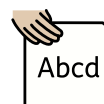




Burns Night



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



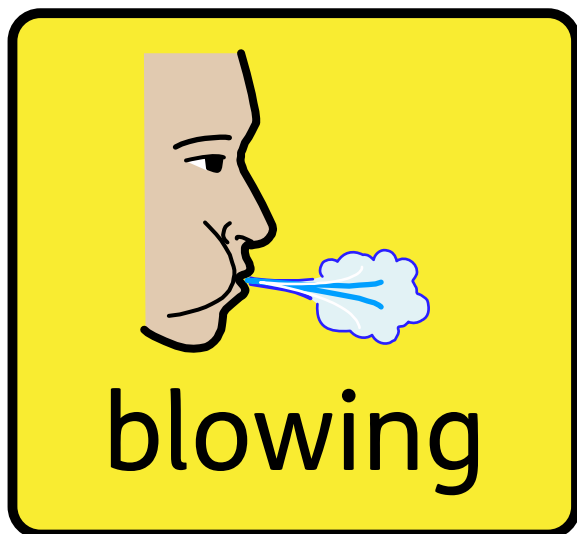
symbol



to



symbol



blowing



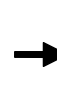
I can



match



symbol



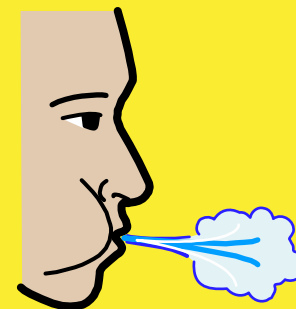
to



symbol



bagpiper

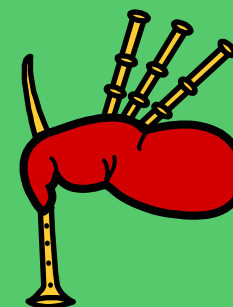


blowing

I can match symbol to symbol



bagpiper



bagpipes



blowing



I



understand about



verbs



What








is the

bagpiper





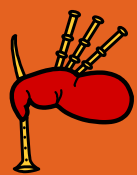
doing?

 I  understand about

 verbs   nouns







 **Who**  is blowing

 the bagpipes?



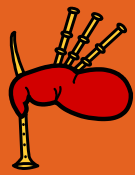
 What  is the bagpiper




 doing?




 I  understand about

 verbs +  nouns  
and



 Who  is blowing  
  
the bagpipes?

 What  is the bagpiper  
 doing?

 What  is the  
 bagpiper blowing?





I understand about



different



parts of

a



sentence



Who

is



blowing

the



bagpipes?



What

is



bagpiper



Doing?



What

is



bagpiper



blowing?



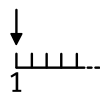


I can



understand

the



main



parts of

a



sentence



Use



your coloured pens

to



highlight

the



parts of

the



sentence.



Who

is



blowing

the



bagpipes?



What

is the



bagpiper



Doing?



What

is the



bagpiper



blowing?

# The Bagpiper is blowing the bagpipes.



I can



compose



a sentence



Use



your



coloured pens

to



write



a sentence.



Who

is



blowing



the bagpipes?



What

is the



bagpiper



Doing



What

is the



bagpiper



blowing?



words



that might



help...

The is

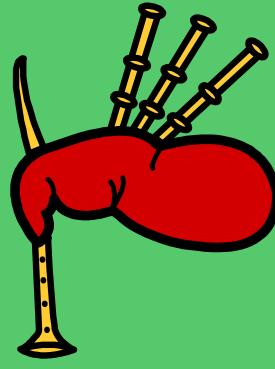
the



bagpiper



blowing



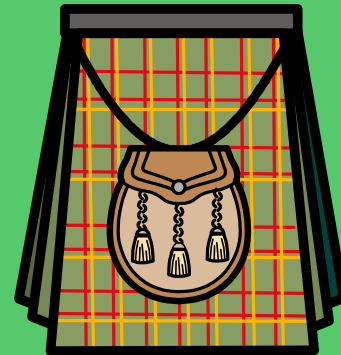
bagpipes



teddy bears



wearing



kilts

The  
bagpiper

is  
blowing

the  
bagpipes.

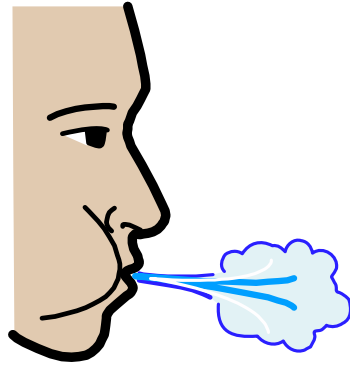
The  
teddy  
bears

are  
wearing

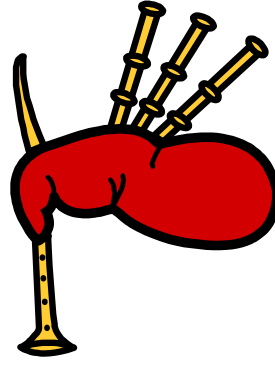
kilts.



bagpiper



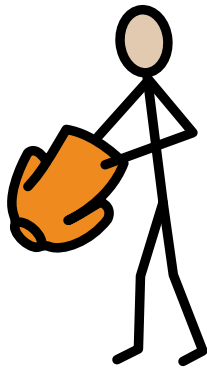
blowing



bagpipes.



teddy bears



wearing



kilts.

The  
bagpiper

is  
blowing

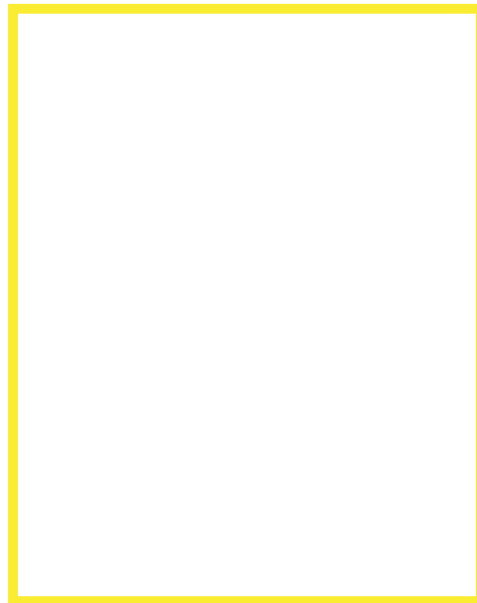
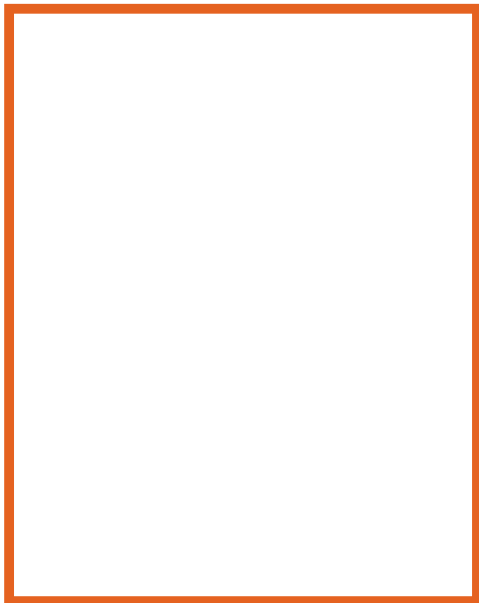
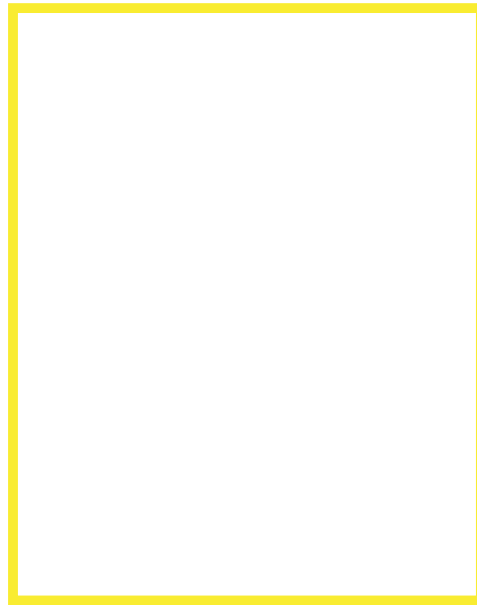
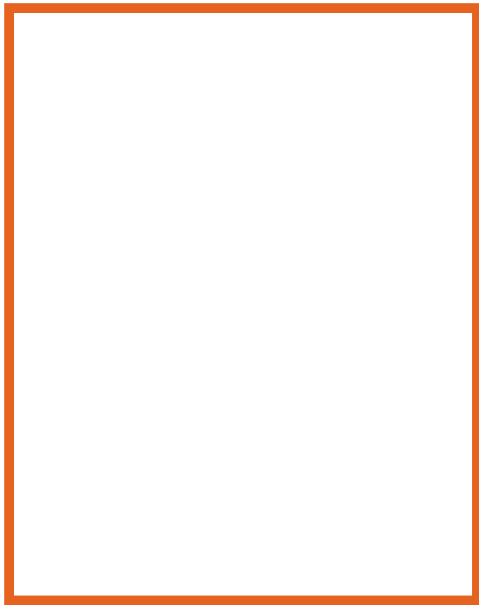
the  
bagpipes.

The  
teddy  
bears

are  
wearing

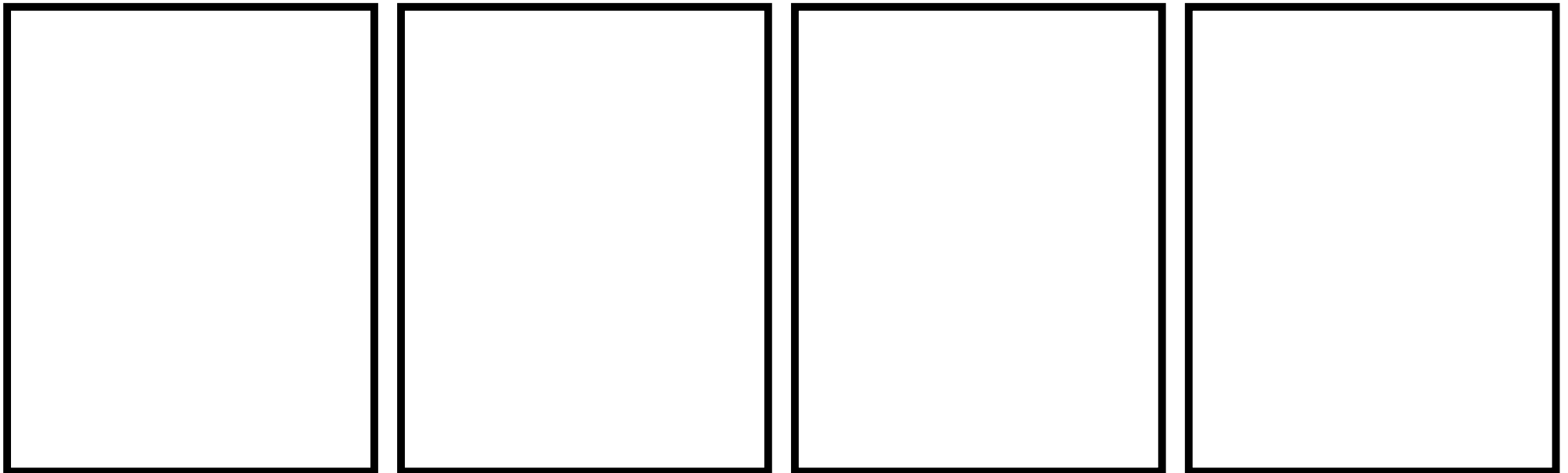
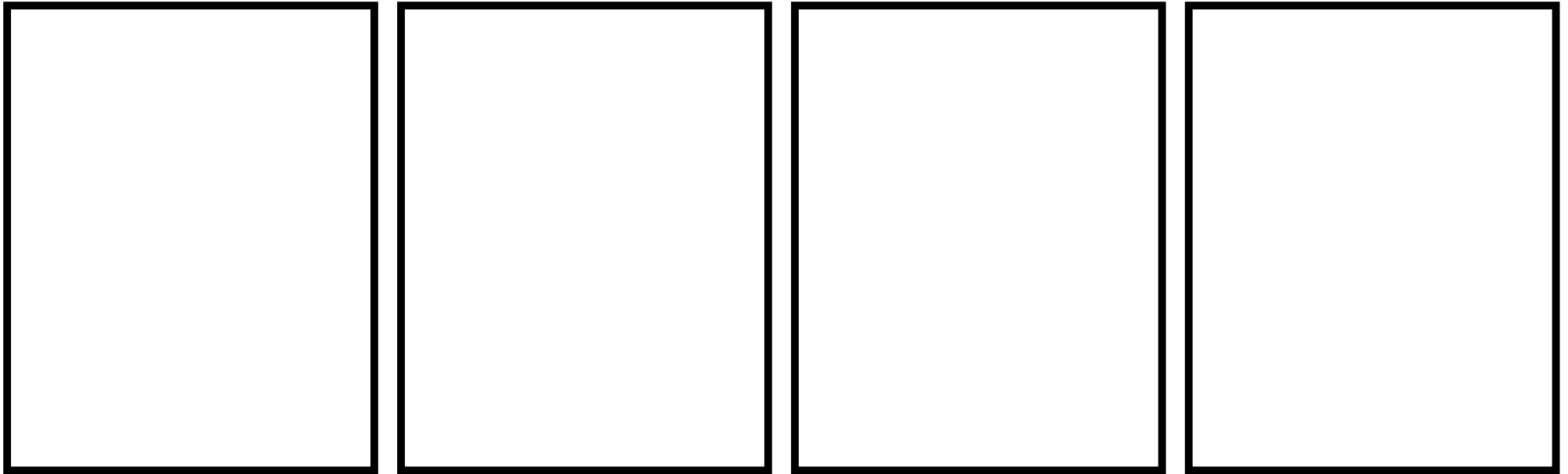
kilts.

## 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?

