentence strip and a picture and ask children to generate their own sentence.
- You may want to provide 3 pictures, ask children to sequence them and then generate a sentence for each picture using a sentence strip to help.

4). Use question visuals to up-level sentences the children have already written.

- When marking children's work, challenge them to add one more word onto their sentence. Use a question visual to help them.

The boy was walking down the street.

∧

where?

The elephant is swimming

∧