

Example of colourful semantics being used:

Once the child is able to use the basic strip of 'who', 'doing' and 'what' we will extend their sentence and introduce the 'where'. An example has been shown below:



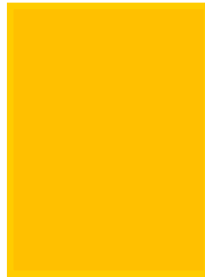
The lady is talking on the phone in the kitchen.

Through this multi-sensory approach, the consistent colours are dedicated to the specific parts of a sentence. Learners begin to see the patterns in language and develop a clearer grasp of grammar.

The method encourages learners to physically build and manipulate sentence components. By embedding grammatical understanding within a colour-coded framework, learners begin to internalise how sentences are formed, extended, and adapted.

Colour coding for Colourful

Semantics



Subject (Who?) e.g. The man



Verb (What doing?) e.g. is eating



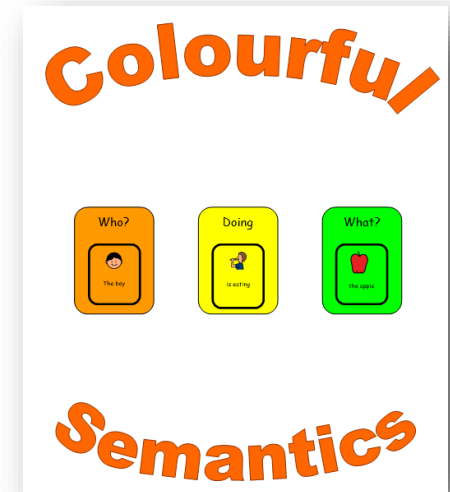
Object (What?) e.g. an apple



Location (Where?) e.g. in the park.

SACRED HEART CATHOLIC
PRIMARY SCHOOL

Colourful Semantics



A language intervention that encourages grammatical awareness through colour-coded visual prompts and physical construction.



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Colorful Semantics

Interventions

Dear Parents/Carers,

Our local Speech and Language service empowers school staff to support children and young people with speech, language, and communication needs. As part of this partnership, we are able to provide school-led intervention groups, including supported interventions through the Colourful Semantics programme, as recognised by CITS Hillingdon. We are pleased to inform you that we implement the Colourful Semantics programme as part of our provision.

Colourful Semantics is now widely used in educational settings and is a highly effective strategy designed to help children develop sentence structure, comprehension, and expressive language skills. This structured approach uses colour coding to help children understand the different parts of a sentence. By breaking sentences down into individual components, each represented by a colour-coded visual cue, learners are supported in constructing grammatically correct sentences, enhancing both their oral and written communication.

This programme also serves as a visual scaffold for learners, helping them to sequence information, organise ideas, and identify the functions of words within a sentence. Colourful Semantics encourages children to construct full sentences by visually organising their thoughts before verbalising or writing them.

If you have any questions or would like further information, please do not hesitate to get in contact.

Kind regards,
Mrs. Bowler
Assistant SENCo

What is Colourful Semantics?

A technique which uses colour coding to help children to learn the importance of the grammatical elements of a sentence, and how to join them together in the correct order. Learners will begin to see patterns in language and develop a clearer grasp of grammar in context.

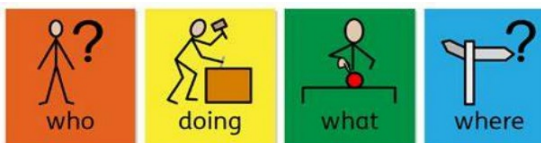
In its basic form it teaches:

Who (subject nouns) – orange

What doing (verbs) – yellow

What (object nouns) – green

Where (preposition phrases) – blue



How is Colourful Semantics used?

First, the child will be presented with an action picture, similar to the one below. We would then ask the child an open-ended question related to the picture. E.g. 'What is happening in the picture?'



If a child describes the picture using the phrase "boy eating," this corresponds specifically to the 'who' and 'doing' components. The 'who' card is orange, and the child should respond with "boy." The 'doing' card is yellow, and the child should respond with "eating."

It is important that we consistently model the correct language for the child to ensure they are using accurate sentence structures. Once the child is confident with these components, we can then introduce the 'what' card. This is the green card, and the child should respond with "apple."

The aim is to support children in producing sentences that follow the: 'who' (subject nouns), 'doing' (verb), and 'what' (object) structure.