

## Colour coding 4

### Subject + verb + object pack

Colour coding is an approach to help children with language difficulties. Your speech and language therapist has recommended this approach and explained why it will help your child. Our Colour coding information sheet tells you more about the approach and how to use it.

You should complete the colour coding packs 1, 2 and 3 before starting this pack.

### Subject + verb + object

- You will have practised helping your child to understand verbs. Your child knows they are 'action' or 'what doing' words and we use the colour red.
- Your child also knows 'subject' words. These are 'who' words and are blue.
- Your child also knows 'object' words. They know this is a yellow 'what' word.
- This pack helps your child to put the words together to make a 3 key word sentence. It helps them to know how to put the words in the right order.
- It's important that your child has made a link between the colours and the questions that go with them for colour coding to work well.

### What you will need

This pack has:

- A subject +verb + object sentence strip – a board with blue, red and yellow squares
- Verb symbols (red pictures)
- Subject symbols (blue pictures)
- Object symbols (yellow pictures)

Your speech and language therapist may have given you some 'Blacksheep press verb pictures' to use with this pack. These are the pictures you are describing or talking about. You can also use:

- Simple pictures from favourite books
- Pictures of your child and family members playing or doing different actions
- Pictures of characters your child likes doing different things
- Objects like your child's favourite cuddly toys. You can make them do different actions (e.g. bunny kicking a ball)

Print out the pictures and the sentence strip in colour. Cut out the symbols. If you have any words you need that are missing, draw these on the blank symbols

## How to use the pack

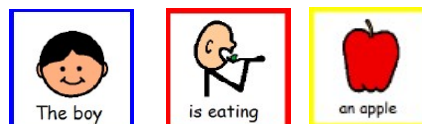
1. Choose a simple picture to look at with your child
2. Place the picture on the sentence strip or have the strip under the book
3. Have a mixture of some of the blue, red and yellow symbols ready for your child to select. You can try 3-4 of each colour. It helps to have them grouped to help your child find them like this:



4. Say to your child 'we need a blue word.' 'who is in the picture?'. 'It's a boy'. That's our 'who' word.
5. You can help and put the symbol on the strip to show your child the first time
6. Ask your child to find the 'what doing' red word and place it on the board e.g. 'what's the boy doing? 'He's...eating'
7. Ask your child to add the 'what' word e.g. 'what is the boy eating?' He's eating an...apple'
8. Model the sentence to your child and encourage them to say it too e.g. 'The boy is eating an apple'



subject + verb + object



With all of us in mind.

As your child practises, see if they can start to find the right words and say the sentence on their own. You will need to do the activity a few times to help your child join the words into a longer sentence.

Don't worry if your child is missing out the small words in a sentence like 'is', 'a' and 'the'. Say these words as you repeat back the sentence.

Keep talking about the colour as you practise making your sentences. The colour helps your child to know what the words do in a sentence. They also learn the pattern of the sentence using the colours.

### **My child is finding the activity difficult**

If your child finds the activity hard you can try:

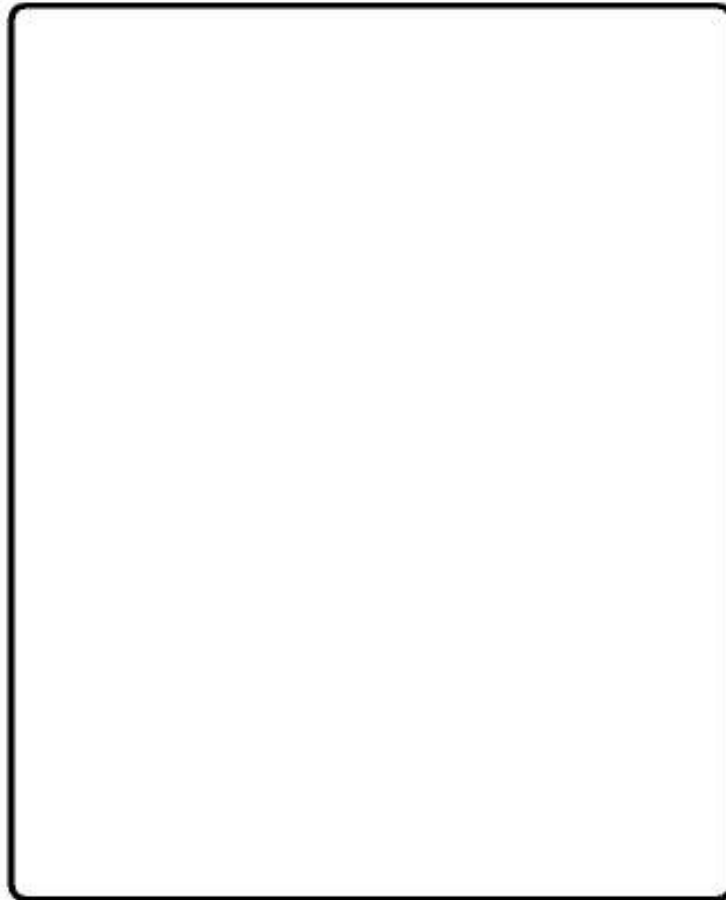
- Offering a choice of 2 symbols for each colour
- Using Makaton or gesture to help them find the right words
- Modelling choosing the right symbol and putting it on the strip
- If your child gets a word wrong – model the correct answer to them and help them change the symbol
- Your child might need to practise the colour coding packs 2 and 3 for a bit longer if they find this pack tricky.

### **More ways to help**

- Use these sentences in play – as your child is playing, remember to say the subject +verb + object words to say what is happening e.g. 'Daddy is **building** a **tower**'
- Routines – model these types of sentences in your daily routines e.g. 'mummy is **brushing** **hair**, 'daddy is **washing** the **car**', the dog is **drinking** **water**',
- Books – when looking at books together, talk about what is happening in the picture e.g. 'who can you see? **peppa** - what is she doing, 'she is...**eating**' 'peppa is **eating** an.....**apple**'
- Match and stretch – repeating your child's word and adding 1 more word helps your child to build sentences. Try to model subject + verb + action words. See our [Youtube video](#) on how to do this


See our colour coding video on Youtube for more help on how to do colour coding. If you have any more questions, contact your speech and language therapist.

Resources – sentence strip










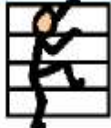













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Resources - symbols

 The man	 The teddy	 The boy	 The doll	 The baby
 The girl	 Dad	 The lady	 Mum	 The cat
 The dog	 The clown	 The bear	 The monster	 The king
 The snowman	 The snake	 The monkey	 The elephant	

Resources - symbols

 is reading	 is hiding	 is laughing	 is crying	 is sleeping
 is brushing	 is washing	 is washing	 is jumping	 is climbing
 is kicking	 is cutting	 is falling	 is painting	 is standing
 is running	 is throwing	 is drinking	 is eating	 is carrying
 is sitting	is			

Resources - symbols

 hair	 teeth	 the dog	 the teddy	 the coat
 fur	 a bone	 an apple	 a banana	 dinner
 pet food	 a sandwich	 the paper	 a book	 a comic
 a letter	 the menu	 water	 juice	 tea
 television	 buckets	 a present	 a ladder	 a pig
 a ball	 a balloon	 the leaves	 a can	 some bubbles